

University of Bamberg

A photograph showing several hands of different people holding a globe of the Earth. The hands are positioned around the globe, with some pointing at specific locations. The background is a light, neutral color.

Measuring Global Competencies implications and critique

TEESNet 9th Annual Conference, Liverpool Hope University

Measuring What's Valuable or Valuing What's Measurable

Monitoring and Evaluation in Education
for Sustainable Development and
Global Citizenship

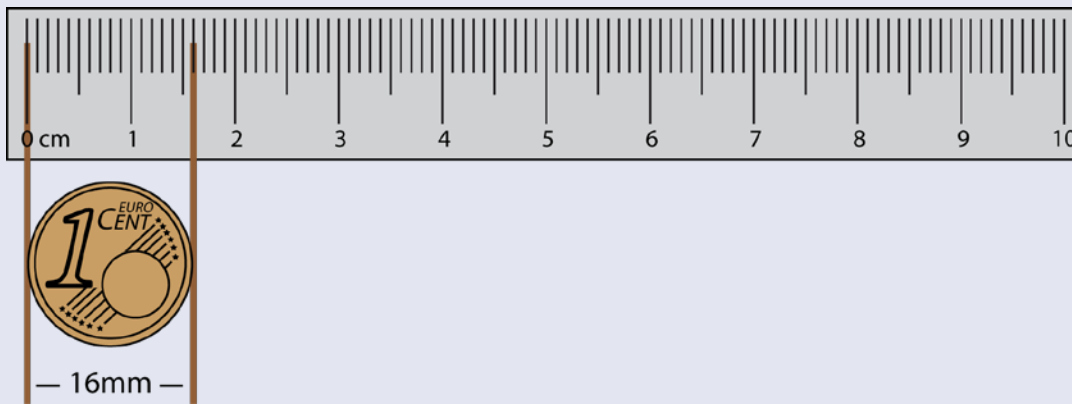
- 1 **Measuring:** What does this mean?
- 2 **Functions** of measuring in education
- 3 **Values** reflected by Education for Sustainable Development and Global Citizenship
- 4 **Measuring what's valuable!**

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Measuring

= A standard against something which can be judged

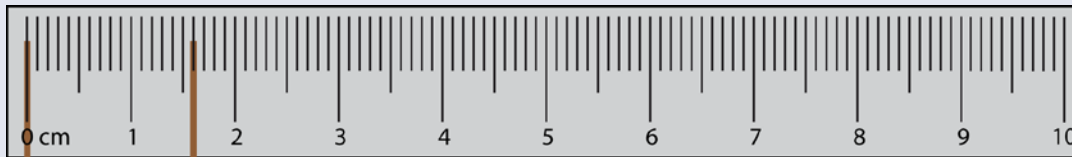
= To ascertain the quantity of a unit of material via calculated comparison with respect to a standard.



A quality is compared to a standard and by this transformed into a figure.

