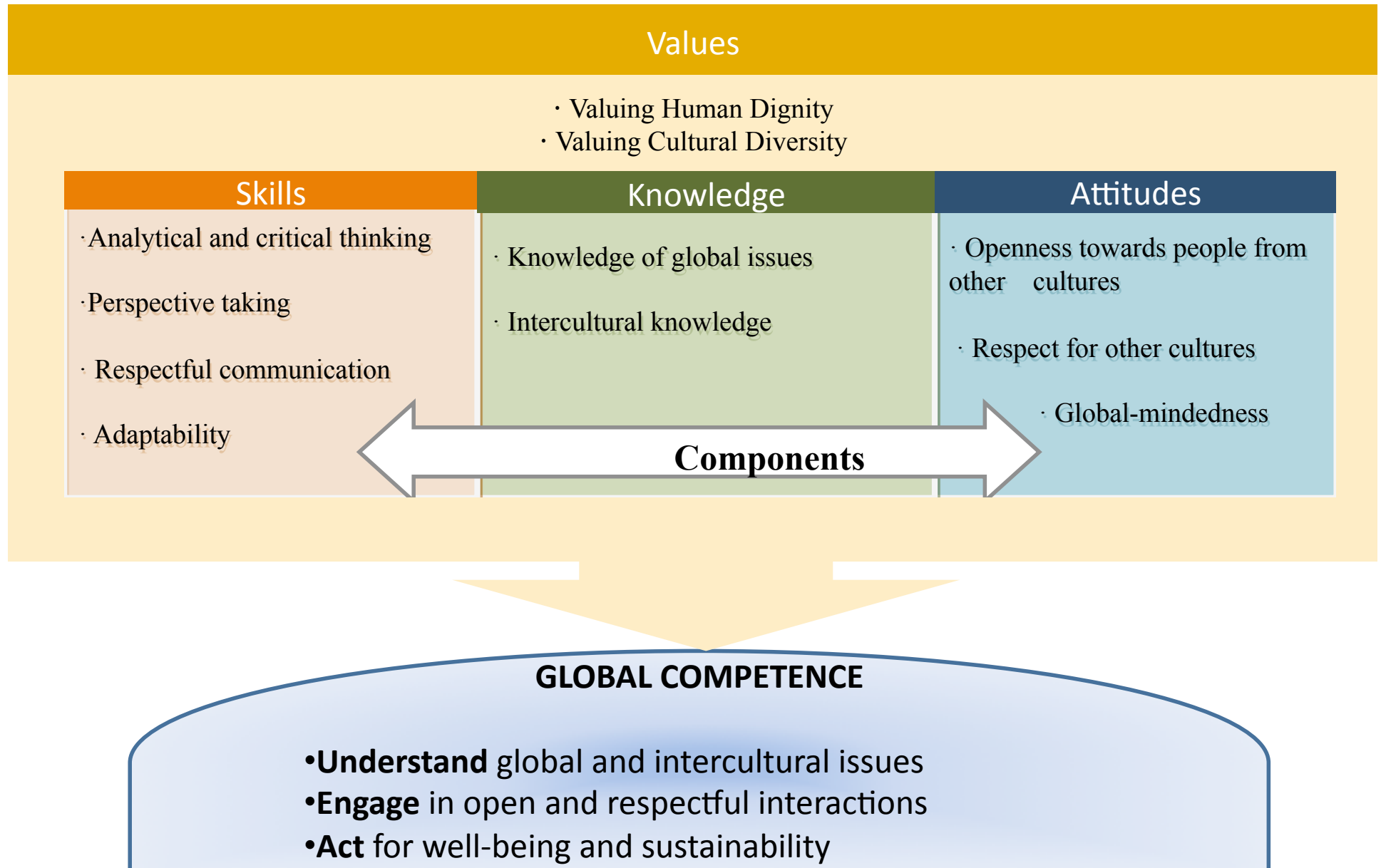


# PISA definition of Global Competence

*Global competence is the capacity to analyse global and intercultural issues critically and from multiple perspectives, to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity, and to take action for sustainability and the well-being of societies.*

