

**Master in Educational Leadership and Management Development
PhD in Educational Leadership and Management Development**

National Chung Cheng University

**Seminar in Transnational Mobility in Global South Higher
Education Contexts
(suitable for both MA and PhD levels)**

Semester 2, 2026 Fridays/Time: 0910-1200
Venue: TBA, Education Building 2

Instructor: Prof. PHAN Le Ha

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Course Description

Welcome to *Seminar in Transnational Mobility in Global South Higher Education Contexts*. This seminar is designed to provide an overview of the complexity and multi-facetedness of transnational mobility in higher education in global South contexts. It explores theoretical and methodological approaches to understanding transnational mobility, and introduces and engages with critical domains, issues and topics shaping and arising from this phenomenon, such as globalization, regionalization, transnationalism, migration, the internationalization of education, the rising human capital approach, social and education policy, nation-building, national vision, knowledge economy, global rankings and global race for talents, geopolitics, and international relations. The course also examines how transnational mobility is conceptualized, produced, communicated, promoted and consumed by various actors across spaces and places in diverse global South higher education settings and contexts. Likewise, it identifies and discusses new developments in global South higher education that are in tandem with transnational mobility.

The seminar is interdisciplinary in nature, drawing on key debates, theories, case studies and conceptual frameworks from a number of fields including education, globalization studies, human geography, migration studies, sociology, and area studies. While introducing students to various understandings of transnational mobility more broadly, the course pays particular attention to inter-Asian mobility, South-South mobility, and Southward mobility. The kinds of mobility discussed in the course include the mobility of the curriculum, programs, courses, institutional partnerships, campuses, students, staff and faculty. Embedded in such mobility are issues concerning intercultural communication, medium of instruction, culture and identity, academic adjustment, teaching and learning value, academic hierarchy, employment prospects, and mismatch of expectations, among others. At the same time, interrogating mobility also helps shed light on (im)mobility, an equally important phenomenon that goes hand in hand, but not necessarily in a polarized relation, with mobility.

Learning Outcomes/Objectives

Upon successful completion of this seminar, students should have:

- To develop a good understanding of transnational mobility – a major phenomenon in contemporary global higher education;
- To foster a comprehensive understanding of new developments in global higher education that are often driven and aspired by mobility, particularly in global South contexts;
- To identify, discuss and foster a greater awareness of *the what, the why, the how, the who, the where, the when, and the to what extent* of transnational mobility in global South contexts;
- To identify and compare the assumptions, benefits, limitations, and ramifications of mobility in global higher education, especially with reference to global South contexts; and
- To acquire and develop sophisticated insights into diverse forms, modes and patterns of transnational mobility as well as the complex and dynamic development of higher education in Asia and the Global South more broadly.

Course Schedule and Topics:

Week	Date	Topic
1	Friday, February 27 (holiday)	Introducing Internationalization, Mobility and Developments in Global South Higher Education Contexts
	Wednesday 4 March	Makeup Class: Introducing Internationalization, Mobility and Developments in Global South Higher Education Contexts
2	Friday, March 6	International Educational Mobilities and New Developments in Higher Education in Asia (Part 1)
3	Friday, March 13	International Educational Mobilities and New Developments in Higher Education in Asia (Part 2)
4	Friday, March 20	International Educational Mobilities and New Developments in Higher Education in Asia (Part 3)
5	Friday, March 27	International Educational Mobilities and New Developments in Higher Education in Asia: A Focus on China
6	Friday, April 3	Self-directed Learning (Assignment Required)
7	Friday, April 10	South-South Mobility: Highlighted Case Studies
8	Friday, April 17	Transnational Higher Education in Asia and the Gulf Region (Part 1)
9	Friday, April 24	Transnational Higher Education in Asia and the Gulf Region (Part 2)
10	Friday, May 1 (holiday)	Transnational Higher Education in Asia and the Gulf Region (Part 3)
	Wednesday May 6	Makeup Class: Transnational Higher Education in Asia and the Gulf Region (Part 3)
11	Friday, May 8	Mobility, Identity, Career Trajectory and Knowledge Production
12	Friday, May 15	Self-directed Learning (Role Play Video Assignment)
13	Friday, May 22	Review Week
14	Friday, May 29	Diaspora and Transnational Academic Mobility: Critical Questions (Part 1)
15	Friday, June 5	Diaspora and Transnational Academic Mobility: Critical Questions (Part 2)
16	Friday, June 12	Consultation Session & Final Term Paper Preparation
	June ??	DUE DATE FOR FINAL TERM PAPER

