

UNIVERSITÀ CATTOLICA del Sacro Cuore

WORLDBOUND

ISSUE 9 - 2023

Cover Story

Reimagining International Education: The Digital Revolution in Study Abroad

Tech-driven internships: nurturing graduates for tomorrow's workforce.

Students

Behind the Screens

Unveiling the life of a student Instagram and TikTok star.

[Cover image generated with Adobe Firefly AI]



THE IMPACT OF TECHNOLOGY

on International Higher Education



UNIVERSITÀ
CATTOLICA
del Sacro Cuore



MESSAGE FROM PROFESSOR PIER SANDRO COCCONCELLI

Dear Readers,

Welcome to this edition of our magazine, where we delve into technology's transformative impact on higher education and the study abroad experience. I'm excited to explore a topic that has reshaped and enriched the higher education sector.

Technology's influence on studying abroad reaches far beyond traditional classrooms, ushering in a digital era that has redefined learning, connectivity, and exploration.

Digital learning platforms, accelerated by the COVID-19 pandemic, have become pivotal in our educational landscape. Our educators and administrative staff are adopting these essential tools, pushing the boundaries, and enhancing the study abroad experience. Video calls, messaging apps, social media and Artificial intelligence (AI) seamlessly bridge geographical divides, fostering a global community for information sharing, research, and maintaining connections.

Technology enables students to capture and share their study abroad journeys through digital storytelling, sparking conversations, fostering active participation, and motivating others, as you will discover while reading this edition.

While technology may present limitations or ethical considerations, I firmly believe it enhances the study abroad experience. It complements rather than replaces traditional elements like physical presence and cultural immersion, which remain essential for fostering deep connections and immersive learning. However, technology amplifies these experiences by fostering global connections, enriching intercultural understanding, and facilitating personal growth.

Join us in this technological journey as we uncover the profound influence of technology on study abroad through insights from our experts and a new series called "Campus Conversations" accessible via a QR code, whereby we explore how technology has opened new doors.

Together, let's harness these technological advancements to cultivate a more accessible, collaborative, and enriching study abroad experience.

Sincerely,

Professor Pier Sandro Cocconcelli
*Vice-Rector and Delegate for the
Coordination of Internationalisation Projects*



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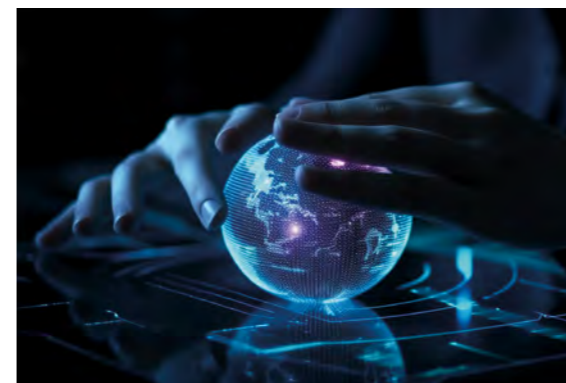
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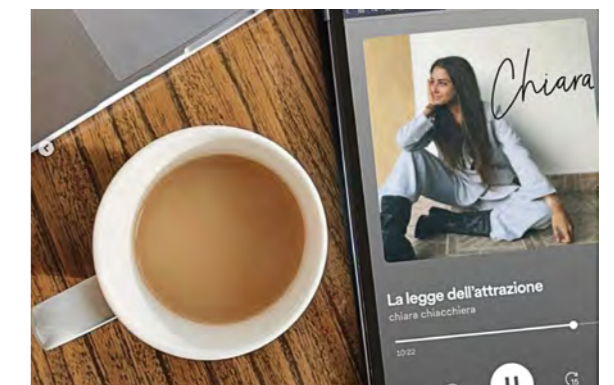
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REIMAGINING INTERNATIONAL EDUCATION: The Digital Revolution in Study Abroad

Technology has sparked a **transformation in international education**, enhancing study abroad experiences. Digital learning platforms, language acquisition apps, and social connectivity tools have **broken geographical barriers**, offering **global connections** and **new opportunities**. Students now document their journeys through **digital storytelling**,

creating a **rich online community**. While technology complements traditional aspects of cultural immersion, it offers unprecedented possibilities for learning and **global collaboration**, shaping a **limitless study abroad experience**.

In this era of rapid technological advancements, higher education has witnessed a profound transformation that extends beyond the physical confines of the classroom. The impact of technology on the study abroad experience cannot be understated, as it has revolutionised the way students learn, interact and explore the world. But in which ways? **How has technology reshaped international education? And how do you imagine the classroom of the future?**

Moving towards the classroom itself, and the learning experience - **digital learning platforms** have emerged as a **game-changer** in the **study abroad landscape**. The onset of the COVID-19 pandemic further underscored the significance of these platforms, bringing them to the forefront of educational strategies and almost making them the norm. These platforms offer a wealth of knowledge and opportunities, breaking down traditional barriers imposed by physical classrooms. With **online resources**, **virtual classrooms**, and **interactive tools**, students can connect regardless of where they are in the world and immerse themselves in their studies. With innovative ideas on how to utilise these tools, educators are constantly **exploring the boundaries of what is possible**. This accessibility to global education enriches the study abroad journey and provides students with a **limitless range of possibilities** for learning, bringing of course its risks too.

One of the most significant ways technologies have redefined the study abroad experience is by **fostering connectivity**. In the **past**, **geographical distances** posed a **significant challenge** to maintaining relationships and support networks while studying abroad. From missing your parents to the relent-

less fear of missing out as you wonder what your friends are doing back home. However, **today**, **video calls**, **messaging apps**, and **social media platforms** bridge these gaps as if they never existed. The interconnectedness made possible by technology enables students to **establish stronger connections** and support systems regardless of distance, creating a sense of community that **transcends borders**.

Language acquisition, a fundamental aspect of studying abroad, has also experienced a **technological revolution**. Traditional immersion methods are now complemented by **innovative approaches** to learning a new language. Language learning apps, online language exchange platforms, and artificial intelligence powered language tutors have **opened more possibilities** for various kinds of **language acquisition**. Students can now explore new languages at their own pace, harnessing **technology** as a **valuable tool** in their **linguistic journey**. This not only enhances their language skills but also **interacts with the way they go out in the world**: perhaps a bit more confident to speak, as they had practised some grammar in their mobile app right before going to their university class. Perhaps feeling slightly more prepared to throw themselves out there and try the language they are learning in the new culture they are surrounded by, and with the people they are getting to know.



Moreover, technology has provided students with an unprecedented means of **capturing and sharing their study abroad experiences**. Through **blogging**, **vlogging**, **online journals**, and **social media platforms**, students can engage in digital storytelling, documenting their adventures, sharing insights, and reflecting on their personal growth; it's a reciprocal process, where a space is created for receiving comments and feedback, encouraging online discussions and interactions. These mediums can serve as a **digital diary**, preserving invaluable memories and providing a platform for students to **express their unique perspectives**. By utilising technology in this way, students not only **enrich their own experiences** but also **inspire and inform others** who are considering or embarking on their study abroad journeys.

While the influence of technology on the study abroad experience is undeniable, some may question whether it can fully substitute the traditional aspects of physical presence, cultural immersion, and face-to-face interactions. It is important to note that **technology** serves as a **powerful complement** rather than a replacement. **Physical presence** and **cultural immersion** remain **essential components of the study abroad experience**, as they offer opportunities for deep connections and immersive learning that cannot be replicated digitally. However, **technology can enhance these aspects** in more ways than one, by fostering global connections, enhancing intercultural understanding, and facilitating personal growth. So, **we must not fear it, but use it to its full advantage**.

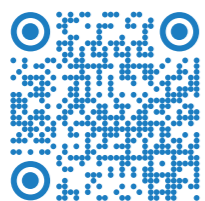
As the digital revolution continues to unfold, **technology** will undoubtedly **continue to reshape** the narrative of the **study abroad experience**. It empowers students with new opportunities, connections, and learning resources, enabling them to explore the world and broaden their perspectives in manners that were previously inconceivable. Through this issue of Worldbound magazine, we invite you to embark on a journey that uncovers the **profound influence of technology on international education**. Discover how **technology** has reshaped the educational landscape, transformed the lives of professionals and students alike, and opened doors to new possibilities. **Embrace a digital revolution** that expands horizons, unites global learners, and paves the way for a **study abroad experience** which knows **no boundaries** – where the identity of the students in the classroom of the future is yet to be determined.

