

## Research on Effective Strategies for Cultural Cultivation into Local Government Higher Education Policies

QIUGE LIU

**Abstract** In order to improve the level of higher education, local governments need to develop effective strategies for cultivating cultural self-confidence, so this paper analyzes from the perspective of education policy. Local governments should analyze the conditions for the integration of cultural self-confidence according to the conditions of local autonomy, and do the following; the impact of cultural self-confidence integration on higher education policy; higher education policy involves institutions, performance and methods; cultural self-confidence includes values, social environment and the concept of self-confidence; The impact of cultural self-confidence, local government and higher education policies on education, and the main influencing factors. The results show that the cultivation of cultural self-confidence includes socialist values, social and cultural environment, and the concept of personal self-confidence, which have a promoting effect on higher education, which is one of the main influencing factors, the education system of local governments, the educational performance of colleges and universities, and the cultivation method of cultural self-confidence are the effective aspects of education improvement, and strategic support needs to be provided from the above perspectives.

**Keywords:** • cultural self-confidence • higher education • local government • effective strategies • laws • regulations • the general public

ADDRESS: Qiuge Liu, Lecturer (corresponding author), Xi'an Jiaotong University City College, Ideological and Political Theory Teaching Department, No. 8715 Shangji Road, Weiyang District, 710018, Xi'an, Shaanxi Province, China, e-mail: [lqg198005@163.com](mailto:lqg198005@163.com).

doi:10.52152/23.1.54-67(2025)

ISSN 1581-5374 Print/1855-363X Online © 2025 Lex localis

Available online at <http://journal.lex-localis.press>

## **1 Introduction**

### **1.1 Question raised**

Cultural self-confidence cultivation refers to the process of building self-confidence in cultural identity, values and self-awareness of individuals or groups through the guidance of education and social environment. In the field of education, cultural self-confidence development emphasizes the cultivation of a positive sense of cultural identity and self-confidence in individuals and members of society, so that they can better understand, value and pass on their own cultural traditions, and at the same time be open and inclusive to interact with other cultures (Chianese, 2022).

The cultivation of cultural self-confidence is conducive to building people who are culturally conscious, culturally confident and culturally innovative, and provides an important foundation for building an open, inclusive society with mutual learning among civilizations. Therefore, in higher education policy, the cultivation of cultural self-confidence should become an important part of the practice and application of education policy, so as to promote the all-round development of students and cultivate talents with international competitiveness (Chitra, Vijaya, & Yamuna, 2022).

Therefore, from the perspective of education policy, this paper analyzes the integration of cultural self-confidence cultivation into local government higher education policies, in order to promote education improvement and improve the quality of higher education.

### **1.2 Research implications**

It has multiple implications to study the effective strategies for integrating cultural self-confidence cultivation into local government higher education policies.

First of all, it is helpful to theoretically explore the relationship between cultural self-confidence and local social and economic development, and to provide a new perspective for the cognition of the interrelationship between culture and local development in the theoretical system by deeply understanding the impact of cultural self-confidence on the cohesion, innovation ability and cultural inheritance of local communities (Desjardins & Paquin, 2021). Second, by studying the implementation of cultural confidence in local higher education policies, empirical data can be provided for policymakers. Third, it is of great significance to deepen the understanding of the responsibilities and roles of local governments in the construction of higher education and improve their effectiveness in social governance.

## **2 Literature review**

### **2.1 The connotation of cultural self-confidence**

Cultural assertiveness is a complex and multidimensional concept, and its connotations can be explored in depth from many aspects.

First of all, cultural self-confidence encompasses a deep understanding and inheritance of one's traditional culture. This is not only the Xi study of traditional elements of history, literature, philosophy, etc. (Ferrer-Fons, Rovira-Martínez, & Soler-i-Martí, 2022), but also the understanding of the deep cultural values behind these elements. Cultural self-confidence enables individuals to have a firm belief in the fundamental value of their own culture, which is not only reflected in daily life, but also shows pride and self-confidence in traditional culture in the face of social and national development (Gao, Wang, Zhang, & Huo, 2022).

