



The Impact of Internationalized Education on Student Competency and Innovation in the Workplace*

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Incorporating innovation in higher education curriculum significantly improves student's professional competencies in the workplace. For instance, innovation theory is developed with the purpose of improving management practices. Innovation learning is a practical teaching and learning methodology that supports student populations (Carracedo et al., 2018). Innovative instructional strategies, particularly those with a creative element, helps students to connect theory to practice. Students also develop conceptual and hypothetical skills that professionals need in the workplace. Innovation education trains students on the concept of system-based relationships in which individuals can profit from their contributions when their innovations make it to the marketplace.

Innovation theory has become one of the fundamental higher education learning premises to train students about employment realities (Biberhofer et al., 2019). Innovation theory has been applied to various settings, including delineating traditional educational methods to that of self-directed learning. Incorporating innovation into internationalized education aims to engage students in topics relating to an ever-changing global landscape. Students must learn to adapt to vibrant work environments in the professions. Internationalized education is an innovative educational model that has been proven to engage students and instructors alike (Swayne et al., 2019). As such, internationalized education is dynamic and utilized to connect students to international business.

Moreover, economic and social changes highlight the need for industry improvements. Similarly, fast-paced work environments challenge employee skills, which immediately become obsolete in the marketplace. Therefore, traditional learning models, both internal and external, have become incapable of preparing today's multifaceted generation.

Conversely, internationalized education needs compelling scale development to produce performance results in higher education (Serdyukov, 2017). While the essential focus of formative education and instructive developments seeks to educate students in learning theory and practice, incorporating innovation into the classroom increases students' critical thinking abilities (Keinänen et al., 2018). Equally, innovation integration in the classroom provides vital conjectural elements dependent upon intentional facilitation, investigative research, and skilled teaching processes.

Technology Improves Internationalized Education

Educators are a key factor in workforce development in rapidly changing business environments. While peripheral environments eventually propel companies, they must manage variations in general business, technology, societal concerns, culture, governmental conditions, and global competition. As a result, the nature of technology is changing, and expectations have been altered based on how people engage in social media. The traditional role of educators has been redefined as educational, and business organizations continue to embrace technology. Previously, educators only had to maintain their contractual responsibilities, now educators are involved in the planning process. Educators must understand new trends, the organization's direction, foresee potential problems, and provide solutions to manage an uncertain future. Strategic contributions are made in designing a vision for the organization, using resources effectively, engaging in conversations that reflect different perspectives to foster a spirit of innovation of internationalized education.

The changing demands of companies is a result of competition in the marketplace. Therefore, internationalized education bridges the gap between nations as students can attend global institutions in-person and via online technology. While technology provides capabilities, there are challenges that persistent for adult learners. While online learning fits many adult students' schedules, lack of familiarity, and training with technology means that adult students can become frustrated with available tools and applications. Consequently, instructors must determine if the creation of videos, recordings, and presentations are the best learning modality for course content and student engagement. To improve internationalized education, educators must benchmark to eliminate challenges.

Additionally, benchmarking is an excellent tool to ensure program quality (Tepavicharova, 2018). It permits educators to identify acceptable practices, prioritize opportunities for improvement, and enhance workforce impact. As a result, benchmarking is used in many programs as a stratagem to broaden efficiency and reap competitive advantage. The expanding dynamics of technology increases the likelihood of benchmarking (Prašnikar et al., 2005).

Incorporating Effective Online Content for Internationalized Education

Moreover, education needs powerful scale innovations to produce excellent learning outcomes within internationalized education (Serdyukov, 2017). Educational innovations must focus on teaching and learning (Vovides et al., 2007). Similarly, technology applications within internationalized education need a strong foundation dependent on deliberate, fundamental research and reputable teaching methods.

One of the primary research areas and innovation is cost and time productivity of learning (Serdyukov, 2017). As a result, a basis for wide-scale innovations and their usage is how to build technology innovations for internationalized education, especially via social media. Innovations in education concerning incorporating media in the curriculum and establishing cultural supersystems indicate interrelations and interdependencies. Fostering the quality and size of innovations in education decidedly influence education itself and provides advantages to society.

The Internationalized Education Imperative

Internationalized education teaching methods create an impact on students. Therefore, students must relate that which they learn in class to the workforce. Internationalized education is an experience that promotes education that is globally responsive and culturally relevant. Also, instructors must convey information and organize activities so that students enjoy the many benefits of a comprehensive internationalized education program (Serdyukov, 2017). Internationalized education inspires and engages students to innovate inside and outside the classroom through reflection, flipped classrooms, simulations, queries, research, and reporting (Murillo-Zamorano et al., 2019). Internationalized education is beneficial for global and political relations. The many benefits of internationalized education for students are reflected in the workplace and social aspects. For instance, internationalized education gives students more confidence in the workplace. Additionally, there is a duality with respect to competency and confidence that internationalized education provides.

Incorporating internationalized education into curriculum and programs impacts students' competency and innovation in the workplace because students can practice innovative techniques in the classroom linked to their discipline of study (Xudong & Li, 2020). Innovation is imperative to improve curriculum and program performance metrics because it elevates student engagement and attrition. For example, engagement is an innate quality that skillful instructors encourage to connect classroom activities to real-world applications. Additionally, an exceptional instructor is one who helps relate the topical manner to achieve and bolster innovation. Exceptional instructors empower students to provide input through rigorous research. Finally, today's world needs leaders who understand how to work globally so that they can impact the world of tomorrow.

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