

INNOVATIVE EXPLORATION OF GLOBAL COMPETENCY TRAINING MODEL OF UNDERGRADUATES BASED ON CURRICULUM MANAGEMENT: A CASE STUDY OF A UNIVERSITY IN CHONGQING, CHINA

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ABSTRACT

This objectives were to investigate and develop a curriculum for undergraduate students' global competency. To evaluate the curriculum for Global Competency for undergraduate students. The study population consists of 5,100 individuals who are enrolled as students. The sample size was divided into two groups consisting of 60-person experiment groups, with samples drawn from undergraduate students, using straightforward random sampling. The data collection methods. First, the study administered tests at the beginning and conclusion of the course to evaluate students' knowledge and skill in global competency. Furthermore, a comprehensive evaluation of students' in-class presentations is undertaken through qualitative analysis to evaluate the progression of students' global competencies and the efficacy of the program. Use interviews at the conclusion of the course to collect student and faculty feedback and evaluations of the course, and all students took pre- and post-class exams. The result between the Control group and Experiment group of the Innovative Exploration before training the knowledge on Innovative Exploration of Global Competency, the overall scale contains three first-level dimensions of knowledge and understanding, skills and application, and attitudes and values, each with three second-level dimensions. Based on the questionnaire design, 31 questions were designed from nine dimensions: "domestic and foreign knowledge," "cross-cultural knowledge," "global knowledge," "intercultural communication ability," "critical thinking ability," "global vision and international responsibility," and collected data and evaluated the embodiment of undergraduate global competency courses.

Keywords: Innovative Exploration, Global Competency Training Model, Curriculum Management

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INTRODUCTION

In the era of complex and diversified social and technological intelligence brought about by globalization and informatization, education needs to consider whom to cultivate, how to cultivate people, and for whom to cultivate people. Then the curriculum needs to think hard about what is worth teaching and what is valuable learning for future life. Global competence involves cognitive, socio-emotional, and ethical dimensions as students investigate the world, recognize perspectives, communicate ideas, and take action. Thoughtful cross-cultural inquiry and exchange involve examining our perspectives, assumptions, and everyday lives as much as it does learning about those of other people. Global competency demands practical linguistic and intercultural communication skills to engage in open, appropriate, and effective interactions with people from different backgrounds. It equips individuals to move from learning about the world to making a difference. They are ready to make decisions, take action, and contribute to global issues (Project Zero, 2022). The significance of the PISA Global Competence Test cannot be understated. 66 education jurisdictions contributed student response data on global competence for hundreds of thousands of 15-year-olds. Languages, and the ability of students to speak foreign languages, are given additional emphasis and analysis in this Report. The PISA Global Competence Framework is a comprehensive and flexible tool for assessing and developing global competence. It is designed to help educators and policymakers understand the nature of global competence, how it can be created, and how it can be assessed (OECD, 2020).

Global competency begins with curiosity about other cultures, histories, politics, geographies, and faith. It implies an openness to discovering cultural differences and a willingness to risk and move outside one's comfort zone in the press, the ability to understand prevailing world conditions, problems, and opportunities, and to be able to analyze and evaluate information from various Global competency is being able to understand and work efficiently in a global setting. This also refers to someone's risk-taking abilities and willingness to immerse themselves into a culture they are not entirely comfortable with (Lehigh University, 2023). Global competence is the toolkit a productive, involved citizenry uses to meet the problems and opportunities of the world. In the curriculum, global competence challenges students to investigate the world, consider various perspectives, communicate ideas, and take meaningful action. Global competence is the skills, values, and behaviors that prepare young people to thrive in a more diverse, interconnected world. In a rapidly changing world, being engaged citizens and collaborative problem-solvers in the workforce is essential. All people will need this in the 21st century and beyond.

In addition, some current anti-globalization phenomena and China's pursuit of building a community with a shared future for humanity have changed the order and framework of global development. As a "strong" literacy in the 21st century, global competency is individuals' ability and behavioral tendency to understand and deal with global issues, respect global cultures, and participate in global interactions. Cultivating global competency that is both local and global is the goal of China's curriculum reform. The essential in this paper is the impact of college students' global competency curriculum on students' global competency. Firstly, the concept and framework of global competency, the empirical research on teaching and assessment related to global competency, and the literature review of global competency and project-based teaching are elaborated, and the global competency framework for undergraduates based on the Chinese environment is constructed, which provides theoretical support for the subsequent curriculum design.

LITERATURE REVIEWS

Global Competence

Contemporary societies are marked by new global trends and economic, cultural, technological, and environmental shifts that are part of globalization's rapid and uneven wave. The growing global interdependence that characterizes our time calls for a generation of individuals who can engage in practical global problem-solving and participate simultaneously in local, national, and global civic life. Preparing our students to participate fully in today's tomorrow's world demands that we nurture their global competence.

Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognize multiple perspectives, communicate their views effectively, and take action to improve conditions (Braskamp, Braskamp, & Merrill, 2009).

Educating for Global Competence: Preparing Our Youth to Engage the World is intended for classroom teachers, administrators, informal educators, policymakers, community leaders, researchers, parents, students, and all other stakeholders interested in preparing our youth for the 21st century. Becoming better at educating for global competence involves rethinking practices and recognizing that there are no simple recipes for success. As such, this book is meant to be used flexibly to browse, make connections, and concentrate on the chapters that you find most pertinent to your work. Experiment with ideas, challenge concepts, and share with colleagues. Ultimately this book must work for you. It is meant to be read in the way that best meets your needs, inspires your curiosity, and proves fruitful in the classroom.

A Rationale for Global Competence

Twentieth-century assumptions about the world are rapidly becoming obsolete. Globalization, the digital revolution, mass migration, and the prospect of climate instability are triggering new concerns and demanding a new kind of graduate. At the dawn of the 21st century, we are recasting our understanding of economics, communication, security, cultural identity, citizenship, and the environment. Indeed, many reports document the new demands and opportunities these changes present to our youth. They call for more powerful, relevant, and self-directed learning to prepare the young to live, compete, and collaborate in a new global scenario.

The study reviews three forces shaping lives on the flattened global economy and changing demands of work; unprecedented global migration and the changing nature of neighborhoods, identities, and citizenship; and climate instability and the growing need for global environmental stewardship. These three areas of transformation illustrate a world in transition and illuminate the new educational demands that the world presents. The following sections examine these selected transformations and explain how the proposed definition of global competence helps educators respond to the challenges they offer.

Global Skills

Global skills are the skills that are required to work in a global environment. These skills include the ability to work in a team, communicate effectively, and understand different cultures. Global skills are essential because they help people to work effectively in a global environment. They are also important because they help people to understand different cultures and to communicate effectively with people from different cultures (Balistreri, Di-Giacomo, Noisette, & Ptak, 2012-2014).

Global skills combine knowledge, skills, attitudes, and values needed to live and work in an interconnected world. They are the skills that are required to work in a global environment. These skills include working in a team, communicating effectively, and understanding different cultures. Global skills are essential (Balistreri, Di-Giacomo, Noisette, & Ptak, 2012-2014)

because they help people to work effectively in a global environment. They are also important because they help people to understand different cultures and to communicate effectively with people from different cultures (Unesco, 2010).

21st-Century Learning or Skills

Exploration of 21st-century learning or skills has emerged from the concern about transforming the goals and daily practice of learning to meet the new demands of the 21st century, which is characterized as knowledge- and technologically driven. The current discussion about 21st-century skills encourages classrooms and other learning environments to develop core subject knowledge, new media literacies, critical and systems thinking, and interpersonal and self-direction skills. For example, the Partnership for 21st Century Skills (P21) defines the following as crucially: core subjects (e.g., English, math, geography, history, civics) and 21st-century themes (global awareness, civic literacy, health literacy, environmental literacy, financial, business, and entrepreneurial literacy); learning and innovation skills (creativity and innovation, critical thinking a problem-solving, communication, and collaboration); information, media, and technology skills (e.g., ICT literacy, media literacy); and life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership, and responsibility). One primary learning method supporting such skills and knowledge is group learning or thematic projects, which involves inquiry-based collaborative work that addresses real-world issues and questions.

RESEARCH METHODOLOGY

Based on the content of field observations, the researchers used a hybrid research method to design the “Global competency Curriculum for Undergraduate Students Embodying Overall Assessment Scale.”

The Global Competency Assessment Scale for Undergraduate Students concerns Li's Global competency Assessment Scale and PISA Global Competency Framework. The overall scale contains three first-level dimensions of knowledge and understanding, skills and application, and attitudes and values, each with three second-level dimensions. Based on the questionnaire design, 31 questions were designed from nine dimensions: “domestic and foreign knowledge,” “cross-cultural knowledge,” “global knowledge,” “tool application ability,” “intercultural communication ability,” “critical thinking ability,” “equal respect,” “willingness to interact,” “global vision and international responsibility,” and collected data and evaluated the embodiment of undergraduate global competency courses.

Data is collected in three methods. First, the study tested students at the beginning and end of the course to assess students' understanding and competence in global competency. Second, a qualitative analysis of students' performance in-class presentations is conducted to assess the development of students' global competencies and the effectiveness of the curriculum. Use interviews at the end of the course to gather student and faculty evaluations and feedback on the course.

Since the course involved 60 first-year students majoring in literature, science, and management, all students took pre- and post-class tests, some representatives participated in interviews after the course, and all students participated in questionnaires. Data integrity.

