

International Communication Talents Cultivation Model Exploration from the Perspective of Globalization

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Abstract

The paper seeks to investigate the model for developing international communication talents to address the needs for cross-cultural exchange and skilled communicators from the perspective of globalization. First, it introduces the background of researching on the international communication talents cultivation model, clarifying the features and challenges of the current cultivation models. Second, it analyzes the present state and trend of relevant studies on the very topic both at home and overseas. After reviewing the international communication talents cultivation models both domestically and abroad, based on domestic and international cases, the paper proposes a multilingual international communication talents cultivation model based on interdisciplinary cooperation, practical teaching, and international exchange.

Keywords

International communication talents cultivation; Multilingual; Interdisciplinary cooperation; Practical teaching; International exchange.

1. Introduction

The progress of globalization broadens the range and significance of international communication, while effective international communication facilitates the processes of globalization. The dynamic interaction of globalization and international communication possess not only opportunity for a more connected and harmonious global society but also poses challenges cultural conflicts, misinformation, the erosion of local cultures and so on. Crucially, developing international communication talents is essential to maximizing the advantages of globalization while effectively managing its challenges. Consequently, the demand for international communication talents is growing dramatically, particularly those adept at navigating cross-cultural exchanges and managing global affairs with multi-lingual abilities. Therefore, it is crucial to investigate and develop an effective modes for cultivating international communication talents. By improving the quality of talents development, thereby advancing the field of international communication and promoting the development of globalization.

2. Background

Globalization denotes the integration of businesses, cultures, and societies on a global scale through extensive networks encompassing information, communication, transportation, trade, and related facets. It manifest itself in this era by increased cross-border connections, economic integration, cultural diversity, and heightened international interactions, leading to a world that is more interconnected and interdependent. It encompasses a wide array of processes and activities, including the spread of technologies, the movement of people and goods, and the interchange of ideas and cultural norms. As Scholte (2005) identifies, globalization signifies the

widening, deepening, and accelerating global interconnectedness in every aspect of modern social existence.

International Communication is the practice of exchanging information, ideas, culture, and values between people and entities across national boundaries. It involves the use of various media and communication technologies to foster comprehension and collaboration among diverse nations and cultures. As noted by Castells (2009), international communication serves as a critical bridge linking different countries and regions, enabling the flow of information that drives globalization. This process helps in breaking down cultural barriers, fostering mutual understanding, and promoting global peace and development.

The preceding points illustrate that globalization and international communication are closely linked, forming a synergy. On the one hand, globalization has significantly expanded the reach and importance of international communication. Steger (2017) concludes that globalization is featured by the deepening of social connections at a world wide range, whereby distant regions are interconnected in a manner that local occurrences are influenced by events occurring far away and vice versa. This interconnectedness highlights the need for proficient and impactful international communication to navigate the intricate interlinks among nations. For instance, international businesses rely on communication technologies and skills to coordinate operations across multiple countries, while governments and international organizations use them to address global challenges such as cultural disparity, environmental degradation, human rights violations, poverty, and social instability, etc.

International communication, on the other hand, acts as a vital enabler of globalization. Thus (2018) underscores that international communication is how cultures, economies, and politics are interlinked on a global scale. By transmitting information, ideas, culture, and values across borders, international communication helps to bridge over different cultures with mutual understanding, thus advancing the peace and development globally. For example, international media networks like CNN and the BBC provide global news coverage, ensuring that events in one part of the world are quickly known and understood elsewhere, thus contributing to a more informed and interconnected global public.

While the synergy between globalization and international communication presents numerous opportunities, it also poses challenges. Concerns like misinformation, cultural misinterpretation and misunderstanding, and language barriers must be tackled to ensure fair distribution of the benefits of globalization and international communication.

Given the challenges and critical role of international communication in driving and managing globalization, there is an ever growing need for highly skilled professionals who can navigate this complex landscape. Cultivating international communication talents is essential to improve the quality and efficiency of communication practices globally. These professionals must be adept at cross-cultural communication, equipped with technological skills and multi-lingual abilities, and possess a deep understanding of global issues. The development of effective training and educational programs in international communication is crucial to preparing individuals who can contribute to the advancement of globalization in a positive and meaningful way.

