

Received: 24 December 2023, Accepted: 18 January 2024

DOI: <https://doi.org/10.33282/rr.vx9il.91>

Digital Education Diplomacy and Student Mobility: Trends, and Challenges

- 1. Dr. Aleem Gillani, Assistant Professor, Humanities and Social Sciences Department, Bahria University Islamabad Email: aleem_gillani@hotmail.com**
- 2. Muhammad Tariq Niaz, PhD Scholar, International Relations Department, National University of Modern Languages Islamabad Email: tn4040@gmail.com**
- 3. Dr. Khalid Mehmood Shafi, Director Institute of Strategic Studies, Research and Analysis, National Defense University, Islamabad. Email: khalidmayo@hotmail.com**
- 4. Abdul Rehman, Lecturer, Faculty of Humanities and Social Sciences, Department of Political Science and International Relations, University of Central Punjab Email: abdur_rehman1@ucpedu.pk**
- 5. Dr. Hassan Farooq Mishwani, Assistant Professor, School of International Relations, Minhaj University Lahore. Email: drhassan.ir@mul.edu.pk**

Abstract

This qualitative study explores the intersection of digital technologies, education diplomacy, and student mobility within the context of Pakistan. In-depth interviews were conducted with 25 students engaged in international programs, unraveling nuanced insights into their experiences and perceptions. Thematic analysis revealed five key themes that encapsulate the multifaceted dynamics of Digital Education Diplomacy in the region. The theme of "Digital Connectivity Facilitating Global Engagement" emerged as participants highlighted the transformative impact of digital platforms on creating a global community. Real-time discussions, collaborative projects, and virtual events fostered a sense of unity among students despite geographical distances. However, the theme of "Challenges in Access and Technological Disparities" underscored the need to address infrastructural gaps and ensure equitable participation, reflecting the broader global concern of the digital divide. "Cultural Sensitivity and Adaptation in the Digital Realm" delved into students' experiences navigating cultural differences, emphasizing the importance of fostering intercultural competence in the context of Digital Education Diplomacy.

The theme of "Enhanced Learning Experiences Through Innovative Digital Tools" revealed the positive impact of virtual simulations and collaborative online projects, providing students with interactive and engaging educational opportunities. Looking forward, the theme of "Digital Diplomacy's Role in Shaping Future Opportunities" captured students' optimism about the long-term impact of digital education diplomacy on their academic and professional trajectories. The findings contribute to the existing literature by offering specific insights into the Pakistani context and highlighting the potential transformative effects of digital diplomacy. Despite the valuable insights gained, limitations include the small sample size and the focus exclusively on student perspectives. Recommendations include addressing technological disparities, promoting cultural sensitivity, and advocating for global collaboration in Digital Education Diplomacy initiatives. This study serves as a foundation for further research and strategic actions by educators, administrators, policymakers, and researchers to enhance the landscape of international education in the digital age.

Keywords: Digital Education Diplomacy, Student Mobility, International Education, Technology in Education, Cultural Sensitivity.

Introduction

In the ever-evolving landscape of global education (Akram et al., 2021), the symbiotic relationship between digital technologies and diplomatic endeavors has given rise to a burgeoning field known as "Digital Education Diplomacy." This paradigm shift is not merely confined to the four walls of a classroom; rather, it transcends borders, harnessing the power of technology to reshape the contours of international relations and student mobility (Akram & Abdelrady, 2023). Within this intricate tapestry, the interplay between digital tools and the dynamics of student exchange, cross-cultural interactions, and the broader context of educational diplomacy presents a captivating subject for exploration.

The advent of digital resources has revolutionized the landscape of education, transforming it into a global industry that transcends traditional geographical constraints. In the context of Pakistan's educational system, the significance of policies and practices outlined by Akram (2020) and Akram and Yang (2021) becomes apparent. Recognizing the pivotal role of

education in shaping the future, the implementation of Digital Diplomacy in Education is gaining increasing importance, as emphasized by Hayden (2017). Essentially, Digital Diplomacy in Education amalgamates technological innovation with educational diplomacy. Teachers, identified by Abdelrady and Akram (2022) as crucial stakeholders, play a pivotal role in this evolving landscape.

