

International Academic Partnership in Higher Education: The Foundations of Cross-Cultural Communication as Illustrated through Life Writing

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ABSTRACT

International academic partnerships have become integral to the advancement of higher education in the globalized world. However, effective cross-cultural communication within these partnerships presents both challenges and opportunities. This paper critically examines the dynamics of cross-cultural communication in international academic collaborations, drawing insights from higher education, communication studies, international relations, sociology, psychology, and technology. Through empirical accounts of the authors' own life writing and real-world examples, the joint representation explores the challenges faced, opportunities afforded, and ongoing strategies for fostering effective communication in diverse global contexts.

1. Introduction:

In an era of increasing globalization, higher education institutions actively engage in international partnerships to enhance academic quality, promote cultural exchange, and address global challenges collaboratively. However, these partnerships necessitate effective cross-cultural communication to overcome barriers and leverage opportunities for successful collaboration. This paper critically examines the complexities of cross-cultural communication within international academic partnerships, exploring challenges, opportunities, and strategies for fostering effective communication.

Cross-Cultural Communication in International Academic Partnerships

Within the contemporary landscape of higher education, international academic partnerships have emerged as a crucial mechanism for fostering collaboration, advancing knowledge, and addressing global challenges. These partnerships, ranging from joint research initiatives to student exchanges and institutional collaborations, offer invaluable opportunities for cross-cultural engagement and learning. However, the success of such collaborations hinges significantly on effective cross-cultural communication. This paper critically examines the dynamics of cross-cultural communication within international academic partnerships, elucidating the challenges, opportunities, and strategies inherent in navigating diverse cultural contexts.

Part of this critical examination takes the form of life writing. Specifically, our work represents a discourse collection of the international academic partnership realized between its two authors. The project rests on an explicit drive toward intertextuality from the language stratifications represented by the authors' differences (Bakhtin, 1981) including gender, geographic location, professional discipline and socialization, political realities, and institutional arrangements. By engaging each other (and our readers) with our stories of cross-cultural communication, the meaning of our separate accounts is shaped by the voice of the other.

Understanding Cross-Cultural Communication

Cross-cultural communication encompasses the exchange of information, ideas, and values between individuals or groups from different cultural backgrounds. It involves navigating linguistic, social, and cognitive differences to facilitate meaningful interaction and understanding (Samovar, Porter, &

McDaniel, 2019) encompassing verbal and nonverbal exchanges, norms, and perceptions. In the context of international academic partnerships, cross-cultural communication influences collaboration, decision-making, and relationship-building and extends beyond language proficiency to encompass nuances in communication styles, cultural patterns, and perceptions.

Challenges in Cross-Cultural Communication

One of the foremost challenges in cross-cultural communication within international academic partnerships is language barriers. Differences in language proficiency among participants can impede effective communication, leading to misunderstandings and misinterpretations (Gudykunst & Kim, 2003). Moreover, cultural differences in communication styles and norms can exacerbate these challenges. For example, while some cultures value direct and explicit communication, others prioritize indirect and implicit modes of expression (Hall, 1977). These divergent communication styles can result in unintended messages or conflicts, hindering collaboration and cooperation.

Nonverbal communication also plays a significant role in cross-cultural interactions. Gestures, facial expressions, and body language convey subtle cues that may vary across cultures (Matsumoto, 2008). Misinterpretation of these nonverbal cues can lead to misunderstandings, interpersonal tension or worse. Additionally, cultural stereotypes and biases may influence perceptions and interactions, reinforcing intercultural misunderstandings and inhibiting effective communication (Stephan & Stephan, 2001).

Power dynamics within international academic partnerships further complicate cross-cultural communication. Hierarchical structures within institutions or cultures may influence communication patterns and decision-making processes. In some cases, individuals from certain cultural backgrounds may hesitate to express dissent or disagreement due to cultural norms of deference to authority (Hofstede, Hofstede, & Minkov, 2010). These power differentials can hinder open dialogue and collaborative problem-solving, undermining the effectiveness of cross-cultural communication.

Logistic factors, such as time zone differences, pose additional challenges for communication and coordination in international academic partnerships. Variable time zones can complicate scheduling meetings and coordinating activities, leading to inefficiencies and delays (Adler, 2002). Moreover, technological barriers, such as limited access to digital communication tools or infrastructure, may further impede effective cross-cultural communication, particularly in resource-constrained contexts.