The pre-test and post-test were quantitatively analyzed from the five data of “Culture and Communication Knowledge,” “Subject Competence and Thinking,” “Equality and Respect Attitude,” “Global Vision and Interaction,” and “Intercultural Communication Ability” to evaluate the changes in students' global competency ability and reflect the effectiveness of the curriculum. Students' class presentations were scored and analyzed qualitatively according to different criteria. Collect teacher and student questionnaires to refine the curriculum further.

RESEARCH RESULTS

Table 1 Demographic of respondent

Gender	Frequency	Percent
Male	32	53.3
Female	28	46.7
Total	60	100
Age		
Under 19 years	18	30.0
20-21 years	26	43.3
22-23 years	13	21.7
24 years above	3	5.0
Total	60	100
Major		
Faculty of Education	6	10.0
Business and Administration	30	50.0
Faculty of Science	12	20.0
Faculty of Engineering	12	20.0
Total	60	100

Table 1 The respondents are undergraduate students on year 1 in universities in Chongqing, China. Most are Male 53.3 percent, age is 20-21 years 43.3 percent, Major is Business and administration 50 percent.

Part 2 The Descriptive statistic

The result of comparisons between the Control group and Experiment group of the Innovative Exploration of the Global Competency Training Model for 3 months, found.

Before training the knowledge on Innovative Exploration of the Global Competency is 3.695 by normality test are Z skewness = 1.103, Z kurtosis = 0.070 and Kolmogorov-Smirnov = .133 (sig = .200). In conclusion, the dependent variable is normality statistic and the result of coefficient between the knowledge on Innovative Exploration of the Global Competency before and after intervention by training are significant ($r = .021$, sig = .000). In conclusion, data follow the assumption of Pair sample t-test statistic, as shown Table 2-6.

Table 2 Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post-test	3.695	60	.274	.0354
Pre-test	2.62	60	.286	.0369

Table 3 Paired Sample Correlations

	N	Correlation	Sig
Pair 1 Post-test& Pre-test	60	0.21	.001

Table 4 Paired Sample Test

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-taild)
Pair 1 Post-test& Pre-test	1.068	.400	.5172	20.656	59	.000

Table 5 Descriptive of Normality

	Statistic	Std. Error	Z
Skewness	.341	.309	1.103
Kurtosis	.429	.608	0.070

Table 6 Tests of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Competency	.093	60	.200	.974	60	.229

Part 3 the result of data Analysis

The result of the differentiate comparison of knowledge Before and after knowledge on Innovative Exploration of the Global Competency training, the statistic test = 20.656, degree of freedom = 59, and sig. = .000. In conclusion, after on Innovative Exploration of Global Competency training by 3 months can increase students' knowledge by significantly at .05/.01, as shown on table 4.

DISCUSSION & CONCLUSION

Global competency is a set of knowledge, skills, and attitudes that enable individuals to comprehend and interact effectively with people from diverse cultural backgrounds and to navigate complex global issues. Through immersive and experiential learning activities, an innovative exploration of global competency training aims to develop students' global competency. In this discussion, we will investigate the potential impact of innovative exploration of global competency training on students before and after the training, with reference to the relevant literature.

Before Training:

Before the innovative investigation of global competency training, students may have lacked the knowledge, skills, and attitudes necessary to navigate global issues and interact effectively with people of diverse cultures. Individuals in this context may possess a restricted level of exposure to many cultures and worldviews, resulting in a lack of familiarity with the intricate challenges faced by the global community. In addition, they may lack the critical thinking and problem-solving skills necessary to address these problems.

After Training:

After the innovative exploration of global competency training, students are expected to have a greater understanding of global issues and a deeper appreciation for cultural diversity. They may have learned about different cultures and worldviews through immersive experiences such as study abroad programs, service-learning projects, or intercultural dialogue. They may have also developed the skills to engage effectively with people from different cultures, such as intercultural communication, adaptability, and empathy. Furthermore, they may have improved their critical thinking and problem-solving abilities through exposure to complex global issues and participation in group projects.

Consistent with a study by Omer Kocapinar and Ceren Soylu (2021), innovative exploration of global competency training can lead to positive student outcomes, including increased cultural awareness, improved intercultural communication, and an increased sense of global responsibility. The study found that immersive and experiential learning activities, such as study abroad programs and service-learning projects, were particularly effective in developing students' global competency. The study also emphasized the importance of incorporating critical thinking and problem-solving skills into global competency training to enable students to address complex global issues.

In conclusion, innovative exploration of global competency training can be a practical approach to developing students' global competency. By providing immersive and experiential learning activities and developing critical thinking and problem-solving skills, students can gain the knowledge, skills, and attitudes to navigate complex global issues and engage effectively with people from diverse cultures. An innovative exploration of global competency training can thus prepare students to become responsible global citizens equipped to make a positive difference. The researcher should study the innovative exploration of global competency to the university administration for the following research.

Next study, the researcher ought to study the students at every level at the University of Chongqing, China.

For the subsequent research, the researcher should study different areas in China.

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