Course Schedule, Topics and Readings

Please note the proposed topics and teaching materials are subject to change prior to and/or during the course where relevant. a combination of materials including readings, videos and podcasts will be introduced during the course/seminar. Materials in different forms may be added and alternative materials can also be recommended where appropriate

Week 1 (Friday, 27 February 2026 – Makeup Class on Wednesday 4 March): Introducing Internationalization, Mobility and Developments in Global South Higher Education Contexts

This introductory session serves as an invitation to students to start ‘talking’ and ‘discussing’ transnational mobility from their own experiences as international students in Taiwan. Then, the session continues to draw students’ attention to issues, topics, questions, debates and concepts concerning the course.

The first session also explains the course and goes through the syllabus to make sure everyone is on the same page.

Readings:

- Phan Le Ha (2022). Asian higher education changes: Perspectives from within, *University World News*, <https://www.universityworldnews.com/post.php?story=20220705110546829>, 5 July 2022
- Kalinga Seneviratne (2025). Asia helps to redraw the map of international HE – Report, *University World News*, <https://www.universityworldnews.com/post.php?story=20251030091827729>, 30 October 2025
- Maina Waruru (2025). Skills institute expands regional reach with new campuses, *University World News*, <https://www.universityworldnews.com/post.php?story=20251002210943284>, 06 October 2025

Week 2 (Friday, 6 March): International Educational Mobilities and New Developments in Higher Education in Asia (Part 1)

This session continues to delve further into the international education mobilities and new developments in higher education especially in Asia, and to unpack major contemporary issues, topics, debates, theories and concepts involved.

Readings:

Phan, L.H. & Fry, G. (Guest Editors) (September, Issue 16, Volume 3, 2021). Special Issue – “International Educational Mobilities and New Developments in Higher Education in Asia:

Putting Transformations at the Centre of Inquiries” (Part 1), *Research in Comparative and International Education* (SAGE Journals). <https://journals.sagepub.com/toc/rcia/16/3>, Read the following four articles in this Special Issue:

1. Phan, L. H., & Fry, G. W. (2021). Editorial: International educational mobilities and new developments in Asia’s higher education: Putting transformations at the centre of inquiries. *Research in Comparative and International Education*, 16(3), 199-208. <https://doi.org/10.1177/17454999211039634>
2. Kheir, Z. (2021). Cultural bridges and reimagined geographies: International students navigating and engaging the complex cultures present in the academic world of Taiwan. *Research in Comparative and International Education*, 16(3), 209-227. <https://doi.org/10.1177/17454999211038773>
3. Kumpoh, A. az-Z. A., Sulaiman, E. A., & Phan, L. H. (2021). Insights into Bruneian students’ transformative mobility experiences from their community outreach activities in Vietnam. *Research in Comparative and International Education*, 16(3), 228-251. <https://doi.org/10.1177/17454999211038770>
4. Lipura, S. J. D. (2021). Deconstructing the periphery: Korean degree-seeking students’ everyday transformations in and through India. *Research in Comparative and International Education*, 16(3), 252-275. <https://doi.org/10.1177/17454999211038769>

Week 3 (Friday, 13 March): International Educational Mobilities and New Developments in Higher Education in Asia (Part 2)

This session continues to delve further into the international education mobilities and new developments in higher education especially in Asia, and to unpack major contemporary issues, topics, debates, theories and concepts involved.

Readings:

- Yojana Sharma (2025). Global talent chains in ‘tectonic’ shift towards Asia, *University World News*, <https://www.universityworldnews.com/post.php?story=20250701175747768>, 01 July 2025
- Phan, L.H. & Fry, G. (Guest Editors) (September, Issue 16, Volume 3, 2021). Special Issue – “International Educational Mobilities and New Developments in Higher Education in Asia: Putting Transformations at the Centre of Inquiries” (Part 1), *Research in Comparative and International Education* (SAGE Journals). <https://journals.sagepub.com/toc/rcia/16/3>, Read the following two articles in this Special Issue:
 1. Hanada, S., & Horie, M. (2021). Impact of the CAMPUS Asia initiative for developing Japanese students’ attitude toward mutual understanding: A case study of the Japan–China–Korea trilateral exchange program. *Research in Comparative and International Education*, 16(3), 276-294. <https://doi.org/10.1177/17454999211039172>
 2. Oleksiyenko, A. V., Chan, S.-J., Kim, S. K., Lo, W. Y. W., & Manning, K. D. (2021). World class universities and international student mobility: Repositioning

strategies in the Asian Tigers. *Research in Comparative and International Education*, 16(3), 295-317. <https://doi.org/10.1177/17454999211039298>