Second, cultural self-confidence is not a sign of self-containment, but tolerance and active participation in multicultural exchanges. In the era of globalization, cultural self-confidence needs to be embodied in an open mind and acceptance of the best achievements of different civilizations (Khalaily & Ghanem, 2023). At the same time, cultural self-confidence also involves creatively absorbing and borrowing to promote cultural innovation and development. This openness not only enables individuals to feel confident in the face of the challenges of multiculturalism, but also to gain inspiration and promote cultural prosperity (Lenovsky & Kurajda, 2022). Finally, cultural self-confidence also includes a confident mindset towards the international arena, active participation in international affairs, and the confident presentation and dissemination of one's own culture so that it can have a positive and far-reaching impact on a global scale. This not only helps to establish the country's image, but also promotes the promotion of cultural soft power (Li et al., 2023). To sum up, cultural self-confidence is a profound cultural cognition and mentality, which not only includes the inheritance and promotion of traditional culture, but also involves the tolerance and exchange of multiculturalism, and at the same time shows a firm position on the international stage (Minkov, Kaasa, Akaliyski, & Schachner, 2022). This connotation constructs an open and inclusive cultural cognitive framework with fundamental identity at the same time, which provides guidance for individuals and countries to better find their cultural positioning in modern society.

### **2.2 Ways to cultivate cultural self-confidence in higher education**

From the perspective of higher education, the cultivation of cultural self-confidence is divided into two ways: on-campus and off-campus.

The cultivation of cultural self-confidence in the school includes school teaching, campus culture construction, etc. School teaching refers to instilling the core values of the country's culture in the classroom through core courses such as ideology and politics. Teachers can employ innovative teaching methods (Parveen et al., 2023), such as group discussions, role-plays, to make students more actively engaged. In addition, interactive educational technologies, such as online education platforms and virtual reality technology, are used to enhance students' understanding of traditional culture.

In addition, the construction of campus culture is also an effective way to cultivate cultural self-confidence in the school. Schools can create campus cultural areas with traditional cultural characteristics, and provide space for learning Xi and display. Through regular activities such as cultural activity days and theatrical performances, students are stimulated to have a strong interest in their own culture and integrate cultural self-confidence into campus life.

Outside of school, social practice is an important way to cultivate cultural self-confidence. Students can participate in social practice projects and experience the charm of traditional culture. Visit historic sites, museums, traditional craft markets and other places to provide students with a broader space for learning and Xi.

At the same time, cultural exchange activities are also one of the ways to cultivate cultural self-confidence outside the school. Schools can actively organize students to participate in cultural exchange activities, such as literary competitions, art exhibitions, cultural festivals, etc. This not only broadens students' horizons, but also deepens their sense of identity with Chinese culture.

In short, in higher education, the dual ways of cultivating cultural self-confidence, both inside and outside the school, constitute the comprehensive cultivation of cultural self-confidence. On campus, students are able to gain an in-depth understanding and experience of their own culture through classroom instruction and campus culture, while outside the school, through social practice and cultural exchange activities, students are able to develop cultural confidence in a broader social environment. These two perspectives complement each other and work together to promote students' overall confidence in their home culture.

### **2.3 The role of cultural self-confidence cultivation and integration into local education policies to promote higher education**

First of all, the integration of cultural self-confidence into local government higher education policies can help improve the quality of education and promote higher education. Cultural self-confidence is an expression of a country's maintenance of local culture and traditional values in the context of globalization. At the level of local government higher education policies, cultivating cultural self-confidence

can become an effective strategy to improve the quality of education and promote the development of higher education, which can not only promote the inheritance, dissemination and innovation of local culture, but also achieve a qualitative leap in the field of higher education, cultivate high-quality talents with a greater sense of cultural identity and social responsibility for the society, and lay a solid foundation for the long-term development of the local government. Secondly, the integration of cultural self-confidence into higher education policies also helps to enrich the spiritual world of college students, while also providing firm support for their all-round development. By embedding the concept of cultural self-confidence in the higher education system, students will have easier access to our traditional culture, history and values, so that they can better understand and value the treasures of their own culture, which will also promote students to form a positive cultural identity and provide them with firm spiritual support in the face of future social difficulties (Piro, Saeed, Abdulla, & Safari, 2022). Finally, the integration of cultural self-confidence into higher education policies will have a profound impact on the discipline system and curriculum design, not only at the policy level, but also on all aspects of the education system. The introduction of cultural self-confidence cultivation in higher education policies will promote the adjustment of the discipline structure, make it closer to the characteristics and needs of Chinese culture, and provide students with more in-depth and systematic knowledge of local cultural disciplines (Román-Cereto et al., 2022).