How will we harness these revolutionary technological advancements to foster a more accessible, synergetic and deeply enriching learning experience?

CAMPUS CONVERSATIONS

Welcome to 'Campus Conversations,' a captivating video series where we explore students' perspectives on pressing issues. In the first episode, we delve into the significance of technology in their decision-making process and the influence of social media in their life. This enlightening discussion reveals how technology shapes their choices and makes the learning experience more accessible.

Watch the full video on YouTube!



"Technology will continue to play a significant role in the future of education"

Javier: "I strongly agree, because technologies are emerging every single day. With AI it's a completely new world that will give us more access to education. It'll be more efficient for students to learn what they need to learn and to find different universities which will lead to a much more complete student life and experience."

"Technology has influenced my decision on which career path to pursue"

Francesco: "I agree, because since I've studied engineering and then I specialised in technology management I strongly believe in technology for the future and also I think that we have to use technology as a tool to develop a better future and reach our goals."



"Technology has expanded my social circle and allowed me to connect with people globally"

Maelyne: "I agree because I think technology has opened many social circles, but I think that real relationships are the ones that you make in real life: It allows for better connections."



"Technology has influenced my decision to go abroad"

Alexandra: "I strongly disagree because although technology plays a huge role in everything I do, I didn't choose Cattolica because of it. I chose it for different reasons like I was missing Italy and I really liked the bachelor's degree that the university offers."



"Technology has made education more accessible"

Ana Karina: "For me, technology has made education more accessible because everyone studies through the internet, they can study topics they're interested in and learn them in different ways with phones, computers at home or in the metro, everywhere."



FREDRIK VAN HUYNH

CEO & Co-Founder of
Absolute Internship

Fredrik van Huynh is an award-winning Swedish-Cambodian Entrepreneur, World Traveler, Martial Artist and TEDx Speaker.

Co-founder of Absolute Internship, an award-winning leading global internship programme matching students with internships at top companies around the globe.

Frequently covered by Forbes Magazine, The New York Times, Bloomberg Businessweek, Financial Times, Entrepreneur Magazine and BBC News, Fredrik is recognised as one of Sweden's top entrepreneurs, having built a multi-million-dollar business from the ground up.



TECH-DRIVEN INTERNSHIPS: NURTURING GRADUATES FOR TOMORROW'S WORKFORCE

Fredrik van Huynh explores the **profound impact of technology and artificial intelligence on international internships for university students**. He highlights how technology has revolutionised the availability and accessibility of international internships, making **remote opportunities a reality**, and expanding access to valuable resources. He discusses how technology and AI have **transformed the learning experience** during internships, emphasising **global connectivity, data analytics, and automation**, as well as the rising importance of **soft skills** in the job market and how universities can **nurture these skills**. Finally, Fredrik van Huynh examines how AI is **reshaping traditional job roles** and creating **new career opportunities** across industries.

HOW HAVE TECHNOLOGY AND AI INFLUENCED THE AVAILABILITY AND ACCESSIBILITY OF INTERNATIONAL INTERNSHIPS FOR UNIVERSITY STUDENTS?

Completing an international internship remotely from your campus or your student housing before 2020 was unheard of in many places of the world. While certain countries and companies were already offering such opportunities, generally speaking, completing an international internship online from home before 2020 was not feasible. With that said, remote internships are one thing - opening the entire world to you as a student for an international experience from your laptop. But even information about international internships and access to resources about them is very limited in general around the world. Thanks to the Internet and social media, students today have access to information about international

internship opportunities that previous generations didn't have. I'm just thinking about my generation, I graduated in 2009 and there was no information at all on my campus or online on my student portal about international internships. It was something I heard of from a Dutch exchange student for the first time. Given this, the accessibility of information about international internships has increased in the last several years as well as the openness and willingness from corporations around the world to welcome international interns. The demand for interns from corporations is there - more than ever before.

IN WHAT WAYS DO YOU THINK TECHNOLOGY AND AI HAVE TRANSFORMED (AND ARE STILL TRANSFORMING) THE LEARNING EXPERIENCE DURING INTERNATIONAL INTERNSHIPS?

Technology and AI have indeed transformed and continue to transform the learning experience for students during international internships in several ways:



GLOBAL CONNECTIVITY: Instant messaging, video calls, and voice notes allow students to communicate rapidly with colleagues from all around the world.



REMOTE INTERNSHIPS: Students can now intern from home at any company in the world - they have the world at their fingertips, which is a huge opportunity for many students who are unable to travel.



DATA ANALYTICS: Students can now leverage data analytics tools and AI algorithms to extract valuable insights from large datasets. This skill is increasingly important in various industries and contributes to a more data-driven approach to decision-making. We're seeing this more and more from corporations and organisations around the world.



CULTURAL SENSITIVITY: AI-powered simulations and training programmes can help interns develop cultural sensitivity and adaptability skills, preparing them for the challenges of working in diverse international environments. Naturally, travelling to an international country and experiencing it first-hand can never be replaced - these are new tools that didn't exist before and are becoming increasingly popular.



AUTOMATION AND EFFICIENCY: AI and automation tools such as ChatGPT, RescueTime, Jigso's Sidekick etc. now handle routine tasks, freeing up interns to focus on higher-value projects and learning for corporations. This means students are expected to deliver a different set of values to a company than before.

WITH THE RISE OF AUTOMATION AND AI, THERE IS A GROWING EMPHASIS ON THE IMPORTANCE OF SOFT SKILLS IN THE JOB MARKET. WHICH SPECIFIC SOFT SKILLS DO YOU BELIEVE ARE ON THE RISE AND BECOMING INCREASINGLY VALUABLE FOR GRADUATES, REGARDLESS OF THEIR FIELD OF STUDY? HOW CAN UNIVERSITIES EFFECTIVELY NURTURE AND DEVELOP THESE SKILLS IN THEIR STUDENTS?

The rise of automation and AI is reshaping the job market, making soft skills crucial for students to develop. Why? Because **soft skills can't be replicated by machines**. Many soft skills are becoming increasingly important and valuable for graduates, but my top three are:



EMOTIONAL INTELLIGENCE (EQ): As machines cannot replicate human emotions (yet!) - building understanding, self-awareness, and the ability to navigate complex and challenging social situations at a workplace is of utmost importance. Real-world experiences such as international internships and volunteering experiences provide a great platform to practice and nurture emotional intelligence for students.



ADAPTABILITY AND GRIT: Given the rapidly changing world and how fast workplaces are changing, graduates who can adapt to new situations quickly and bounce back from setbacks are key. Universities can take several approaches to develop this soft skill, but one that I believe in is to encourage extracurricular activities. Encourage students to take part in clubs, and organisations, and to do sports. I've personally learned a lot about adaptability and grit from training table tennis and juditsu.



COMMUNICATION SKILLS: The ability to communicate clearly and effectively, both in written and verbal forms, is crucial. Above all - in written form. Graduates who can convey their ideas, collaborate with others, and adapt their communication style are highly prized.

Warren Buffett, arguably the smartest financial mind of our time, said, "The one easy way to become worth 50 per cent more than you are now, at least - is to hone your communication skills - both written and verbal." Written words are more important now than ever. The average office worker sends 40 emails. That's thanks to changes in technology and hybrid work.

How can this be nurtured at universities? Real-world experiences such as international internships as well as workshops with professionals help students better grasp how one must communicate effectively in a workplace.

HOW IS TECHNOLOGY, PARTICULARLY AI AND DATA ANALYTICS, RESHAPING TRADITIONAL JOB ROLES AND CREATING NEW CAREER OPPORTUNITIES ACROSS INDUSTRIES?

Technology, especially AI and data analytics is reshaping and reshuffling traditional job roles whilst creating new career opportunities across industries for graduates around the world. In my opinion, here are some of the ways technology and AI are driving change:



AUTOMATION OF TASKS: Today, AI and automation are being used to handle repetitive and routine tasks previously performed by humans. This includes data entry, basic customer support, chat, and manufacturing tasks. As a result, job roles that primarily involve these tasks are disappearing.



LEGAL: AI is being used to review legal documents, predict legal outcomes, and ensure regulatory compliance. This has led to the growth of legal technologist and compliance analyst roles. These roles were held by paralegals in the past.