Week 4 (Friday, 20 March): International Educational Mobilities and New Developments in Higher Education in Asia (Part 3)

This session continues to delve further into the international education mobilities and new developments in higher education especially in Asia, and to unpack major contemporary issues, topics, debates, theories and concepts involved.

Readings:

- Phan, L.H., Oleksiyenko, A., & Fry, G. (Guest Editors) (June, Issue 18, Volume 2, 2023). Special Issue – “International Educational Mobilities and New Developments in Higher Education in Asia: Putting Transformations at the Centre of Inquiries” (Part 2), *Research in Comparative and International Education* (SAGE Journals). <https://journals.sagepub.com/toc/rcia/18/2> , Read the following articles in this Special Issue:
 1. Phan, L. H., Oleksiyenko, A. V., & Fry, G. W. (2023). Editorial. *Research in Comparative and International Education*, 18(2), 173-185. <https://doi.org/10.1177/17454999231182206>
 2. Tran, L. T., & Bui, H. (2023). ‘It’s a few weeks I’ll cherish forever’: Transformative curriculum-specific learning, language awareness and cultural literacy development for Australian students in Vietnam through New Colombo Plan mobility programs. *Research in Comparative and International Education*, 18(2), 228-248. <https://doi.org/10.1177/17454999231163402>
 3. Irham, I., & Wahyudi, R. (2023). Promises and realities of foreign language medium instruction in the light of internationalization: A case study on EMI and AMI at an Indonesian Islamic University. *Research in Comparative and International Education*, 18(2), 277-291. <https://doi.org/10.1177/17454999231163447>
- Phan, L. H. (2018). Higher Education, English, and the Idea of ‘the West’: Globalising and Encountering a Global South Regional University. *Discourse: Studies in the Cultural Politics of Education*, 39(5), 782-797 (Taylor & Francis Journals). <https://www.tandfonline.com/doi/abs/10.1080/01596306.2018.1448704>

Week 5 (Friday, 27 March): International Educational Mobilities and New Developments in Higher Education in Asia: A Focus on China

Readings:

- Yang, P. (2018). Compromise and complicity in international student mobility: the ethnographic case of Indian medical students at a Chinese university. *Discourse: Studies in the Cultural Politics of Education*, 39(5), 694–708. <https://doi.org/10.1080/01596306.2018.1435600>
- Liu, M. & Phan, L. H. (2021). “We have no Chinese classmates”: International Students, Internationalization, and Medium of Instruction in Chinese Universities.

Australian Review of Applied Linguistics, 44(2), 180-207, (John Benjamins Journals)
DOI: <https://doi.org/10.1075/aral.20091.liu>

- Xu, W. (2025). African international students, work integrated learning and (im)possible selves in Chinese higher education. *British Journal of Sociology of Education*, 46(2), 237–254. <https://doi.org/10.1080/01425692.2024.2443413>

Week 6 (Friday, 3 April): Self-directed Study (Assignment Required)

During this week, students are to:

- Listen to the following podcasts: <https://freshedpodcast.com/kim/> (Constructing student mobility), and <https://freshedpodcast.com/lee-2/> (Power and the internationalization of higher education)
- Then, choose at least two readings from the reading lists assigned for the previous weeks, and work in pair to create a 20-30-minute podcast to discuss these readings.