Digital diplomacy in education encompasses a broad spectrum of initiatives and strategies aimed at utilizing technology to achieve educational objectives on a global scale, as articulated by Bjola (2018). This encompasses the adoption of cutting-edge educational technology, online learning platforms, collaborative research projects, virtual exchange programs, and similar endeavors (Al-Adwan et al., 2022). The fundamental principle is to eliminate geographical barriers, fostering connectivity among students, educators, and institutions worldwide. An integral aspect of Digital Diplomacy in Education involves enhancing cross-cultural communication and understanding, as highlighted by Antwi-Boateng and Al Mazrouei (2021). Through virtual exchange programs, students from different countries engage in collaborative projects, express their perspectives, and forge connections that transcend national boundaries (Mazumdar, 2019; 2021). This not only contributes to the development of a more culturally sensitive generation aware of the global landscape but also enriches their own educational experiences.

Unpacking the intricate relationship between digital education diplomacy and student mobility becomes imperative as we navigate an increasingly interconnected world. In this context, this research endeavors to dissect the multifaceted dimensions of the interplay between digital technologies and the facilitation of student movement (Noreen et al., 2019), exchange programs (Bakhromovich, 2021), and cross-cultural educational experiences (Akram et al., 2020). It aims to provide a nuanced understanding of the prevailing trends, challenges, and far-reaching implications that arise when the digital realm converges with the dynamics of student mobility on a global scale.

Digital Education Diplomacy is not a mere technologically driven appendage to traditional diplomacy; rather, it represents a paradigm shift in how nations engage with each

other on the educational front (Collins & Bekenova, 2019). As the traditional barriers to international collaboration diminish, the diplomatic potential of education gains prominence (Bjola, 2019; Bojla & Holmes, 2015). In this light, comprehending the transformative impact of digital technologies on student mobility becomes an intellectual imperative for educators, policymakers, and international relations experts alike.

According to Triwibowo (2023), a closer examination of the focal point—student mobility—within the realm of Digital Education Diplomacy reveals its heightened relevance in an era where physical boundaries are becoming increasingly permeable. The integration of digital platforms has not only streamlined administrative aspects related to student exchanges but has also unleashed a virtual realm where cross-cultural interactions among students from diverse geographical locations occur in real-time (Hayden, 2018). This dynamic environment presents both opportunities and challenges that merit meticulous examination.

This research aims to delve into the nuanced trends within digital education diplomacy, offering insights into how technology is not only reshaping but also redefining the movement of students across borders. It will go beyond the surface, critically analyzing the challenges posed by this integration. Factors such as cultural nuances, differential access to technology, and the looming specter of a potential digital divide will be scrutinized, providing a comprehensive understanding of the intricate tapestry that is woven when technology and education diplomacy converge. Through this exploration, we aspire to contribute substantively to the ongoing discourse on the transformative impact of digital technologies on education diplomacy and its broader implications for fostering global cooperation and understanding.

Rationale for Conducting the Study

In the context of Pakistan, the exploration of digital education diplomacy and its impact on student mobility holds significant relevance and urgency. Pakistan, with its rich cultural diversity and a burgeoning youth population, stands at the crossroads of traditional education practices and the transformative potential of digital technologies (Anwar et al., 2020). The study becomes imperative as Pakistan seeks to enhance its global standing in education, fostering collaborations with international partners (Rehman & Khan, 2021). The examination of how digital tools

facilitate student mobility becomes particularly relevant in a nation where geopolitical considerations and socio-economic factors influence educational opportunities. By scrutinizing the trends and challenges within Digital Education Diplomacy(Akram et al., 2021), the research aims to offer insights that can inform policy decisions, technological investments, and diplomatic strategies, thereby contributing to the holistic development of Pakistan's educational landscape on the international stage.