ENERGY: AI is currently used to optimise energy consumption and monitor environmental conditions. Roles like energy analysts and sustainability are increasing rapidly.

However, these industry changes require a different skill set, including proficiency in AI, communication, EQ, data analytics, and critical thinking. Indeed, as its use grows, AI is likely to **require professionals' all-new skill sets to manage it**.

AS TECHNOLOGY CONTINUES TO EVOLVE RAPIDLY, WHAT ROLE DO YOU SEE AI PLAYING IN THE FUTURE OF INTERNATIONAL INTERNSHIPS AND THE OVERALL HIGHER EDUCATION EXPERIENCE?

AI will certainly create new types of international internship opportunities as the use of AI increases such as Sentiment Analysis (content will need to be interpreted by a human being with emotions and contextual knowledge), AI-Generated Work Auditors (humans must audit or analyse generated work) and AI Input And Output Coordinators (individuals who manage the inputs into and outputs from AI tools to protect against bias and privacy or security violations) as examples. Consequently, this means universities must adapt to the new jobs that are being created with the higher use of AI - offering adequate and modern education that corresponds to future jobs.

MEET THE EXPERTS

Digital Transformation in International Student Recruitment and Higher Education Marketing

The digital age has transformed student recruitment strategies, particularly in relation to attracting and engaging international students. Digital learning platforms have also had a positive impact on both students and educational institutions, contributing to student engagement, academic achievement, and institutional growth. AI-driven technologies can also enhance the effectiveness of higher education marketing campaigns, resulting in improved student engagement, enrolment rates, or brand perception. We are honoured to feature interviews with experts in international higher education, student recruitment, online learning, and AI-driven marketing. They share their insights on how these technologies are changing the landscape of higher education and how institutions can best leverage them to attract and engage students from around the world.





Piet Van Hove

In your role as President of the EAIE, what is your vision of the international student of the future? How do you see the evolving needs, expectations, and aspirations of students shaping the landscape of international higher education?

I see **different trends happening** in higher education, which may or may not be contradicting each other.

On the one hand, we have a trend towards **more flexibility**, unbundling, micro-credentials, **taylor-made learning**, independent of place and time. With the growing cost of higher education in many countries, the value proposition of investing several years in full-time study is more and more questioned and we see an **increased focus on return on investment and immediate employability**. The need to be more inclusive is also often given as an argument for the movement towards **more flexible learning paths, often online**. It all seems to point to a rather materialistic and utilitarian short-term vision, putting into question the traditional college experience.

On the other hand, we do see a generation of **students** who **care about values**, about **sustainability** and **fairness**. Many students make **study choices** that reflect the fact that they want **to develop a long-term vision** and want **to contribute something positive to the world**. The pandemic also made us realise the **importance of real human interactions** for personal development and building social capital. The **competencies that really matter** in the long term, like communication skills, flexibility, problem-solving, and the ability to collaborate effectively across differences of cultures, contexts and scientific disciplines, requires a **learning environment** that is **rich in human interactions** of many kinds. The experience of **being a student** is, in my view, as much **about personal development** as it is **about gaining directly applicable knowledge and skills**. Personal development is a slow process.

PIET VAN HOVE is a Senior Policy Advisor at the University of Antwerp and currently serves as the President of the European Association for International Education (EAIE). He has been active in internationalisation since 1995, working in the areas of student and staff mobility, development cooperation, services for international staff and students, international educational projects and strategic networking.

Piet has been in the leadership of several professional associations and non-profits at the national and international level for many years, such as Flanders Knowledge Area, the Academic Cooperation Association (ACA), the NGO APOPO (training rats to save lives) and the EAIE.

With the rapid advancement of technologies, such as artificial intelligence, virtual reality, and online learning platforms, how do you anticipate these innovations will impact international higher education? What opportunities and challenges do you foresee in terms of delivering quality education, fostering cultural exchange, and supporting the international student experience?

Sadly, **new technologies** such as AI and online learning are **often used in a poor way**, for quick wins and fake social inclusion. **“Quality” in education** is often reduced to aspects that are **easily measured** and bring **short-term benefits**. When this leads to a **decrease in real human interactions**, inside and outside the classroom, I believe this is a **misguided evolution**.

The good news is that all these new technologies **can also be used** in ways that actually **increase human interaction** and **facilitate real connections**. Through methodologies like **Collaborative Online International Learning (COIL)** we can actually bring the benefits of **global learning** to learners who **never had access to physical mobility**. Virtual exchange brings professors and fellow students from any country right into your classroom at home. Students can have conversations and carry out assignments in **close collaboration** with their peers **all over the globe**, with direct access to local information and insights, **without having to travel**. The benefits in terms of international and intercultural learning are real but quite different from those brought by physical mobility. **Virtual exchange should not be positioned as an alternative to mobility**, but rather as the perfect complement to it. Spending some months or years in a truly international learning environment is **still a unique and irreplaceable experience**.

The reality is that we still see a **growing interest in international higher education**. Many students (and parents!) still see the **value of a real university experience** and the **deep benefits of leaving their comfort zone** and going on an **international education journey**.

The student of today has access to more information than ever before. Our **universities** will have to be able to **demonstrate social and environmental responsibility** in everything we do.



Alejandra Otero

As artificial intelligence continues to advance, how do you foresee its impact on higher education marketing strategies? Are there specific areas or aspects within marketing that AI is particularly poised to transform?

AI is anticipated to play a **pivotal role** in the **evolution of higher education marketing strategies**, revolutionising data-driven decision-making for institutions to **implement more efficient and effective tactics**, increasing prospective student engagement and enrolment. Let's look at this from different angles:

Organic and Paid Social Media: AI tools can be used to **monitor** social media mentions of the institution, sentiments about the brand, trending topics among prospective students, and SEO performance **to improve brand awareness**. AI can also help to **optimise the content of marketing campaigns**, analysing what types of content resonate best with certain audiences and adjusting the campaign accordingly. (e.g., A/B testing, keyword optimisation, etc).

Predictive Analytics: AI algorithms can **analyse large amounts of data from various sources** (e.g., social media, websites, and student databases) to predict trends and thus optimise marketing strategies on prospective students' behaviour, interests, and needs. This can help institutions **target their marketing efforts more effectively and efficiently** by identifying key segments of students who may be more interested in certain programmes, or topics, focusing resources on those most likely to enrol or engage.

Personalisation: AI can also **automate many routine tasks** (e.g., email marketing, social media posting, customise website content based on a visitor's preferences or past browsing behaviour) delivering a **unique user experience** that is more likely to convert prospects into students. Such actions can not only help marketing professionals increasing the effectiveness of efforts by refining campaigns and creating highly targeted messages, but also freeing up time to focus on strategic planning and creative tasks.

Still doubting whether AI in higher education marketing is a must, a good to have, or a no-go? Its adoption can undoubtedly **lead to better understanding potential students** and **enhancing interactions** by personalising their user experience and automating routine tasks for marketers.

ALEJANDRA OTERO is the founder & CEO at **geNEOUS** - Education Marketing Experts With A Purpose. They optimise marketing & student recruitment strategies to empower innovators.

She created geNEOUS with the aim of reshaping the future of education by giving support to educational institutions in the integration of marketing and admissions solutions in line with the expectations of the 21st century.

Prior to that, Alejandra was a higher education intrapreneur in the USA and Europe with roles within the Marketing, International Relations, and Admissions Departments.

She has received certifications from Google and HubSpot in the fields of marketing, sales, and education.

Alejandra is also a speaker on subjects such as digital innovation, marketing automation, international education, and student recruitment/enrollment enablement.

She is now undergoing a 2-year mandate as an elected member of the Marketing & Recruitment Steering Group of the EAIE (European Association for International Education), after having been re-elected following a 2-year mandate as an Associate of the same expert community.

In what ways can AI-driven technologies enhance the effectiveness of higher education marketing campaigns? Can you provide examples of successful AI implementations that have resulted in improved student engagement, enrolment rates, or brand perception?

