PISA 2018 Global Competence

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OECD PISA Innovative Domains

OECD PISA

- Every 3 years since 2000

  - Internationally agreed-upon 2-hour student test
  - Student, teacher, school principal and parent questionnaire modules

- Now engages over half a million students in nearly 80 countries

- Core domains: mathematic literacy, reading literacy, scientific literacy, + shifting focus 'innovative domain'

PISA innovative domains: aims

- Inclusion of relevant 21st century competences in student assessment.

- Development of solid measurement frameworks, learning progressions and internationally comparable data on several interdisciplinary, complex constructs.

- Fostering the development and use of innovative task-types, adaptive systems and scoring solutions, that can then be applied to the main PISA domains, in national assessments, and in classrooms.

Why global competence?

1) To **live harmoniously** in multicultural societies

2) To thrive in a **changing labour market**

3) To use **media platforms** effectively and responsibly

4) To support the **Sustainable Development Goals**

A recent and growing recognition

- **UNESCO (2015)** included global citizenship education in SDG 4

- **Council of Europe (2016)** incorporated numerous elements of global competence in its 'Competences for Democratic Culture' framework, endorsed by the education ministers of 47 member states.

- **OECD (2016)** Future of Education and Skills framework puts individual and societal wellbeing at the centre of education

> **Target 4.7:**
>
> "*By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development*"

A role for schools

- Provide students with opportunities **to learn about global developments** that affect the world and their own lives

- Teach students to **develop a fact-based and critical worldview**

- Equip students with an **appreciation** of other cultures and an **awareness** of their own **cultural identities**

- Engage students in **experiences** that facilitate international and intercultural relations

- **Promote the value of diversity**, which in turn encourages sensitivity, respect and appreciation

A role for PISA

- Are students able to **critically examine** contemporary issues of local, global and intercultural significance?

- Do students understand and appreciate **multiple cultural perspectives** (including their own)?

- Are students prepared to **interact respectfully** across cultural differences?

- Do students **care about the world** and take action to make a positive difference?

- What **inequalities** exist in access to education for global competence between and within countries?

- What **approaches** to multicultural, intercultural and global education are commonly used in school systems worldwide?

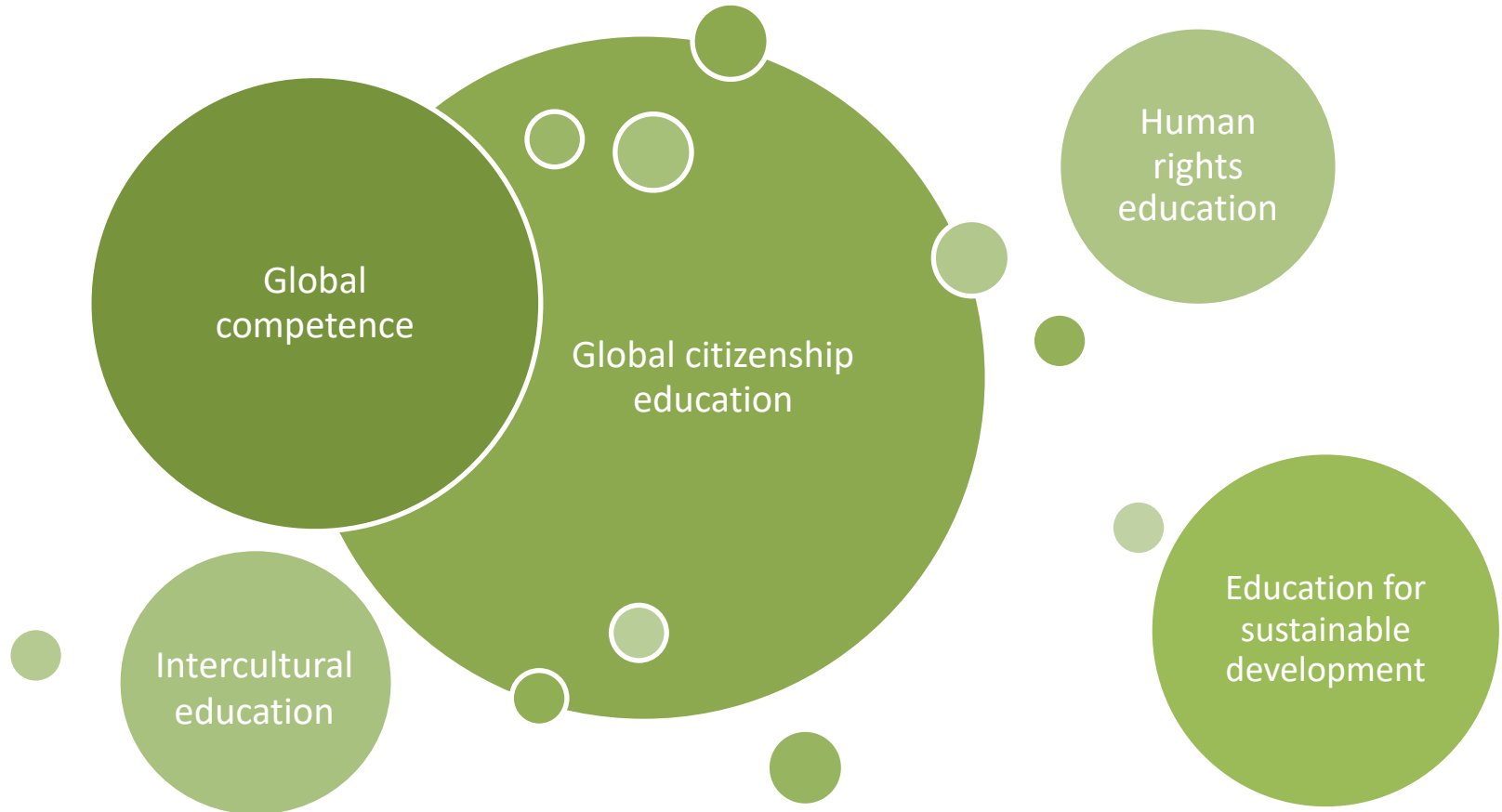- How are **teachers** being prepared to develop students' global competence?