Furthermore, Pakistan's geopolitical positioning and its commitment to fostering global connectivity underscore the need for a nuanced understanding of the interplay between digital education diplomacy and student mobility (Rehman et al., 2021). As Pakistan navigates the complexities of its diplomatic relations and seeks to bolster its academic ties with diverse nations, an in-depth analysis of how digital technologies shape student exchanges and cross-cultural interactions becomes integral. The study's findings could provide actionable insights for policymakers, educational institutions, and diplomatic entities in Pakistan, guiding them in harnessing the full potential of digital tools to enhance educational diplomacy, foster international collaborations, and ultimately contribute to the nation's socio-economic development by examining these research questions:

1. How do digital technologies influence and shape the landscape of student mobility within the context of Digital Education Diplomacy in Pakistan?
2. What are the primary challenges and opportunities associated with the integration of digital tools in facilitating student exchanges and cross-cultural interactions, and how do these factors impact the effectiveness of educational diplomacy initiatives in Pakistan?

Review of Literature

The intersection of digital technologies, education diplomacy, and student mobility has garnered increasing attention in the academic sphere. Previous studies have laid the groundwork for understanding the complex dynamics within this realm, shedding light on trends, challenges, and opportunities that emerge when technology meets international education initiatives.

Several studies have explored the transformative impact of digital technologies on student mobility. For instance, Haleem et al. (2022) and Pulatbek(2023) delved into the role of virtual exchange programs, highlighting how digital platforms facilitate cross-cultural interactions among students, transcending geographical constraints. Their findings underscored the potential of technology to bridge cultural gaps and enhance global understanding. Similarly, Nuere and De Miguel (2021) focused on the use of online learning platforms in fostering international collaborations, emphasizing the need for adaptable frameworks to accommodate diverse educational systems.

The literature also reflects a growing awareness of the challenges associated with the digitalization of student mobility. Secundo et al. (2021) investigated the digital divide's implications on international education accessibility, pointing out how unequal access to technology could exacerbate disparities in educational opportunities. Additionally, O'Dowd (2021) explored cultural sensitivities in the digital realm, highlighting the importance of designing digital education diplomacy initiatives that respect and integrate diverse cultural perspectives.

Moreover, studies specific to Pakistan provide valuable insights into the unique considerations of the region. Ramzan et al. (2023) have claimed that there is an autonomous semantic level in the language of Pakistani English where there are non-local assortments. Malik(2021) researched the use of digital platforms in Pakistani higher education, emphasizing the potential for technology to transcend traditional barriers and expand educational horizons. However, they also identified infrastructural challenges that could hinder the seamless integration of digital tools.

In synthesizing these studies, it becomes evident that the digitalization of education diplomacy and student mobility is a multifaceted process, encompassing technological advancements, cultural nuances, and socio-economic considerations. This review sets the stage for the current research, aiming to build upon existing knowledge by specifically examining the context of Pakistan, unraveling the intricacies of Digital Education Diplomacy, and delineating its impact on student mobility within the nation's unique socio-cultural landscape.

Methodology

This research adopted a qualitative approach, employing in-depth interviews as the primary method of data collection (Baker & Edwards, 2012). The study focused on gathering insights from the firsthand experiences and perspectives of 25 students engaged in international programs within the context of Digital Education Diplomacy in Pakistan.

A purposive sampling method was utilized to select 25 students representing a diverse range of academic disciplines, institutions, and experiences with international education programs. The selection aimed to ensure a comprehensive understanding of the impact of digital technologies on student mobility across various backgrounds.

Data Collection and Analysis

Semi-structured in-depth interviews were conducted with the selected 25 students. The interview process was guided by a carefully crafted set of questions designed to explore the students' encounters with digital platforms in the context of their international educational experiences, challenges faced, and perceived opportunities arising from the integration of technology in student mobility programs (Magaldi & Berler, 2020).

Thematic analysis was employed to distill meaningful insights from the interview data. The process involved transcribing the interviews, identifying recurring themes, and coding responses. Through this iterative analysis, the study aimed to uncover patterns and significant narratives within the students' accounts, providing a comprehensive view of their perspectives on Digital Education Diplomacy and its impact on student mobility.

Ethical Considerations

The research adhered to ethical guidelines, obtaining informed consent from each participant before conducting interviews. Confidentiality and anonymity were maintained throughout the study, ensuring that the identity of participants remained protected. Ethical approval was obtained from the relevant institutional review board to uphold ethical standards and safeguard the rights and well-being of the student participants.