# The dimensions of Global Competence



# The instruments

## Cognitive test

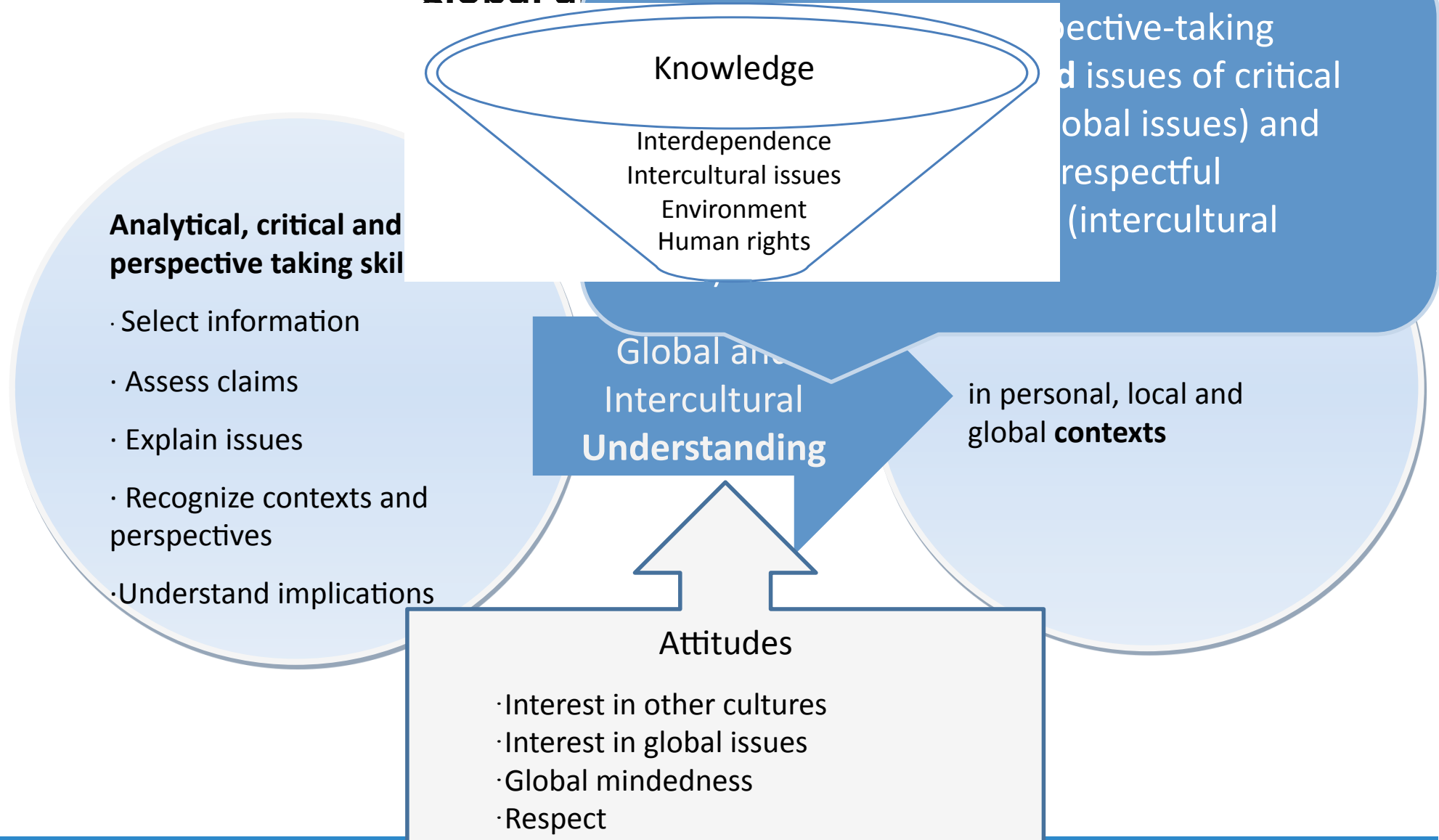
- Covers the components of **analytical** and **critical thinking**, and **perspective taking**