Opportunities and Benefits of Cross-Cultural Communication

Despite several of the above-mentioned challenges, cross-cultural communication within international academic partnerships also presents significant opportunities and benefits. Diversity of perspectives stimulates creativity and innovation, leading to novel solutions to complex problems (Leung, 2008). By embracing diverse viewpoints and approaches, international collaborations can enrich academic discourse and research outcomes, fostering interdisciplinary collaboration and knowledge exchange (Ward & Kennedy, 1993).

Effective cross-cultural communication also strengthens relationships and fosters trust among partners. Building rapport and mutual understanding across cultural boundaries enhances cooperation and long-term partnerships (Lauring & Selmer, 2011). Additionally, inclusive communication processes enable informed decision-making by considering diverse viewpoints and mitigating biases (Cox, Lobel, & McLeod, 1991). By promoting diversity and inclusivity within higher education, effective cross-cultural communication ultimately can contribute to the creation of a supportive and equitable learning environment (Banks, 2015).

Strategies for Overcoming Challenges and Fostering Effective Communication

Several strategies can help mitigate the challenges of cross-cultural communication and foster effective communication within international academic partnerships. Intercultural training and cultural

competency programs can enhance participants' understanding and appreciation of diverse perspectives, facilitating more inclusive and empathetic communication (Bennett, 2008). Leveraging digital communication tools and platforms enables real-time collaboration and transcends geographical barriers, mitigating the impact of time zone differences (Dittes & Smolnik, 2019).

Establishing clear communication protocols and norms promotes clarity and alignment in expectations and behaviors, reducing the likelihood of misunderstandings and conflicts (Gudykunst & Kim, 2003). Cultivating mutual respect, openness, and empathy for cultural differences fosters trust and effective interpersonal communication (Thomas & Inkson, 2017). This approach and related strategies for effective communication serve as a foundation for cultural intelligence. Creating diverse and inclusive teams promotes synergy and creativity, harnessing the collective strengths of individuals from different cultural backgrounds (Maznevski, 1994). Finally, encouraging ongoing feedback and reflection facilitates learning and adaptation, improving communication effectiveness over time (Beebe & Masterson, 2018).

Prominent IHE Intermediary Organizations as Exemplars

Numerous international academic programs and initiatives exemplify the principles and practices of effective cross-cultural communication. For instance, the Erasmus+ program facilitates student and staff mobility across European universities, promoting cross-cultural exchange and collaboration through academic partnerships (European Commission, 2020). Similarly, the Fulbright Scholar Program supports international academic exchanges, fostering cross-cultural understanding and collaboration through research and teaching opportunities (Fulbright Program, n.d.). Other cross-cultural international academic partnerships include the notable Confucius Institutes, established to promote Chinese language and culture worldwide, CI facilitates cross-cultural communication and collaboration between Chinese and international institutions (Confucius Institute Headquarters, n.d.).

2. Context of the Study and Its Methods

Life writing is an expansive and dynamic field that encompasses various forms of autobiographical writing, including memoirs, autobiographies, diaries, letters, biographies, and other narratives that engage with personal experience. It focuses on documenting and interpreting individual lives, experiences, and memories. In many ways, life writing is the signification of “I answer with my life” (Casey, 1993): A way of documenting one’s experiences that contribute to social change.

This qualitative research genre has evolved significantly over time, reflecting changes in society, technology, and cultural attitudes towards identity and narrative. Initially, life writing primarily consisted of autobiographies and biographies of notable figures, often focusing on achievements and public personas. However, contemporary life writing has expanded to include a broader range of voices and perspectives, including those from marginalized communities, ordinary individuals, the accounting of diverse life experiences; and of course for our purposes, the academic professorship. Our life writing exercise leads us to self-study dialogue where “fundamentally, [we create] a space of interaction, which allows for more than one way of representing a state of being or way of thinking” (Guilfoyle, 2004, p. 1157).