Results

The thematic analysis of the in-depth interviews with 25 students engaged in international programs within the context of Digital Education Diplomacy in Pakistan yielded five prominent themes that encapsulate their experiences and perceptions:

1. Digital Connectivity Facilitating Global Engagement

A prevalent theme among the students highlighted the instrumental role of digital technologies in fostering global connections. Participants expressed how digital platforms facilitated seamless communication, collaboration, and information sharing with peers from diverse cultural backgrounds. The ability to engage in real-time discussions, joint projects, and virtual events emerged as a key advantage, transcending geographical constraints and fostering a sense of global community. According to few participants:

"I never thought I could have real-time discussions with students from different countries. These digital platforms made it so easy. We collaborated on projects, discussed coursework, and even participated in virtual events together. It felt like we were all in the same room despite being miles apart."

"Absolutely! The digital connectivity broke down barriers. I got to understand different perspectives, share ideas instantly, and it made the whole experience more enriching. It's like a global classroom where everyone is connected."

2. Challenges in Access and Technological Disparities

Despite the positive aspects, the study identified challenges related to access and technological disparities. Some students noted issues with reliable internet connectivity, access to required software, and variations in the availability of digital resources. This theme underscored the importance of addressing infrastructural gaps to ensure equitable participation in international education programs, especially in regions with varying levels of technological accessibility. Few individuals stated that:

"While the digital aspect is amazing, not everyone has the same access. Internet issues were a real problem at times, and some students faced challenges with software compatibility. It's crucial to address these issues so that everyone can fully participate."

"True, I had friends who struggled with connectivity issues. It's important to ensure that the benefits of digital education diplomacy are accessible to all, regardless of their location or the resources they have."

3. Cultural Sensitivity and Adaptation in the Digital Realm

Participants acknowledged the need for cultural sensitivity when navigating the digital realm. The theme highlighted instances where students encountered cultural differences in communication styles, collaboration approaches, and educational norms. Adapting to diverse cultural perspectives through digital platforms was seen as both enriching and challenging, emphasizing the importance of fostering intercultural competence in the digital education diplomacy landscape. According to few participants:

"I had to learn to adapt my communication style. The way we express ourselves might differ, and that's more pronounced online. Understanding these cultural nuances through digital interactions became a part of the learning curve."

"It's interesting, but you really need to be open-minded. Different cultures approach education and collaboration differently. We had to find a balance that respects everyone's perspective."

4. Enhanced Learning Experiences Through Innovative Digital Tools

Students reported positive experiences with innovative digital tools that augmented their learning journeys. Virtual simulations, collaborative online projects, and interactive platforms were identified as tools that enhanced the educational experience. The theme highlighted the potential of technology to transcend traditional learning boundaries, providing students with novel and engaging ways to acquire knowledge and skills. According to few participants:

"The virtual simulations were a game-changer. It felt like we were right there in the field, even though we were miles away. These tools made learning more interactive and engaging."

"I loved the collaborative online projects. We used platforms that allowed us to work together in real-time. It wasn't just about learning from the instructor; it was about learning from each other."

5. Digital Diplomacy's Role in Shaping Future Opportunities

A forward-looking theme emerged, emphasizing the long-term impact of Digital Education Diplomacy on shaping future opportunities. Students expressed optimism about the evolving landscape, foreseeing enhanced global networking, increased accessibility to diverse educational resources, and expanded opportunities for international collaboration. The theme underscored the transformative potential of digital diplomacy in shaping the trajectory of students' academic and professional futures. Few individuals stated that:

"I see a lot of potential for the future. The connections we're making now, the skills we're developing through digital diplomacy – I believe it's setting us up for broader opportunities in our careers. The digital aspect is shaping our future."

"Absolutely! The global networking opportunities are immense. I can see how the skills I'm gaining through these digital interactions will open doors for international collaborations and maybe even job opportunities in the future."

Discussion

The findings of this study, derived from in-depth interviews with 25 students engaged in international programs within the context of Digital Education Diplomacy in Pakistan, resonate with and extend existing knowledge in several key dimensions.

The theme of digital connectivity facilitating global engagement aligns with previous studies that emphasize the transformative impact of technology on breaking down geographical barriers. Dille and Røkenes (2021) highlighted the potential for digital platforms to create virtual

communities, fostering collaboration and communication among students from diverse backgrounds. The current study further underscores the significance of real-time discussions and virtual events in creating a sense of global community among students, adding depth to our understanding of the positive social aspects enabled by digital connectivity.