In your podcast, you will put forward specific ideas for further explorations. You might mention specific parts of the topic that you would like to understand better, and/or discuss methodological features that you would like to explore further or maybe questionable logic, evidence or arguments that you would like to debate further with your peers and/or in your final discussion paper, etc. **The podcast is due on Sunday 12 April (This task is 20%)**

Week 7 (Friday, 10 April): South-South Mobility: Highlighted Case Studies

This session pays attention to case studies of South-South mobility that has started to gain more attention over the past decade, which include the diverse mobility of international Chinese students in Southeast Asia, and increased student mobility beyond the dominant medium of English, such as mobility across Muslim societies in the medium of Arabic, and mobility of Korean students to pursue education in the medium of Vietnamese or of Malay, etc.

Readings:

- Lee, K. H., Cheng, Y-E., Lertpusit, S., Ge, Y., Yeoh, B.S.A., Ho, K-C. (2026). Navigating the Belt and Road, and Beyond: Education-Migration and Aspirational Pathways Among Internationally Mobile Chinese Young People in Southeast Asia. *Population, Space and Place*, 32 (1). <https://doi.org/10.1002/psp.70192> (Open Access)
- Barnawi, O. Z. (2022). Islam, language and intra-Asian student mobility: A case study of three Indonesian male students in Saudi Arabia. *Journal of Asian Pacific Communication*, 32 (2), p. 214 – 235. <https://doi.org/10.1075/japc.00074.bar>
- Phan, L. H., Dang, T.P.A., & Ngo, H.T.D. (2022) (*Accidental*) *Internationalisation of higher education beyond English*, and complementary, intersecting desires: Korean international students pursuing education in Vietnam, *Globalisation, Societies and Education*, 1-15, <https://www.tandfonline.com/doi/full/10.1080/14767724.2022.2098697>

Week 8 (Friday, 17 April): Transnational Higher Education in Asia and the Gulf Region (Part 1)

This session introduces students to transnational higher education (with a particular focus on Asia and the Gulf region) in the general picture of student mobility and development in higher education. Theories, concepts, methodologies, approaches as well as trends, debates, insights and nuances concerning transnational higher education are to be identified, discussed and critiqued.

Readings:

- Phan, L.H. (2017). *Transnational Education Crossing 'Asia' and 'the West': Adjusted Desire, Transformative Mediocrity, and Neo-colonial Disguise*. London and New York: Routledge. [e-copy will be provided to students]
- Wilkins, S., & Huisman, J. (2025). Transnational Education Redefined. *International Higher Education*, (121), 16–17. Retrieved from <https://ejournals.bc.edu/index.php/ihe/article/view/18831>
<https://ihe.bc.edu/pub/mwlb8hov/release/1?readingCollection=7ac1c107>
- Wilkins, S., & Huisman, J. (2025). Country-branded universities: a framework for country brand authenticity in transnational higher education. *Studies in Higher Education*, 50(4), 676–693. <https://doi.org/10.1080/03075079.2024.2351099>

Week 9 (Friday, 24 April): Transnational Higher Education in Asia and the Gulf Region (Part 2)

This session continues to engage in depth with what has been introduced and initiated in the previous session. Specifically, it focuses more on the links between transnational higher education and language, identity and culture issues.

Readings:

- Phan, L.H. (2017). *Transnational Education Crossing 'Asia' and 'the West': Adjusted Desire, Transformative Mediocrity, and Neo-colonial Disguise*. London and New York: Routledge. [e-copy will be provided to students]
- Cai, L. (Lily), Wilkins, S., Zhao, L., & Zhang, Y. (2025). Student identity in transnational higher education: international branch campuses versus Sino-foreign institutes. *Compare: A Journal of Comparative and International Education*, 55(7), 1258–1276. <https://doi.org/10.1080/03057925.2024.2393120>

Week 10 (Friday, 1 May – Makeup Class on Wednesday 6 May): Transnational Higher Education in Asia and the Gulf Region (Part 3)

This session continues to engage in depth with what has been introduced and initiated in the previous session. Specifically, it focuses more on the links between transnational higher

education and migration, the knowledge economy, and technologies.