However, traditional international communication talents cultivation models also face challenges such as the inability to keep pace with globalization, lack of practical teaching, insufficient international exchange opportunities, and a lack of linguistic abilities (Luo & Han, 2020). Therefore, exploring and researching models for cultivating international communication talents is of great significance.

3. Literature Review

When exploring the model for cultivating international communication talents, it's essential to grasp the present status of research and development trends, both at home and abroad. Accordingly, the paper analyzes and evaluates existing models of international communication talents cultivation through the following literature review, offering a theoretical basis and practical direction for formulating the new model.

Firstly, theoretical teaching dominates traditional international communication courses, as reflected in McQuail's (2010) research. Courses on communication typically emphasize communication theory, history, as well as laws and ethics, providing students with a solid academic foundation. However, the lack of opportunities to combine theory with practice makes it difficult for students to apply their knowledge in real-world situations.

Practical teaching plays an indispensable role in the process of international communication talents cultivation. For example, Wang's (2018) research indicates that practical teaching can integrate theoretical knowledge with real world experiences, providing students with enriched learning encounters and practical chances, thereby augmenting their professional competencies and problem-tackling prowess. Meanwhile, research by Smith and Johnson (2020) found that practical teaching can also foster teamwork and innovation among students, laying a solid foundation for their future careers. Additionally, Liu's (2017) research pointed out that practical teaching helps students apply theoretical knowledge to real work, increasing their competitiveness in the field of international communication.

Secondly, many international communication courses lack integration with other fields which is also pointed out in Fang's (2015) research. Students who only receive education in communication studies find it challenging to fully understand and address complex real-world issues. For example, some domestic universities have relatively narrow communication studies programs that lack interdisciplinary integration, affecting the cultivation of students' comprehensive abilities.

Interdisciplinary collaboration is widely regarded as crucial for the cultivation of international communication talents. For instance, Brown's (2018) research found that interdisciplinary collaboration helps break down barriers between disciplines, promoting exchange and cooperation among different fields, and providing students with broader academic perspectives and thinking patterns. Similarly, Garcia and Li's (2020) research indicated that interdisciplinary collaboration can enhance students' innovation and problem-solving abilities, enabling them to better adapt to the development needs of the international communication field. Additionally, Cheng's (2019) research found that interdisciplinary collaboration also fosters students' comprehensive abilities, increasing their competitiveness in the international communication field.

Thirdly, although many international communication courses require students to master at least one foreign language, they are mostly limited to English, manifesting a lack of multilingual training. This point is supported by Jin & Cortazzi (2011). In the context of globalization, multilingual skills have become an essential competency for talents in the field of international communication. Multilingual ability plays a crucial role in the cultivation of international communication talents. For example, Zhang's (2020) research found that students who master multiple languages can better understand the differences between cultures, enhancing their adaptability and communication effectiveness in cross-cultural exchanges. Additionally, Li and Chen's (2018) research indicated that multilingual skills help expand students' international perspectives, promoting their career development on a global scale and thereby increasing their international competitiveness. Furthermore, Garcia and Wang's (2017) research found that multilingual ability can also improve students' linguistic adaptability and ingenuity, laying a solid basis for their future career development.

Furthermore, international exchange is an indispensable part of cultivating international communication talents. For example, Li and Chen's (2019) research found that international exchange can assist students in enhancing their language proficiency and cross-cultural communication skills, enhancing their competitiveness in the field of international communication. Besides, Johnson and Wang's (2018) research pointed out that international exchange can also promote academic exchange and cooperation between different countries and regions, providing students with a broader development platform. Moreover, Garcia's (2020) research found that international exchange helps students grasp the latest trends in the field of international communication, offering rewarding experience for their forthcoming career.

In a word, interdisciplinary collaboration, practical teaching, international exchange, and multilingual skills all play crucial roles in the cultivation of international communication talents. Multilingual skills enable students to better understand cultural differences, enhancing their adaptability and communication effectiveness in cross-cultural exchanges. Interdisciplinary collaboration, practical teaching, and international exchange can improve students' professional skills, problem-tackling abilities, and cross-cultural communication skills, establishing a robust groundwork for their future career advancement. Therefore, an international communication talents cultivation model based on interdisciplinary collaboration, practical teaching, international exchange, and multilingual skills will become an important direction for the future development of international communication education.