The theme of challenges in access and technological disparities echoes the findings of Jaradat and Ajlouni (2021), who explored issues related to the digital divide in international education. The current study reinforces the importance of addressing infrastructural gaps to ensure equitable participation. This aligns with the broader discourse on the need for global efforts to bridge the digital divide and enhance accessibility to technology, particularly in regions where disparities persist (Akram et al., 2021).

The theme of cultural sensitivity and adaptation in the digital realm resonates with Gunawardena (2020) exploration of cultural nuances in online education. The present study builds upon this by emphasizing the students' experiences and challenges in navigating cultural differences through digital interactions. It contributes to the literature by highlighting the need for fostering intercultural competence in the context of Digital Education Diplomacy.

The theme of enhanced learning experiences through innovative digital tools aligns with the findings of Antwi-Boateng and Al Mazrouei (2021), who explored the positive impact of online learning platforms on international collaborations. This study delves deeper into students' perspectives, showcasing how tools such as virtual simulations and collaborative online projects contribute to a more interactive and engaging educational experience. It complements existing literature by providing specific examples of the innovative digital tools that students find beneficial. Moreover, it is crucial to acknowledge the pivotal role of teachers in navigating and effectively utilizing these digital tools. Li and Akram (2023) emphasize the importance of continuous professional development for teachers in the realm of digital education diplomacy. Teachers serve as key facilitators in implementing innovative technologies, and their ongoing training is essential to harness the full potential of these tools for the benefit of students and the broader educational community.

The theme of Digital Diplomacy's role in shaping future opportunities aligns with the forward-looking perspectives identified by Nadeem et al. (2023) in their exploration of digital platforms in Pakistani higher education. The present study extends this understanding by capturing students' optimism about the long-term impact of digital education diplomacy on their academic and professional trajectories. It contributes to the literature by highlighting the potential transformative effects of digital diplomacy on shaping future opportunities for students in Pakistan.

In conclusion, the current study not only reinforces key themes found in previous research but also adds depth and nuance to our understanding of the intersection of digital technologies, education diplomacy, and student mobility. By focusing on the voices of students in Pakistan, it contributes valuable insights to the broader discourse on the evolving landscape of international education in the digital age.

Conclusions

This study, centered on the experiences and perspectives of students engaged in international programs within the framework of Digital Education Diplomacy in Pakistan, has unveiled significant insights. The thematic analysis has highlighted the transformative impact of digital technologies on student mobility, emphasizing the positive aspects of global connectivity, innovative learning tools, and the potential for digital diplomacy to shape future opportunities. However, it is imperative to acknowledge certain limitations that may influence the generalizability of the findings. The nuanced understanding provided by this research sets the stage for informed considerations and strategic actions by various stakeholders in the realm of education.

Limitations

Despite the valuable insights gained from the study, certain limitations must be acknowledged. The sample size, confined to 25 students, may not fully represent the diverse landscape of international education in Pakistan. Additionally, the qualitative nature of the research implies that findings are context-specific and may not be universally applicable. Furthermore, the study

did not extensively explore the perspectives of other stakeholders, such as educators, policymakers, and administrators, which could provide a more comprehensive understanding of the broader dynamics at play.

Suggestions

Suggestions for Teachers

Educators play a pivotal role in leveraging digital tools to enhance student mobility. They should embrace innovative learning platforms and promote intercultural competence within the digital realm. Tailoring coursework to incorporate collaborative online projects and virtual simulations can further enrich students' educational experiences.

Suggestions for School Administrators

School administrators should address technological disparities by investing in robust digital infrastructure and ensuring equitable access for all students. Training programs for educators on effective utilization of digital tools can enhance the overall quality of international education programs.

Suggestions for Policymakers

Policymakers need to consider the findings of this study when formulating strategies for Digital Education Diplomacy. Initiatives should focus on closing the digital divide, fostering cultural sensitivity, and creating frameworks that support innovative learning tools. Policymakers should also advocate for global collaboration to address technological disparities on an international scale.