Framework

Defining global competence in PISA

Global competence vs … vs…

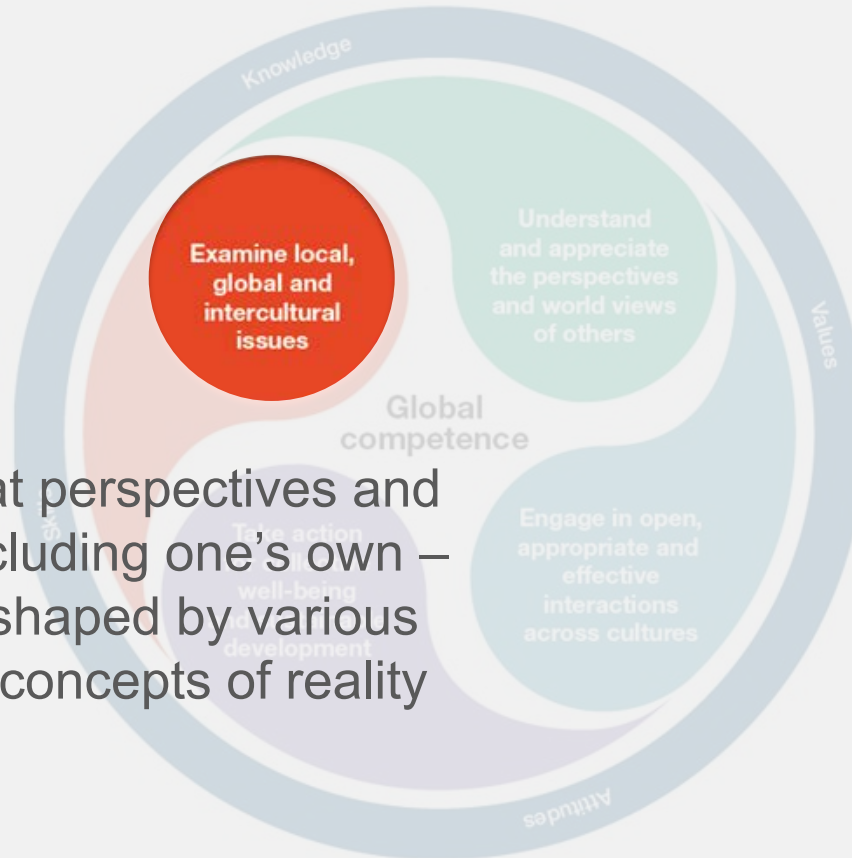# PISA's definition of global competence

Knowledge

Examine local, global and intercultural issues

Understand and appreciate the perspectives and world views of others

Global competence

Take action for collective well-being and sustainable development

Engage in appropriate and effective interactions across cultures

Values

Skills

Attitudes

Effectively combining knowledge and critical reasoning to establish an informed opinion

PISA's definition of global competence

Recognising that perspectives and behaviours – including one's own – are inherently shaped by various influences and concepts of reality

Understanding the cultural norms of different contexts and adapting behaviour and communication accordingly
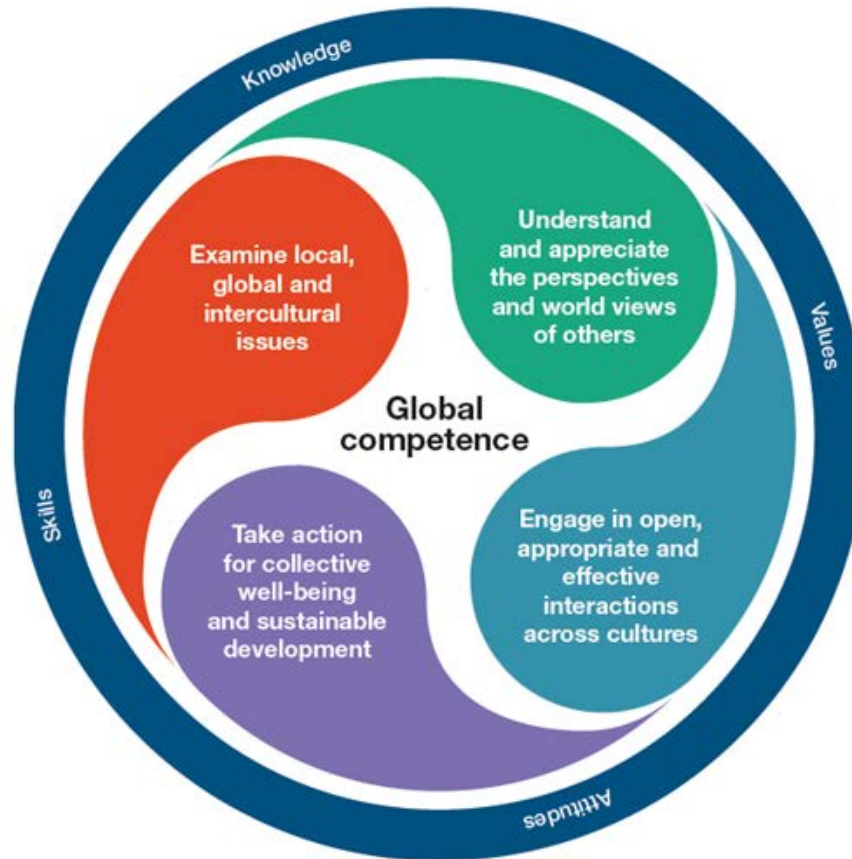
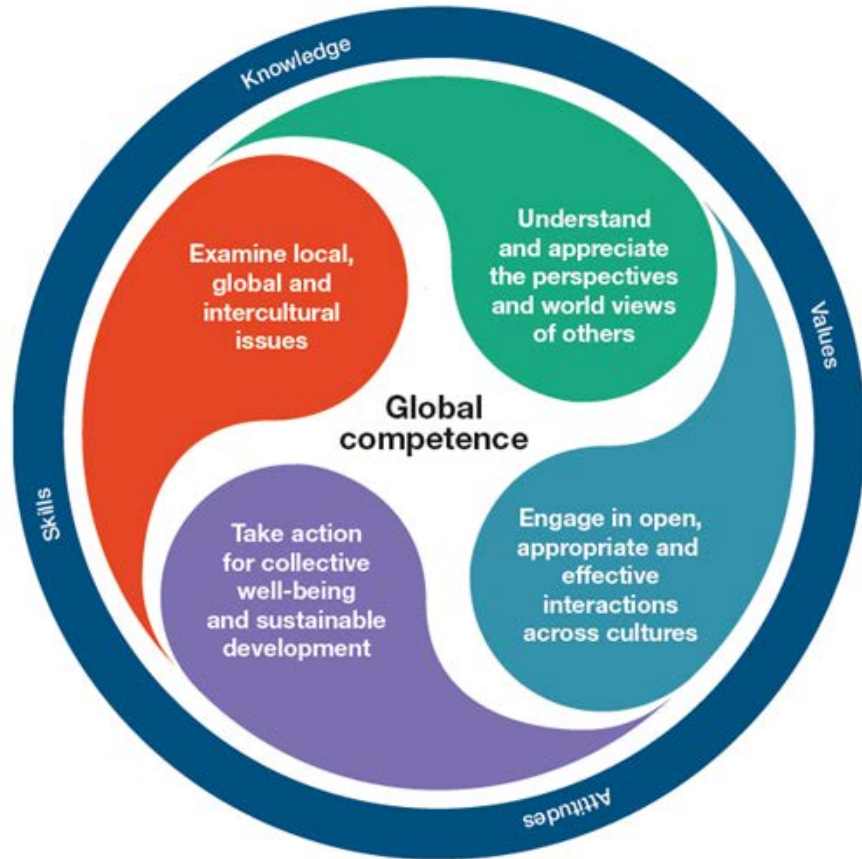# PISA's definition of global competence