Following the previously mentioned capabilities, AI-driven technologies have the potential to greatly enhance the effectiveness of higher education marketing campaigns through **AI-powered chatbots and virtual assistants**. These tools provide **immediate responses** to students' questions, share information about the institution 24/7, and automatically guide them through their personalised application process. Let's look at some examples of how AI is being used in higher education marketing in the USA by tailoring content to individual students, predicting behaviours, and automating responses, thus engaging with prospective students more effectively and efficiently:

Georgia State University (GSU) has implemented an AI-powered tool called "**Pounce**" which uses **Machine Learning algorithms** to encourage potential students to fulfil their pre-matriculation tasks, reducing by 21% the number of students being accepted but not completing their enrolment. It also provides personalised responses to applicants' frequently asked questions.

Taylor University has boosted student recruitment and retention through the use of predictive analytics via **Salesforce's Einstein for Higher Ed**. Through the visualisation of data related to the behaviour and interests of prospective students with higher chances of applying, they have reduced financial resources while improving internal processes and shifting human efforts towards qualified data inputs. AI-powered personalisation and targeted marketing campaigns have been key success factors for enrolment management.

Bolton College has saved 80% of its video production time and substantially increased the number of videos generated through the use of **Synthesia**. By providing the tool with the script and animations, the AI-powered platform automatically creates a video version of an avatar presenting the topic. Although this initiative was tailored to support current students, it may equally be used for prospective marketing activities.

These are just a few examples, but as AI technology continues to advance, it will undoubtedly continue to provide even more innovative ways to enhance higher education marketing campaigns.





Ilaria Bossi

As a senior international student recruiter, how has digital recruitment reshaped the competition among universities in the international arena? In what ways have universities adapted their strategies to stand out in the digital space and attract prospective international students?

The pandemic has marked a **clear divide** in the way many universities were carrying out their **international recruitment strategies**, at first making digital recruitment the only option to continue attracting international students, and then, as we come back into a hybrid world, a fundamental pillar in the marketing mix of many.

Through **digital recruitment strategies**, universities can now have a **truly global reach**, targeting new or remote regions and connecting with prospective students who didn't have this chance before.

Universities with smaller budgets or teams benefitted from this, being now on the radar of a wider audience thanks to virtual tours and fairs as well as webinars, that cut down time and budget constraints of physical travel.

It is now taken for granted the importance of personalised, peer-to-peer and on-demand communication, which also requires trained and dedicated staff. **Content marketing and genuine storytelling** have become fundamental to **improving online visibility and brand awareness**, especially through social media and automatised communication plans. Universities feel more than ever the need to establish a common ground with their target audiences, particularly Gen Z and Gen Alpha, who often drive the adoption of new and upcoming technologies.

Finally, a **balance between investments in digital and in-person activities** are fundamental to supporting innovation and competitiveness, while also safeguarding staff health and preventing burnout. After the first wave of massive adoption of different tools, universities are slowly becoming **more selective about which digital activities to implement**. This is possible thanks to the massive quantity of data provided by the latter compared to offline activities, as universities can now track website traffic, engagement metrics, and conversion rates, gaining valuable insights into their audience and defining better strategies to maximise their ROI (return on investment).

ILARIA BOSSI is the Associate Director for International Marketing and Recruitment at Università Cattolica del Sacro Cuore, Italy. An international education enthusiast, she has six years of experience in managing student recruitment at the undergraduate and graduates level, collaborating with more than 50 recruitment agencies worldwide. Ilaria is a frequent speaker at IACAC and CIS and has presented at other HE conferences (eg. NAFSA), focusing on the Italian HE system. She has been a SUCTI trainer since 2018 and has run successful SUCTI trainings at her institution. Since July 2020 she is also a member of the Professional Development Committee within International ACAC. Ilaria holds a Bachelor's degree in Languages for International Relations and a Master's degree in Political Science from Università Cattolica del Sacro Cuore, Italy. She was elected in the Expert Community Marketing and Recruitment as a Steering Group member for the term of 2022-2024.

Girish Ballolla

How has the digital age transformed international student recruitment strategies, particularly in relation to attracting and engaging Indian students?

The digital age has brought about a **revolutionary transformation** in **international student recruitment strategies**, with profound implications for attracting and engaging Indian students. The **rapid advancement of technology**, coupled with the increased accessibility of the internet, has **reshaped** the landscape of **higher education marketing and communication**.

In the context of attracting Indian students, digital platforms have enabled universities to **reach a wider audience** with tailored and culturally relevant content. **Social media, search engines, and online advertising** have become **invaluable tools** to create brand awareness and showcase the unique offerings of institutions. Universities can now **personalise their messaging** to resonate with Indian students' preferences, aspirations, and concerns, thereby **establishing a more meaningful connection**.

The digital age has also democratised information dissemination, allowing Indian students to explore various study options and destinations more comprehensively. **University websites, virtual tours, and online open houses** provide a virtual experience that aids Indian students in **making informed decisions**. Additionally, digital platforms, like our very own **connectED** and **gradED platforms**, facilitate real-time communication, enabling prospective students to seek clarifications and engage with admissions officers directly, **bridging the geographical gap** and easing the decision-making process.

Furthermore, the rise of **online education fairs, webinars, and social media engagement** has revolutionised student recruitment events. Universities can now seamlessly **connect with Indian students** without the constraints of physical presence. These platforms offer insights into the institution's academic programmes, campus life, and scholarship opportunities, thus fostering a sense of belonging before even stepping foot on campus.

An added, and often overlooked, benefit of leveraging digital platforms is the positive impact it can have on the environment. Since recruiters can now "travel" across the world without leaving the comfort



GIRISH BALLOLLA was born and raised in Bengaluru where he completed high school before moving to the US in 1992 to pursue a college education.

He received a BSc in Genetics and Cell Biology and a MSc in Higher Education Administration from the University of Kansas. Prior to founding Gen Next Education, he spent over 13 years in Human Resources, Sales and Marketing, Operations, and Supply Chain Management in a variety of industries in the US ranging from chemicals to home improvement, from educational institutions to non-profits, from start-ups to a Fortune 500 company. As the CEO of Gen Next Education, Girish is responsible for envisioning the strategic direction for Gen Next and spends most of his time nurturing relationships across the globe to further Gen Next's mission of bridging Global Education.

He's a rabid Kansas Jayhawks fan, an avid reader, and a National Geographic junkie. A wanderlust at heart, when he's not goofing around with his three daughters, Maya, Mala, and Shivaa in their Woodbury, MN home, you can find him eagerly awaiting the next boarding call.

of their homes or offices, they are **reducing** their **carbon footprint**. In addition, digital brochures, information packets etc. **reduce the need for printed material** leading to **more sustainable practices**.

Crucially, **data analytics and AI-driven tools** empower institutions to **track and analyse engagement patterns**, enabling them to refine their strategies continually. By identifying what resonates with Indian students and adapting content accordingly, universities can **enhance their appeal and effectiveness** in attracting them.

However, while the digital age offers immense opportunities, it also demands a **strategic approach**. Institutions must ensure their digital presence is user-friendly, culturally sensitive, and respects data privacy. Moreover, the personal touch must not be overlooked – Indian students value genuine interactions, and universities should **balance virtual engagement** with opportunities for **direct human connection**.

The digital age has redefined international student recruitment, particularly in attracting and engaging Indian students. Leveraging digital platforms wisely allows universities to **transcend borders, foster meaningful connections**, and **provide comprehensive information**, thus transforming the way institutions approach global student recruitment.

What are the key challenges and opportunities that arise from the rise of AI in international student recruitment, specifically for institutions targeting Indian students, and how can these challenges be effectively addressed to enhance recruitment outcomes?

The rise of AI in international student recruitment presents both **challenges and opportunities** for institutions targeting Indian students. India is one of the largest source countries for international students, so understanding the unique dynamics of this market is crucial. Here are some key challenges and opportunities, along with strategies to address them effectively:

CHALLENGES:

1. Competition: Indian students have a wide range of options when it comes to studying abroad. The competition among institutions is fierce. AI can help institutions personalise their outreach and offerings to stand out.

2. Information Overload: There is an abundance of information available online about study abroad options which easily overwhelms students. AI can help streamline and personalise information to match individual needs and interests.

3. Language and Cultural Barriers: Language and cultural differences can be barriers, particularly for Indian parents who are an integral part of the decision-making. AI-driven chatbots and translation services can assist in overcoming language barriers and providing culturally relevant information.

4. Financial Concerns: Cost is a significant factor for Indian students. AI can be used to provide financial planning tools, scholarships, and funding information to alleviate concerns.