4. A Multilingual International Communication Talents Cultivation Model based on Interdisciplinary Collaboration and Practical Teaching

In the context of globalization, traditional models for cultivating international communication talents face challenges. To address these issues, this part draws on practical case studies from both domestic and international higher education institutions to propose a multilingual international communication talents cultivation model based on interdisciplinary collaboration and practical teaching.

4.1. Implementing Interdisciplinary Collaboration

Interdisciplinary collaboration plays a crucial role in cultivating international communication talents, but its implementation faces certain challenges. Many universities lack cooperation between different disciplines, leading to evident disciplinary barriers. Drawing on successful experiences from the University of Southern California, the London School of Economics and Political Science, and domestic universities and colleges, this part proposes the following interdisciplinary collaboration strategies.

Firstly, establishing interdisciplinary teaching platforms is essential. Through interdisciplinary teaching platforms, diverse disciplinary resources can be integrated, diverse courses can be designed, joint research projects can be conducted, and emphasis can be placed on practical teaching. It effectively enhances students' breadth of knowledge, interdisciplinary thinking abilities, and practical skills, thereby strengthening their comprehensive qualities and cross-disciplinary collaboration abilities. University of Southern California's "Cross-Media Technology and Communication" program integrates resources from communication and engineering to cultivate students' interdisciplinary thinking and practical abilities (Annenberg School for Communication and Journalism in the University of Southern California, n.d.). Similarly, domestic universities have established similar platforms, such as Peking University's interdisciplinary "Center for Social Research", which is a typical case. The center gathers resources from sociology, communication studies, political science, and other disciplines to cultivate students' comprehensive qualities and cross-disciplinary abilities through

interdisciplinary courses and joint research projects (Peking University, 2020). Fudan University's School of Journalism and the School of Computer Science have collaborated to establish a Data Journalism Lab, which, through interdisciplinary courses and project research, cultivates students' technical application abilities and news writing skills (Fudan University, 2019).

Secondly, promoting interdisciplinary project collaboration is essential. "International Interdisciplinary Research Program" initiated by the London School of Economics and Political Science encourages students to participate in actual interdisciplinary research projects, nurturing the comprehensive analysis and problem-tackling abilities of them (The London School of Economics and Political Science, 2020). Drawing from the background of globalization and the AI digital era, it is also advisable to establish similar "Interdisciplinary Technology and Communication Research Projects" through collaborations with computer science departments, economics departments, etc. School of Journalism and Communication and the Department of Computer Science and Technology in Tsinghua University have collaborated to establish the "Data Journalism and AI Communication Lab", where students not only learn technical knowledge but also improve their application abilities in practical projects (Tsinghua University, 2021).

The shared experiences of these projects indicate that interdisciplinary collaboration not only enriches students' knowledge structures but also enhances their comprehensive application abilities through practical project operations. For example, through interdisciplinary research, students not only learn theoretical knowledge from different disciplines but also engage in practical work in real environments, improving their problem-solving abilities. Furthermore, interdisciplinary collaboration also fosters students' teamwork and cross-disciplinary communication abilities, which are essential qualities for modern international communication talents.

Thirdly, cross-disciplinary mentorship is also an effective approach. Providing students with mentors from different academic backgrounds to guide them in academic research and project practices deepen and widen students' knowledge meanwhile strengthen their personal comprehensive abilities. Shanghai Jiao Tong University has implemented a dual-mentor system in its Master's program in "Journalism and Communication", where each student is assigned a mentor from the fields of journalism and communication as well as technology, ensuring comprehensive guidance for students in interdisciplinary learning (Shanghai Jiao Tong University, 2022).

Cross-disciplinary mentorship has garnered extensive support in the literature as an effective approach. Studies have shown that cross-disciplinary mentorship helps students access knowledge and methods from different disciplinary fields, promoting cross-disciplinary thinking and fostering innovation capabilities (Marusic, 2013). Additionally, many renowned universities abroad have adopted similar cross-disciplinary mentorship systems with positive results. For example, Stanford University's "Bio-X" program utilizes cross-disciplinary mentor teams to provide students with opportunities for cross-disciplinary research and project practices, leading to numerous research achievements (Stanford University, 2022).

