Collaborative International Joint Class cultures in broaden global engagement

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Collaborative Online International Learning (COIL) has been explored for the past decade but has gained popularity in the last 5 years, especially during the pandemic period. COIL fosters collaborative learning among educators and students by encouraging partnerships between them. Additionally, hybrid COIL offers flexibility in knowledge exchange to more students by removing traditional face-to-face boundaries. \r\n\r\nUNAIR has been continuously conducting COIL in form of Joint Class with high enthusiasm observed since 2022 where 22 activities from 11 faculties followed by 17 joint initiatives from 9 faculties in 2023. The program was a one semester credit subject. The developing COIL with new or existing partners from Poland, the Netherlands, Mongolia, Thailand, and notably Malaysia with 10 universities. \r\n\r\nCOIL has effortlessly increased the number of inbound students and serves as the initial phase to introduce UNAIR as a potential further post-graduate study host. In 2022, 329 students were online and 106 students via hybrid, while in 2023 there were 6 students online and 136 students via hybrid. However, this expansion comes with challenges. Educators of online courses should incorporate pedagogical approaches that leverage the unique features and opportunities provided by these increasingly favored modes of learning.

Revolutionizing Learning: The intersection of Education Technology, Shared Leadership and Mutual Assistance

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Technology innovation facilitate collaborative learning activities and enhances shared leadership. Shared leadership has proven to be a key factor for teams that were better able to learn, innovate and perform. In order to reap the benefits of shared leadership, educators should ensure that shared leadership structures and processed are authentic and carefully designed in a digital learning environment. Nevertheless, digital learning environment can induce uncertainties and interdependence among team members. Mutual assistance can play a significant role on team effectiveness. Our study aims to answer two questions (a) whether mutual assistance will positively affect perceived group effectiveness (b) whether shared leadership will moderate the relationship between mutual assistance and perceived group effectiveness. Using structural equation modelling method with a sample of 411 undergraduate students in Hong Kong. We found that mutual assistance can strengthen member's perception of group effectiveness, nevertheless, shared leadership has no effect on this relationship. These findings make a valuable contribution to the literature of digital team effectiveness. When leadership is over-shared, it has no effect on team dynamics and a more comprehensive shared leadership model is required. The study proposes specific suggestions for the use of education technology to improve shared leadership and team performance.

Sustainable Innovations: The Role of Green Technology in Achieving Educational and Environmental Goals in Philippine Universities

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This study explores the integration of green technologies within Philippine Higher Education Institutions (PHEIs) and assesses their contribution to national sustainability and to the quality of education amidst the rising demands of educational technology. Utilizing sustainability reports from various PHEIs as primary data sources, this research employs a comprehensive qualitative case study approach. Qualitative analyses were conducted to describe the reductions in energy usage and carbon emissions aided with interviews and case studies to investigate the practical application of green technologies in educational settings. Results suggest that PHEIs implementing green technologies not only significantly lower their operational costs and environmental impact but also enhance their educational offerings. These institutions provide students with hands-on learning experiences in sustainability, which are vital for fostering environmental awareness and responsibility. The study posits that effectively integrated green technology supports PHEIs in becoming leaders in environmental education, thereby contributing to broader societal sustainability goals. In conclusion, the research advocates for increased adoption of green technologies in PHEIs, recommending strategies for implementation and policy development that promote sustainable practices across other higher educational institutions.