Impact of Advanced Education Technology on Student Mobility and Online Learning

Md Monir Hossen[*1], A. K. M. Mahbubul Alam[2], Md Mainul Hassan Jakir[3]

[1]Bangladesh University of Engineering and Technology, Institute of Information and Communication Technology, Dhaka, Bangladesh.
[2]Jagannath University Dhaka, Bangladesh.
[3]The Millennium University.

ABSTRACT - Advanced Education Technology (EdTech) integration transformed higher education by changing how students move between countries and their choices regarding online education. Global education demand growth makes students compare between online platforms and traditional campus experiences for their learning flexibility. The research investigates the effects of EdTech technology on student decision-making paths with particular attention on international Bangladeshi applicants seeking UK university admission. Pre-CAS interviews provide qualitative findings that analyze essential elements, including university preference selection, career opportunities together, and EdTech influence on student choice in the research. The study demonstrates that traditional classroom learning is still popular among students. EdTech allows for distance education while offering customized educational experiences and professional skills training, which affects their decision process.

The paper investigates hybrid learning in contemporary education through a lens focused on improved educational results that match educational industry adaptation needs. The research identifies weaknesses within hybrid instructional models by analyzing diminished interaction opportunities between students and the requirement for comprehensive tech infrastructure. The investigation examines practical solutions for resolving these challenges to optimize hybrid learning, matching current educational requirements for students and instructors. The study establishes hybrid learning as a promising option to foster comprehensive, efficient educational systems after the pandemic. This paper proposes that hybrid learning has become a permanent teaching tool that will remain essential for education while continuously improving delivery methods and student involvement. The research document investigates three nation-based educational systems that reveal distinctions between the United States, Canada, and the United Kingdom educational programs regarding price points, labor market accessibility, and digital technology integration levels. Digital marketing strategies actively promote EdTech platforms worldwide, expanding educational access for students globally. The educational technology platforms link education providers with students by using customized learning formats and specific digital advertising approaches to enhance the worldwide student movement. The role of digital marketing is also emphasized as promoting EdTech platforms globally is crucial for reaching students and parents who may not otherwise be aware of these opportunities. Through EdTech, students gain professional skills, dynamic course access, and distance education support, shaping future educational development. These research results supply educators, policymakers, and students with important knowledge to understand the modern educational environment.

I. INTRODUCTION

Background and Context

The higher education sector has undergone significant transformations during the last two decades because technological development has brought EdTech solutions into the educational mainstream. Educational resources through online learning platforms, digital classrooms, and virtual learning environments now give students unlimited access to courses across all territories (Mhlanga, 2024). International student mobility has changed because students analyze different educational opportunities, including hybrid and online learning, before deciding their academic path. Strategic student choices about education depend heavily on advanced technology because students value traditional campus learning, flexible educational access, and career-focused development (Hashim et al., 2021). However, digital marketing plays a crucial role in these EdTech platforms to reach the students and parents who need them successfully. The number of internet users in the United States is expected to grow significantly from 2024 to 2028, with social media users increasing at an even faster rate. This highlights the need to promote EdTech platforms globally through digital marketing, as digital media provides a powerful channel for reaching students and promoting educational courses

effectively in an increasingly online world (Hongcharu, 2024). Promoting online courses and educational platforms globally through digital marketing is essential to ensure that students, particularly those seeking flexible learning options or admission assistance, know the opportunities available. Without proper promotion, EdTech solutions may not reach their intended audience, limiting access for students who could greatly benefit from these resources. Thus, digital marketing is vital in expanding the visibility of EdTech platforms and promoting educational services to a wider audience. Students can learn quality education remotely instead of traveling abroad by implementing digital tools, including video lectures, learning management systems, and virtual collaboration platforms. Universities have started adopting combined learning formats, integrating online education with face-to-face instruction to provide suitable academic programs for students (Ingabire, 2024). The global introduction of EdTech became more urgent during the COVID-19 pandemic, ultimately forcing educational institutions and their students to pursue different learning platforms (Haleem et al., 2022). When universities experienced the sudden transition to distance education during the pandemic, they discovered both the benefits and issues of digital education platforms. Many students show increased interest in either hybrid or fully online education while educational institutions work to develop advanced technological assets for global academic market participation. The increasing advancement of technology makes EdTech instruments play a more significant role in global education delivery (Shaheen & Shaikh, 2024). The educational technology platform enables personalized student learning experiences that match individual learner requirements. Current educational platforms incorporate artificial intelligence (AI) and machine learning (ML) to adjust their content delivery according to student performance alongside their individual choices and their unique learning speed. The technology can improve student commitment toward education, which leads to better learning outcomes through enhanced interaction (Gligorea et al., 2023). EdTech platforms must integrate digital marketing for successful service promotion in a global market that faces intense competition. Through strategically designed digital marketing approaches, EdTech platforms expand their possibility to connect with more students who want adaptable and top-quality educational services. These digital marketing tools like SEO enable these platforms to draw students from different areas through platform-generated content that matches each student's academic targets and school preferences (Bungai et al., 2024). AI-powered marketing automation on EdTech platforms delivers personalized user messaging to boost engagement, thereby driving more student conversions. Modern marketing increases institutional visibility and enables students to find appropriate educational programs, including local courses and international university applications. The strategic integration of EdTech tools and digital marketing strategies enables expanded learning access to wider populations, leading to global educational expansion. Educational technology tools today use artificial intelligence and machine learning to create personalized learning solutions that customize educational content delivery for specific student requirements. These technologies study student performance data to generate personalized feedback, which educators use to modify their lessons to match individual pacing and preferred instructional methods. Through AI-driven platforms, students can get specialized educational assistance, which helps them solve academic issues and enhance their academic success (Shete et al., 2024). Student learning systems use assessment data to detect educational gaps, which they then utilize to provide study materials for better comprehension. The personalized instructional method gives international students special advantages when they learn new academic systems in unfamiliar foreign academic settings.