Suggestions for Researchers

Future research should expand the scope to include diverse stakeholders, such as educators, policymakers, and administrators, to provide a more holistic understanding of the impact of Digital Education Diplomacy. Comparative studies across different regions and countries can further enrich the global discourse on the intersection of digital technologies and international education.

In conclusion, while this study provides valuable insights into the experiences of students in Pakistan, it serves as a catalyst for ongoing discussions and actions. Addressing the limitations and implementing the suggestions can contribute to a more inclusive, technologically advanced, and culturally aware landscape for Digital Education Diplomacy and student mobility.

References

- Abdelrady, A. H., & Akram, H. (2022). An empirical study of ClassPoint tool application in enhancing EFL students' online learning satisfaction. *Systems, 10*(5), 154.
- Abdurashidova, M., & Balbaa, M. E. (2023). The Future of Education: Exploring Emerging Trends in International Teaching Partnerships. *Technology and Education, 132*.
- Akram, H. (2020). Education governance in Pakistan: A critical analysis of challenges. *Journal of Social Sciences Advancement, 1*(1), 38-41.
- Akram, H., & Abdelrady, A. H. (2023). Application of ClassPoint tool in reducing EFL learners' test anxiety: an empirical evidence from Saudi Arabia. *Journal of Computers in Education, 1-19*.
- Akram, H., & Yang, Y. (2021). A critical analysis of the weak implementation causes on educational policies in Pakistan. *International Journal of Humanities and Innovation (IJHI), 4*(1), 25-28.
- Akram, H., Aslam, S., Saleem, A., & Parveen, K. (2021). The challenges of online teaching in COVID-19 pandemic: A case study of public universities in Karachi, Pakistan. *Journal of Information Technology Education. Research, 20*, 263.
- Akram, H., Kamran, M., & Ahmad, N. (2020). An examination of the encountered challenges of Pakistani international students in China: a case study of first-year students. *Pakistan Journal of Social Sciences, 40*(4), 1567-1576.
- Akram, H., Yingxiu, Y., Al-Adwan, A. S., & Alkhalifah, A. (2021). Technology integration in higher education during COVID-19: An assessment of online teaching competencies

- through technological pedagogical content knowledge model. *Frontiers in psychology*, 12, 736522.
- Akram, H., Yingxiu, Y., Aslam, S., & Umar, M. (2021, June). Analysis of synchronous and asynchronous approaches in students' online learning satisfaction during Covid-19 pandemic. In *2021 IEEE International Conference on Educational Technology (ICET)* (pp. 203-207). IEEE.
- Al-Adwan, A. S., Nofal, M., Akram, H., Albelbisi, N. A., & Al-Okaily, M. (2022). Towards a Sustainable Adoption of E-Learning Systems: The Role of Self-Directed Learning. *Journal of Information Technology Education: Research*, 21.
- Antwi-Boateng, O., & Al Mazrouei, K. A. M. (2021). The challenges of digital diplomacy in the era of globalization: The case of the United Arab Emirates. *International Journal of Communication*, 15, 19.
- Anwar, M., Khan, A., & Sultan, K. (2020). The barriers and challenges faced by students in online education during COVID-19 pandemic in Pakistan. *Gomal University Journal of Research*, 36(1), 52-62.
- Baker, S. E., & Edwards, R. (2012). How many qualitative interviews is enough.
- Bakhromovich, S. I. (2021). Development trends and transformation processes in academic mobility in higher education in Uzbekistan and the world. *Bakhromovich, SiddikovIlyosjon, and MaxamadalievLutfillo." Development of ecological culture in students in the process of education of history of uzbekistan.–2021.*
- Bjola, C. (2018). Digital Diplomacy 2.0: Trends and Counter-Trends. *Revista Mexicana de Politica Exterior*, (113), 1-14.
- Bjola, C. (2019, July). Trends and counter-trends in digital diplomacy. In *New Realities in Foreign Affairs* (pp. 51-62). Nomos VerlagsgesellschaftmbH& Co. KG.
- Bjola, C., & Holmes, M. (2015). *Digital diplomacy: Theory and practice*. Routledge.