5. Visa and Immigration Challenges: Navigating visa and immigration processes can be daunting. AI-powered chatbots can provide guidance and support throughout these processes.

OPPORTUNITIES:

1. Personalisation: AI can analyse data to tailor recruitment efforts to individual students. Institutions can provide customised information on programmes, scholarships, and support services, increasing the likelihood of enrolment.

2. Efficiency: AI can automate many routine tasks such as initial inquiries, document verification, and appointment scheduling. This frees up staff to focus on more strategic aspects of recruitment.

3. Data Analytics: AI can provide insights into trends and preferences among Indian students. This data can inform marketing strategies and programme development.

4. Improved Communication: Chatbots and AI-driven communication platforms can provide instant responses to student queries, improving engagement and satisfaction.

5. Virtual Campus Tours: AI-powered virtual tours can give Indian students a realistic view of campus life, helping them make informed decisions.

STRATEGIES TO ADDRESS CHALLENGES:

1. Invest in AI Technology: Institutions should invest in AI tools and platforms that can help with data analysis, chatbots, and personalisation of communication.

2. Cross-Cultural Training: Staff should undergo training to understand the specific needs and expectations of Indian students, helping to build trust and rapport.

3. Multi-Lingual Support: Offer information and support in multiple Indian languages to make prospective students and parents feel more comfortable and informed.

4. Transparency: Provide clear and transparent information about fees, scholarships, and visa processes to address financial concerns.

5. Collaboration: Partner with organisations, counselors, and alumni networks to expand your reach and credibility within the Indian student community.

6. Regular Feedback: Use AI to gather feedback from enrolled Indian students and make improvements based on their experiences.

7. Compliance and Support: Ensure that your institution is compliant with Indian regulations and offers support for visa and immigration processes.

In conclusion, the **rise of AI** in international student recruitment offers the potential for institutions to target Indian students to **enhance their recruitment outcomes**. By addressing the challenges through technology, personalisation, and strategic partnerships, institutions can effectively tap into this important market and **attract more Indian students**.

Maria Nekrasova

As an expert in online learning, could you share some insights on the positive impact of digital learning platforms on both students and educational institutions? How do these platforms contribute to student engagement, academic achievement, and institutional growth?

Digital learning platforms slowly but steadily **re-shape the student and HEIs' experience** and I am sure that they are far from reaching their full potential.

One simple positive impact is that they bring the **learning process closer to the work process**. In multiple sectors the work now is 90% online/behind the computer so why education is different? It builds the skills necessary to succeed and make a smoother transition to the job market.

Secondly, if the **lectures are pre-recorded**, it allows **faculty more time for research** vs teaching and free a part of the university budget for other strategic projects allowing institutional growth not only in terms of brand and enrolments but also the quality of research.

Finally, online education promotes **innovative approaches to student engagement**. A person can spend five hours playing video games uninterrupted but not five hours studying in a classroom. So HEIs have to engage with a cross-disciplined approach, curiosity and desire to innovate to make the student experience better and that what makes it particularly valuable.

In your experience, what specific advantages do digital learning platforms offer to students and institutions in terms of flexibility, accessibility, and scalability? How have these platforms transformed the educational landscape and opened up new opportunities for students and institutions to thrive in the online learning environment?

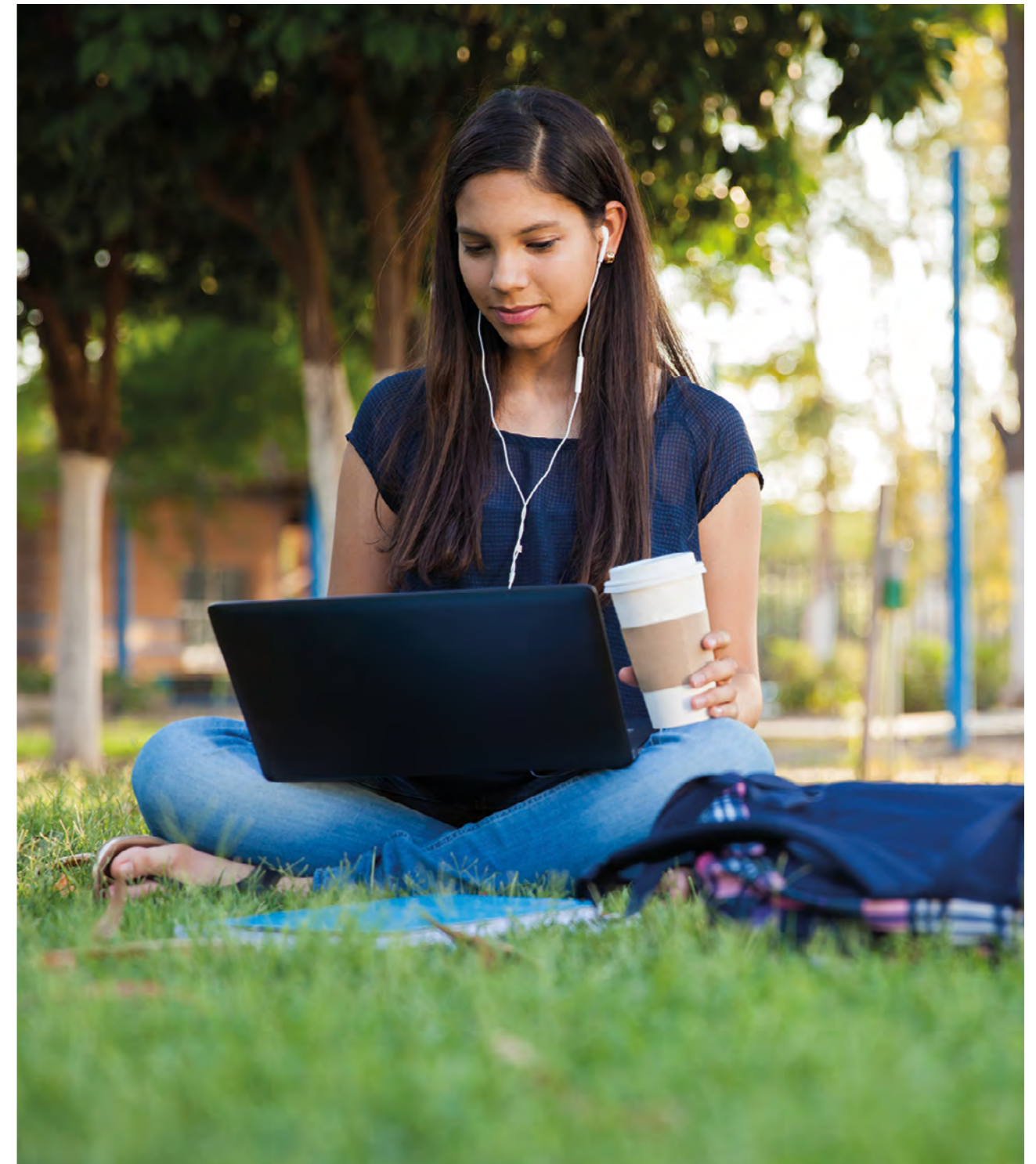
We see now that online higher education is about access and affordability for students, and enrolment and revenue growth for universities. **Online students perform equally or better** academically and **graduate at higher rates** than their on-campus peers. We now live in exciting times when **we can re-imagine what education and the learning process look like**. Pro-

fessors join from various parts of the world and students can start a degree programme even if they have family and work commitments. That drastically changes the possibilities for people with disabilities, parents and people with limited travel resources (including visa limitations and regions with less developed transportation systems).

Also, with online programmes it is easier to have **multiple intakes per year**. It allows more students to start without drastically adjusting their schedule or waiting (sometimes

months) till the next intake. **It allows universities to catch more students** that otherwise would have chosen a competitor.

Finally, the Universities get students who otherwise would have never come on campus because they are busier and live hundreds of miles away. **Universities enhance their brand** not only in **new geographical regions** but in a **new space - the space of online education**.



MARIA NEKRASOVA is Co-Founder and CEO European Cultural Academy.