Educational institutions adopt virtual reality (VR) and augmented reality (AR) as emerging technologies to deliver practical learning experiences in medical and engineering fields that need direct application. Through virtual surgery and laboratory practice, medical students acquire practical experience, which duplicates clinical setting conditions (Jiang et al., 2021). Engineering students develop their mechanical systems modeling skills through virtual simulations, enabling them to practice without facing actual mistakes in the real world. These technological tools deliver superior educational content that helps international students who need assistance because of budget issues, travel problems, or conflicting schedules. Today's virtual learning platforms allow students to perform laboratory experiments with realistic simulations and real-world applications from anywhere, expanding educational access to all students (Van et al., 2022). Universities that dedicate funds to advanced EdTech tools succeed more in drawing students worldwide (Timotheou et al., 2022). The ability of EdTech tools to remove distance barriers is a key determining factor for global student enrollment. Travel restrictions and financial challenges prevent students from studying abroad; thus, they opt for hybrid education combined with online courses to access quality education while staying home. Universities obtaining advanced EdTech tools and platforms successfully recruit an international student population. Universities that develop learning formats according to individual student needs and professional requirements create

education opportunities for wider student demographic groups (Valtonen et al., 2020). Educational technology solutions have revolutionized higher education during the past twenty years following technological developments that brought them into mainstream educational practices. Students obtain unrestricted access to courses across territories because of educational resources provided through online learning platforms, along with digital classrooms and virtual learning environments. Students benefit from EdTech platforms that support features such as course enrollment, university application procedure management, and international school access in the UK and the US institutions. Students benefit from integrated search portals that let them look up particular courses and universities to reach education anywhere in the world (Haleem et al., 2022). Learners' ability to enroll in online classrooms and use virtual collaboration platforms enhances their learning flexibility because they have freedom of time management. Students utilizing hybrid learning models benefit from independent study schedules through digital tools yet still enjoy direct connections with professors and classmates inside physical classrooms. The educational blend attracts students who want high-quality programs that match their needs for practical learning capabilities, thus driving the international student movement. Through focused educational resources, AI-based platforms help students solve their academic problems to achieve improved learning results. The system identifies student areas needing improvement and automatically suggests additional materials for reinforcing their learning. AI-driven platforms provide highly specific support to students who study outside their home country to help them succeed in unfamiliar academic circumstances. The educational options available to students today expand beyond traditional standards, meaning they must evaluate institutions' academic standing and technology-based support for flexible learning environments (Barua & Lockee, 2024). This study examines the transformation of decision-making for Bangladesh international student applicants seeking admissions at UK universities through EdTech solutions. These findings will be gained through pre-CAS interview data, which explores critical elements affecting student decisions between universities and courses and career choices enabled by the growth of advanced education technology. The research outcomes will produce crucial information that benefits students, educators, and policymakers while they handle the continuing transformation of educational institutions.

Highlights:

- The role of EdTech in international student decision-making.

- The influence of online learning platforms on university and course selection.
- A comparative analysis of the UK, US, and Canadian education systems regarding EdTech integration.
- Impact of digital learning tools on career readiness and employability

Literature Review:

Research efforts dedicated to understanding EdTech's effects on university learning have been extensive. M. Kamraju et al. (2024) examine how online education affects higher education by showing how it improves student accessibility, flexibility, and convenience. The system improves educational opportunities, but students still face problems with social connections and technology breakdowns. To achieve maximum results in online education, institutions must develop suitable course content and adequate instructor support. EdTech adoption has sparked multiple inquiries regarding comparing online education quality and instructor-student engagement levels versus conventional classroom settings.

Fabian et al. (2024) stated that higher education transitioned to hybrid learning during the COVID-19 pandemic after educators experienced minimal exposure to this mode. Hybrid learning based on "synchronous attendance" brings together classroom students and online participants simultaneously. The researchers adopted multiple research methods, surveyed 66 students, and interviewed 22 students and eight lecturers to understand hybrid learning experiences. The research data showed technology issues in both formats, but students selected hybrid learning as their preferred option. Students observed fewer collaboration opportunities combined with better face-to-face engagement; however, they appreciated improved time-management capabilities in hybrid learning methods. Teaching staff identified advantages from the fairness perspective yet recognized the augmentation of delivery requirements. The research presents suggestions for establishing superior hybrid learning strategies after the pandemic.

Raad & Odhabi. (2021) studied the fact that educational advancement has led to hybrid learning as schools implement classroom and remote study methods because students need flexible learning opportunities. Traditional classroom learning was the dominant method for decades until distance learning took shape, enabling students to learn from anywhere. Integrating modern digital tools into hybrid learning provides significant advantages because it enhances education flexibility for diverse learning circumstances. Outer challenges persist because technological limitations affect the implementation of this educational approach. Nevertheless, hybrid

learning demonstrates promising future value by delivering tailored education to different learners without sacrificing learning goals.