Being ready and willing to take informed, reflective action to improve living conditions in one's own communities and beyond.

PISA's definition of global competence

Global competence

- Knowledge
- Skills
- Values
- Attitudes

Examine local, global and intercultural issues

Understand and appreciate the perspectives and world views of others

Take action for collective well-being and sustainable development

Engage in open, appropriate and effective interactions across cultures

PISA's definition of global competence

Knowledge of **global issues** and **intercultural issues**

Content domains:

- Culture and intercultural relations
- Socio-economic development and interdependence
- Environmental sustainability
- Global institutions, conflicts and human rights

Integrating relevant issues into curricula

- **All subjects:** local, global and intercultural issues cut across all education levels and all academic disciplines
- **Incorporate global competence content-knowledge** into existing subjects, or through specific courses

Language and literature

Language and literature teachers may opt to select texts that deal with societal issues such as discrimination, race, gender and violence, looking at the ways writers and poets approach social and political issues and thus set in motion social and moral inquiry. Reading comprehension exercises can be based on texts that support the examination of issues from multiple perspectives. Other texts may help learners gain awareness of psychological phenomena that they may be enacting unknowingly, for example, helping them reflect on their relationship to (and blind observance of?) authority, group or mob behaviour, or peer pressure.

Integrating relevant issues into curricula

- **All subjects:** local, global and intercultural issues cut across all education levels and all academic disciplines
- **Incorporate global competence content-knowledge** into existing subjects, or through specific courses

- **Teachers need preparation:** have clear ideas about the global and intercultural issues they wish to address, carefully and collaboratively plan the curriculum across grades, and develop the confidence to do so systematically.

PISA's definition of global competence
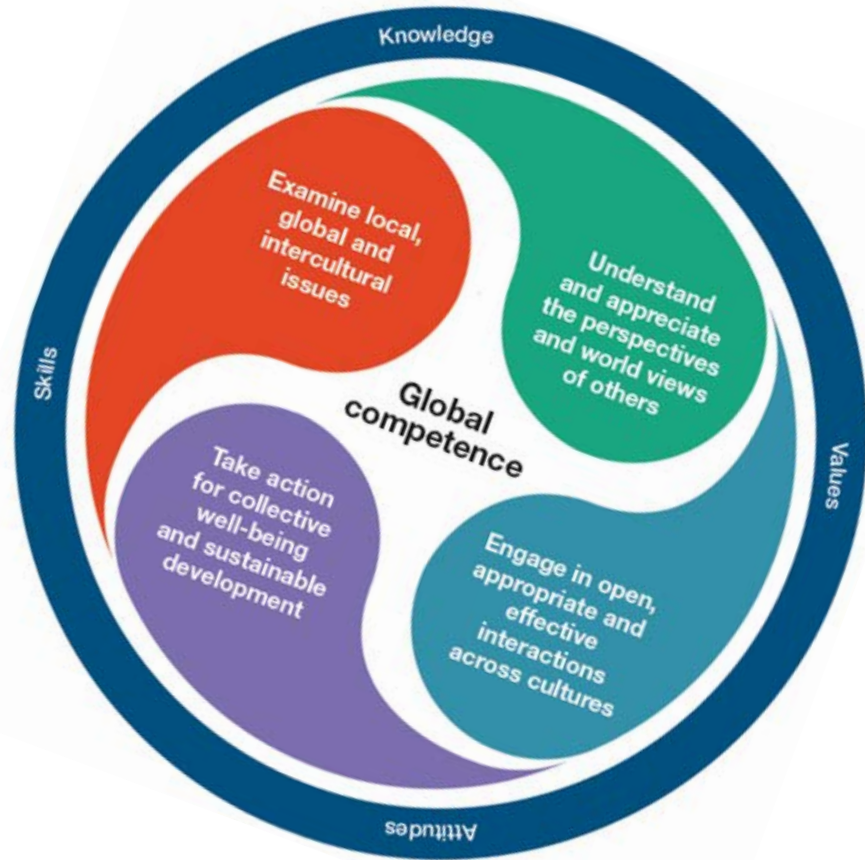
Global competence builds on specific **cognitive and socio-emotional skills**, including

- Reasoning with information
- Communication in intercultural contexts
- Perspective-taking
- Conflict resolution
- Adaptability

Pedagogies for teaching global competence

- **Organised discussions:** a guided discussion in which students present evidence, express their views, listen for understanding, and are willing to change opinion when confronted with new information

- **Structured debates:** students must argue in support of, or in opposition to, a polemic point of view, prompting them to delve deeply into a particular issue and nonetheless understand both sides