#### **2.4 Current situation of cultivating cultural self-confidence in higher education in local governments**

In the in-depth study of the current situation of local governments in the cultivation of cultural self-confidence in higher education, the questionnaire survey was chosen as the main research method. The contents of the survey are as follows: the degree of cultural self-confidence of higher education students; the cultivation methods of cultural self-confidence in higher education; the improvement of educational performance by the cultivation of Chinese self-confidence in higher education; and the acceptability of cultural self-confidence cultivation methods of higher education students (Rumenapp et al., 2023). A total of 1000 questionnaires were distributed and 966 valid questionnaires were successfully recovered, with an effective recovery rate of 96.6%. Subsequently, the results of these questionnaires were systematically statistically sorted out and analyzed. Through this questionnaire, we can have a more comprehensive understanding of the current situation of local governments in the cultivation of cultural confidence in higher education, and extract key information from the large amount of data collected, which will not only help to reveal the current situation, but also provide strong support for further effective strategies for integrating cultural self-confidence cultivation into local government higher education policies (Perkins, 2022).

### 3 Research methodology

#### 3.1 The level of cultural self-confidence of higher education students

In the survey, in order to determine the level of cultural confidence of higher education students, corresponding questions were set up to ask. Determining whether higher education students are proud of their home culture is an important measure of their cultural confidence. The results of the survey are shown in Table 1.

**Table 1:** Survey of national cultural pride

Are you proud of your home culture (N=966)	Number	Percentage
Very proud	547	56.66%
Pride	316	32.68%
So so	61	6.35%
Not proud	42	4.31%

Among them, 56.66% chose to be very proud, which is the highest proportion of choices, indicating that a considerable number of participants have great pride in their home culture. The proportion of pride is 32.68%, which is also quite high, indicating that most of the respondents still have a certain degree of pride in their national culture, and there may be some factors or characteristics that make them feel proud, but the degree is relatively low. 6.35% chose average, and some higher education students have a neutral attitude towards their home culture and do not have much emotional investment in it. Finally, 4.31% chose not to be proud, indicating that only a small percentage of the respondents are not proud of their national culture. Overall, the majority of higher education students showed positive feelings towards their home culture, with the combined proportion of the two options of very proud and proud exceeding ninety per cent, reflecting the relatively strong cultural identity and collective self-esteem of the surveyed higher education students.

#### 3.2 Ways to cultivate self-confidence in higher education culture

**Table 2:** Cultivation methods of cultural self-confidence in higher education

Cultivation of cultural self-confidence in higher education (N=966)	Number	Occupancy
Traditional classroom training	691	71.51%
Practical education	79	8.19%
Self-study	109	11.27%
Other	87	9.03%

Table 2 shows the ways in which respondents have developed a culture of self-confidence in higher education. From the data in the figure, it can be seen that

traditional classroom cultivation accounts for 71.51%, which is the highest proportion of options, showing that the vast majority of respondents accept traditional classroom cultivation, which reflects that seeking cultural self-confidence cultivation in traditional education systems and teaching methods is the current mainstream. The second is practice cultivation, accounting for 8.19%, which is relatively low, indicating that relatively few respondents have received practice cultivation. The proportion of self-study is 12.17%, which is a medium proportion, indicating that some of the respondents have cultivated their self-confidence in higher education culture through self-study. The last other accounted for 9.03%, and this option covers a variety of other cultivation methods, including some innovative and non-traditional cultivation methods, such as online cultivation, Xi cultivation, etc.

In general, traditional classroom cultivation is still the mainstream way of cultivating cultural self-confidence in higher education, while the cultivation degree of other methods is relatively low. This reflects the fact that traditional teaching methods still dominate in the region's cultural education system.