One of the key innovations in life writing is the recognition that personal narratives are not merely records of events but also constructed stories that shape identity and meaning. Scholars and writers in the field explore how memory, perception, and language influence the portrayal of life experiences. They also examine the ethical implications of representing real people and events, considering issues such as truth, authenticity, and the boundaries between fact and fiction. Language, for us, is simply defined as “the way in which human beings make meaning, as well as the worldviews which have been socially constructed in [the] process” (Casey, 1993, p. 3).

Moreover, life writing is deeply intertwined with interdisciplinary approaches, drawing on insights from literature, history, psychology, sociology, and other fields. This interdisciplinary perspective enriches the study of individual lives by illuminating broader social, cultural, and psychological contexts.

The field of life writing, and its methods, continues to evolve as new forms of self-expression emerge, such as blogs, social media posts, and multimedia storytelling. These digital platforms offer new opportunities for individuals to document their lives and connect with diverse audiences. Additionally, advances in technology, such as virtual reality and artificial intelligence, are beginning to shape how life stories are created, preserved, and shared.

Overall, life writing is a rich and multifaceted field that explores the complexities of human experience and identity through the lens of personal narrative. It celebrates the diversity of voices and experiences while also raising important questions about memory, representation, and the nature of rendering one's story in relation to others. This is particularly important in our case as we explore and identify the intertextuality of our cross-cultural communicative experiences with each other as a means for transforming higher education through authentic exchanges of self "that might nudge thinking in new ways" (Wilcox, 2007, p. 340).

3. Bill's Account of Communicative Partnership

My role as an academic is increasingly one of social entrepreneurship: Not necessarily in a strict business sense of the term, but one where my professional purpose is more broadly focused on global networking to bring about greater social good, both for the academy and for those affected by higher learning in general. I have found that the best solution to social, cultural, and educative issues is to actively engage in the most generous way possible with the world around me.

I enjoy writing in partnership with other academics and, of course, my students. Co-authorship gives me a sense of connectedness and stimulation that brings with it new perspectives and opportunities for intellectual and social growth. This of course is what I have found in my engagement with Olga. I first met Olga several years ago through a chance encounter on LinkedIn. To be honest, I cannot recall the details, although it likely was a result of networked associations from my past international experiences with professional conferencing and academic travel abroad through the Fulbright Program. My hunch is that a Georgian colleague I met several years ago was advancing work being done at West Ukrainian National University under the direction of one of Olga's colleagues. From there, as they say, it is history.

I reached out to Olga's colleague via LinkedIn and she was kind enough to invite me to participate in an online international scientific and practical conference at the West Ukrainian National University focused on communication in the modern globalized world. I offered a paper and was grateful to be involved. From this opportunity, I was invited to develop a book chapter through the Eastern Europe Research Center, University of Warmia and Mazury. I distinctly remember being delighted to receive the invitation to publish and at the same time wanting to involve myself more deeply with peer colleagues in Ukraine.

I investigated further about personalities and topics within the conference and directly sought out Olga as an intellectual collaborator. I cannot remember if I sent her an email message or if I first reached out to her via social media. At any rate, I found her profile and presentation of self to be both fascinating and compelling. We had several exchanges both via email and on LinkedIn before I suggested we work together on a writing project based on the paper I submitted to the conference – the book chapter specifically. I recall us setting up a time to meet virtually so we could see each other live and introduce ourselves. The meeting was somewhat short, but I immediately felt a connection to Olga irrespective of the language differences. (I am responsible for the language barrier.) Straightaway, Olga asked me if I spoke German, since she is multilingual and fluent, and I suspect,

since she identified my surname as such. The gesture was thoughtful and of course very gracious of her. Unfortunately, I am a typical monolingual American (fourth generation German with only a few words and phrases at my disposal). I've only formally studied dead languages and some Georgian. Hence, Olga talked with me in English!

Both the challenge and enjoyment of partnering with Olga on the book chapter was professionally expanding. Although we do have somewhat of a language challenge, we do not have a communication barrier. The advanced times we live in afford us so much with the technological immediacy of connection, cultural appreciation, and translation. Therefore, our ideas and renderings coalesced. The writing process we engaged in was fluid and natural. And our mutual contributions made our joint-work dynamic and interesting. I believe this comes in large part because we are scholars and researchers in different fields. My academic life has been focused on educational theory and policy studies. Olga's scholarly career has focused on communication sciences. We have partnered with our own but different academic pedigrees and foci and have been mutually enriched. (At least I know that I have been.) One might think that academics collaborating from different fields or disciplines (or different parts of the world, or different sociopolitical circumstances) would be like talking past each other, but this has not been the case for us.