Readings:

- Umar, S., & Rahman, M. M. (2023). International Student Migration to the GCC States: A Comparative Study. *Migration and Development*, 12(1), 111-140. <https://doi.org/10.1177/21632324231194767>
- Rottleb, T., & Kleibert, J. M. (2022). Circulation and containment in the knowledge-based economy: Transnational education zones in Dubai and Qatar. *Environment and Planning A: Economy and Space*, 54(5), 930-948. <https://doi.org/10.1177/0308518X221077105>
- de Freitas, S., Waring, P., Douglas, H. E., Curtis, G. J., & Ritchie, S. M. (2022). Delivering blended learning to transnational students: students' perceptions and needs-satisfaction. *Studies in Higher Education*, 47(9), 1890–1902. <https://doi.org/10.1080/03075079.2021.1983533>

Week 11 (Friday, 8 May): Home, Mobility, Identity, Career Trajectory and Knowledge Production

This session discusses and contextualises how home, mobility and transnationality may shape transnationally-trained scholars' career trajectory, identity, teaching and knowledge production, especially those who are based in global South contexts.

Readings: Students are to read at least 4 articles among those listed below:

- Phan, Le Ha., Kelley, L. C., & Curaming, R. A. (2020). Transnationally-trained scholars working in global contexts: Knowledge production, identity, epistemology, and career trajectories. *Research in Comparative and International Education*, 15(3), 189-196. <https://doi.org/10.1177/1745499920946226>
- Phan, Le Ha., & Mohamad, A. (2020). The making and transforming of a transnational in dialog: Confronting dichotomous thinking in knowledge production, identity formation, and pedagogy. *Research in Comparative and International Education*, 15(3), 197-216. <https://doi.org/10.1177/1745499920946222>
- Phùng, T. (2020). Grounding the transnational: A Vietnamese scholar's autoethnography. *Research in Comparative and International Education*, 15(3), 217-233. <https://doi.org/10.1177/1745499920946225>
- Nonaka, C. (2020). Transnational identity: The struggles of being and becoming a Japanese female professor in a neo-kokusaika phase of Japan. *Research in Comparative and International Education*, 15(3), 234-251. <https://doi.org/10.1177/1745499920946201>
- Karakaş, A. (2020). Disciplining transnationality? The impact of study abroad educational experiences on Turkish returnee scholars' lives, careers and identity. *Research in Comparative and International Education*, 15(3), 252-272. <https://doi.org/10.1177/1745499920946223>
- Kelley, L. C. (2020). The decline of Asian Studies in the West and the rise of knowledge production in Asia: An autoethnographic reflection on mobility, knowledge production, and academic discourses. *Research in Comparative and International*

Week 12 (Friday, 15 May): Self-directed Learning (Role Play Video Assignment)

Students are to work in pair for this assignment. Each pair chooses a topic of common interest related to transnational higher education, mobility and new development in higher education in global South contexts, then develop a set of five questions related to the topic, and then role play (for example: a journalist and a policy maker, a student and an author/scholar, a researcher and a representative of an institution, etc) to demonstrate their in-depth and complex understandings via these questions. The whole process is to be made into a video that the class can view the following week during the review week. **(20% Assessment)**

Week 13 (Friday, 22 May): Review Week

This session gives students the opportunity to ask, discuss and propose new ideas and activities that are related to the main concepts, debates, issues and theories introduced in the readings up to this point.

Week 14 (Friday, 29 May): Diaspora and Transnational Academic Mobility: Critical Questions (Part 1)

This session and the next session situate transnational academic mobility in relation to diaspora studies as well as to ask how works on mobility can also enhance and enrich existing understandings of diaspora. Case studies focused on global South contexts are highlighted.

Readings:

- Bamberger, A., Kim, T., Morris, P., & Rizvi, F. (2021). Diaspora, internationalization and higher education. *British Journal of Educational Studies*, 69(5), 501–511. <https://doi.org/10.1080/00071005.2021.1966282>
- Rensimer, L. (2021). Negotiating educational choices in uncertain transnational space: South Asian diaspora in the United Arab Emirates. *British Journal of Educational Studies*, 69(5), 599–620. <https://doi.org/10.1080/00071005.2021.1935711>
- Han, C., & Tong, Y. (2021). Student at the nexus between the Chinese diaspora and internationalization of higher education: The role of overseas students in China's strategy of soft power. *British Journal of Educational Studies*, 69(5), 579–598. <https://doi.org/10.1080/00071005.2021.1935446>
- Phan, L. H. (2022). Interrogating Systemic Inequalities in Discourses Surrounding Academic Diaspora and Transnational Education-driven Mobilities: A Focus on Vietnam's Higher Education. *British Journal of Educational Studies*, 71(2), 169–193. <https://doi.org/10.1080/00071005.2022.2084501>

Week 15 (Friday, 5 June): Diaspora and Transnational Academic Mobility: Critical Questions (Part 2)

This session and the previous session situate transnational academic mobility in relation to diaspora studies as well as to ask how works on mobility can also enhance and enrich existing understandings of diaspora. The roles of globalization and the nation state, as well as questions and debates concerning brain drain, brain gain and brain circulation are closely examined.