The research by Geçer et al. (2023) evaluates distance education views from 36 Turkish academics through semi-structured interview methods. The participants recognize distance education's advantages but raise questions regarding its negative aspects stemming from reduced social interaction and decreased self-motivation and isolation. The research presents evidence of continuous uncertainty around the complete substitution of face-to-face education by distance learning methods. The research gives current online education observations and proposes solutions to develop the digital learning platforms of tomorrow. The implementation of EdTech enables universities to extend their global presence through hybrid and complete online program offerings. Traditional universities maintain their superiority regarding reputation, graduate employment prospects, and student satisfaction measurements. Bettinger et al. (2020), a randomized controlled trial, examines how different amounts of computer-assisted learning (CAL) are an alternative to traditional learning methods in educational production functions. The contour graph shows that the educational output is non-linear to CAL increases: technical substitutability begins above one before declining. The research shows combining CAL and traditional methods creates the most efficient teaching approach. Educational technology expansion worldwide receives important backing from these experimental findings regarding the best use of traditional education methods alongside tech tools. Willis (2024) examines the role of Artificial Intelligence (AI) in individualized online instruction using desktop research procedures. The research shows how artificial intelligence transforms online learning by providing adjustable content while making decisions based on data analytics. The research stresses how ethics and privacy security needs deserve close attention. The investigation promotes the adoption of AI tools with monitoring systems and educator involvement to prioritize ethics and strengthen AI-enhanced learning solutions. The customization and scalability requirements maintain equivalent importance with stakeholder feedback during AI implementation. The organization adopts Cognitive Load Theory and Constructivist Learning Theory as learning frameworks that enable customized educational outcomes. The personalization level in educational systems directly impacts student achievement numbers, particularly during online learning. Alenezi. (2023) studied how higher education institutions (HEIs) face substantial transformation due to digital developments, online education, escalating operational expenses, and new micro and nano-degree programs. HEIs experienced deep transformation due to the Fourth Industrial Revolution (Industry 4.0) technological advances, which forced them to adapt their educational and operational processes to digital transformation. Digital resources are essential in contemporary learning institutions because they boost student connection and knowledge acquisition. This investigation assesses major elements of digital transformation in higher education institutions and investigates why digital learning has become essential for 21st-century university learning. Research needs to determine effective approaches through which educational institutions can integrate digital transformation while facing Industry 4.0's demands.

According to Chugh et al. (2023), the rising technological advancement in our current era leads more students to depend on educational technology (EdTech) for admission to higher education institutions (HEIs). EdTech simplifies the application process because students can do online university research, compare courses, and submit applications. Through this technology, students can access international education possibilities because barriers are dissolved while AI suggestions match courses with students, online admission processes, and virtual open days operate. Through EdTech implementation, institutions help students select appropriate academic directions by delivering a streamlined worldwide university application process.

According to Kitto. (2022) Higher education institutions face mounting pressure to ensure their graduates become employment-ready since businesses and government institutions need graduates whose abilities match market labor demands. Students often struggle to pick courses and extracurricular activities that help them achieve their career objectives. The University of Technology Sydney (UTS) created an analytics tool that now functions at strategic educational transition points so students can connect their curriculum to occupational demands. The growth of demand for skills-based learning has made "skills passports" and micro-credentials initiatives more prominent after the COVID-19 pandemic. The development options available through lifelong learning come with challenges because workers find it hard to describe or instruct the particular expertise required for their profession. The shift toward skill-oriented education shows signs of progress, even though it faces various technical difficulties, and it remains vital for workforce success.

According to Wong et al. (2024), Virtual Reality (VR) learning games are implemented at Nanyang Technological University through Virtual and Augmented Reality Technology-Enhanced Learning (VARTeL) in Singapore. A total of 156 students from Mechanical Engineering completed pre- and post-tests

while playing three VR games, which led to a substantial 24.8% increase in their learning results. The VARTeL environment proved effective in engineering education through numerical analysis and student interviews, which revealed its benefits. The evaluation of the modified model for assessment produced reliable results and identified research limitations that guide future study recommendations. The outbreak of COVID-19 created an urgent need for EdTech adoption because universities worldwide had to move their education completely online. The swift transition due to the pandemic made universities dissect the function of technology in education. They now engage in hybrid teaching programs that blend virtual and in-person instruction. Lee et al. (2022) focus on understanding the accelerated shift to online education through qualitative research of a South Korean national university's response to COVID-19 using activity theory. Academics encountered multiple pedagogical hurdles when they switched to online teaching after receiving government orders for educational transition. Two groups of faculty members, novice and expert online teachers, encountered different challenges and conflicts during their teaching activities. Educational institutions require comprehensive methods and empathy-based strategies to handle emergency teaching situations because these methods enable better responses to future crises. The research provides a valuable understanding of the challenges involved in emergency teaching system modifications. Previous studies' terminal findings match the research examining EdTech effects on global student movement patterns and digital learning choice preferences.

Abir et al. (2024) traced 197 graduates of Daffodil International University's Marketing Bachelor program (2019-2022) to investigate how well the curriculum meets market requirements and the abilities it provides to students. Under a cross-sectional descriptive research design, the researchers discovered important gender inequality patterns and notable unemployment statistics, while most graduates (75.5%) recognized that their education matched their occupational requirements. An assessment revealed the existence of a theoretical-to-practical gap. To improve graduate employability, the study proposes adding vocational classes, business connections, and entrepreneurial education to academic programs. The collected data enables officials in education and policymaking to enhance the match between workforce requirements and higher education curricula.

According to Morris et al. (2020), modern universities face growing demands to attract new sources of revenue as they meet student diversity requirements while implementing digital solutions effectively. Online education has expanded through Massive Open Online Courses (MOOCs) supported by digital devices and global, borderless education approaches. Universities now break educational delivery functions apart because they join forces with private organizations to target new students while turning their services into products for sale. This paper evaluates the multiple internal, external, and organizational factors guiding the online education strategies of UK universities based on senior management interviews. The research examines the multifaceted agreement process of online education delivery with private partners by applying a modified version of the PEST model.

