Academic class discussions as	Associated Schools of Construction
exemplar of active learning,	(ASC), 59
68–70	Association of American Colleges and
Academic context, 192–193	Universities (AAC & U), 10
Academy of Human Resource	Association to Advance Collegiate
Development (2008), 189	Schools of Business
Accreditation Board for Engineering	International (AACSB), 209
and Technology (ABET),	Augmentation, 73
48	Australia's Tertiary Education Quality
Action competence, 116	Standards (TEQSA), 30
Active consumption	Australian Football League (AFL), 97
and evaluation of information, 80	
of information, 70–71	Bachelor of Design, 40
Active learning (see also Civic	Bachelor of Fine Arts Programme
learning; Work-based	(BFA), 89–90
learning (WBL))	Bachelor of Laws (LLB), 36
academic class discussions as	communities of practice, 37–39
exemplar of, 68–70	continuous evaluation of impact,
pedagogical approach, 92	39–40
pedagogy, 88	early strategic engagement through
phases, 93–94	FFCF, 37
workshop to address visual	foundations for sustainable practice
plagiarism, 93	and transferability held in
Active memory, 112	face of rapid change, 40–41
Activity Theory (AT), 173, 181	Honours, 39, 40
Actualized competence, 115	program reaccreditation cycle, 37
Alumni, 163	reaccreditation case study, 36
American Association of Colleges and	Behavioral learning, 110–111
Universities (AAC&U), 47	Behavioral management, 117
American Evaluation Association, 193	Biology, 133
American Institute of Steel	Bloom's taxonomy, 111, 129, 184
Construction steel bridge	Bridging theory to practice, 196–198
competition, 59	British Council (2021), 152
American Society of Civil Engineers	British Council report, The, 152
concrete canoe competition,	British Psychological Society (BPS),
59	133
Analogies, 116	Business and Technology Education
ANOVA, 134	Council (BTEC), 9, 128
Art, Design & Media (ADM), 89, 91	qualifications, 130
ADM BFA, 90	Business schools, 216

California State University (CSU), 170	required readings, 177
strategic plan for community	research questions, 173
service learning stresses, 170	significance of problem, 172
California State University's service	social justice, 180
learning internship	student learning objectives, 175
community engagement,	writing assignments, 176–177
170	Classic learning curves, 114
Campus, 211–220	Clinical techniques, 162
Capstone course, 59–61	Clustering analysis, 160
and projects, 92–93	Co-design process, 38
Cardiff Metropolitan University	Cognitive learning, 110–112
(CMU), 16, 18	Cognitive process, 32
investigating public health	Collaboration, 101
challenges module, 18	Collaborative assignments and
module, 17	projects, 91
teaching rooms, 22	Collaborative online international
Careers, 195	learning (COIL), 11,
Case study design, 209	209–210
Center of Sustainable Development	methodology, 216
Goals for Latin America	Collaborative work, 25
(CSDG), 217	Communal dialogue as teachers,
Centers for Disease Control and	students, and scholars, 198
Prevention, 189	exercises, 201
Chartered Institution of Railway	experiences, 199-201
Operators (CIRO), 154	hope, 201–202
Chemistry knowledge, 132	Communication, 25
Chomsky's model of linguistic	Communities, 109
competence, 115	curriculum, 170
Chrome extensions, 77	engagement, 170
Cisco Jabber, 20	objectives, 182
Civic learning, 170, 172, 178–179	Community learning, 172
(see also Active learning;	Community of Practice (CoP), 32
Work-based learning	Community-based Learning (CBL), 5,
(WBL))	92, 173, 180–181
central themes, 173–174	Competence, 111
civic learning, 178–179	action competence, 116
community-based learning,	cognitive aspects, 115
180–181	competence-performance
conceptual, 177–178	approach, 115
critical thinking, 179–180	history on, 113
findings, 173	meta-competence, 116–117
grading, 181–183	objective competence, 115
methods, 173	vocational and Institution-specific
objectives, 182	competencies, 116
pedagogical, 175	Competency, 114
problem statement, 171	Conceptual theme, 173, 177
purpose of study, 172–, 173	Concrete beam activity, 52