- **Group-based co-operative project work:** authentic tasks in which students must work, communicate, learn & evaluate progress together

- **Service learning:** learners participate in organised real-life activities, strongly linked to what they have learnt in the classroom, and apply them in ways that can benefit their communities

Emphasis on active and enquiry-learning

It requires a **shift** in the **role of the teacher**…

| From	To
Teacher-centred classroom	Learner-centred classroom
Product-centred learning	Process-centred learning
Teacher as a transmitter of knowledge	Teacher as an organiser of knowledge
Teacher as a 'doer' for children	Teachers as an 'enabler'
Subject-specific focus	Holistic learning focus

Emphasis on active and enquiry-learning

… and the **student**

From	To
Passive recipients of knowledge	Active and participatory learners
Answering questions	Asking questions
Being spoon-fed	Taking responsibility for their own learning
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to the opinions of others
Learning individual subjects	Connecting their learning

PISA's definition of global competence
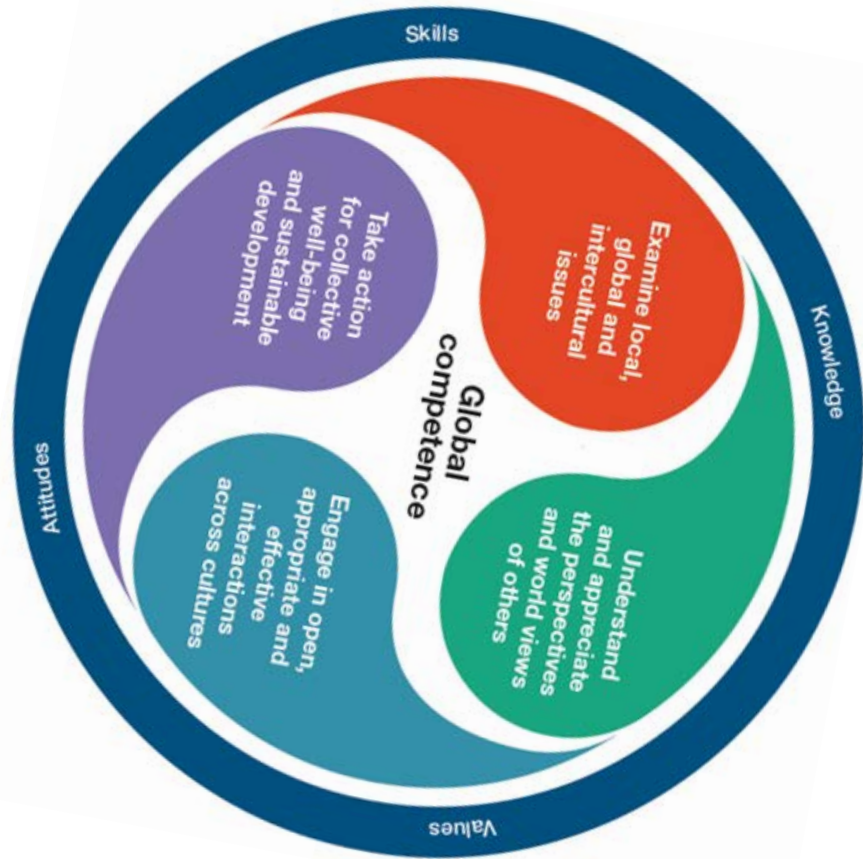
Openness towards people from other cultural backgrounds

Respect for cultural differences

Global-mindedness

"A worldview in which one sees oneself as connected to the world community and feels a sense of responsibility for its members"

PISA's definition of global competence

Human dignity

Cultural diversity

PISA's definition of global competence

- **Mainstreaming respect** for human dignity and for cultural diversity across all subjects

- Cultivating a teaching and school environment that **encompasses the values** of global competence

- **Continual professional development for educators:** so that they feel able to handle difficult conversations on ethics and discrimination, can take into account the diversity of learners' needs, and have a command of basic methods of intercultural communication

In summary…

✓ asking questions and critical thinking	✗ telling people what to think and do
✓ exploring local-global connections and our views, values and assumptions	✗ only about far away places and peoples
✓ exploring the complexity of global issues and engaging with multiple perspectives	✗ providing simple solutions to complex issues
✓ exploring issues of social justice locally and globally	✗ focused on charitable fundraising
✓ applying learning to real-world issues and contexts	✗ abstract learning devoid of real-life application and outcomes
✓ opportunities for learners to take informed, reflective action and have their voices heard	✗ tokenistic inclusion of learners in decision-making
✓ all ages	✗ too difficult for young children to understand
✓ all areas of the curriculum	✗ an extra subject
✓ enrichment of everyday teaching and learning	✗ just a focus for a particular day or week
✓ the whole-school environment	✗ limited to the classroom