According to Díaz et al. (2022), various elements, such as teachers, schools, and educational policies, determine how Information and Communication Technologies (ICT) are integrated within educational settings. This research implements a Systematic Literature Review (SLR) addressing primary and secondary school technology strategic planning for the 2010 to 2021 period according to PRISMA standards. A keyword search was performed in Eric, Scopus, and WOS databases to find 6,187 journal articles. The study completed a screening of articles and determined 42 publications that focused specifically on teachers and students participating in primary and secondary education. The review shows that ICT integration is an environmental process that depends heavily on leadership, strategic planning, and professional collaboration. According to the reviewed findings, schools must redefine their organizational culture to achieve successful technology integration.

Adel (2024) studied new countries' specific difficulties when using digital technology to increase financial accessibility. The literature demonstrates how digital infrastructure plays a vital role, yet investigators still need more insight into how digital literacy and blockchain technology influence financial inclusion throughout different global areas. Research explores the joint effects of digital literacy and blockchain adoption on emerging countries in Africa, Asia, and Latin America from 2011 until 2021 through analysis of 56 countries via a two-step system GMM modeling. Digital literacy leads to improved financial inclusion rates in Africa but also produces unexpected negative effects in Asia. Technology adoption has become a regular driver of inclusion across Asia and Latin America. Internet penetration has generated positive effects for inclusion in Latin America while producing negative effects for Asian countries. This research underlines the necessity of developing localized digital plans and customized policy measures to resolve the unequal distribution of financial inclusion.

II. Materials and Methods

Data Collection and Pre-CAS Interviews

The research employs a qualitative approach, gathering interview data from prospective MSc students at Portsmouth University before the implementation of the Confirmation of Acceptance for Studies (CAS) procedures. International students need to complete the pre-CAS interview as their initial requirement for obtaining admission to British universities. Students provided critical information regarding their decision between traditional education and distance learning along with their academic and professional objectives and monetary management protocols. The direct dialog sessions with students delivered valuable information about their thoughts on educational advancements coupled with their educational conduct adaptations. The research added richness to its findings by collecting information about subject-based employment positions, previous education levels, and student ages.

Data Analysis and Thematic Coding

A descriptive-analytical research approach was used to study EdTech trends and student movement data to identify significant relationships. Researchers applied thematic coding, categorizing student responses into three key themes: versatility, pricing, and work preparedness. To ensure consistency in thematic coding, multiple researchers independently coded the data, and discrepancies were resolved through discussion and consensus. This approach strengthened the reliability of findings by minimizing subjective biases in data interpretation. Multiple student evaluations went through standardization processing to uncover common elements that influenced their EdTech-based learning selection. Research assessments and interview results allowed the researcher to examine how students make their choices. This subsection examined British-North American educational systems by investigating their approach to fees as well as EdTech utilization in the United Kingdom, the United States, and Canada. Research analysts applied thematic analysis and comparative methods throughout this study, which enabled them to generate complete results about EdTech's effects in various educational settings. Through their research design, researchers gained deep insights into EdTech-caused student movements and worldwide educational effects.

Thematic analysis and comparative methods enabled a comprehensive evaluation of EdTech's EdTech's impact across different educational settings. The research findings served as a foundation for educational analysis and policy development, addressing technology-driven changes influencing global student behavior.

Figure 2: Comparative Analysis of Higher Education Destinations

III. Results

Student Preferences for EdTech and Online Learning

Student preferences for learning methods such as face-to-face education led the way, but fully online education gained additional supporters as well as mixed teaching formats, according to findings from pre-CAS interviews. Students primarily choose traditional learning methods, but the availability of combined online and physical learning programs continues to grow because such flexible options are increasingly accessible. Students identified flexibility as essential because they required means to fit their educational commitments with their responsibilities. Working students discovered that online learning served their needs better due to its ability to remove the attendance requirements of physical classrooms.

The students' preferences were significantly shaped by their preparations for career success.
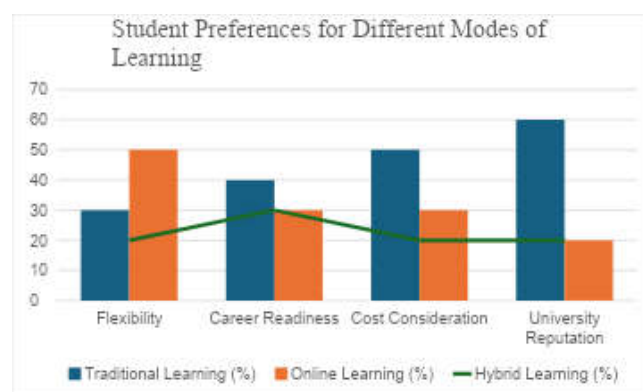
Figure 1: Student Preferences for Different Modes of Learning

The standard education format provided more chances to gain practical knowledge and let students interact with instructors and classmates for future career needs. Students see online learning tools as effective for earning skill-based certificates that currently receive employer acceptance.

Academic program selection depended heavily on how much education would cost students. Students thought traditional education methods required higher

payment for tuition fees, while online learning presented more affordable choices to them. Decision-makers adopted Hybrid education because it offered the best features of in-person classes and online instruction at a budget-friendly rate. Students paid special attention to the university's reputation as they decided which educational institutions to join that incorporated EdTech. Students who pursued admission into reputable, valuable institutions favored traditional classroom learning because they thought campus attendance would boost their career potential. The students planning to enroll at universities known for their EdTech progress chose either hybrid or online learning because such institutions lead the way in digital education.