In China, some universities have also explored and implemented cross-disciplinary mentorship systems. Apart from the case of Shanghai Jiao Tong University, other prestigious universities such as Tsinghua and Peking University have introduced cross-disciplinary mentorship systems in certain majors or programs, achieving certain outcomes. For example, Peking University's Master's program in "Future Networks and Communications" has implemented a cross-disciplinary mentorship system, with students receiving guidance from mentors in various fields such as communication engineering and computer science, enhancing their comprehensive abilities and research levels (Peking University, 2022).

Overall, cross-disciplinary mentorship, as an effective teaching model, offers more opportunities of cross-disciplinary study to the students, contributing to their comprehensive abilities and innovative thinking development. In many universities both domestically and internationally, cross-disciplinary mentorship has become one of the important measures advancing educational reform and improving teaching quality(ERIC, 2022).

4.2. Enhancing Practical Teaching

Practical teaching is indispensable in the process of international communication talents cultivation, by leveraging effective teaching cases and experiences both locally and internationally, practical teaching can be strengthened.

Firstly, collaboration with renowned media organizations and international institutions, both domestically and internationally, can be established to create long-term practical bases, offering students more internship and practical opportunities. For instance, Beijing Foreign Studies University has conducted extensive student exchange programs in collaboration with universities from various countries, allowing students to apply their knowledge in real-world settings (Beijing Foreign Studies University, n.d.). Similarly, New York University has established partnerships with the United Nations and multiple international media outlets, providing students with internship opportunities at the UN and engaging in actual international journalism reporting, significantly enhancing their practical skills and global perspectives (New York University, 2021). Fudan University collaborates with domestic renowned media such as Xinhua News Agency to establish multiple practical bases, where students can engage in on-site reporting and news production during the semester, thus improving their practical skills and understanding of the industry (Fudan University, 2019). Fujian Normal University has partnered with several media organizations in Southeast Asia to establish internship bases, where students participate in news production and communication activities, greatly enhancing their practical skills and cross-cultural communication abilities (Fujian Normal University, 2020). Heilongjiang International University has established cooperative relationships with various Russian news media, helping students to achieve a deep comprehension of Russian media operations and cultural backgrounds through internship projects, significantly improving their international communication abilities (Heilongjiang International University, 2018). These cases demonstrate that through in-depth collaboration with reputable institutions and the establishment of stable practical platforms, students can not only apply their obtained knowledge in the practical real-world settings but also consolidate their professional skills and international communication abilities.

Secondly, conducting university-enterprise cooperation projects is essential. Collaborating with enterprises and media organizations to carry out practical projects in international communication, news reporting, and media production. In China, there are some successful cases. For instance, Nanjing University's School of Journalism and Communication cooperates with Jiangsu Broadcasting Channel to launch the "Nanjing University Media Experiment Class" project, where students hone their professional skills through practical news production and enhance their professional qualities under the guidance of industry mentors (Nanjing University, 2021). Similarly, Sichuan University's School of Literature and Journalism collaborates with Sichuan Daily Newspaper Group to establish the "Tianfu Media Innovation Laboratory", enabling students to directly participate in news gathering and editing, new media operation, and gain valuable experience in practice (Sichuan University, 2020). Shenzhen University collaborates with Tencent News to establish the "Tencent News Practice Base" project, where students learn cutting-edge media technologies and operational models in actual news production processes, significantly enhancing their practical capabilities (Shenzhen University, 2019).

There are also many similar successful cases abroad. The University of Amsterdam in the Netherlands collaborates with the Dutch Public Broadcasting Corporation (NPO) to establish the "News Innovation Lab", where students engage in news production and data analysis in a real media environment, greatly enhancing their interdisciplinary application capabilities (University of Amsterdam, 2018). The University of Queensland in Australia cooperates with the Australian Broadcasting Corporation, where students participate in actual news reporting and new media content production, accumulating rich practical experience and enhancing their employability competitiveness through this collaboration model (University of Queensland, 2017).