Assessment

Measuring global competence in PISA

Scope of the PISA instruments
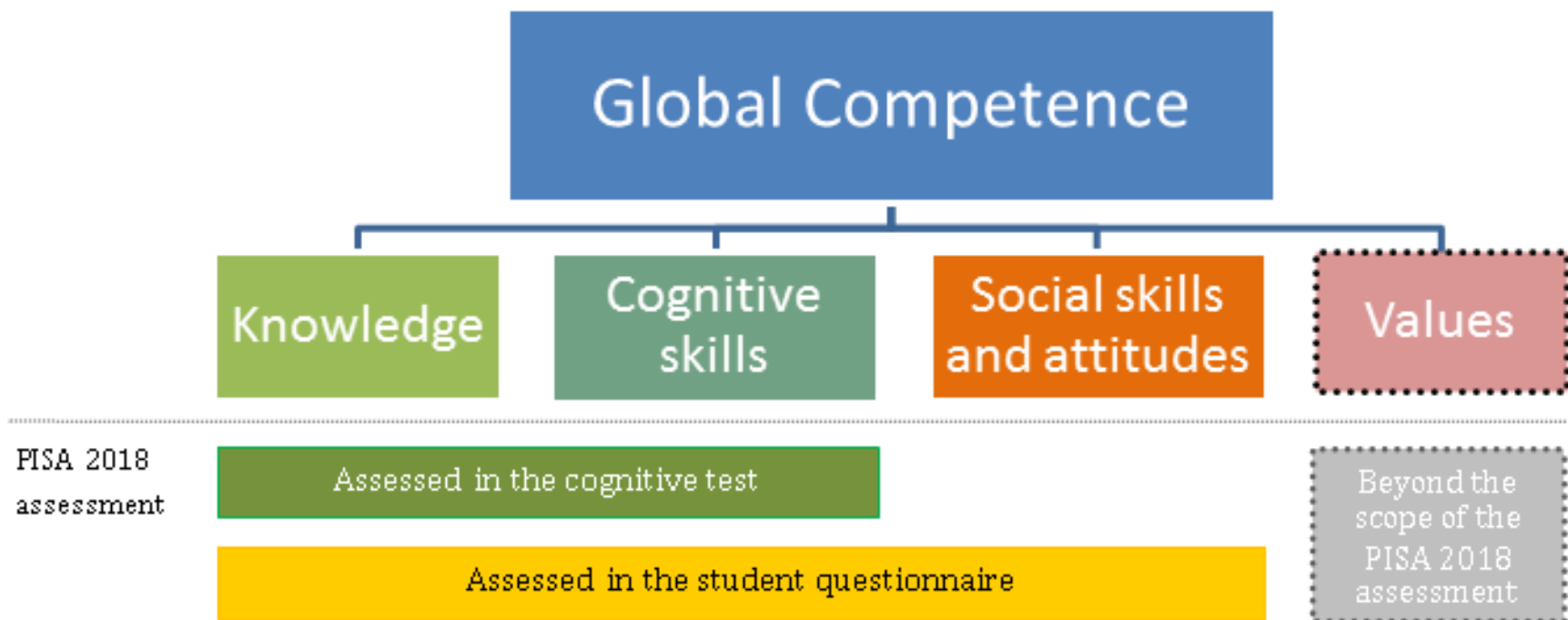
The PISA instruments

Cognitive test

- A test of **"global understanding":** background knowledge + cognitive skills necessary to successfully navigate global and intercultural issues

Questionnaire

- **Students:** self-reported data on the **other components** of global competence (e.g. openness, adaptability)
- **Principals and teachers:** self-reported data on **activities** related to global and intercultural education

The PISA instruments

Cognitive test

- A test of **"global understanding":** background knowledge + cognitive skills necessary to successfully navigate global and intercultural issues

Questionnaire

- Can be objectively scored in a cross-culturally valid way
- Yield results that can be interpreted in educational policy terms
- **Students:** self-reported data on the **other competences** (e.g. openness, adaptability)
- **Principals and teachers:** self-reported data on **activities** related to global and intercultural education

The PISA instruments

- Self-reported data will *not* be used to position countries on a scale.
- Data used to analyse the relationships between the cognitive and affective elements of global competence
- Also used to explore how school activities, approaches and environment relate to the students performance on the test, and on students' self-reported knowledge, attitudes and skills

Questionnaire

- **Students:** self-reported data on the **other components** of global competence (e.g. openness, adaptability)
- **Principals and teachers:** self-reported data on **activities** related to global and intercultural education

PISA instruments

Cognitive test

"Global Understanding"
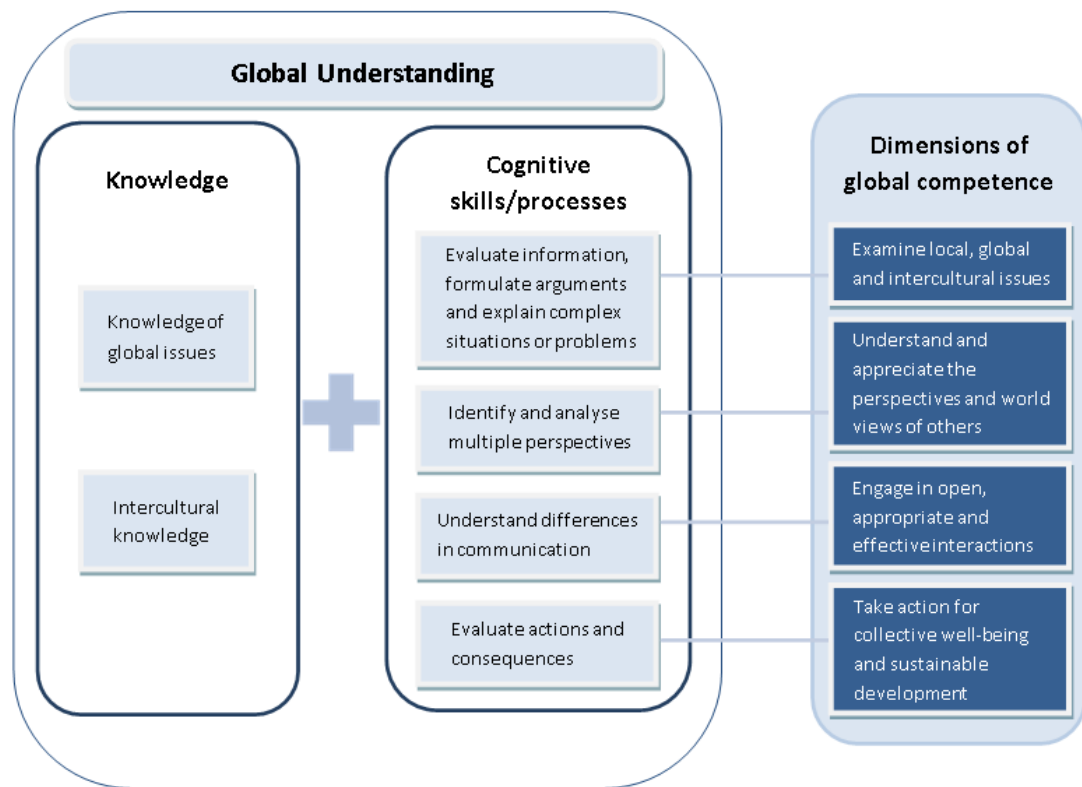
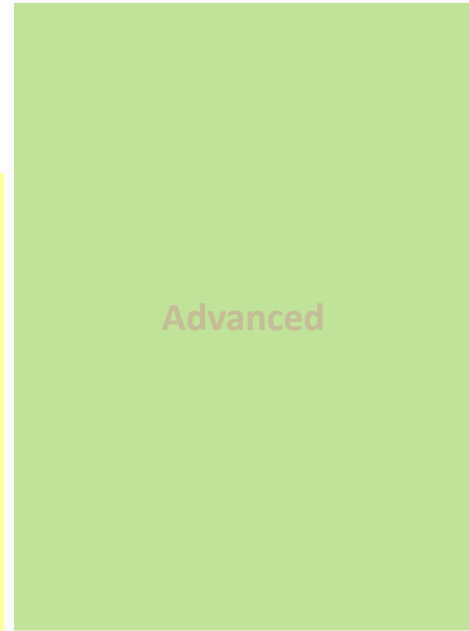# Rubric for assessing cognitive processes