Table 2. Student Preferences for Different Modes of Learning

| Factor	Traditional Learning (%)	Online Learning (%)	Hybrid Learning (%)
Flexibility	30	50	20
Career Readiness	40	30	30
Cost Consideration	50	20	20
University Reputation	60	20	20

Comparative Analysis of Higher Education Destinations

Analysis of educational programs in the UK, US, and Canada revealed robust correlations between EdTech adoption rates and enrollment mobility patterns between these three countries. The primary evaluation elements derived from pre-CAS interview responses focused on educational costs, living costs, study durations, and employment potential. International students choose to study in the UK because of its brief program lengths, inexpensive education costs, and pleasant weather conditions. International students choose the UK as their learning hub because it leads other countries in incorporating EdTech solutions that enhance flexible education opportunities.

International students face obstacles when studying in the US and Canada compared to their experience in the UK. Developing countries face difficulty paying the elevated charges for university studies and living costs across these regions. Students viewed Canada unfavorably because of its harsh environmental elements.

Students prioritize job employability rates when deciding their study destination. The UK's job employability peaked at 93.4%, while Canada maintained a level of 90%, and the United States had 89.8% employment opportunities. Students focused on exceptional career prospects after graduation generally select the UK for their studies because of its short-term programs, which enable them to launch their careers swiftly.
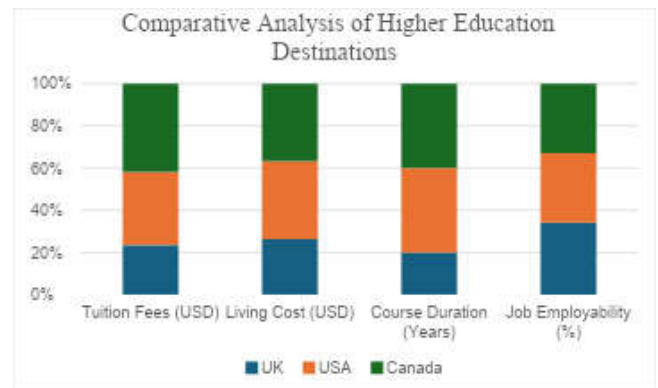
Figure 2: Comparative Analysis of Higher Education Destinations

Students based their choices heavily on how universities implemented EdTech into their educational model. The implementation of EdTech received high rankings from both the United States and the United Kingdom because their universities maintained extensive digital educational resources. EdTech implementation in Canada occurs at a medium pace compared to how intensively it is used in the UK and the US. The diverse implementation of educational technology between these higher education systems steered certain students toward their choice of study, particularly when they wanted flexible online educational opportunities.

Table 2: Comparative Analysis of Higher Education Systems in the UK, US, and Canada

Factor	UK	USA	Canada
Tuition Fees (USD)	17,600	25,000–28,000	28,000–35,000
Living Cost (USD)	15000	20,000–22,000	

Course Duration (Years)	1	2	2
Weather Preferences	Favorable	Cold	Extremely Cold
EdTech Integration	High	High	Moderate
Job Employability (%)	93.4	89.8	90

Student Mobility Trends and EdTech's Role

In addition to studying inter-student mobility trends, the research analyzed the impact of EdTech tools on these patterns. Educational institutions now emphasize hybrid learning as a preferred approach that unites elements of remote study with in-person learning benefits. Students under hybrid learning systems can access their course materials remotely while participating in crucial face-to-face activities, including laboratory sessions, workshops, and networking activities. The combination learning format has become popular with international students because it enables them to obtain premium education at a reduced cost for their daily expenses. The latest educational technology systems give students the chance to discover worldwide educational options. Students can submit applications to foreign institutions to find academic programs that support their professional objectives. Students who seek admission to UK universities from Bangladesh make decisions about their education through EdTech portals that eliminate the requirement to visit universities physically. Users can track their application progress through these platforms establish university representative connections, and participate in virtual open-day events. School mentors can offer enhanced student learning by implementing AI-based programs and virtual exploration modules to help students pick the right educational direction. Online platform-based skill-oriented training programs have recently experienced an increasing demand from the education market participants. Students now prefer educational programs with industry-specific skills and certification programs to improve their professional prospects. Through platforms delivering AI-generated customized learning tracks, the educational technology sector helps universities create specialized academic programs that match students' professional

goals. The worldwide COVID-19 pandemic has forced students and universities to assess traditional educational structures. Due to travel bans and health uncertainties, people study through online or hybrid programs from their current location instead of moving to another facility. Because of recent global events, EdTech has proven its central value in sustaining education throughout emergencies.

Career Readiness

Study results show that students in different delivery formats experience varying career-readiness perceptions. The survey revealed that hybrid learners felt more prepared for employment than traditional students and online students managed to do so. The utmost convenience comes from hybrid programs because they unite the practical advantages of in-person interaction with the flexible nature of online learning. Students gain advantageous experiences through classroom peer interaction, in-person learning activities, and online resources that deliver specialized training for career paths. Hybrid education models apply classroom structure to online flexibility so students can adapt theoretical principles into realistic settings. Bilingual students in hybrid programs value their ability to manage schoolwork and employment responsibilities since this skill is essential for succeeding in professional jobs. Students who learn through this format can access numerous educational assets, including digital educational resources and flexible scheduling, in addition to interactive student-to-student discussions, improving their marketable occupational skills. Online learners expressed an average level of assurance of career readiness because half of the students were content with their professional preparedness. The students cited learning independence and numerous certification options through online education because it allowed them to obtain specialized skills. A few students complained about missing the experience of face-to-face engagement because it limited their development of workplace communication skills. Traditional learning programs that are prevalent today provide lower career-readiness outcomes among students who reveal confidence in their readiness at a rate of only 45%. Students appreciated face-to-face faculty and peer interaction, yet they doubted their access to digital and online resources, which have become vital for today's workforce. Traditional programs must adjust their learning structure by adding digital elements to deliver students' academic theory and job market-specific technology knowledge. The data reveals that students should receive traditional and digital learning methods to achieve a complete educational foundation that benefits their employment prospects. Academic institutions that utilize career-based material alongside technological resources create better job-ready

graduates capable of addressing contemporary workforce expectations.