Concrete beam testing and	E-portfolios, 91–92
performance, 54	Education, 208
Concrete pavement systems, 57	Educational methods, 108
Contact Theory, 25	Educational psychologists, 5
Correlations, 136	Engineering Accreditation
Course	Commission (EAC), 48
activities, 52–54	Engineering education, 52
assessment, 57	English as a Second Language (ESL),
COVID-19, 194	88
lockdown, 72	Enhanced Cornell notes, 76
pandemic, 91, 107	Epistemological competence, 115
Creation process, 88	Equality, 25
Creative communication, 73, 80	Equitable teaching practices, 71
Critical thinking, 179–180	Equity, 25
Critiquing theory, 196–198	ERASMUS + European partnership
in practice-based fields, 197	scheme, 16
Crucible project, The, 60	European Credit Transfer and
Culture, 211–220	Accumulation Scheme, 18
Curriculum, 188, 193, 201–202,	European Union's ERASMUS+
211–220	program, 15
design studio construct as strategic	Evaluation, 192
enabler of curriculum	strategy, 35
communities, 33	theory, 197
delivery, 158	Evaluation studies (ES), 192
design process, 32	faculty, 188
linkages, 57–58	Example selection process, 193
Curriculum Design Studio (CDS), 33,	Executive Committee, 212
35–36, 38–39	Experiences, 209
construct as strategic enabler of	Experiential learning, 52
curriculum communities, 33	model, 210
curriculariti communices, 33	Extended project (EPQ), 130
Design Art (DA), 90	Extended project (E1 Q), 130
Design process, 60	Felten's principles, 39
Design Week, 96	Field
Development, 109	field-based "experiential learning",
Digital technologies, 109	170
Digitalisation, 109–110	field-based learning, 5
Direccion de Programas	trips, 52
Internacionales (DIPI), 219	Field Engineering and Readiness
Director of Extension, Consulting,	Laboratory (FERL),
and Research (DIECI), 215	49–50
Disciplinary context, 189	course, 56–57
Discovery learning activity, 52	
Diversity, 91	program, 54 Final Year Projects (FYP), 92
•	
on US campuses, 68	Fink's circular description, 188 First-Year Composition (FYC), 10
Doctoral students, 192	- · · · · · · · · · · · · · · · · · · ·
Doctrines of postmodernism, 88	syllabi grading, 181

Flexible curriculum design framework,	example selection process, 193
10	high impact educational
Free trade agreements, 208	experiences, 188–189
Functional competence, 111	master's-level, 197
Future Focused Curriculum Design	reflection memos, 193-194
Framework (FFCF), 7,	structured reflections, 193
30–31	student-led job search and overt
early strategic engagement through,	course alignment, 195
37	time commitment and
to guide program development, 33	maintenance, 195–196
ongoing and appropriate	Graphics, 116
evaluation of impact, 34–36	Grounded Theory methods, 93
process, 35–36, 38	crounded invery methods, ye
pro cess , 22, 20, 20	Health and Social Care BTEC, The,
Geography, 130	134, 142
Glasgow Caledonian University	Heuristic competence, 115
(GCU), 10, 151	High impact program design
Global interdependence, 5	framework
Global knowledge, 89	curriculum design studio construct
Global learning, 91	as strategic enabler of
Global Partners in Education	curriculum communities, 33
Consortium (GPE	FFFCF to guide program
Consortium), 218	development, 33–36
Global understanding in business,	high impact activities, 31–33
environment, education,	from theory to practice, 36–41
and health through	High impact educational experiences,
international virtual	32, 188–189
exchange project (Global	High impact practice (HIP), 4, 10,
BEEHIVE), 218	59–63, 89
project, 219	applied arts as, 90
Globalization, 208, 210	in civil engineering major at the
Google Cardboard, 23	united states air force
mobile phone application, 22	academy, 7
Google Hangouts, 20	in graduate education, 11
Grade point averages (GPA), 128–129	High-quality educational experiences,
Grading, 181–183	195
Graduate education, high impact	Higher education (HE), 106, 171
practices in	behavioral control, culture, and
academic context, 192–193	social initiative, 118–119
adaptations, 194–195	behavioral learning, 110
bridging theory to practice and	competence, 111
critiquing theory, 196	digitalisation and HE, 109–110
communal dialogue as teachers,	evolution of knowledge
	ē
students, and scholars,	building and knowledge
198–202 disciplinary context, 189	management, 110
doctoral-level, 197–198	history on competence, 113–117
doctoral-level, 197–198	intelligence, 112