### 3.3 The self-confidence cultivation of Chinese in higher education improves educational performance

Table 3 shows the results of the survey on the culture of higher education.

**Table 3:** The improvement of educational performance through the cultivation of cultural self-confidence in higher education

The Improvement of Educational Performance by the Cultivation of Cultural Confidence in Higher Education (N=966)	Number	Occupancy
There is a big improvement	536	55.45%
There is a smaller lift	373	38.62%
Didn't lift	38	3.96%
Instead of rising, it falling	19	1.97%

According to the summary of the survey data, the data shown in Table 3 were obtained, which showed the feedback of the respondents on the improvement of educational performance through the cultivation of cultural self-confidence in water higher education.

According to the data, 55.45% of people believe that this cultivation method has a great improvement in educational performance, which indicates that the cultivation of cultural self-confidence is not only a teaching method, but also a successful educational strategy, which can significantly improve students' academic achievement and comprehensive quality. In addition, 38.62% of the people believed that the cultivation of cultural self-confidence had a small improvement on educational performance, which further confirmed that this

cultivation method had a positive impact on student's academic Xi and development, although the improvement was small, it was still a considerable proportion, showing the general effectiveness of cultural self-confidence cultivation in promoting students' performance. Only 3.96% of the respondents said that the cultivation of cultural self-confidence did not improve their educational performance, while 1.97% believed that there was a decline instead of promotion, which may be due to the fact that individual students were not adapted to this cultivation method or there were other factors, resulting in no significant improvement in performance.

Overall, this data shows that the cultivation of cultural self-confidence in higher education has a positive impact on educational performance, and provides effective support for the all-round development of students.

### 3.4 Survey on the acceptability of higher education students' methods for cultivating cultural self-confidence

To understand the acceptability of the culturally confident higher education students surveyed with cultural self-confidence, it is necessary to first know how they receive cultural transmission.

**Table 4:** Approaches to higher education students' understanding of their own culture

Pathways for higher education students to learn about their own culture (N=966)	Number	Occupancy
Book	334	34.59%
School-related theories	190	19.65%
Mobile phones, computers, television, and other communication media	39	4.06%
Other	49	5.12%

Higher education students learn about their country's culture in a variety of ways. As can be seen from Table 4, 34.59% of the students have an in-depth understanding of their own culture through books, which shows that reading is an important channel, which indicates that students have a certain preference for in-depth research and systematic knowledge acquisition. Secondly, 19.65% of the students chose to learn about their own culture through relevant theoretical courses in the school, which indicated that students were willing to learn about their own culture through systematic and structured learning Xi opportunities. Mobile phones, computers, television and other media have become the main way for 40.64% of students to understand their own culture, reflecting the popularization of modern technology and the convenience of information dissemination Xi. In addition, 5.12% of students chose other pathways, including participating in social activities, visiting museums, participating in cultural festivals and other non-traditional ways of learning Xi. This shows the diversity of



learning and Xi pathways, with each student having their own unique way of learning about their country's culture.

In addition to investigating the ways in which higher education students learn about their own culture, it is also necessary to investigate the views of higher education students on the direction of improvement that needs to be improved in the cultivation of cultural self-confidence. Table 5 illustrates the needs of higher education students for the direction of improvement in the cultivation of cultural self-confidence. 27.59% of the students expressed the need for a variety of educational activities in the course of learning and Xi, which indicated that they expected to experience a variety of educational activities in the process of learning and Xi to improve the fun and participation of the learning. Secondly, 23.43% of the students believe that strengthening the publicity of cultural communication activities is a direction for improvement, which means that students hope to enhance their understanding of their own culture and deepen their understanding of traditional values and cultural heritage through more cultural communication activities, such as theatrical performances, exhibitions, lectures, etc. 25.62% of the students believe that it is important to update the teaching content at all times, reflecting the urgent need of students to obtain the latest cultural information and ideas, and requiring educational institutions to keep the teaching content timely and forward-looking. In addition, 23.36% of the students put forward the need to increase practical cultivation, and it is obvious that the students hope to combine theoretical knowledge with practical application and improve the practical ability of cultural self-confidence through practical learning and Xi methods such as practical participation in cultural activities and field trips.