Table 3. Career Readiness

Learning Method	Career Readiness (%)
Traditional Programs	45
Online Programs	50
Hybrid Programs	60

IV. DISCUSSION

The findings of this research highlight how EdTech influences international immigrant students' behavior and choices for online learning environments. Students still primarily learn through traditional in-person instruction. However, educational institutions have observed rising student acceptance of digital educational models combining online and in-person instruction (Fabian et al., 2024). Recent EdTech advancements in digital learning have become more prevalent because students appreciate these platforms' flexibility and reduced educational costs (Raad & Odhabi, 2021). Hybrid learning models have gained traction as they provide both synchronous and asynchronous learning opportunities, allowing students to manage their studies while balancing personal and professional responsibilities (Geçer et al., 2023). Research findings indicate that 50% of students prefer online learning due to its flexibility, while 60% of students in hybrid programs report better career readiness. The availability of combined online and physical learning programs continues to grow, offering students more accessible and adaptable educational options.

Students now experience expanded learning possibilities through EdTech advances because they can access superior educational materials from prestigious institutions at any location and across distance boundaries. The standard education format provides more chances to gain practical knowledge and fosters direct student-instructor interaction, which students believe is essential for career success. However, hybrid and online learning programs are increasingly favored for their cost efficiency and skill-building opportunities. Hybrid learners feel more work-ready (60%) compared to online (50%) and traditional students (45%), as hybrid programs integrate theoretical knowledge with industry-relevant skills.

Educational technology can now significantly improve students' professional life preparation abilities. Universities deliver web-based certification programs and skill-oriented training that meet real-world student market needs (Kitto, 2022). Through educational platforms from EdTech, students obtain essential employment-ready competencies that enhance their prospects for getting hired. Students see online learning as effective for earning skill-based certificates that employers recognize, while hybrid models provide the best blend of digital and interactive learning. EdTech platforms deliver customized skill-building resources and improvement recommendations to students through AI-processed performance data, helping them acquire industry-specific skills (Wong et al., 2024). The specific competency-based method helps students prepare for modern industries, increasing their competitiveness in the international job market. Contemporary manufacturing patterns require better technological capabilities because they drive up market demand levels (Bettinger et al., 2020). Student workforce development occurs through EdTech technology because it establishes unique connections between academic curricula and industrial requirements (Chugh et al., 2023). Research demonstrates that hybrid and online learning programs boost work readiness through their curriculum of industry-specific skills (Abir et al., 2024). Survey findings confirm that students in hybrid programs benefit from structured learning while also gaining the adaptability of online resources.

Data shows that students review their educational preferences because of the expenses they need to handle. Traditional education is perceived as the most expensive option, with 50% of students prioritizing cost considerations. International students allocate substantial amounts to pay tuition fees and living costs, mainly in North American countries, particularly the United States and Canada, because these areas maintain high education prices (Morris et al., 2020). The UK is a preferred destination due to lower tuition costs ($17,600), shorter study durations (1 year), and higher job employability rates (93.4%) compared to the US (89.8%) and Canada (90%). Students from Canada choose the United Kingdom because of the shorter duration of education combined with lower daily costs. Education expenses show promise to decrease through EdTech integration in higher education because students now benefit from affordable digital learning programs that reduce their education costs (Díaz et al., 2022). Universities that provide online courses and hybrid programs minimize expenses for accommodation, transportation, and materials costs, thus making global education more accessible (Lee et al., 2022).

The research concludes that EdTech drives two fundamental changes in global education by

redefining educational delivery and enhancing student curriculum options. The capacity for students to conduct online registration and seek admission at foreign universities while searching for study programs constitutes a cornerstone for developing international education (Adel, 2024). Hybrid learning is emerging as a cost-effective, career-focused alternative, particularly for international students seeking flexible, high-quality education. Higher educational platforms simplify admissions procedures while providing students with virtual tools that help them navigate university possibilities, lowering distance-based barriers to learning opportunities. Based on its functionality, this platform provides critical support specifically to students who encounter barriers to physical mobility due to financial or logistical challenges. As a result, EdTech not only facilitates student mobility but also influences global academic trends by making education more inclusive and adaptive to modern professional demands.