→ **Comparison** with other qualities related to a criterion

Subjective decision and objective figures



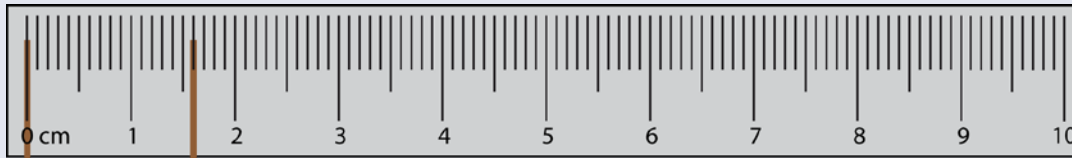
- Size
- Weight
- Value



Figures and entity

Common sense

Decisions transformed into figures



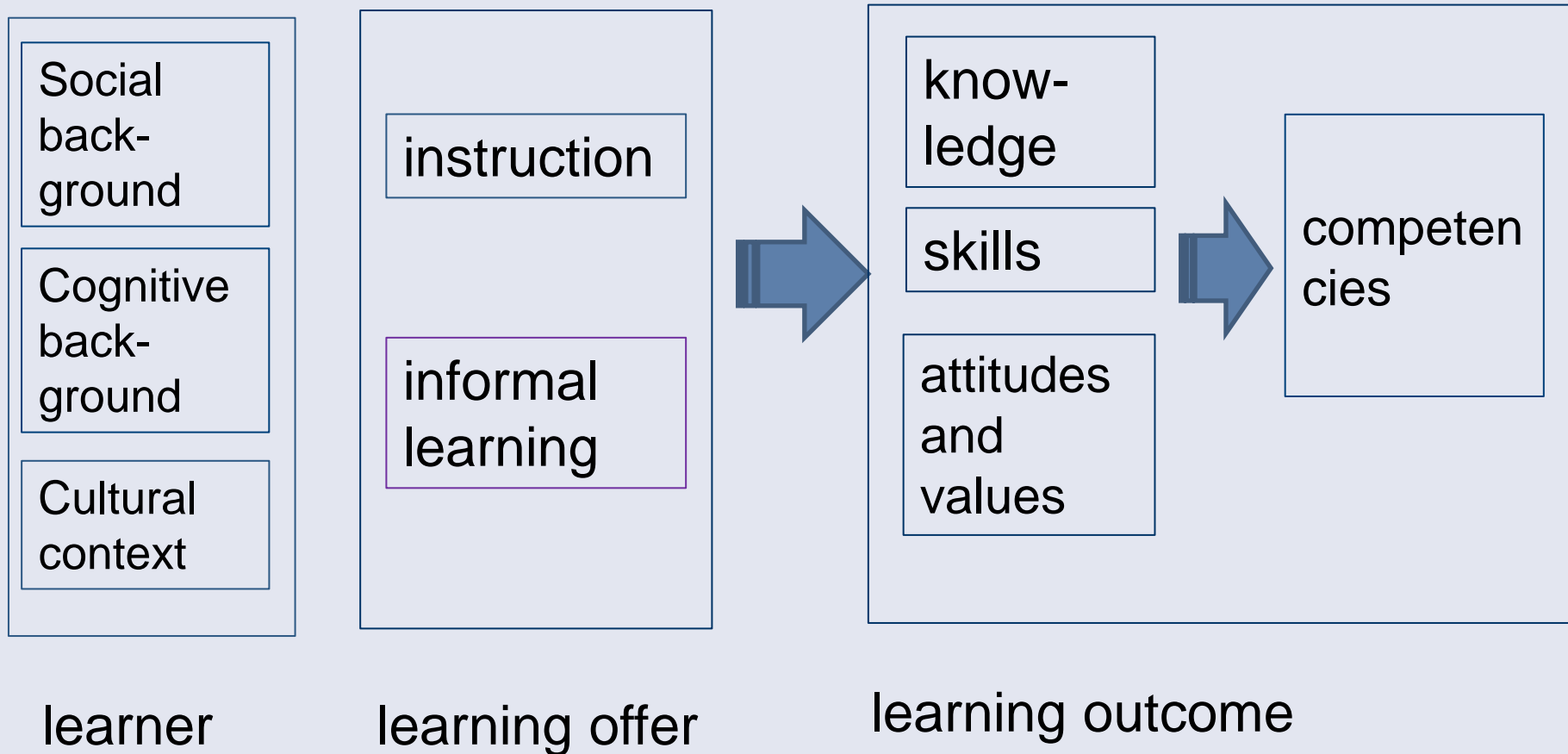
- Weight
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Figures and entity

High effectivity

Measuring education



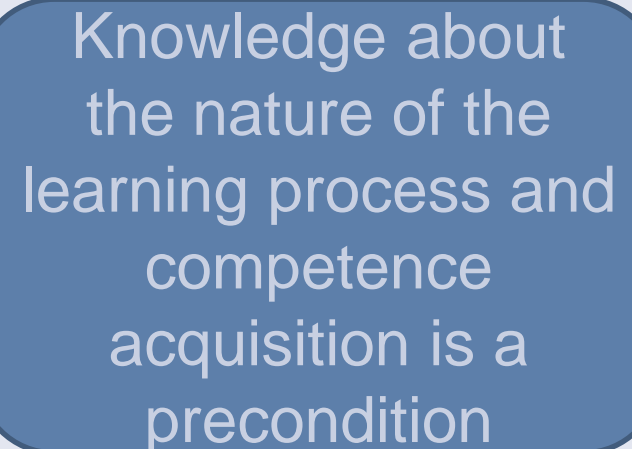
Decisions transformed into figures

Which part of the model is in the focus?

What are the criteria to choose?

How to operationalize?

What should be the standard?