It can be seen that students' demand for improvement in the cultivation of cultural self-confidence is mainly reflected in the enrichment of curriculum forms, the strengthening of cultural communication activities, the updating of teaching content, and the increase of practical cultivation. These needs reflect students' expectations for a more comprehensive, flexible, and practical approach to cultural Xi that better responds to the demands of modern society for cultural self-confidence.

**Table 5:** Higher education students' demand for cultural self-confidence cultivation and improvement direction

Higher Education Students' Needs for Cultural Confidence Cultivation and Improvement Direction (N=966)	Number	Occupancy
Enrich the course format	267	27.59%
Strengthen cultural dissemination and publicity	226	23.43%
Keep the teaching content up to date	247	25.62%
Increase practical education	226	23.36%

### **3.5 Data analysis conclusions**

According to the data analyzed by the survey, the majority of students show positive feelings towards their home culture when it comes to the level of cultural confidence of higher education students. In terms of the cultivation of cultural self-confidence in higher education, traditional classroom cultivation is still the mainstream. In terms of the improvement of educational performance by the cultivation of higher education cultural self-confidence, the cultivation of higher education cultural self-confidence has a positive impact on student's educational performance at the general level. The survey on the acceptability of higher education students' methods for cultivating cultural self-confidence shows that students hope to improve the cultivation of cultural self-confidence by enriching the curriculum form, strengthening cultural communication activities, updating teaching content from time to time, and increasing practical cultivation.

This survey represents the general status quo of cultural self-confidence cultivation in higher education in the surveyed regions, and after understanding this current situation, this paper can put forward relevant strategies for integrating cultural self-confidence cultivation into local government higher education policies.

## **4 Discussion**

### **4.1 Establish policy guidance and support**

First of all, local governments should list the cultivation of cultural self-confidence as an important direction of higher education policy, and it should be clarified through specific policy documents and guiding documents. By clarifying the policy document, local governments need to communicate their strategic intent to cultivate cultural self-confidence to relevant educational institutions and institutions of higher learning, and ensure that this direction is fully recognized and understood throughout the higher education sector.

Secondly, local governments need to emphasize the importance of cultural self-confidence in policy documents, clearly pointing out that cultural self-confidence is an important way to cultivate students' all-round quality, inherit cultural traditions, and enhance national soft power.

At the same time, local governments should incorporate cultural self-confidence into the core content of higher education development planning in policy documents, including setting clear cultural self-confidence cultivation goals and phased indicators in the development plan, so that colleges and universities can

better fulfill local governments' expectations for cultural self-confidence in concrete practice.

Finally, in order to support the cultivation of cultural self-confidence more concretely, local governments should set up a special policy framework, including specific policy provisions, implementation rules, funding allocation plans, etc., to clarify the policy intentions and implementation methods of local governments, and at the same time, local governments can provide relevant training, consulting services and monitoring mechanisms for universities through the policy framework to ensure the effective implementation of cultural self-confidence cultivation policies (Hains-Wesson, Ji, Wu, & Pollard, 2023).

By articulating it in policy documents, emphasizing its importance, integrating it into higher education planning, and establishing a specific policy framework, governments can provide clear guidance and comprehensive support for the integration of cultural self-confidence in higher education. This process helps to ensure that cultural assertiveness receives substantial attention and development in higher education policy.

#### **4.2 Build a long-term operation mechanism**

In addition to policy support and guidance, an effective strategy for integrating cultural self-confidence into the higher education policies of local governments should also build a long-term operation mechanism.

To build a long-term operation mechanism, at the level of policy implementation, it is necessary to establish a monitoring and evaluation mechanism. Local governments can set up special evaluation teams or institutions to conduct regular evaluations of the effectiveness of the implementation of cultural self-confidence cultivation. Comprehensively understand the implementation, problems and highlights of the policy, provide a scientific basis for the adjustment and optimization of the policy, and ensure that its long-term operation mechanism can be flexibly adjusted according to the actual situation.

At the level of financial support, local governments need to establish special funds to support the cultivation of cultural self-confidence, and ensure that sufficient funds are used to reward and fund cultural self-confidence cultivation projects and provide financial support for universities and educational institutions. With stable financial support, local governments can ensure the smooth development of cultural self-confidence cultivation projects and ensure that they can operate in the long term without financial problems (Tutar, 2023).

