


# Chapter 12

## Between the Global Mindset and an Open Mind: Practical Insights Into Intercultural Competence in CBHE

**Miftachul Huda**

 <https://orcid.org/0000-0001-6712-0056>  
Universiti Pendidikan Sultan Idris, Malaysia

**Abdul Halim Ali**

Universiti Pendidikan Sultan Idris, Malaysia

**Abu Zarrin Selamat**

Universiti Pendidikan Sultan Idris, Malaysia

**Abdullah Rofiq**

Islamic College of Attanwir, Indonesia

**Ahmad Kilani Mohamed**

Universiti Teknologi Malaysia, Malaysia

**Siti Suhaila Ihwani**

Universiti Teknologi Malaysia, Malaysia

**Nik Mohd Zaim Ab Rahim**

Universiti Teknologi Malaysia, Malaysia

**Azmil Hashim**

Universiti Pendidikan Sultan Idris, Malaysia

**Hafizul Fahri Hanafi**

Universiti Pendidikan Sultan Idris, Malaysia

### ABSTRACT

*The aim of this chapter is to examine the strategic enhancement of global mindset and open mind to supplement the learning atmosphere into being more worldwide in looking at the intercultural divergence. The essential support to interact internationally among the students attempts to enhance cultural awareness and global competence to achieve social development to meet the needs in the global citizen learning. The critical review of several literatures was conducted through arranging the keywords and followed with extracting the data analysis to interpret the results. Both critical analysis and synthesis towards interpreting, conceptualizing, and modelling of worldwide quality together with open mind in intercultural competence. With critical exploration, the finding reveals that an attempt to empower global mindset and an open mind refers to the initiative in encouraging the extent of worldview leading to the social development for active citizenship in order to enable the mutual convenience of interaction with others from diverse backgrounds.*

DOI: 10.4018/978-1-7998-7283-2.ch012

## **INTRODUCTION**

In the last decade, the challenges of global issues have widely emerged in the midst of global learning, such as gender, identity and diversity. The globalized environments have caused global shifts in learning from local to international contexts. In order to respond global issues such as political, economic and environmental aspect with their distinct unique, global citizens need to be prepared to face the challenge of diverse contexts and constant change (Andresen & Bergdolt, 2017). The environment space with increasingly global and competitive enhancement requires cooperation and collaboration aligned with cross-cultural understanding. With this regard, attempts with beliefs and perceptions to form the civic learning involving the students' participation will have chance to make global learning more equally competitive (Alteren & Tudoran, 2019). In terms of the need to achieve competitive global learning, this should be enhanced across cultural identity with global mindsets and open mind basis. Through this initiative of the ability to transform protective enhancement to be productive mind-sets, the significant attainment of learning abroad can be obtained in the sense widely linked to the international learning experience to foster global citizen awareness. This initiative is oriented to the worldviews which students can observe themselves and their surrounding. As a result, the educational program initiative under the consideration of Cross Border Higher Education (CBHE) attempts to point out the way of learning in addressing the thinking skills with creative essence to enable them in embracing cultural diversity (Amaral et al., 2016). Global learning across countries can be promoted into more globally collaborative approach to provide insightful view with benefiting inter-cultural diversity awareness and experiential basis.

There have been a number of the initiatives to deliver this learning mode considered in undertaking teaching practicum in global learning. For example, learning abroad initiated by the developing countries institution has been examined to have the significant connection to enhance the employability mainly in the interpersonal awareness with communication skills (Neuliep, 2017). Moreover, some studies revealed to point out the level of motivation and passion to the students' career development (Kishino & Takahashi, 2019), international mobility (Terzuolo, 2018), teamwork skills to adopt problem solving and analytical thinking skills (Hains et al., 2020) and intercultural competence development (Gil & Reyes, 2020). Although some studies have been employed into the different approaches as mentioned early, less attention was given onto examining the extensive point of global mind-set and open mind combined with innovative approach into intercultural competence. Given that social and personal awareness based on intercultural competence, this article attempts to complement the gap through elucidating the strategic basis of theoretical framework approach which can be undertaken to give insights for the global learning initiative and also for the future research. In this paper, exploring the key role played with empowering global mind-set and open mind is undertaken through developing intercultural competence to meet the needs for global citizen learning. Referring to the indicative way on how this empowerment can construct the competence of cultural awareness, promoting the performances skills is followed by encouraging global mind-set as worldview for social development in supporting the intercultural competence in CBHE setting. Moreover, the next stage will deal with improving cultural awareness with global competence to produce meaningful outcomes of global citizen learning.

15 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/between-the-global-mindset-and-an-open-mind/282315](http://www.igi-global.com/chapter/between-the-global-mindset-and-an-open-mind/282315)

## Related Content

---

### Citizens' Use of the Internet and Public Service Delivery: A Longitudinal Study of the First-Level Administrative Divisions in China (1997-2014)

Qinfeng Zhu, Marko M. Skorican and Tai-Quan Peng (2022). *Research Anthology on Citizen Engagement and Activism for Social Change* (pp. 1075-1086).

[www.irma-international.org/chapter/citizens-use-of-the-internet-and-public-service-delivery/295042](http://www.irma-international.org/chapter/citizens-use-of-the-internet-and-public-service-delivery/295042)

### Conflictive Memory and Heritage Education in the Initial Training of Primary Teachers

Andrés Domínguez-Almansa, Tania Riveiro-Rodríguez, José Monteagudo-Fernández and Ramón López Facal (2020). *Handbook of Research on Citizenship and Heritage Education* (pp. 472-500).

[www.irma-international.org/chapter/conflictive-memory-and-heritage-education-in-the-initial-training-of-primary-teachers/246796](http://www.irma-international.org/chapter/conflictive-memory-and-heritage-education-in-the-initial-training-of-primary-teachers/246796)

### Student Acceptance of a Civic Engagement Graduation Requirement in an Urban Community College

Christopher Chapman (2018). *Handbook of Research on Civic Engagement and Social Change in Contemporary Society* (pp. 40-62).

[www.irma-international.org/chapter/student-acceptance-of-a-civic-engagement-graduation-requirement-in-an-urban-community-college/198722](http://www.irma-international.org/chapter/student-acceptance-of-a-civic-engagement-graduation-requirement-in-an-urban-community-college/198722)

### Digital Literacy Training: Opportunities and Challenges

Fatma Ince (2022). *Handbook of Research on the Role of Libraries, Archives, and Museums in Achieving Civic Engagement and Social Justice in Smart Cities* (pp. 185-199).

[www.irma-international.org/chapter/digital-literacy-training/291396](http://www.irma-international.org/chapter/digital-literacy-training/291396)

### Evaluating Barriers to and Opportunities for Higher Education in the Hispanic Community

Lisa Perelli (2020). *Examining Social Change and Social Responsibility in Higher Education* (pp. 107-115).

[www.irma-international.org/chapter/evaluating-barriers-to-and-opportunities-for-higher-education-in-the-hispanic-community/243244](http://www.irma-international.org/chapter/evaluating-barriers-to-and-opportunities-for-higher-education-in-the-hispanic-community/243244)