Each cognitive process, and each sub-category of cognitive process, has a corresponding rubric for level of development
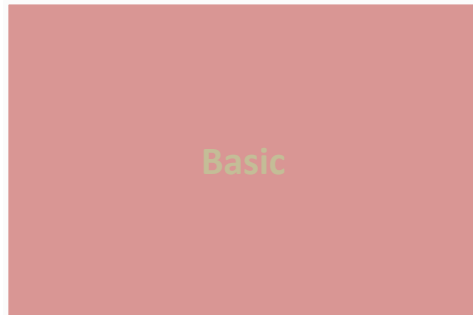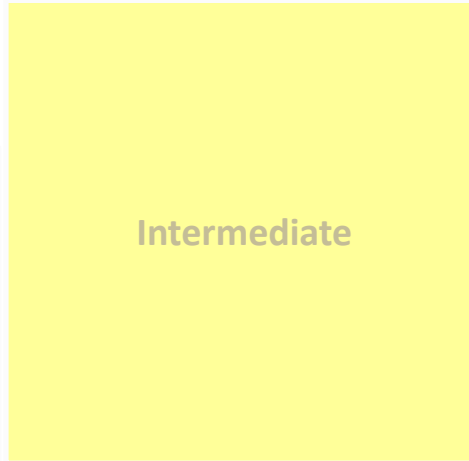
Advanced

Intermediate

Basic

Rubric for assessing cognitive processes

Example

Cognitive process: Identify and analyse multiple perspectives and world views

Basic
The student has a simplistic view of perspectives: one person, one perspective

Intermediate
The student sees differences in perspectives as rooted in cultural, religious, socio-economic, regional and other backgrounds. They recognise that they also hold a particular worldview.

Advanced
The student can describe and interpret multiple perspectives, and articulate relationships among them. They also understand that an individual's identity is complex (e.g. one can hold simultaneous identities). They recognise that they also hold a particular worldview.

Example of a cognitive test unit

Scenario #1

In her science class, Mei reads a research article that was featured in the daily press. The author of the article uses the following graph to argue that popular claims about a rise in global temperatures are not supported by the data. In fact, global temperatures were lower in 2011 and 2012 than in 2008 and 2009.

Global temperature

Deviation from mean
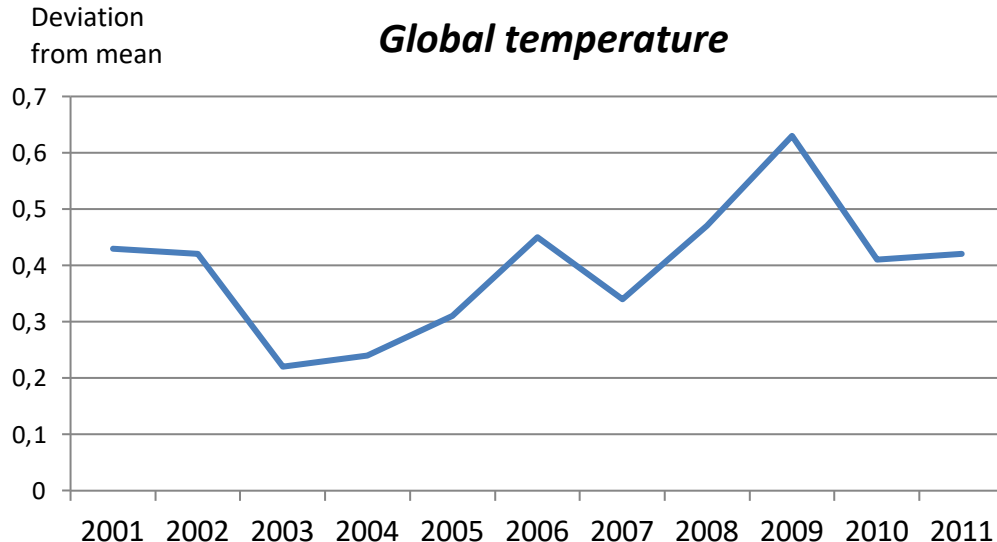
Content domain: *Environmental sustainability*

Context: *Global*

Complexity: *Medium*

Example of a cognitive test unit

Task 1

Mei's teacher asks the class to have a look at another chart she produced from the same source of data in the article.
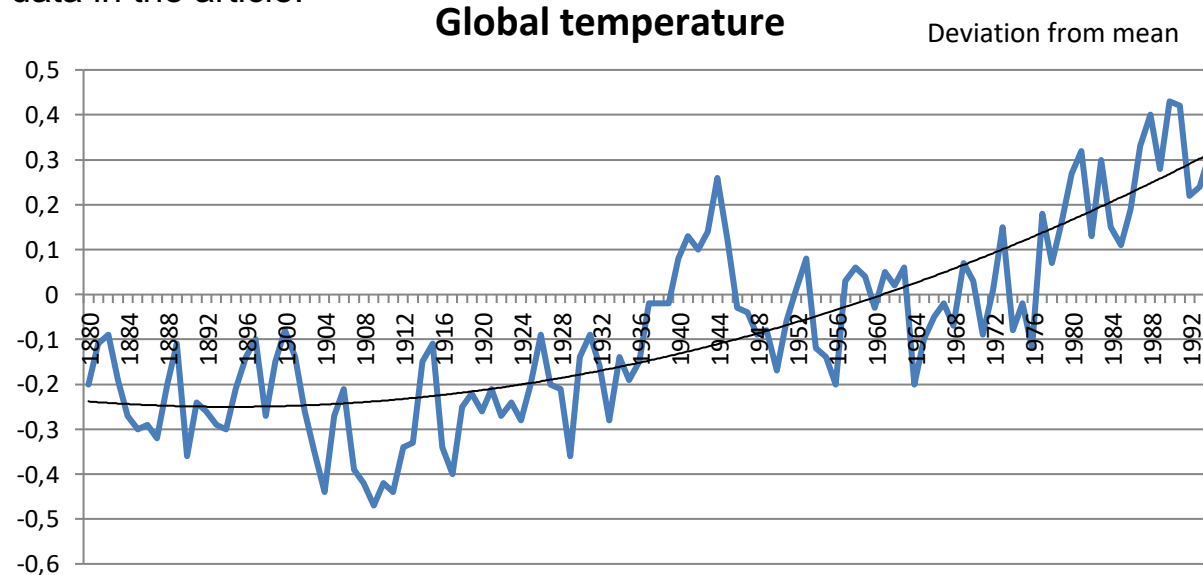
Cognitive process: *Evaluate information, formulate arguments and explain complex situations (sub-category: weighing sources)*