I greatly appreciate working with Olga. I respect her professionally, and I like her very much as a colleague and person. So here we are – formally and informally writing, thinking together, collaborating, making plans, and sharing ourselves with each other – in other words, we are *answering with our lives*. I think that is what makes academic life so enriching.

4. Olga's Account of Communicative Partnership

My story of communication partnership began in 2008, when I first went abroad for an internship at the Technical University of Dresden (Germany) with the assistance of the Dean of the Ukrainian-German Faculty of Economics as part of an integrated German-language program between the Dresden University of Economics and Ternopil National Economic University with the support of the German Academic Exchange Service or DAAD, the world's largest funding organization for the international exchange of students and researchers. A month-long internship in Germany pushed me to establish cooperation with colleagues from other European universities.

In 2010, I went to Dresden again, but this time as the leader of a group of students from the Ukrainian-German Faculty of Economics for a three-week language course at the TUDIAS language center (Dresden, Germany). The preparation process was a challenge for me, as I had to communicate with my colleagues from Dresden, find accommodation, and think about logistics.

During my work at the German Language Department of Ternopil National Economic University, I participated in professional development seminars for German language teachers that took place in Ukraine. Such methodological seminars were held annually and were organized by lecturers from the German and Austrian Academic Exchange Service.

Following on these initial experiences, the next stage of my communicative partnership began with participation in the Days of Austria in Ukraine in 2017, where I spoke at an international scientific conference in German. It was a special stage in my professional life, as I was completing my doctoral dissertation "Theory and Practice of Developing Students' Culture of Written Language in the 20th Century National School Education System" and needed to ask foreign scholars to give an expert opinion on the topic of my research. Accordingly, I met with colleagues from the Pädagogische Hochschule Wien with whom we further began cooperation and signed an agreement between our universities at the end of the year.

With this agreement came research, including joint participation in international scientific conferences, joint scientific publications, and a joint international research project "The Impact of Globalization on the Formation of Professional Perceptions of Primary Education Students in Austria and Ukraine"

2020-2023 (Bauer, 2020; Yashchyk, 2020; Gullner, 2021). Since 2018, we have been cooperating in Erasmus + KA_171 projects aimed at bilateral academic mobility of faculty and students.

Recently, a team of students from the West Ukrainian National University took part in the international youth forum EYFON (Neumarkt, Austria) on "Peace in Europe and the World: Legislation (EU, UN), Intercultural Training". My students were part of the event along with 35 young Europeans from Albania, Armenia, Georgia, Greece, Hungary, Serbia, and Turkey. During the forum, various events were held that dealt with relevant international and domestic topics.

European Youth Forum EYFON (Neumarkt, Austria) was launched in 2019 and has been successful for 5 years thanks to cooperation with the agency's president. Students and teachers can travel to Neumarkt, Austria twice a year. Through the experience, young people get acquainted with European ideas and values, learn about Europe through dialogue, develop and exchange new European perspectives, and become motivated to participate in European life, especially in their countries of origin.

My cooperation with English-speaking partners began with the International Staff Week at Stradins University in Riga, Latvia, where I met colleagues from the Office for International Relations and Academic Cooperation at Marmara University, Istanbul, Türkiye which was another challenge for me, since English is my third foreign language. Nevertheless, we managed to establish cooperation and submit two joint projects which were successfully implemented bilaterally (Denizci, 2023).

This was followed by the Erasmus+ project KA 171 with the Ljubljana Business School in Ljubljana, Slovenia, international staff week at the Georgian-American University, as well as international scientific conferences in Prague, Madrid, Vechta University in Vechta, Germany, and the development of cooperation with the University of Western Macedonia. These international summer and winter schools reflect the importance of working together and sharing experiences in intercultural communication and global education.

Many collaborations have followed at different locations around the world. Some of these initiatives have focused on sharing experiences and knowledge, discussing ideas, and studying aspects of democracy, political processes, human rights, and inclusive society. Collaboration and dialog expanded horizons and deepened our collective understanding of the problems and opportunities taking place in Europe and different countries of the world.