international relations and networks, 218–220	inclusive environment, 80–81 increasing self-efficacy, 81–82
internationalization in, 210-211	method, 75
knowledge, 112-113	model to facilitate academic class
learning concept, 111–112	discussions, 75–
overview of HE in developing	participants, 75
countries, 107	procedure and materials, 75–79
sector, 128	results, 80
social competence, 117–118	significance of transparency, 80
technological impact in HE, 108	Information Technology (IT), 132
UDEM in world, 213–218	Innovative learning, 210
Higher education institutions (HEI),	Institute for University to Business
4, 208	Education (IU2B), 151
Higher Education Statistics Agency	Institute of International Education
(2011) (HESA), 131	(IIE), 212
Hogans, 57	Institution-specific competencies, 116
Holistic program design, 42	Institutional culture, 218
HTC Vive, 22	Intellectual exchange, 15
Humanitarian Engineering, 58	Intellectually disciplined process, 179
Hybrid formats, 222	Intelligence, 112
	Inter-American Development Bank
In situ testing techniques, 57	(IDB), 209, 217
In-person exchange, 15	research studies, 219
Inclusion, activating transparency for	Intercultural skills, 216
greater, 73–74	Interdisciplinary Seminar (IDS),
Inclusive curriculum design	91–92
framework, 10	Internal Review Board (IRB), 75
Inclusive environment, 80–81	International agencies, 14
Inclusive learning environment, 75	International Baccalaureate (IB), 9,
Inclusive teaching practices, 71	128
Inductive approach, 160	International campus concept, 217
Inductive coding approach, 156	International knowledge, 210, 216
Information literacy	International learning, 5
academic class discussions as	International programs, 15
exemplar of active learning, 68–70	International relations and networks, 218–220
activating all course participants in	International Society for Technology
discussions, 71–73	in Education (ISTE), 73
activating transparency for greater	International students, 74
inclusion, 73–74	International travel, 15
active consumption and evaluation	Internationalization at home (IaH),
of information, 80	209, 220
active consumption of information,	Internationalization of higher education
70–71	at home (IatH), 219
conceptual framework, 68	Internationalization strategies, 208
data analysis, 80	in HE, 11, 210
data collection, 80	of HE, 211–220

Universidad de Monterrey in Mexico, 211	Learning management systems (LMS), 72
Internships, 92	Lebanese public health professionals
Interpersonal skills, 170	17
r · · · · · · · · · · · · · · · · · · ·	Liberal education, 47
Japanese Olympic committee, The, 96	Liberal Education and America's
Job markets, 195	Promise (LEEP), 47
Joint Problem Space, 24	Liberalization
,	of economy, 208
Knowledge, 110, 112	policies, 208
creation, 109	Local, Definition, Honesty and
evolution of knowledge building,	Education (LDHE),
110–114	90, 93
management, 106, 110	framework, 99–100
retention, 112	Los Angeles (LA), 178
skills, 113	river, 177
types of, 113	Low-stakes Assessments, 57
Knowledge, skill, and competence	
(KSCs), 111	Massive open online courses
Knowledge, skills, and attitudes	(MOOCs), 107
(KSAs), 111	Master's students, 192
Kolb's experiential learning theory, 55	Mathematics, 130
	Mauritian education system, 107
Laboratory experiences, 52	Mauritius (island), 107
Latam COIL Network Conference	Media Art (MA), 90
(2022), 209	Meta-cognition, 158
Leaders Encouraging Airmen	Meta-competence, 116-117
Development (LEAD), 47	Mexico, Universidad de Monterrey
Leadership opportunities, 56	in, 211
Learning, 50, 131, 142	Mobility, 211–220
benefits, 61–63	Modern University for Business and
cognitive learning, 111–112	Science (MUBS), 16
communities, 5, 108	teaching rooms, 22
concept, 111	Modular object-oriented dynamic
curriculum linkages, 57–58	learning environment
experiences, 188–189	(Moodle), 107
experiences with diversity, 58–59	Motor skill acquisition, 114
interaction with faculty and	
professionals, 55–56	Nanyang Technological University
knowledge retention, 112	(NTU), 90
leadership opportunities, 56	National Audit Office (NAO), 130
low-stakes assessments, 57	National Center for Public Policy
management content, 170	(NCPP), 171
process, 222	National Survey of Student
service learning, 56–57	Engagement, 5
theory and specific learning	National Vocational Qualifications
benefits, 54	(NVO), 134