In addition, with the help of information technology, a data management system for the cultivation of cultural self-confidence can be established. Through the

collection and analysis of information about students, teachers, and projects, local governments can better understand the actual effects of cultural self-confidence cultivation and provide data support for policy adjustments. This information management system also helps to realize the dynamic monitoring and real-time feedback of policies, and provides real-time data support for long-term operation.

Finally, local governments can establish cooperation mechanisms with relevant industry associations, enterprises and institutions to promote the deep integration of cultural self-confidence cultivation and social needs. Such a cooperative mechanism helps to ensure that cultural self-confidence development programs are aligned with the real needs of society, making them more viable and sustainable (Wang, 2022).

Through the establishment of a regular evaluation mechanism, stable financial support, an information management system, and a cooperation mechanism with social institutions, local governments can build a long-term cultural self-confidence cultivation mechanism to ensure its sustainable development and in-depth implementation in higher education policies.

### **4.3 There should be a safeguard strategy**

First of all, strengthening the social publicity and education of the policy is an important condition to ensure that the policy of cultivating cultural self-confidence is widely recognized in society. Local governments can widely publicize the background, goals and significance of the cultural self-confidence cultivation policy through a variety of channels, such as the media, social platforms, academic seminars, etc. In the process of publicity, the positive impact of policies on individual, social and national development can be highlighted, so as to arouse the public's sense of identity with the cultivation of cultural self-confidence. Local governments can also cooperate with various social organizations and cultural institutions to deeply explore the connotation of their own culture and stimulate society's strong interest in cultural self-confidence by holding cultural activities, exhibitions, lectures and other forms. Through these means of publicity, local governments can create a positive social atmosphere, so that the policy of cultivating cultural self-confidence can be deeply rooted in the hearts of the people and gain the understanding and support of all sectors of society (Weidl, Lüpke, Mané, & Sagna, 2023).

On the other hand, the establishment of incentive mechanisms for universities and educational institutions is an effective way to encourage these institutions to actively participate in the cultivation of cultural self-confidence. Local governments can set up a series of incentive systems, including scholarships, grants for educational programs, teacher training resources, etc. Such an incentive system can be used as a positive incentive to encourage universities and

educational institutions to invest more energy and resources in the cultivation of cultural self-confidence. In addition, local governments can also set up competitions to recognize universities and teachers who have made outstanding achievements in the cultivation of cultural self-confidence, and further strengthen the effect of the incentive mechanism. Through these means, local governments can motivate universities and educational institutions to integrate them more deeply into the cultivation of cultural self-confidence.

## 5 Conclusion

From the perspective of local government's higher education policy, this study provides an in-depth analysis of the cultivation of cultural self-confidence, with the aim of improving the standard of higher education and promoting educational reform. Based on the investigation and analysis of the connotation of cultural self-confidence, the cultivation methods in higher education, and the current situation of the cultivation of cultural self-confidence in local government higher education, the corresponding strategies for the integration of cultural self-confidence into local government higher education policies are given, and it is pointed out that in order to effectively promote the cultivation of cultural self-confidence, local governments need to establish policy guidance and support, build a long-term operation mechanism, and provide corresponding guarantee strategies. These initiatives will help to promote the improvement of higher education and cultivate talents with greater cultural self-confidence, thereby making a positive contribution to the sustainable development of the country.