These cases demonstrate that university-enterprise cooperation projects can provide students with practical platforms to apply theoretical knowledge in communication studies to practice. This approach not only enhances students' professional skills but also cultivates their innovative thinking and problem-tackling abilities, better qualified them for their future careers.

Thirdly, introducing a large amount of case-based teaching and simulation practice is an essential approach to cultivating students' abilities to deal with complex situations. Through activities such as simulating press conferences and international conferences, students can engage in practical operations in realistic settings and accumulate experience in dealing with real-world issues. Such a teaching approach has been successfully implemented in many universities both domestically and internationally. For example, Harvard Kennedy School extensively employs case-based teaching methods in its public policy courses, allowing students to analyze real policy cases and develop decision-making and adaptability skills in complex policy environments (Harvard Kennedy School, 2020). This teaching approach not only enhances students' understanding of theoretical knowledge but also fosters their critical thinking and practical skills. In China, institutions like School of Journalism and Communication in Peking University (Peking University, 2021) and School of International Relations and Public Affairs in Fudan University (Fudan University, 2019) cultivate students' international perspectives and cross-cultural communication abilities through simulated press conferences and Model United Nations conferences. Xi'an Jiaotong University's School of Journalism and New Media conducts a "Simulated Press Conference" project, where students engage in news releases and reporter questioning in simulated environments, enhancing their news sensitivity and emergency response capabilities (Xi'an Jiaotong University, 2020). Similarly, Xiamen University's School of Journalism and Communication collaborates with local media to regularly organize "Simulated TV News Program Production" courses, where students participate in the entire process of news planning, editing, and broadcasting in simulated TV news environments, gaining valuable practical experience (Xiamen University, 2021).

These case-based teaching and simulation practice approach, by simulating real-world environments, enable students to better understand and apply their knowledge, enhancing their ability to respond to complex situations in practical settings. This teaching approach not only contributes to improving students' professional skills but also nurtures their comprehensive qualities and interdisciplinary collaboration abilities, laying a solid foundation for their future career development.

4.3. Cultivating Multilingual Abilities

The cultivation of multilingual abilities poses a significant challenge in the model for training international communication talents both domestically and internationally. Due to limited faculty resources and a scarcity of specialized programs in minor languages, many universities struggle to facilitate the development of multilingual international communication talents. Nevertheless, there remain successful practical instances both domestically and internationally.

Firstly, utilizing existing languages within the institution or collaborating with other language-oriented universities to incorporate courses in languages such as French, Spanish, and German into the curriculum for international communication majors. These courses could be offered as electives, secondary majors, or in the form of minor majors. Additionally, courses in linguistics and translation theory could be provided to assist students in mastering practical language application skills. Institut d'Études Politiques de Paris (Paris Institute of Political Studies) offers a variety of language courses, some of which are taught bilingually or multilingually, enhancing students' language proficiency alongside their specialized knowledge (Institut d'Études Politiques de Paris, 2019).

Secondly, establishing multilingual platforms to enhance students' language proficiency and strengthen their abilities in cross-cultural communication and collaboration. Fudan University is at the forefront of multilingual teaching and research. The university has established a Multilingual Translation and International Communication Center, which offers multilingual courses and interdisciplinary research projects to enhance students' language proficiency and cross-cultural communication skills. The center at the same time partners with globally acclaimed universities and research institutions, providing students with a broad international perspective and practical opportunities (Fudan University, 2019). Guangdong University of Foreign Studies has also made significant achievements in multilingual teaching. The university has established multilingual practice bases through collaboration with international organizations and multinational corporations, allowing students to apply their language knowledge in real work environments and enhancing their language application and cross-cultural communication abilities. Additionally, the university has set up multilingual language laboratories, providing students with advanced equipment and resources for language learning and research (Guangdong University of Foreign Studies, 2020). Fujian Normal University has established a Multilingual Language and Culture Research Center, which integrates resources from disciplines such as linguistics, translation studies, and communication studies to conduct research on multilingual language and culture. International academic conferences and language seminars are regularly hosted in the center, providing faculty and students with abundant opportunities for academic exchange and enhancing their academic literacy and cross-cultural communication abilities (Fujian Normal University, 2021).