What can you infer about the validity of the article's claim by comparing the two charts?

Example of a cognitive test unit

Scenario #2

In a YouTube video that reached over 2 million visualizations, Renata Flores sings in Quechua, her native tongue, to Michael Jackson's "The Way You Make Me Feel" against the backdrop of ancient Inca ruins. Renata is an activist in a project called *'Las juventudes tambien hablamos Quechua'* (the youth, we speak Quechua too).

Content domain: *Culture and intercultural relations*

Context: *Local*

Complexity: *Medium*

Example of a cognitive test unit

Task 1

What message do you think Renata is trying to convey?

Cognitive process: *Identify and analyse multiple perspectives (sub-category: recognising perspectives and contexts)*

PISA instruments

Questionnaire items

Global Competence questionnaire items

The student questionnaire will provide:

1. Self-reported data on the **knowledge**, **skills** and **attitudes**:

Knowledge	Skills	Attitudes
• Awareness of global issues (e.g. climate change, inequality) • Ability to explain global issues (e.g. CO_2 emissions on climate) • Awareness of intercultural communication	• Proficiency in and study of foreign languages • Adaptability to different cultural environments • Perspective-taking	• Openness towards others (e.g. attitudes towards migration) • Respect for others • Interest in learning about other cultures • Global-mindedness

Example item: *Openness towards others*

How well does each of the following statements below describe you?

	Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
I want to learn how people live in different countries.	$\square_{01}$	$\square_{02}$	$\square_{03}$	$\square_{04}$	$\square_{05}$
I want to learn more about the religions of the world.	$\square_{01}$	$\square_{02}$	$\square_{03}$	$\square_{04}$	$\square_{05}$
I am interested in how people from various cultures see the world.	$\square_{01}$	$\square_{02}$	$\square_{03}$	$\square_{04}$	$\square_{05}$
I am interested in finding out about the traditions of other cultures.	$\square_{01}$	$\square_{02}$	$\square_{03}$	$\square_{04}$	$\square_{05}$

Global Competence questionnaire items

The student questionnaire will provide:

1. Self-reported data on the knowledge, skills and attitudes

2. Data on **opportunities** to learn about global issues and other cultures.

3. Information on students' **participation in activities** to solve global issues out of school (e.g. volunteering, eco-friendly habits…)

Global competence questionnaire items

The teacher and school leader questionnaires provide information about:

- **Teachers' beliefs** about diversity and inclusion policies at school
- **Teachers' practices** facilitating interactions and peer-to-peer learning between diverse students
- **Teachers' professional experience** and training in intercultural communication and teaching multicultural classes
- **Teachers' self-efficacy** in multicultural environments
- **Curriculum content:** global issues, diverse histories and cultures
- **School policies** to facilitate the integration of foreign-born students and non-native speakers
- **School activities** for multicultural learning (e.g. cultural events, exchange programmes)
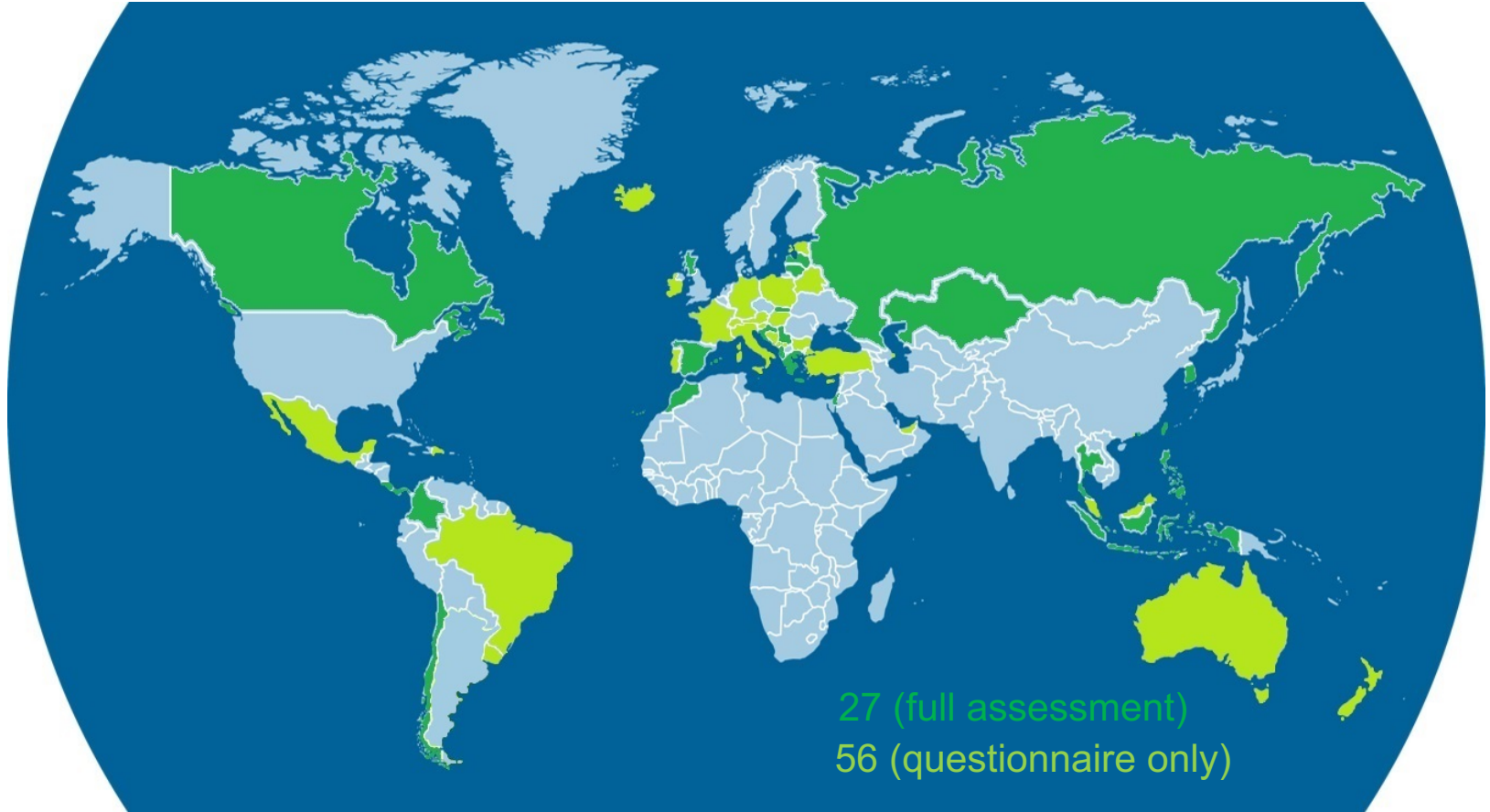
What next?