Naval architecture, 51	Problem-based learning, 18–20
Non-governmental organizations	Program design, 42
(NGOs), 14	Program evaluation, 189–192
,,,	Project-based Learning (PBL), 52,
Objective selection process, 157	173, 181
Ocean engineering, 51	Psychobiology, 134–135
Oculus Rift, 22	module, 140–141
Office of International Programs, The,	Psychology degree programs
212	academic performance, 135
Online	current study, 134
communities, 109	entry qualifications, 130
courses, 107	factors affecting successful student
Open Source Studio (OSS), 91–92	learning, 129
Operations Air Force (Ops Air Force),	hypotheses, 135
51	prior learning in sciences, 131–133
Optometry students and Phelophepa	method, 135–136
Train in South Africa,	qualifications, 134–135
159–164	results, 136–140
Organizational Leadership, Policy, and	UK University psychology courses
Development (OLPD), 192	133–134
Orthoptics students and Phelophepa	Psychology modules, 135
Train in South Africa,	rejeneregj medates, ree
159–164	Qualitative data, 160
Overt course alignment, 195	Qualitative research method, 11, 209
overt course angiment, 193	Quality Assurance Agency, 18
Pacific Alliance COIL Project, The, 210	Quantitative data, 160
Pandemic, 208	Queensland University of Technology
Parallel learning curves, 114	7
Participation apprehension, 69	,
Pavement design course, 57	Railway Operations Management
Pedagogical theme, 173, 175	(ROM), 10, 154
Pedagogy-oriented professional	case description, 154–155
development, 72	findings, 157
Personal code of ethics, 99–100	methodology, 155–156
Personal traits, 170	program, 10
Phelophepa clinical environment, 164	programs in South Africa, 154
Phelophepa train in South Africa,	Real-world learning, 37–38, 42
159–164	Recognition of Prior informal
Pontificia Universidad Católica del	Learning (RPiL), 157
Peru (PUCP), 209	Reflection memos, 193–194
Postmodernism, 96	Refugees, 14
Practice-oriented fields, 196	UK Student's experience of visit to
Practice-oriented professional	Refugee camp, 23–24
development, 72	Regression model, 140
Prior knowledge, 129	Relations, 211–220
Prior learning in sciences, 131–133	Request for proposal (RFP), 60
Private business schools 210	Request for qualifications (RFO) 60

Research	Statistical Package for Social Sciences
on evaluation, 192	software (SPSS software),
methods, 133 135	136
research-based learning, 5	Statistical tests, 134
Reserve Officer Training Corps (ROT	Statistics, 135
C), 51	Stevens Initiative, 15
Reverse image search function, 89	Strategic engagement through FFCF,
"Round robin" fashion, 56	early, 37
"Round robin" schedule, 52	Strategic frameworks, 42
	Strategic Plan for Internationalization
Scholars, communal dialogue as,	(SPI), 212
198–202	Strategies of internationalization,
Scholarship of Teaching and Learning	208–210
(SoTL), 39	Structured reflections, 193
Scholastic Aptitude Test (SAT), 129–130	Student Learning Objectives (SLO),
Science, Technology, Engineering, and	182
Mathematics (STEM), 132	Students, 4, 70, 79
Science and technology for humanity,	communal dialogue as, 198-202
91	feedback, 24
Self-efficacy, increasing, 81–82	learning objectives, 175
Self-esteem, 170	mobility, 213
Semi-structured reflections, 193	student-led job search, 195
Service Academy Board, The, 47	students clinical practice
Service learning, 56–57, 92, 193	experiences, 162
Significance, 201	t-test, 134
Significant learning experiences, 188	Subjective competence, 115
Skills, 113	Substitution to Augmentation,
Skype, 20	Modification and
SMU's Computer Management	Redefinition (SAMR), 73
System, 179	Sustainability, 91
Social competence, 9, 117–118	Syrian refugee camps, public health
Social justice, 180	issues in
Social psychology, 135	exchange from Lebanese Tutor, 25
Society, 5	exchange from UK Tutor, 26
of automotive engineers min-Baja	in-person exchange and virtual
competition, 59	exchange, 15
South Africa	virtual exchange applied to
optometry and orthoptics students	complex "wicked"
and phelophepa train in,	problems, 16–24
159–164	
railway operations management	Teachers, communal dialogue as,
programs in, 154	198–202
South African healthcare system, 163	Teaching techniques, 208
Southern Regional Education Board	teaching-learning process, 210
(SREB), 171	Technology, 5
Southwest Indian Foundation	Tertiary Education Commission
(SWIF), 56	(TEC), 107