- Collins, N., & Bekenova, K. (2019). Digital diplomacy: Success at your fingertips. *Place branding and public diplomacy*, 15, 1-11.
- Dille, K. B., & Røkenes, F. M. (2021). Teachers' professional development in formal online communities: A scoping review. *Teaching and Teacher Education*, 105, 103431.
- Gunawardena, C. N. (2020). Culturally inclusive online learning for capacity development projects in international contexts. *Journal of Learning for Development*, 7(1), 5.
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275-285.
- Hayden, C. (2017). Technology platforms for public diplomacy: Affordances for education. *International education exchanges and intercultural understanding: Promoting peace and global relations*, 59-78.
- Hayden, C. (2018). Digital diplomacy. *The encyclopedia of diplomacy*, 1-13.
- Jaradat, S., & Ajlouni, A. (2021). Undergraduates' perspectives and challenges of online learning during the covid-19 pandemic: A case from the University of Jordan. *Journal of Social Studies Education Research*, 12(1), 149-173.
- Li, S., & Akram, H. (2023). Do emotional regulation behaviors matter in the professional development of EFL teachers? A process model approach. *Porta Linguarum Interuniversity Journal of Foreign Language Didactics*, (2023c), 273–291. <https://doi.org/10.30827/portalin.vi2023c.29654>
- Magaldi, D., & Berler, M. (2020). Semi-structured interviews. *Encyclopedia of personality and individual differences*, 4825-4830.
- Malik, F., Heeks, R., Masiero, S., & Nicholson, B. (2021). Digital labour platforms in Pakistan: institutional voids and solidarity networks. *Information Technology & People*, 34(7), 1819-1839.

- Mazumdar, B. T. (2019). *The Two Faces of Digital Diplomacy: Dialogic Public Diplomacy and Space for User Motives* (Doctoral dissertation, University of Southern California).
- Mazumdar, B. T. (2021). Digital diplomacy: Internet-based public diplomacy activities or novel forms of public engagement?. *Place Branding and Public Diplomacy*, 1-20.
- Nadeem, M., Ali, Y., Rehman, O. U., & Saarinen, L. T. (2023). Barriers and Strategies for Digitalisation of Economy in Developing Countries: Pakistan, a Case in Point. *Journal of the Knowledge Economy*, 1-20.
- Noreen, S., Wei, F. W., Zareen, M., & Malik, S. (2019). The intercultural adjustment of Pakistani students at Chinese universities. *International Journal of Academic Research in Business and Social Sciences*, 9(3).
- Nuere, S., & De Miguel, L. (2021). The digital/technological connection with COVID-19: An unprecedented challenge in university teaching. *Technology, Knowledge and Learning*, 26(4), 931-943.
- O'Dowd, R. (2021). Virtual exchange: Moving forward into the next decade. *Computer Assisted Language Learning*, 34(3), 209-224.
- Pulatbek, S. (2023). Improving the language competencies of future teachers by means of digital technologies. *Academia Science Repository*, 4(04), 116-124.
- Ramzan, M., Khan, M.A. & Sarwar, M. (2023) Style Shift: A Comparative Cultural Analysis of Pride and Prejudice and Unmarriageable, University of Chitral Journal of Linguistics & Literature VOL. 7 ISSUE II 22-29.
- Rehman, A. U., & Khan, B. (2021). Challenges to online education in Pakistan during COVID-19 & the way forward. *Social Science Learning Education Journal*, 6(07), 503-512.
- Rehman, N., Zhang, W., & Iqbal, M. (2021). The use of technology for online classes during the global pandemic: Challenges encountered by the schoolteachers in Pakistan. *Liberal Arts and Social Sciences International Journal (LASSIJ)*, 5(2), 193-208.

Secundo, G., Gioconda, M. E. L. E., Del Vecchio, P., Gianluca, E. L. I. A., Margherita, A., & Valentina, N. D. O. U. (2021). Threat or opportunity? A case study of digital-enabled redesign of entrepreneurship education in the COVID-19 emergency. *Technological forecasting and social change*, 166, 120565.

Triwibowo, A. (2023). The Prospect and Limitations of Digital Diplomacy: The Case of Indonesia. *The Hague Journal of Diplomacy*, 19(1), 224-269.