Readings:

- Phan, L. H. (2023). Academic Diaspora, Transnational Education-Driven Mobilities, and the Nation State. *Oxford Research Encyclopedia of Education* (Oxford University Press). <https://doi.org/10.1093/acrefore/9780190264093.013.1813>
- Brooks, R., & Waters, J. (2021). International students and alternative visions of diaspora. *British Journal of Educational Studies*, 69(5), 557–577. <https://doi.org/10.1080/00071005.2021.1948501>

Week 16 (Friday, 12 June): Consultation Week + Preparation for Final-Term Paper

- This session is for each individual student to meet with the instructor should students want to discuss, share and propose any ideas related to the course and the final assessment task.

Learning Activities

Students are expected to come to class well prepared and to participate in all the activities assigned for and generated during the course, which include individual initiatives, pair work and group work, and discussions. Following is an overview of learning activities and assessment percentage.

	Activities	Percentage
1	Seminar preparation and participation (throughout)	30%
2	Podcast Assignment (Due 12 April)	20%
3	Role Play Video Assignment (Due May 22)	20%
4	Final Term Paper (Due June 21)	30%

Assessment & Evaluation

Evaluation will be based on students' individual performance in the following three areas:

- 1. Attendance and Participation throughout the course (30%, including doing all the required readings and activities, participating, and leading in-class discussion);**

Please also be reminded that before and during class, students are required to:

- study the assigned materials,
 - prepare notes and questions regarding main points/arguments/issues/actors discussed in the readings, and
 - choose two questions/points, and then invite the class to discuss them.
2. **Podcast Assignment (20%): refer to the specific instructions provided earlier;**
 3. **Role Play Video Assignment (20%): refer to the specific instructions provided earlier;**
 4. **Final Term Paper (30%, due June ???): 3000 words**

Specific task for the Final Term Paper:

You are to write your final paper of about 3000 words long (excluding references) focusing on a topic introduced in the course. You are required to engage with the readings from the list that are relevant to the topic you choose. This is an open discussion paper and you can choose to develop it in a way that you find most productive (whether you write a research essay, a commentary, a reflection paper, a movie/documentary script, etc). In your paper you are expected to make connections to your own experience(s) and/or research focus/interests.

Criteria for the Final Term Paper:

- Provides a well- focused and comprehensive summary and discussion of the topic you choose;
- Demonstrates a critical understanding of the complexities of the readings you cite as well as the ideas, arguments and concepts you refer to and discuss;
- Provides an insightful and critical reflection with strong links to the readings cited;
- Provides careful documentation of sources.

Your term paper must be written in good, clear English.

Format of final paper: MS Word Format in the APA (American Psychological Association) Manual Style, A4-size (Margin: 2.54cm on all sides), Times New Roman (Font size: 12 point), double spaced.

Please state clearly on the cover of your paper: (1) the course code & title of this course: (2) the title of your paper and (3) your name and student number.

Upload your final term paper on e-Course but please do a plagiarism check before uploading.

***It is advisable to keep a copy of your final paper for your own record.**

****Grades for late submission will be deducted: one sub-grade per three days, one grade per week; lateness of submission up to TWO weeks will NOT be marked.**

Grade Descriptors

Grade	Overall Performance
A	Outstanding performance on all learning outcomes
B	High performance on some learning outcomes
C	Good performance on some learning outcomes
D	Satisfactory performance on the majority of learning outcomes
F	Unsatisfactory performance on the majority of learning outcomes, or failure to meet specified assessment requirements

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations.

If you have used AI/ChatGPT, you are to declare and explain how you have used it.

Every assignment handed in should be accompanied by a signed declaration as below.

I declare that the assignment here submitted is original except for source material explicitly acknowledged, and that the same or related material has not been previously submitted for another course.

I have/have not used ChatGPT. I use it for the purpose of

I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website.

Signature

Date

Name

Student ID

Course code

Course title