## Self-reported information

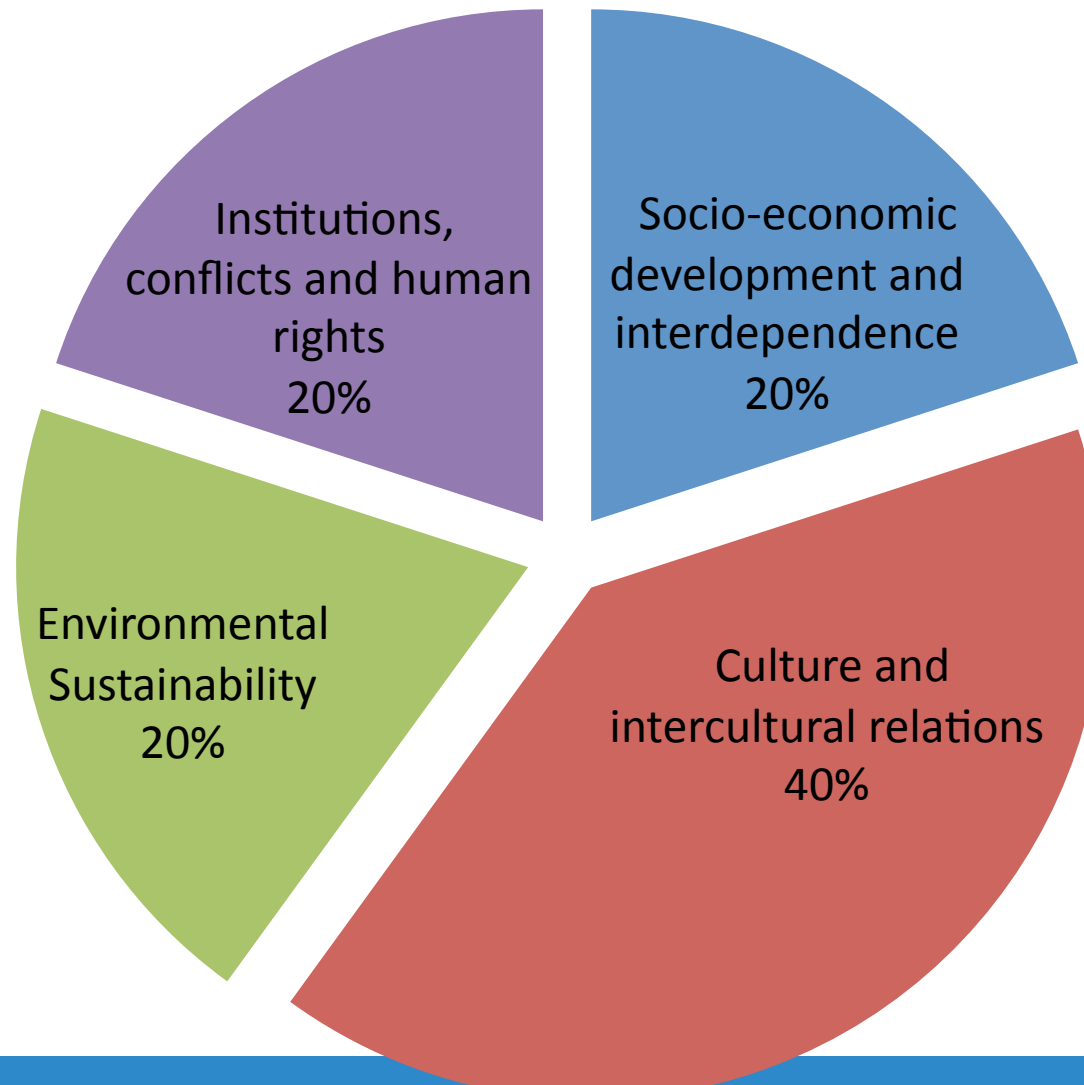
- Covers the other skills in the conceptual framework (**communication skills, adaptability**) and the attitudes towards diversity (**openness and respect towards other cultures; global-mindedness**)

# The cognitive test – from information to critical understanding of global and intercultural issues

The PISA test will assess how students can use their knowledge and skills to understand and solve problems related to global and intercultural issues (including perspective-taking and respectful communication) and to take informed action (including respectful communication and responsible citizenship).



# Content areas for the test units (1)



H

**30 Scenarios will be developed and adjudicated by countries on the basis of their global relevance and applicability**

Students read a case study on a global or intercultural issue...

..and use their critical thinking and perspective taking skills...

...to answer questions related to the case

tongue, to Michael Jackson's "The Way You Make Me Feel," against the backdrop of ancient ruins. Renata is an activist in a project called 'the youth, we speak indigenous languages too'.

Q1. What messages do you think Renata is trying to convey?  
*(Open Constructed response)*

*Q2. Why does Renata and her team think that minority languages are at risk?*

Many young people do not speak their heritage language because it is not "cool"  
Education in one single national language has accelerated the disappearance of many minority languages

...