She is an accomplished CEO and cultural entrepreneur with extensive experience in private educational institutions, strategic partnerships, and cultural branding. Maria brings over a decade of international experience in education management and business development. Most recently, she held the position of Vice President of Partnerships at Higher Ed Partners (HEP), Netherlands, where she spearheaded international strategic collaborations with universities. Before that, Maria managed a portfolio of online and blended MBAs at IE Business School in Spain. Since then, she has become an evangelist for the online format in higher education. Maria has a degree in Education from Moscow State University and a Master in Sociology from EHESS in Paris.

RESEARCH

Collaborative Online International Learning and Research



The "Fashion & Food Synergy for Sustainability" project brings together universities, organisations, and students to explore the connection between fashion, food, sustainability, and communication. By revising courses, integrating technology, and sharing knowledge, it empowers students to address future challenges and become catalysts for change in these industries.

Converging Fashion, Food, and Technology in Higher Education

In an innovative endeavour, ModaCult – Center for the Study of Fashion and Cultural Production is weaving together the threads of fashion and food. Supported by the EU's Erasmus+ programme and in collaboration with eight partners from six European countries, the "Fashion & Food Synergy for Sustainability" project delves deep into the crossroads of sustainability, communication, and cutting-edge technology. It aims to address the urgent challenges of our contemporary society.

In a world driven by fleeting trends, the **fashion and food industries** may seem worlds apart. However, beneath the surface lies a **remarkable connection** that unites them. Picture how it would be if your clothes told a story of ethical sourcing and mindful manufacturing, and this mirrors the artistic and catching images of your food, grown organic and fair-traded.

Sustainability is the cornerstone of both these industries, and this is the kind of present researchers at **ModaCult** wish to see. They are in fact working on this platform. **Emanuela Mora, Director of ModaCult**, coordinates the **Political and Social Sciences School**, an undergraduate programme devoted to the **communication management of food and fashion systems (COMMA)**, where the first seeds of this innovative project was sown.

We asked **Silvia Mazzucotelli**, a member of the **ModaCult research team** and **co-coordinator of COMMA**, about the inspiration for this project. She is an **Associate Professor** at **Università Cattolica del Sacro Cuore**, where she works at the **Department of Sociology** and focuses her research and teaching on the **Sociology of Cultural and Communicative Processes**. Over the past 10 years, she has been observing, with her colleagues, a growing interconnection in communication strategies between the fashion and food industries. Intrigued by this phenomenon, Professor Mazzucotelli and her colleagues wanted to take it a step further. By merging research and teaching, they created a **pilot project** that seamlessly **integrates sustainability, communication, and technology**.

The **"Fashion & Food Synergy for Sustainability"** is an **Erasmus+ project**, co-funded by the **European Union** and it involves Università Cattolica in Italy, Universidad de Navarra in Spain, Radboud University in the Netherlands, and Uniwersytet Jagiellonski in Poland together with other four non-academic partners: Altromercato in Italy, Steirische Wirtschaftsförderungsgesellschaft in Austria, Acción Laboral in Spain and Envolv Entrepreneurship in Greece.



(Silvia Mazzucotelli)

Pilot Project



The project encompasses **three primary objectives** while providing an interactive digital platform for collaborative learning. First and foremost, it aims to **elevate the competencies** of undergraduate and graduate university students by adopting a **cultural and interdisciplinary approach**. This approach equips them with the skills and confidence needed to address what the future holds for the fashion and food industries. Secondly, the project seeks to **revise university courses and current teaching methodologies** to align with emerging trends in the intersection of fashion and food industries. Thirdly, within these areas, it endeavours to **enrich the abilities of the community** by sharing knowledge, techniques, and resources through ongoing training programmes.

This initiative saw active participation from a diverse group of students, including those from the three-year degree course in Communication and Society. Specifically, students from both the Italian curriculum **Communication and Society** and the English curriculum **Communication Manage-**

ment for Fashion and Food took part. Additionally, students from **ISEM-Fashion Business School** at the **University of Navarra** and students enrolled in the master's programme in **Arts and Culture** at **Radboud University** also contributed to this collaborative effort.

Indeed, Professor Mazzucotelli emphasises that an integral component of the pilot project is centred around **developing innovative training models**. These models consist of a well-balanced combination of in-person sessions, collaborative online lectures, group work and independent study activities - all with the overarching goal of grasping the role of sustainability in the food and fashion industries.

However, just like walking through uncharted territory often brings surprises, this pilot project also had its fair share. Perhaps one of the most interesting events from a tech-disruptive point of view during this project arose from a hurdle, which eventually became symbolic of the essence of the project itself.

What unfolded was that the students were given an individual assignment to write about a topic assigned to them. As the professors started receiving the submitted answers, they noticed something peculiar. Why did a substantial number of students choose the same relatively obscure example from Chile? Did they collaborate on the assignment? **What had happened?**



ChatGPT happened.

As a response, the faculty members were driven to explore avenues for turning the situation into a catalyst for positivity. They sought to harness the unfolding events as an opportunity to foster a broader understanding of the multifaceted applications inherent to this technology. They started by asking ChatGPT to draft the email they sent to the students. The email encouraged those who had submitted work not written by themselves to resubmit it, but this time without relying on any online artificial tools. "Even though it wasn't planned, we then created a **separate lesson** where we explained the **different ways**

ChatGPT could be utilised, in a fair way, to enhance their studies."

The Professor continued, "We then assigned the students a new task that involved using ChatGPT as their primary source to find a specific piece of information. They were then instructed to compare the results and reflect upon their learning. In this way, they were encouraged to contemplate not only what they had discovered about the topic but also what they had learned about the objectivity and functioning of this tool, ChatGPT."

Even if this is just one example of how **artificial intelligence** has been **increasingly influential** both inside and outside of the classroom, by transforming the initial crisis into a learning opportunity, the professors aimed to deepen the students' understanding of ChatGPT and its role in their educational journey. Something that in fact reflected their project itself. A key goal of the pilot project was to **leverage the power of existing online tools** to enhance the student's learning journey. Professor Mazzucotelli highlighted the significance of understanding how these tools could be effectively utilised in the development of new teaching methodologies.



The pilot testing phase has achieved results by initially implementing two out of the six planned learning modules. The project's goal is to develop a total of six learning modules by the end of the project. Mazzucotelli points out "**The Sustainability Glossary**" as a **remarkable achievement**. This ongoing project has resulted in the creation of a comprehensive **online glossary dedicated to sustainability** – accessible to everyone. Encompassing not only relevant vocabulary but also cultural practice, this invaluable resource encourages understanding and facilitates informed discussions among students and educators alike.

Looking ahead, Professor Mazzucotelli shared some ideas and thoughts: **ModaCult** envisions **expanding the project's network and expertise** by collaborating with additional universities and sustainable professionals. They aim to **share knowledge and expertise** through **diverse channels**, including providing access to project materials and delivering thought-provoking guest lectures.

As the **pilot project** at **Università Cattolica del Sacro Cuore** continues to evolve, it stands as an **inspiring example** for **higher education professionals worldwide**. Through its seamless integration of sustainability, communication, and technology, students are empowered with the knowledge and awareness to become catalysts for change. By fostering a vibrant community of learning and collaboration – as well as harnessing available tools – the project paves the way for innovative initiatives within higher education, directly addressing society's most pressing challenges.

ALUMNI

A Tale of Transition into the Tech Industry

Read about Gloria's inspiring story showcasing the ever-expanding role of technology in her professional life.



Gloria's Tech Adventure: Crossing the Border from Higher Ed

Gloria's remarkable journey from language enthusiast to tech-savvy professional illustrates the evolving role of technology in higher education. Her story highlights the potential for personal and professional growth by embracing technology in this dynamic landscape.

In the rapidly evolving world of higher education, **technology** has become an **integral part of our daily lives**. As we adapt to these technological advancements, we not only enhance our academic experiences but also prepare ourselves for the ever-changing professional landscape. This evolution is akin to Darwin's theory of survival of the fittest, where **the ability to embrace change** quickly becomes a **critical skill**. In this tech-driven era, the ability to adapt to new tools and platforms are paramount for both higher education professionals and students.



Gloria, for example, had to employ the capability of diversifying qualities during moments in her life, like when she switched professional tracks and had to delve into the technological world, which spoke this foreign digital and technical "language" considerably different from the one she was accustomed to using. Gloria Lupo Pasini, a graduate of **Università Cattolica** with a degree in **Modern Languages for International Relations**, initially embarked on her professional journey as a language enthusiast. Her passion for diverse languages led her to specialise in **German and English** and gain international experience in **Germany and Australia**. She started her career at her home university, **Università Cattolica**, working for the **Global Engagement and International Education department**, assisting students going abroad for exchange programmes.