My communication partnership with Bill began with a challenge, as he was a native American speaker. But this challenge turned out to be an incentive for enriching cooperation and development. Initially, we exchanged email and ICT messaging to discuss cooperation plans. This allowed us to better understand each other's point of view, goals, and expectations. A Zoom meeting was the next step in establishing a personal connection and directly addressing developing plans.

Our joint participation in a conference at the West Ukrainian National University gave us the opportunity to present our research and learn more about each other's work. It also created an opportunity to expand our network of professional contacts.

The most significant stage of our cooperation was the joint work on a book chapter in a monograph. This process required not only the ability to work together, but also the ability to interact across cultural and language differences. The process of interaction was key to achieving common goals and successfully completing the project.

It is worth emphasizing that each communication partnership has encouraged me to develop, resulting in scientific and educational projects involving teachers and students of WUNU. This creates opportunities for improving communication competencies for many people. Overall, the collaboration with Bill shows how communication can be successful even when there are language and cultural barriers. It has also emphasized the importance of mutual understanding, openness, and flexibility in

dealing with partners from different countries and cultures.

5. Intertextual Reflection

Bill and Olga's narratives, though separate, show a great example of international academic cross-cultural collaboration and what is involved for it to be meaningful and effective. The individual life writing exercises, both constructed separately, sets the stage for an intertextual understanding of global academic engagement on a personal level. Insights from the analysis of combined textual accounts can help a growing world-wide community of scholars appreciate the opportunities (and challenges) inherent in academic partnerships beyond national doorsteps.

Both Olga and Bill highlight the importance of professional networks in fostering partnerships. Bill mentions LinkedIn as a starting point, while Olga details her experiences at conferences and international programs. These connections act as bridges, allowing academics to find common ground across geographic and disciplinary boundaries. For Bill, there was no real connection to Ukraine until a Georgian colleague posted on LinkedIn. From there, an expanded network of social capital developed offline.

Bill nor Olga shy away from the difficulties inherent in cross-cultural collaboration. Bill acknowledges the language barrier yet emphasizes the "technological immediacy" of communication forms that facilitate communication. Olga recounts her initial anxieties when working with English speakers but highlights how these challenges ultimately fueled a more enriching experience.

A cornerstone of their successful partnership is the shared desire to contribute to the academic world and empower students. Bill speaks of "social good" and "intellectual growth," while Olga details various projects that promote intercultural exchange and global citizenship education. This unifying purpose transcends cultural and linguistic differences and demonstrates how each scholar expresses their professional commitments – Bill focusing on more abstract concepts and Olga detailing her very grounded and actionable pursuits.

Both professors emphasize the enriching nature of their partnership. Bill highlights how Olga's background in communication sciences complemented his focus on education theory. Olga describes the project with Bill as a catalyst for further international collaborations. This intentional dialogue as a research stance reveals how effective self-study through life writing conceptualizes practice, theory, and experience as purposefully intertwined (Guilfoyle, et al., 2024).

Our collaboration transcends a mere exchange of ideas. It serves as an inspiration for academics worldwide, demonstrating the power of communication, empathy, and a shared passion for learning to bridge divides and create a more interconnected academic landscape. In fact, our dialogue exercise is an ethical ideal: The "morality of presence" rarely reaches its full potential, but it is always there as a possibility, as a "vision of humanity" (Gurevitch, 1991, p. 191). "By reaching beyond one's individuality one extends the boundaries of the private realm into that of the other – the specific other and through [them] into the generalized 'Other'" (p. 192). In the most profound sense, the process constitutes the making of society, and in addition, our own striving as academic collaborators, respectively.

6. Conclusion

Effective cross-cultural communication is indispensable for the success of international academic partnerships, enabling collaboration, innovation, and mutual understanding across diverse cultural contexts. By acknowledging the challenges, leveraging the opportunities, and implementing strategies for effective communication, higher education institutions and their faculties can foster meaningful and sustainable partnerships that advance knowledge and promote international engagement. This is especially realized through the evidence of our discourse exchange in this paper. We have articulated our own coherence! The experiences we have shared of cultural cross-communication and its lending

to intertextual truth serves as a contribution for transforming global higher education.

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