# Features of the student questionnaire

The student questionnaire on Global Competence will provide:

1. self-reported data on the following skills and attitudes:
  - Proficiency in foreign languages and study of foreign languages at school
  - Interest in learning about other cultures
  - Adaptability to different cultural environments
  - Perspective taking skills
  - Awareness of intercultural communication
  - Awareness of global issues (e.g. climate change, inequality...)
  - Attitudes towards immigrants
  - Global Mindedness
2. Information on opportunities students have at school to learn about other cultures.
3. Information on students' participation in activities to solve global issues out of school (volunteering, eco-friendly habits...)

# Features of the school and teacher questionnaires

The questionnaires provides information about:

- Teachers' beliefs about diversity and inclusion policies at school
- Curriculum coverage of global issues (climate change, conflicts...)
- Curriculum coverage of the histories and culture (e.g. beliefs, norms, values, customs, or arts) of diverse groups
- Schools' activities for multicultural learning (e.g. cultural events, exchange programmes)
- Teachers' practices to facilitate interactions and peer-to-peer learning between diverse students
- School policies to facilitate the integration of foreign-born students and non-native speakers
- Teachers' professional experience and training in intercultural communication and in teaching multicultural classes
- Teachers' self-efficacy in multicultural environments



# BACK UP

# Items' cognitive demand

		Complexity of scenarios and background knowledge		
		Low	Medium	High
Cognitive processes	Select and use information			
	Assess the validity of a claim			
	Explain issues clearly and comprehensively			
	Recognize contexts and perspectives			
	Understand consequences and implications			

# Description of cognitive processes

Cognitive process	Low	Medium	High	Primary cognitive process (% of items)
<b>Select and use information</b>	The student can extract information from a small number of sources.	The student can search for and find information through appropriate methods, including online search engines. He/she can differentiate among information from a variety of sources (journalism, publications, statistics, web, government information, experts in the field, primary sources), as well as geographic and cultural context of the source (region, language, perspective).	The student is able to determine the nature and extent of information needed to solve a problem. He/she can identify, locate and access appropriate information on global and cultural issues from a variety of sources and from multiple cultural contexts, including technical ones. He/she explores enough sources to obtain a variety of viewpoints and perspectives on issues. He/she can select information from a variety of sources on the basis of appropriateness for needs, importance, and social and cultural context.	20%

# Difficulty matrix for scenarios

<p><b>Complexity of text</b></p> <p><b>Complexity of background knowledge</b></p>	<p><b>Low</b></p>	<p><b>Medium</b></p>	<p><b>High</b></p>
<p><b>Low</b></p>	<p>The scenario is framed in a simple language without academic, technical words or jargon. The structure of the text is coherent and with clear logical connectors.</p> <p>Limited prior knowledge is required from students to understand the situation and the language used in the scenario.</p>		
<p><b>Medium</b></p>			
<p><b>High</b></p>			

## 1. Socio-economic development and interdependence

- Economic interactions and interdependence
- Human capital, development and inequality

## 2. Culture and intercultural relations

- Identity formation
- Cultural expressions and cultural exchanges
- Intercultural communication
- Perspective taking, stereotypes, discrimination and intolerance

## 3. Environmental Sustainability

- Natural resources and environmental risks
- Policies, practices and behaviours for environmental sustainability

## 4. Institutions, conflicts and human rights

- Prevention of conflicts and hate crimes
- Universal human rights and local traditions
- Political participation and global engagement

# Characteristics of the scenarios

- The case studies should privilege stimulus material that is familiar to 15-year-olds.
- The scenarios focus on issues where different perspectives exist, and give voice to these different perspectives.
- The risk associated with sensitive topics (minority students reading a scenario on violence against minorities) should be carefully assessed.
- The typical scenario makes use of multiple, connected texts. The texts should be as short as possible given the requirements of the task.

# Possible formats of the scenario

- **Students as researchers**
  - Stimulus tells students they have to work on a research paper with other fellow students
- **Students as reporters**
  - Stimulus tells students they have to write an article for the school or local newspaper on an issue
- **Students as mediators/team members**
  - Students read about a conflict involving fellow students, and ask the students to help solving the conflict
- **Students as debaters**
  - Stimulus gives instructions to join a team to support or to oppose a resolution and ask the students to develop (or select) arguments for their side, and address and rebut the arguments their opponent side has made.