Overseas universities and colleges also have numerous successful cases in the construction of multilingual teaching and research platforms. Georgetown University's Center for Multilingualism and Multiculturalism offers multilingual courses and cross-cultural research projects to cultivate students' multilingual abilities and cross-cultural understanding. The center collaborates with international organizations such as the United Nations to provide internships and practical opportunities for students to put their language knowledge in to practice in international settings (Georgetown University, 2019). Heidelberg University in Germany has established the Center for Multilingual Translation and Intercultural Studies, improving students' proficiency in applying language skills and their cross-cultural communication abilities through multilingual teaching and cross-cultural research projects. The center also collaborates with the European Multilingualism Research Network to conduct transnational and cross-cultural research, providing students with rich international exchange and learning opportunities (Heidelberg University, 2020).

These successful experiences demonstrate that by establishing multilingual teaching and research platforms, constructing language laboratories and research centers, providing advanced language learning and research equipment, and supporting students' language learning and research, it is possible to effectively boost students' abilities to apply language skills and improve their intercultural communication abilities, cultivating international communication talents with international perspectives and cross-cultural understanding.

4.4. Advancement of International Exchange and Cooperation

International exchange is an indispensable aspect of cultivating talents in international communication. It helps students broaden their horizons, gain insights, and enhance their cross-cultural communication skills and international competitiveness.

Many foreign universities have achieved significant success in cultivating talents in international communication through international exchanges and collaborations. For instance, Boston University has rich experience and resources in international exchange. The university has established partnerships with numerous internationally renowned institutions, conducting various forms of international exchange programs including student exchanges, joint research, and international summer courses. Through these programs, students are afforded the chance to engage and glean knowledge from peers and professors hailing from diverse countries and cultural contexts, expanding their international perspectives and networks, and laying the foundation for international communication. Additionally, Boston University actively organizes international academic conferences and seminars, providing students with opportunities to engage and collaborate with the international academic community, thereby promoting academic excellence and fostering innovative thinking.

Domestic universities in China are also advancing their internationalization efforts through international exchanges and collaborations, which benefit talents in international communication. For example, Shanghai International Studies University, a renowned foreign language institution in China, is dedicated to promoting international exchange and cooperation. The university has forged partnerships with numerous foreign universities and international organizations, facilitating a range of international exchange programs. For example, student exchange initiatives are in place with universities in the United States, France, Germany, and other countries, providing students with opportunities to experience different cultures and educational environments firsthand. Furthermore, Shanghai International Studies University regularly hosts international seminars and cultural exchange activities, inviting international experts, scholars, and diplomats to visit and exchange ideas, promoting academic and cultural exchanges and cooperation.

In summary, the successful experiences of Boston University and Shanghai International Studies University in international exchange and cooperation provide valuable insights for cultivating talents in international communication. Establishing long-term partnerships with international collaborators and providing students with diverse platforms for international exchange and academic cooperation, which help expand students' international perspectives, refine their cross-cultural communication abilities, and enhance their international competitiveness, ultimately equipping them to excel in the ever-increasingly globalized communication landscape.

5. Conclusion

The exploration of international communication talents cultivation models within the framework of globalization underscores the pressing need for innovative approaches to meet the evolving demands of cross-cultural exchange and international communication. The exploration of this paper is hoped to enlighten international communication talents cultivation, emphasizing both the opportunities and challenges inherent in the process.

By reviewing the literature and examining domestic and international cases, the paper identifies key principles that can inform the development of effective models. These include interdisciplinary collaboration, implementation of practical teaching, and robust international exchange programs, as well as advancing multilingual education. Such approaches not only enhance students' linguistic and cultural competencies but also equip them with the critical thinking skills and adaptability needed to navigate the complexities of global communication.

Moving forward, it is suggested that educational institutions and policymakers prioritize the implementation of the proposed model. This involves fostering closer collaboration between academic disciplines, leveraging technology to facilitate immersive learning experiences, and strengthening partnerships with international counterparts.

Ultimately, the cultivation of international communication talents is not merely about imparting knowledge but about nurturing a generation of global citizens capable of bridging cultural divides and driving positive change on the world stage. Through concerted efforts and a commitment to excellence, we can ensure that our educational systems remain at the forefront of preparing individuals to thrive in an increasingly interconnected world.

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