What began as a part-time role during her university thesis research eventually turned into **seven years of professional growth**. Gloria's experience with both home and international students sparked her passion for the world of higher education. She became deeply invested in this niche but vital sector.

Reflecting on her journey, Gloria mentioned, "I discovered the international higher education world, a niche and a specific environment that you don't know that exists until you come across it somehow. It was a great discovery for me because I loved the time that I spent in the field." Gloria met wonderful people and seized **valuable growth and learning opportunities**. Her dedication allowed her to develop a **unique capacity for adaptability**, a skill she didn't fully realise until she embarked on a different career path.

From International Higher Ed...



Due to various circumstances or perhaps a stroke of luck, as Gloria humorously states she transitioned from student services to a more **business development-related role**, discovering the **intriguing world of technology and innovation** during her travels. Her curiosity and desire for personal growth led her to pursue an **MBA** at the **IE Business School in Madrid**, which marked a **significant shift in her career path**. "If I want to change my career and do something different, I need to have a different education as well, to learn something new." She embarked on a **journey to explore tech-related jobs** and landed at **Slack**, a prominent **cloud-based messaging service**.



At Slack, Gloria's role as an **Account Executive** introduced her to a world with different responsibilities from her previous positions. As she delved into her new job, she realised that the **skills and the knowledge she gained** at Cattolica could be **applied in innovative ways**. Gloria's capacity for adaptability and life-long learning not only made her a **leader within her team** but also empowered her to **redefine her professional identity**. She observed, "If you engage in self-discovery and a huge amount of work, you can do anything. I was able to get great value from everything that I had

been doing at Cattolica workwise and to be able to resell myself in a different way."



Gloria's journey highlights that the realm of technology is accessible to everyone. It is not limited to certain individuals or professions. **The language of technology can be learned, adapted to, and embraced**. Gloria emphasised, "Through this job, I've learned that there is a way to combine technology and higher education. Salesforce, the parent company of Slack, is heavily investing in higher education, and there's great potential for synergy between the two."



Gloria's story is a testament to the **ever-expanding role of technology in higher education** and the **limitless possibilities for personal and professional growth** in this dynamic landscape. As higher education professionals and students, we can take inspiration from her journey and **embrace the continuous evolution of technology** in our academic and professional lives.

"There is a way to combine technology and higher education."

STUDENTS

BEHIND THE SCREENS

Unveiling the life of a student Instagram and TikTok star.





chiaraacasadei

LIVING, LEARNING, AND SHARING: CHIARA'S JOURNEY AS A DIGITAL INFLUENCER



Gazing through the taxi window, Chiara admires the panorama that lies ahead. The traffic lights, the people, and the facades of the buildings all seemed different to her. She couldn't believe she was so far away from Italy, in a city that felt like it was taken straight out of a coming-of-age movie. The taxi comes to a stop, and with uncertainty and butterflies in her stomach, Chiara opens the door and retrieves her suitcases from the boot of the car. Towering and intimidating before her stood Harvard University. Chiara takes a picture of her surroundings to share

on her Instagram profile, sharing her excitement. But deep inside, she also feels nervous about the unknown and the future. She takes a deep breath, she reminds herself that this is something she has worked hard for, something she has been eagerly anticipating for a long time – a tremendously valuable opportunity. With a bright smile and a suitcase in each hand, **she steps into what would be one of the most incredible summers of her life, a summer filled with dreams and adventure.**

Experiencing a glimpse of the **LIVE-DO-SHARE lifestyle** through digital influencer and Università Cattolica student **Chiara Casadei** as she tells us about her **experience abroad** and the perks of **taking upon challenges and risks** in the **digital and real world**, learning valuable skills and **bringing opportunities to share and inspire.**



Podcast

chiara chiacchiera

Chiara Casadei

In 2016, the digital revolution was well underway, transforming various aspects of our lives with the influence of emerging technologies and the rapid evolution of digital platforms. Instagram was filled with photos with saturated filters, likes, and comments. Back then it was simpler, there were no reels, no stories. It was truly a golden age for social media and those who would become its loyal users. It was here that Chiara's social media adventure began at 14 years old. Chiara defines herself as spontaneous, a person who, without expecting or planning it, connects with others, drawing inspiration from them. Perhaps in this manner unintentionally and spontane-

ously, she started what she calls her **"digital diary,"** her Instagram account which now has over 280k followers. Here, she shares what happens to her, what she thinks, and what she believes is important for others to understand. From opinions in the captions of her posts to fun Instagram stories and highlights, the diversity of her social media presence paints a vivid picture of how multifaceted she is. Chiara not only has her Instagram profile but also a successful TikTok account and a lifestyle podcast titled **Chiara Chiacchiera, "Chiara Chats" on Spotify.**

I CHOOSE TO SHARE THEM

With bright eyes and an excited voice, Chiara tells us how much **she loves her podcast and having a space where she can express herself freely**, where others can come to know the real her – the one who faces obstacles and deglamourises the stereotypical influencer lifestyle a little. For Chiara, it's important to remove what's false from social media, the things that confuse people and make them believe that everything on Instagram is picture-perfect all the time. *"I don't create experiences with the intention of sharing them, rather, I do things and then I choose to share them. This approach feels natural to me, and I have never found it to be the other way around."* Thus, everything she posts reflects the real life of a now 21-year old girl studying Discipline delle arti, dei media e dello spettacolo (DAMS) or Journalism at Università Cattolica del Sacro Cuore in Brescia.

DREAMS AND ADVENTURE

Chiara realised the power she has to influence others through social media which is why she tries to fill her platforms with motivational and special moments, emphasising that **if she could achieve something, someone who identifies and relates to her can also accomplish it** "I would like to share with the world what I lived and perhaps even inspire people to make those experiences too." This was the case when she participated in her **summer programme at Harvard University** in June 2022 to complement her journalism degree with a philosophy course. By sharing the unparalleled experiences, she had in Boston on her social media, she was able to show her followers, many of whom are fellow Università Cattolica students, that even when they have doubts about the process and themselves, **with dedication and positivity, they can achieve whatever they set their minds to.**



EXPRESS HERSELF FREELY

Chiara also recognised that **social media and communication platforms offer many other advantages** to their users, such as **learning a new language**. With laughter, Chiara tells us about her experience with social media and learning English. "That's how I learned English. When you know English, you can connect with a much bigger audience." Through social media, she was able to **interact and connect with people from all over the world**, with diverse audiences and viewers. From there, Chiara explains that she derives her inspiration, from the diversity of people and the different interactions she has.

I CAN DO THIS

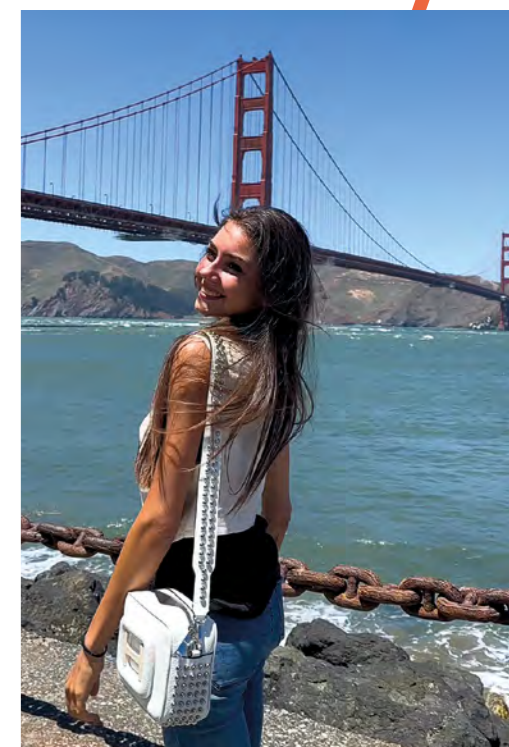
Having improved her English proficiency through a mix of traditional learning materials and social media platforms, Chiara was nervous as she prepared to apply her language skills in real-life situations, such as at the time attending her classes at Harvard University. But with her **determination and positive and bubbly personality**, she received support and motivation from her professors and friends, who had the same drive to connect with others and live memorable moments "... if I'm here, that means that I want to do this and I can do this, so I'll do my best because I love this environment, I love that I'm here." The study abroad experience helped Chiara practice her English and prove to herself that even with nerves and uncertainty, such as when she arrived at the university if she was there, **she had to do her best and make the experience as incredible as it can be.** And so, she did, sharing on her platforms the good and not-so-good aspects of college life. For Chiara, **keeping everything real and precise while inspiring others was indispensable.**