Text-based plagiarism, 89	Transparency in Learning and
TFR ROM programme, 156	Teaching (TILT), 74
Theory, 195–196	in higher education project, 74
critique, 197–198	Transparent teaching, 74
for practice, 197	
theorycrafting, 197–198	UK student's experience of visit to
Time commitment and maintenance,	refugee camp, 23–24
195	UK University psychology courses,
concluding activity, 196	133–134
debrief, 196	UN Sustainable Development Goal
maintenance activity, 195–196	(SDG), 150
setup, 195	Undergraduate research, 91
Traditional core curriculum, 5	Undergraduate Research Experience
Transform, 34	on CAmpus Programme
Transnational Education (TNE), 151	(URECA), 91
Transnational work-based education,	UNESCO, 208
151	United Nations High Commissioner
Transnet Foundation, 159	for Refugees (UNHCR), 14
Transnet Freight Rail, 154	United States Air Force Academy
Transnet SOC Ltd, 159	(USAFA), 7, 46
Transparency	core and majors curriculum
academic class discussions as	overview, 46–50
exemplar of active learning,	course activities, 52–54
68–70	course description and overview,
activating course participants in	50–52
discussions, 71–73	curriculum, 47
activating transparency for greater	HIP, 50, 59–61
inclusion, 73–74	HIPs and learning benefits, 61–63
active consumption and evaluation	learning theory and specific
of information, 80	learning benefits, 54–59
active consumption of information,	mission, 47
70–71	superintendent, 47
conceptual framework, 68	USAFA CE, 51
data analysis, 80	USAFA's office of international
data collection, 80	programs, 58
for greater inclusion, activating,	United States Coast Guard Academy,
73–74	58
inclusive environment, 80–81	United States Military Academy
increasing self-efficacy, 81–82	(USMA), 51
method, 75	United States Naval Academy
model to facilitate academic class	(USNA), 51
discussions, 75–	United States Space Force (USSF), 46
participants, 75	Universidad de Monterrey (UDEM),
procedure and materials, 75–79	11, 209, 211, 219
results, 80	academic organizational structure,
significance of, 80	211
significance of transparency, 80	business school, 11, 209, 211

council, 212	collaborative assignments and
international programs office, 214	projects, 91
in Mexico, 211	diversity/global learning, 91
world at, 216–218	e-portfolios, 91–92
Universities and Colleges Admissions Service (UCAS), 128	first-year seminars and experiences, 90
University College London (UCL),	inspired by or copied from, 98–99
133	intellectual experiences, 91
University of Johannesburg (UJ), 154	internships, 92
University of Liverpool, 135	limitations, 100–101
University of Minnesota (UMN), 192	personal code of ethics, 99–100
University undergraduate courses, 131	service learning, community-based learning, 92
Validation of prior experience (VAE),	undergraduate research, 91
120	visual prompts as aids to stimulate
Virtual exchange, 6, 15, 17, 25	critical debate, 95–98
applied to complex "wicked"	Vocational competencies, 116
problems, 16	Vocational qualifications, 9
chronological order of learning and	
teaching activities, 20–23	Water treatment, 54
coalition, 15	activity, 57
context of university programs	system, 52
involved, 16–18	Welsh Baccalaureate (WB), 128
exercise, 18	WhatsApp, 20
in global health, 6, 16, 19, 24	"Wicked" problems, 19
process, 26	Wood-frame activity, 57
programs, 15	Work-based learning (WBL), 10, 150
UK Student's experience of visit to	(see also Active learning;
refugee camp, 23–24	Civic learning)
virtual exchange and problem-	case description, 159–160
based learning, 18–20	findings, 161–164
virtual exchange program at	inclusive and flexible, WBL
Stanford University, 16	curriculum design
Virtual reality, 6	framework, 152–154
Visual Communication course (VC1),	methodology, 160–161
90, 92, 94	optometry and Orthoptics students
course curriculum, 89	and Phelophepa train in
program, 92	South Africa, 159–164
Visual plagiarism, 88	railway operations management
active learning workshop to	programs in South Africa,
address visual plagiarism,	154–159
93–94	Work-based Project, 158
applied arts as HIP, 90	
capstone courses and projects, 92–93	Zero-tolerance policy, 89