Country participation

Country participation

27 (full assessment)
56 (questionnaire only)
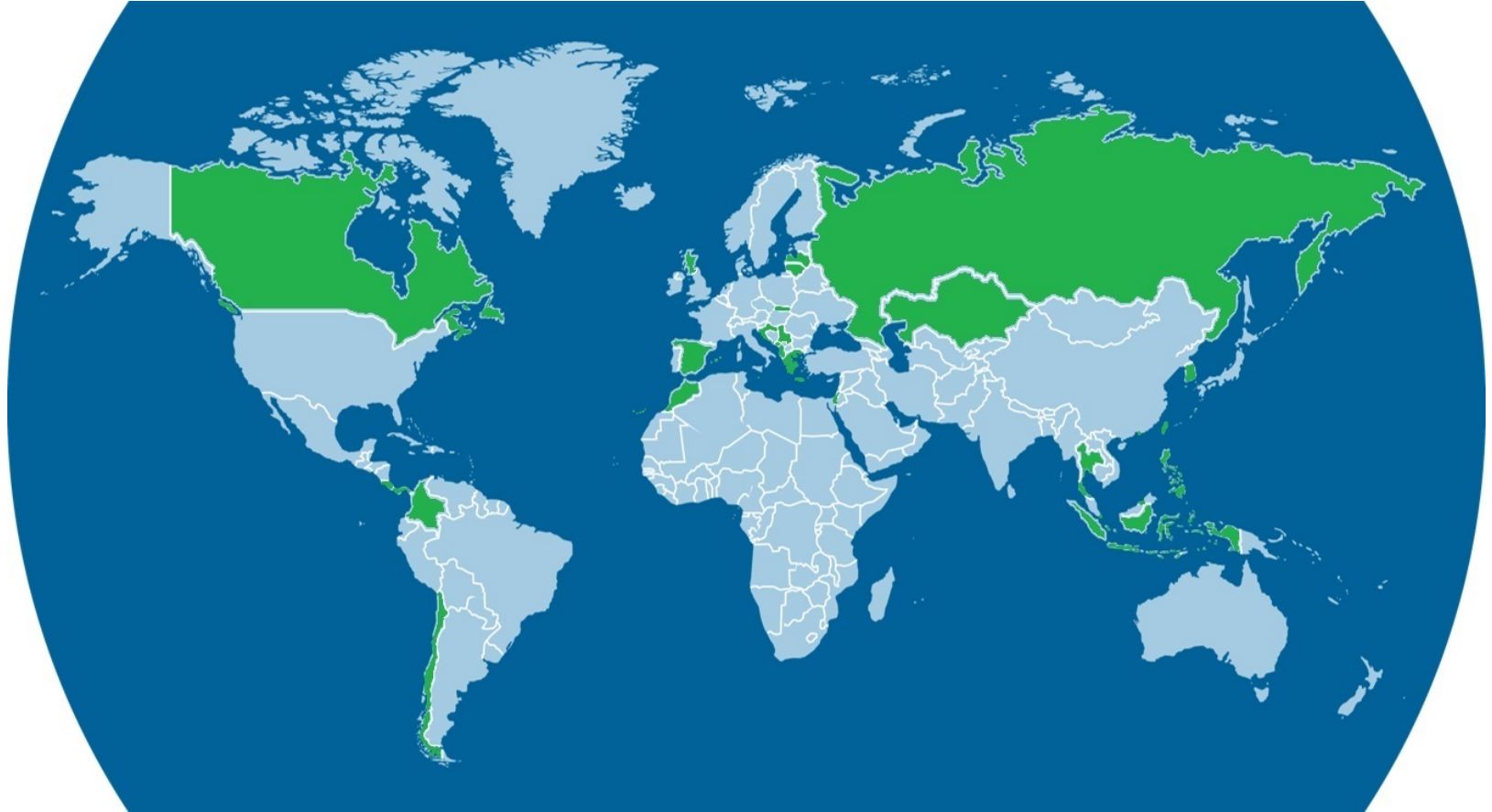
Role of external organisations

- Raising awareness
  - 2020: OECD PISA Global Competence Initial Report
  - ~~2021: Next PISA cycle, GC optional questionnaire~~
  - …2024?

- Developing pedagogic materials (see: [Oxfam](#))

- Contextualising the PISA framework and assessment tools

Thank you

Find out more about our work at www.oecd.org/pisa

– **All publications, including the Global competence framework and questionnaire items**

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