A blue speech bubble with a tail pointing towards the question 'How to operationalize?'.

Knowledge about the nature of the learning process and competence acquisition is a precondition

Take home message

Measuring in the educational field creates objectivity and the possibility of comparing but needs shared decisions or a common sense about the understanding of domain specific learning and acquisition of competencies.

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Why measuring - functions of measuring

- Legitimation
- Quality assurance and governance of processes
- Lobbying for a topic
- Policy decision making
- Research/gaining knowledge

Take home message

Measuring is linked to different functions. It is important to reflect this in advance to be aware of the implications of measuring.

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Global Education

= Education, that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all".
(Maastricht 2002)

Global Education and Global Learning (Maastricht declaration 2002)

Factual dimension, dealing with sustainability

Temporal dimension, enduring uncertainty and social change

Social dimension, focussing on interculturality and social justice

Rights' dimension, understanding human rights and social contracts

What is understood as a ,competence‘?

“The concept of competence refers to an individually or interindividually available collection of prerequisites for **successful action** in meaningful task domains.”

(Franz E. Weinert 1999, p. 6)

Competences =

cognitive skills and knowledge

+

attitudes and values

(= motivational, volitional and social
readiness)

leads to

successful action

What are key competences for global learning and education for sustainability?

Numerous approaches (de Haan 2006; Scheunpflug & Lang-Wojtasik 2005; Barth 2007; Orientierungsrahmen 2005; Sterling 2001/2006 etc.)

→ Wiek, Withycombe & Redman 2011: Synthesis of 43 approaches to competences education for sustainability

Competences in Global Learning (Wiek, Withycombe & Redman 2011)

- Systems-thinking competence
- Anticipatory competence
- Normative competence
- Strategic competence
- Interpersonal and intercultural competence

Competences in Global Learning



Domain	Skills/ Knowledge	Motivation	Volitation/ willpower	Social readiness	Values
Systems- thinking					
Anticipatory competence					
Normative competence					
Strategic competence					
Interpersonal competence					

Competences in Global Learning



Domain	Skills/ Knowledge	Motivation	Volitation/ willpower	Social readiness	Values
Systems- thinking	complex cause effects, feedback loops		to approach problems		
Anticipatory competence					
Normative competence	concepts of justice, fairness				Accepting the necessity of justice
Strategic competence					
Interpersonal					

Domain	Skills/ Knowledge	Motivation	Volitation/ willpower	Social readiness	Values
Systems- thinking	complex cause effects, feedback loops	to structure and to rationalise	to approach problems	- balance between teamwork and individual work	- reflected consump- tion - responsible glocal action
Anticipatory competence	concepts of uncertainty & epistemic status	to deal with uncertainty	future as important perspective	- inter- cultural compe- tences	- glocal reflection - advocatory action - engaging in politics
Normative competence	concepts of justice, fairness ...	to stand for personal norms	to be aware of the own normative assumption	- language skills - change of perspectiv e	
Strategic competence	strategies, success- factors	motivational persistence	to be ready to reflect strategically		
Interpersonal competence	types of collaboration	motivating myself and others	to show will power		

Methods to achieve competences in Global Learning



- scenarios, simulations, dilemma decisions,
- engagement, activities
- allowing self-esteem and self-efficacy
- connecting classrooms, opportunities to reflect intercultural communication
- structuring methods, planning, finding information
- philosophical inquiry

For measuring global competencies

→ reflected **decisions** are necessary what dimension is taken into account

how many aspects are necessary that we can speak about measuring global competencies?

→ it is necessary to go **beyond self description** (you get in a lot of cases a more positive self description with more global naivety)

→ it should be taken into account that until now there does not exist an **agreed concept** of global competencies and no **agreed testing instruments**

Take home message

Global learning is broadly discussed and well understood in its objectives. But it is still unclear how these competences are systematically acquired..

As values related global competencies are socially expected, self-explanation is very loosely related to these competencies.

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Decisions

- 1 Which aspect of the learning process is focused?
Competencies, informal learning, instruction, learners' attitudes etc.?
- 2 What is the function of the measurement?
- 3 What function may measurement become in the given political situation?

Standards

- 1 A measurement must describe the concept of global competencies related to the international discourse.
- 2 Measurement of competencies should be related to the standard of competence-measurement (action; no self-description)
- 3 In case a score is created, does this score measure the same in different contexts?



Thank you!