Chapter 8
Curriculum–Supporting Global Competence–Related Learning Based on PISA 2018

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ABSTRACT

This chapter examines curriculum supporting global competence and different perspectives included in the OECD's PISA 2018 Global Competence large-scale assessment. The nine perspectives of global competence covered were students' interest in learning about other cultures, awareness of global issues, attitudes toward immigrants, respect for people from other cultures, ability to understand the perspectives of others, self-efficacy in the context of global competence, sense of agency regarding global issues, awareness of intercultural communication, and cognitive adaptability. The responses of 180,114 students from the 26 OECD countries that completed the PISA 2018 global competence section were included as a sample. The empirical results indicate that the more curriculum covers global competence-related topics, the better it predicts different perspectives of global competence. The tested hypotheses revealed a significant relationship between curriculum supporting global competence and each studied perspective of global competence.

INTRODUCTION

Societies are becoming more diverse in an interconnected and globalized world, and students are a part of this global community (Myers, 2010). Students are acquiring new skills and competences in school so that they can live in a globalized world. Global competence is defined by Merrill et al. (2012) as the acquisition of knowledge, attitudes, and abilities necessary for intercultural communication and the holistic development of more complicated epistemic processes, identities, and interpersonal relationships. Shams and George (2006) define global competence as having a global perspective, intercultural competence, global citizenship, and intercultural sensitivity.

The curriculum is the basis for schoolwork and it guides how education is implemented in practice. Deardorff (2011) points out that global competence should be continually incorporated into students' entire learning experiences and topics. This incorporation is important because while global competence is not linked only to one school subject, its teaching should be integrated with the curriculum. Shams and George (2006) emphasize that identifying components of global competence is challenging. Students' positive engagement with the historical and cultural diversity of others as well as in-depth understanding of global and frequently linked concerns is enhanced by global competence relating to topics of global relevance (Reimers, 2009). Reimers also highlights the ability to communicate in several languages as a factor in global competence.

Many researchers have turned to study curriculum from different perspectives. Among others, Hanson (2010) and Lapayese (2003) encourage studying the perspective of curriculum and students' global competence further. OECD with its PISA 2018 large-scale assessment has covered global competence by applying nine different perspectives. The research objective of this chapter is to study whether curriculum supporting global competence predicts different perspectives related to global competence.

CURRICULUM AND PERSPECTIVES OF GLOBAL COMPETENCE

This section focuses on creating a conceptual background for empirical testing. At first, the central theoretical constructs covering both curriculum supporting global competence as well as different perspectives of global competence are introduced. At the end, a proposal for a conceptual model integrating these introduced theoretical constructs is introduced.

Curriculum Supporting Global Competence-Related Learning

Students should be taught to be knowledgeable and capable global citizens in an increasingly globalized and linked society (Reimers, 2009). Davies (2006) appears to be dissatisfied with the lack of action around global citizenship. He advocates for more radical, even politicized, debates over the topic's curricular contents. There are ideas for the substance of global citizenship education in the literature. Tuomi et al. (2008) propose that the curriculum should cover issues such as human rights, peace, the media, intercultural communication, international relations, and global citizenship among others. This enables students to link theory to real-world understanding about global challenges (Steger & Wahlrab, 2016). Global citizenship is a crucial trait for students to acquire skills to deal with globalization and the problems that come with it. This is one reason why global education should be included in the school's regular curriculum (Le Roux, 2001; Pike, 2008; Reimers, 2009).

A globally competent learner, according to Shams and George (2006), can exhibit understanding of global geography, circumstances, and events. However, being aware of the intricacy and interdependency of global crises and events as well as the historical context of the current international order is not enough. UNESCO (2015) supports global citizenship education standards and learning objectives. It is important to foster students' sense of belonging to a larger community and shared humanity. Interconnectedness between the local community, the national community, and the global community is an example of this. Interdependence in the political, economic, social, and cultural spheres should also be stressed. Concepts like global education, global views in education, and world-centered education have all been linked to global competence (Kirkwood, 2001). There appear to be problems in defining global

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