V. CONCLUSION

Student mobility patterns have undergone significant changes with modern educational technology because it influences the digital learning choices of international students. The main educational approach students adopt for career advancement and flexible learning spaces consists of classroom education instead of EdTech-based platforms. Higher education institutions with improved incorporation of modern technology achieve better student enrollment figures by using digital and classroom teaching methods. Schools and universities that adopt AI systems together with virtual learning systems enhance student involvement and decrease educational costs. Students receive practical skills through innovative systems that improve their international market employer competitiveness. Government leaders and universities need to commit lasting financial resources toward EdTech systems since this allows universities to adapt to evolving educational needs. Educational institutions improve their appeal to international students by implementing disruptive digital technologies and multiple teaching delivery methods. Students worldwide can benefit from Hybrid learning because it unites valuable elements of in-person courses with virtual classes while providing learners with convenient access. The benefits of hybrid learning exceed its obstacles, which include the maintenance of technology systems and the diminished possibility of face-to-face teamwork. The implementation of advanced technology integration, together with equity assurance, creates the opportunity for hybrid learning to revolutionize educational systems during long-term faculty development. Current educational standards force institutions to build proper infrastructure while maintaining constant assistance programs that support students and teaching staff to obtain optimal results. The hybrid learning system accommodates the educational needs of all students and generates spaces where modern education practices can develop. The future academic delivery infrastructure will use hybrid teaching techniques, leading to increased student attendance while teaching career skills that enhance educational success. Students now approach higher education through advanced EdTech solutions because they use AI-driven personalized learning and virtual classrooms alongside online course search platforms. Technological advancements eliminate location restrictions so students can straightforwardly apply at international educational institutions while browsing different programs. Global education needs fundamental changes through hybrid learning exploration and enhancement to establish an inclusive and flexible educational system that brings effective results. Educational institutions use flexible learning methods to deliver affordable, skill-based educational programs that match student expectations. Higher education will establish EdTech as its foundation to direct academic systems into their future and international student mobility programs.

IMPLICATIONS

The research outcomes will serve multiple groups, starting with campus administrators and continuing students, as well as those who plan to enroll. University digital infrastructure investments increase student engagement, resulting in better employment opportunities for their graduates. Mainland higher education institutions successfully recruit international students by delivering hybrid or fully online programs that match these students' professional and personal needs. The implementation of educational technology requires modern policies from governmental authorities to establish successful deployment in higher education institutions. Hybrid programs unite conventional classroom experiences with virtual study methods to make excellent academic prospects available to worldwide students at lower costs, reducing budgetary stress on educational institutions. Students who want to benefit from digital learning must effectively work with available technology resources in their educational settings. Educational technology users obtain new abilities and credentials through their use, which enables them to build stronger careers in an international job market that is constantly getting more challenging. Students will dictate the path of higher education advancement based on how universities adopt technical requirements in next-generation learning platforms.

The future of global education will be defined by educational technology (EdTech) while simultaneously improving learning spaces in educational institutions. Implementing EdTech in

university curricula allows individualized learning programs to suit different student learning styles and timing requirements. International students depend on flexibility because they handle academic work, professional obligations, and personal duties. AI and ML will continue to develop within educational platforms to deliver individualized educational content that allows students to progress at their own speed while addressing their specific needs. The successful advancement of EdTech requires recent government policy updates that produce an environment enabling its progress. The successful oversight and investment from authorities will allow universities to implement advanced technologies easily while maintaining quality education for their students. Future development of EdTech technology will determine how educational institutions build their curriculum structure while creating international study possibilities and expanding educational frontiers at an international level.

ETHICS DECLARATION

Research maintains ethical standards through strict protection of participant anonymity and confidentiality. The pre-CAS interviews have a consent process for participants, while privacy protection mechanisms maintain the confidentiality of personal information during data collection.

LIST OF ABBREVIATIONS

1. **EdTech** – Educational Technology
2. **AI** – Artificial Intelligence
3. **ML** – Machine Learning
4. **VR** – Virtual Reality
5. **AR** – Augmented Reality
6. **CAS** – Confirmation of Acceptance for Studies
7. **LMS** – Learning Management System
8. **HEI** – Higher Education Institution
9. **COVID-19** – Coronavirus Disease 2019
10. **UK** – United Kingdom
11. **ICT** – Information and Communication Technology
12. **VARTeL** – Virtual and Augmented Reality Technology-Enhanced Learning
13. **HE** – Higher Education
14. **MOOCs** – Massive Open Online Courses
15. **PEST** – Political, Economic, Social, and Technological (Analysis Model)
16. **SLR** – Systematic Literature Review
17. **PRISMA** – Preferred Reporting Items for Systematic Reviews and Meta-Analyses
18. **ERIC** – Education Resources Information Center
19. **WOS** – Web of Science
20. **NSC** – National Skills Commission
21. **VET** – Vocational Education and Training

Acknowledgments

VI.   REFERENCES

[1]. Abir, T., Islam, R., Ullah, A., & Rahman, S. (2024). Aligning education with market demands: A case study of marketing graduates from Daffodil International University. *International Journal of Learning, Teaching and Educational Research, 23*(8), 137–157. https://doi.org/10.26803/ijlter.23.8.8

[2]. Adel, N. (2024). The impact of digital literacy and technology adoption on financial inclusion in Africa, Asia, and Latin America. *Heliyon, 10*(24), e40951. https://doi.org/10.1016/j.heliyon.2024.e4095

[3]. Alenezi, M. (2023). Digital learning and digital institution in higher education. *Education Sciences, 13*(1), 88. https://doi.org/10.3390/educsci13010088

[4]. Barua, L., & Lockee, B. B. (2024). A review of strategies to incorporate flexibility in higher education course designs. *Discover Education, 3*(1). https://doi.org/10.1007/s44217-024-00213-8

[5]. Bettinger, E., Fairlie, R., Kapuza, A., Kardanova, E., Loyalka, P., & Zakharov, A. (2020). Diminishing marginal returns to computer-assisted learning. *ResearchGate.* https://doi.org/10.3386/w26967

[6]. Bungai, J., Setiawan, H., & Putra, F. (2024). Digital marketing strategy in education management: Increasing school visibility and attractiveness. *Al-Fikrah: Jurnal Manajemen Pendidikan, 12*(1). https://doi.org/10.31958/jaf.v12i1