## References:

- Chianese, F. (2022). Italian items in domestic spaces: Representing Italianness through objects in the fiction of Helen Barolini and Chiara Barzini. *Translation and Interpreting Studies*, 17(1), 134-153. doi:10.1075/tis.21018.chi
- Chitra, B., Vijaya, M. T., & Yamuna, S. M. (2022). Empowering women entrepreneurship during and after COVID-19 pandemic—A study in South India. *Periodico Di Mineralogia*, 91(4), 1160-1181. doi:10.37896/pd91.4/91476
- Desjardins, A., & Paquin, M. (2021). Participation in a poetry festival in a seniors' residence in Quebec: For the safeguarding of Cultural Capital (*habitus*). *Loisir et Société/Society and Leisure*, 44(3), 429-442. doi:10.1080/07053436.2021.1999087
- Ferrer-Fons, M., Rovira-Martínez, M., & Soler-i-Martí, R. (2022). Youth empowerment through arts education: A case study of a non-formal education arts centre in Barcelona. *Social Inclusion*, 10(2), 85-94. doi:10.17645/si.v10i2.4923
- Gao, J., Wang, Y., Zhang, M., & Huo, Z. (2022). Group heterogeneity of rural households' satisfaction with good life from the perspective of rural revitalization—A case study from Zhejiang province of China. *Sustainability*, 14(9), 5432. doi:10.3390/su14095432
- Hains-Wesson, R., Ji, K., Wu, E., & Pollard, V. (2023). Improving employability skill attainment through a 'Theatre' of the 'Board' role play activity. *Issues in Educational Research*, 33(3), 992-1011.
- Khalaily, M., & Ghanem, A. A. (2023). The politics of Faith among the Palestinian-Arab

- minority in Israel: Increasing human capital and public engagement. *Middle East Critique*, 32(3), 385-399. doi:10.1080/19436149.2023.2226887
- Lenovský, L., & Kurajda, L. (2022). Cultural heritage and cultural potential: The use of cultural heritage on the example of an ethnographic group. *Muzeológia a Kultúrne Dedičstvo*, (1), 79-104. doi:10.46284/mkd.2022.10.1.5
- Li, H., Gu, H., Chi, C., Jiang, H., Zhou, Y., Jia, W., & Liu, Q. (2023). End-of-life communication skills training for undergraduate nursing students to address cultural obstacles in China. *Journal of Hospice & Palliative Nursing*, 25(1), E14-E23. doi:10.1097/NJH.0000000000000920
- Minkov, M., Kaasa, A., Akaliyski, P., & Schachner, M. (2022). A “Harsh” culture, alcoholism, climate, and social hardship explain national differences in suicide rates. *Comparative Sociology*, 21(1), 43-63. doi:10.1163/15691330-bja10049
- Parveen, S., Zeshan, M., Naveed, S., Levey, E., Jahan, N., & Harrison, A. M. (2023). Newborn behavioral observations system in rural Pakistan: A feasibility and acceptability study. *Infant Mental Health Journal*, 44(1), 125-132. doi:10.1002/imhj.22032
- Perkins, S. A. (2022). Embodying Devī: Śākta narratives of healing and transformation. *Religions*, 13(12), 1149. doi:10.3390/rel13121149
- Piro, T. J., Saeed, A. A., Abdulla, W. H., & Safari, K. (2022). Women’s experience and perspectives toward genital cosmetic surgery in Erbil city/Iraq: A qualitative study. *BMC women’s health*, 22(1), 340. doi:10.1186/s12905-022-01921-9
- Román-Cereto, M., Martí-García, C., García-Mayor, S., Kaknani-Uttumchandani, S., García-Gámez, M., Ordoñez, E. F., . . . Morales-Asencio, J. M. (2022). Spanish validation of the national league for nursing questionnaires for clinical simulation. *Teaching and Learning in Nursing*, 17(2), 174-179. doi:10.1016/j.teln.2021.11.011
- Rumenapp, J. C., Troiano, B., Adams, M., Moya, J., Lawrence, E., & Razfar, A. (2023). Developing health literacy events: A case study of teachers designing health curricula. *Health Education Journal*, 82(6), 651-663. doi:10.1177/00178969231180371
- Tutar, H. (2023). A retrospective phenomenological study on the language challenges faced by Turkish graduate students at US universities. *Cukurova University Faculty of Education Journal*, 52(1), 247-281. doi:10.14812/cuefd.1265080
- Wang, C. (2022). The significance and research methods of enhancing studies on William James’s philosophy. *Frontiers of Philosophy in China*, 17(1), 61-77.
- Weidl, M., Lüpke, F., Mané, A. N., & Sagna, J. F. (2023). LILIEMA: A sustainable educational programme promoting African languages and multilingualism according to the social realities of speakers and writers. *Journal of Multilingual and Multicultural Development*, 44(9), 827-845. doi:10.1080/01434632.2022.2118754