Chiara's experience as a **content creator and influencer** not only brought new opportunities and improved her skills but also **helped her grow and learn more about herself**. These lessons have been crucial in shaping her online presence in the current era of social media. In the summer of 2023, Chiara is set to embark on **another programme at UC Berkeley**, where she will be enrolled in courses focused on **social media in journalism** and **emotional intelligence**. This presents another moment of uncertainty, another challenge, as maintaining everything in order when you're an **influencer, a student, and a regular 21-year-old girl**. But taking the risk is worth it, and being as spontaneous as Chiara can take you to **places you never imagined**. Now the question arises: Are we ready to embrace challenges and embark on extraordinary adventures, just like Chiara? It is up to us to make a difference in this digital world and adapting **Chiara's "Live-Do-Share" lifestyle sounds like a great place to start.**



LIVE-DO- SHARE



FROM SUNRISE TO SUNSET: AN EXPERIMENT WITH AI-OPTIMISED STUDENT ROUTINE

We asked **MARIA ELISA**, a second-year Communication Management student at Università Cattolica, to follow an AI-generated university daily routine. From early morning meditation to late-night winding down, the AI meticulously planned her day, aiming to enhance productivity and well-being. In today's world, where AI tools abound, the true impact emerges from the human element - the creativity and adaptability with which individuals integrate AI-generated content into their daily lives.



6:00 AM Wake up

Although I was enthusiastic to embark on this new day, waking up at 6:00 AM did not align with my usual morning routine. I followed the scheduled directions to eat breakfast immediately after waking up.



6:30 AM Meditation

AI dedicated time to a 15-minute meditation to set a positive and focused mindset for the day ahead. My first time meditating, on this cloudy Milanese morning, I was transported to a tranquil beach, picturing a golden sun rising from the horizon and the sounds of crashing waves echoing.



7:00 AM Schedule review

A sense of relief came over me and as I quickly got ready to leave for university. I began reflecting on the effectiveness and the overall experience of AI's suggested morning.

7:30 AM Commute to Università Cattolica

I utilised this time by listening to educational content and/or study materials as suggested.

8:00 AM Lectures

AI encouraged attending classes with an attentive and active learning approach, taking notes and to actively participate in class discussions.



10:00 AM Short break

Walking around the beautiful campus with friends breathing in fresh air and socialising has always been a part of my university experience I value.

"I FELT REFRESHED."

10:30 AM Attend class

I most definitely felt refreshed after my short break.



12:30 PM Healthy lunch

A healthy and energising meal was consumed as suggested.

1:00 PM Collaborative learning sessions

The active social interaction with my peers embedded in the learning session kept me motivated and enthusiastic about the reading material. It rendered my study session more productive and enjoyable than I had envisioned.



3:00 PM Short break/snack

Following the AI's guidance, I took a break upon arriving home and enjoyed a nutritious snack to maintain my energy levels.



3:30 PM Continue studying

I began to study independently tackling my individual projects and working on class notes. Knowing that I had to finish all my tasks by 5:00 PM to have just enough time to go to the gym and afterwards meeting up with friends added a sense of pressure to my studying that hindered my productivity more than I anticipated.

"PHYSICAL ACTIVITY IS A CRUCIAL OUTLET."

5:00 PM Physical activity

As I had to head to the gym, I found myself in a rush and hadn't completed all the tasks I had planned to accomplish. I had been so focused on trying to finish my activities within a set timeframe that I often got distracted and I was less productive. Despite this, I went to the gym to carry out my usual exercise routine. Fortunately, I make it a point to include time for physical activity in my daily schedule, as I believe it serves as a crucial outlet.

"I FELT THE WORK-LIFE BALANCE IN ACTION."

6:00 PM Socialising

As soon as I finished at the gym, I hurried home to get ready to meet my friends. I had a great time socialising with them outside of the university environment and felt the work-life balance in action, which AI had emphasised as important, even if AI didn't allow for enough travel time.

"GREATER SENSE OF SATISFACTION."

7:00 PM Healthy dinner

Once I arrived home, I prepared a nutritious dinner to replenish my energy levels once again.

8:00 PM Revision

Even though I was starting to feel quite tired at this point, the tasks I was working on were manageable. After another hour of university work, I felt a greater sense of satisfaction regarding what I had accomplished throughout the day.

"DISCONNECTING FROM ALL DEVICES."

9:00 PM Wind down

It was time to disconnect from all devices and wind down for the evening by reading a book and engaging in relaxing activities.



10:00 PM Sleep

While lying in bed, I couldn't resist but take this moment to reflect on my day and determine if the routine generated by AI had lived up to my expectations.

"AI HAS THE POTENTIAL TO ASSIST YOUNG ADULTS AS A TOOL FOR SUPPORT."

My biggest takeaway from this experience is that utilising this technology as a tool can aid the average student to better maximise the time during their day. With that being said, I believe that this should serve as a framework that students can adapt to their own lives and incorporate a sense of flexibility rather than rigidity. I believe that **AI has the potential to assist young adults**, including myself, functioning **as a tool for support** rather than a substitute that governs our everyday choices.

ACHIEVEMENTS

INSIDER NEWS

The new THE World University Rankings results, Giorgio Armani's honorary degree and the recent event the University hosted at the MET in New York.



THE WORLD UNIVERSITY RANKING

Università Cattolica has achieved a significant milestone by breaking into the top 350 universities globally in the Times Higher Education ranking. What's even more remarkable is our outstanding achievement of securing the 134th spot worldwide for Research Quality. This accomplishment reflects our unwavering commitment to excellence in education and research.

QS EUROPE RANKING 2024

Università Cattolica is steadfast in its dedication to broadening the student experience, ranking 6th in Europe and 2nd in Italy for Outbound Exchange Students and 3rd in Italy for Inbound Exchange Students. In the competitive QS Europe Ranking 2024, which includes 690 European institutions, we proudly represent our nation as one of the 52 institutions from Italy. This achievement underscores our commitment to fostering a diverse and enriching learning environment.



GIORGIO ARMANI RECEIVES HONORARY DEGREE FROM UNIVERSITÀ CATTOLICA

In a significant ceremony at the Municipal Theatre of Piacenza, the birthplace of Giorgio Armani, Università Cattolica conferred the honorary degree in Global Business Management upon the renowned fashion designer and entrepreneur. The award recognised "the international dimension of the brand, the holistic approach to sustainability, the tireless pursuit of improvement and excellence, and the understanding of the company's vital role in creating shared value."

UNIVERSITÀ CATTOLICA: FOSTERING GLOBAL CONNECTIONS IN NEW YORK

A delegation from Università Cattolica recently visited New York's Metropolitan Museum of Art, exemplifying the university's commitment to cultural diplomacy. The event featured luminaries such as Max Hollein, MET's director, and Barbara Jatta, director of the Vatican Museums. This remarkable initiative emphasizes our dedication to international dialogue. Rector Anelli expressed his hope that this experience will inspire fresh collaborations and strengthen partnerships with American universities and cultural institutions. The journey also offered a chance to reconnect with the university's alumni in New York, fostering collaboration and advancing the university's global mission.



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FOTO/ILLUSTRATIONS

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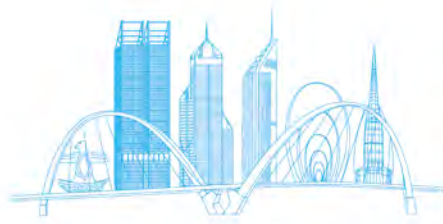
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APAIE 2024

CONFERENCE AND EXHIBITION

Perth, Australia | 4-8 March 2024



Dear Colleagues & Friends,

Meet Università Cattolica Staff at the upcoming APAIE Annual Conference and Exhibition in Perth, Australia, in March 2024.

Find us at booth #D60 Uni-Italia Pavilion.

We look forward to meeting you!

Cattolica International