[7]. Chugh, R., Turnbull, D., Cowling, M. A., Vanderburg, R., & Vanderburg, M. A. (2023). Implementing educational technology in higher education institutions: A review of technologies, stakeholder perceptions, frameworks, and metrics. *Education and Information Technologies,*

28(12), 16403–16429. https://doi.org/10.1007/s10639-023-11846-x

[8]. Díaz, M., Daza, M., Muñoz, F., Salguero, F., & Rodríguez, N. (2022). EdTech integration framework in schools: Systematic review of the literature. *Frontiers in Education, 7.* https://doi.org/10.3389/feduc.2022.895042

[9]. Fabian, K., Smith, S., & Taylor-Smith, E. (2024). Being in two places at the same time: A future for hybrid learning based on student preferences. *TechTrends, 68*(4), 693–704. https://doi.org/10.1007/s11528-024-00974-x

[10]. Geçer, E., Bagci, H., & Atar, R. (2023). "Nothing replaces meeting my students at class": Analysing academics' views regarding distance education. *Education and Information Technologies, 28*(12), 16615–16636. https://doi.org/10.1007/s10639-023-11887-2

[11]. Gligorea, I., Cioca, M., Oancea, R., Gorski, A.-T., Gorski, H., & Tudorache, P. (2023). Adaptive learning using artificial intelligence in e-learning: A literature review. *Education Sciences, 13*(12), 1216. https://doi.org/10.3390/educsci13121216

[12]. Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers, 3*, 275–285. https://doi.org/10.1016/j.susoc.2022.05.004

[13]. Hashim, M. A., Tlemsani, I., & Matthews, R. (2021). Higher education strategy in digital transformation. *Education and Information Technologies, 27*(3), 3171–3195. https://doi.org/10.1007/s10639-021-10739-1

[14]. Hongcharu, B. (2024). The changing roles of mass media amidst the growth of the digital media. *Cogent Social Sciences.* https://doi.org/10.1080/23311886.2023.2297721

[15]. Ingabire, H. (2024). Hybrid learning models: Combining in-person and online education effectively. *ResearchGate, 3*(3), 16–19. https://www.researchgate.net/publication/383556427

[16]. Jiang, H., Vimalesvaran, S., Wang, J. K., Lim, K. B., Mogali, S. R., & Car, L. T. (2021). Virtual reality in medical students' education: Scoping review. *JMIR Medical Education, 8*(1), e34860. https://doi.org/10.2196/34860

[17]. Kitto, K. (2022). How can EdTech support graduate employability? *ASCILITE Publications.* https://doi.org/10.14742/apubs.2022.184

[18]. Lee, K., Fanguy, M., & Bligh, B. (2022). Adoption of online teaching during the COVID-19 pandemic: A systematic analysis of changes in university teaching activity. *Educational Review.* https://doi.org/10.1080/00131911.2021.1978401

[19]. Mhlanga, D. (2024). Digital transformation of education, the limitations and prospects of introducing the fourth industrial revolution asynchronous online learning in emerging markets. *Discover Education, 3*(1). https://doi.org/10.1007/s44217-024-00115-9

[20]. Morris, N. P., Ivancheva, M., Coop, T., Mogliacci, R., & Swinnerton, B. (2020). Negotiating growth of online education in higher education. *International Journal of Educational Technology in Higher Education, 17*(1). https://doi.org/10.1186/s41239-020-00227-w

[21]. Raad, M. E., & Odhabi, H. (2021). Hybrid learning here to stay! *Frontiers in Education Technology, 4*(2), 121. https://doi.org/10.22158/fet.v4n2p121

[22]. Shaheen, D., & Shaikh, N. (2024). The role of digital technologies in education: Benefits and challenges. *Research Gatel, 2*(6), 2029–2037. https://doi.org/10.47392/irjaem.2024.0299

[23]. Shete, S. G., Koshti, P., & Pujari, V. I. (2024). The impact of AI-powered personalization on academic performance in students. *2024 5th International Conference on Recent Trends in Computer Science and Technology (ICRTCST), 295–301.* https://doi.org/10.1109/icrtcst61793.2024.10578480

[24]. Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S. V., Giannoutsou, N., Cachia, R., Monés, A. M., & Ioannou, A. (2022). Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review. *Education and Information Technologies, 28*(6), 6695–6726. https://doi.org/10.1007/s10639-022-11431-8

[25]. Valtonen, T., Leppänen, U., Hyypiä, M., Kokko, A., Manninen, J., Vartiainen, S., Sointu, K., & Hirsto, L. (2020). Learning

environments preferred by university students: A shift toward informal and flexible learning environments. *Learning Environments Research, 24*(3), 371–388. https://doi.org/10.1007/s10984-020-09339-6

[26]. Van, A., Groothuijsen, S., Ozkan, L., & Hendrix, W. (2022). Remote labs in higher engineering education: Engaging students with active learning pedagogy. *Journal of Computing in Higher Education, 35*(2), 320–340. https://doi.org/10.1007/s12528-022-09331-4

[27]. Wong, J. Y., Azam, A. B., Cao, Q., Huang, L., Xie, Y., Winkler, I., & Cai, Y. (2024). Evaluations of virtual and augmented reality technology-enhanced learning for higher education. *Electronics, 13*(8), 1549. https://doi.org/10.3390/electronics13081549

[28]. Willis, V. (2024). The role of artificial intelligence (AI) in personalizing online learning. *Journal of Online and Distance Learning, 3*(1), 1–13. https://doi.org/10.47941/jodl.1689