

PISA and the assessment of Global Competence

LOCAL POLICIES FOR GLOBAL SCHOOLS

PISA

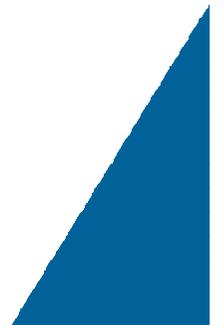
3-4 December, Trento

Mario Piacentini, PhD





What is PISA?





PISA in brief

- **Over half a million students in 2012...**
 - representing 28 million 15-year-olds in 65 countries/economies
- **... took an internationally agreed 2-hour test...**
 - Goes beyond testing whether students can reproduce what they were taught...
 - **... to assess students' capacity to extrapolate from what they know and creatively apply their knowledge in novel situations**
 - ... **and responded to questions on...**
 - their personal background, their schools and their engagement with learning and school
- **Parents, principals and system leaders provided data on...**
 - school policies, practices, resources and institutional factors that help explain performance differences .



PISA design

- Assessments conducted every three years since 2000
- Reading, Mathematics, Science (and Problem Solving)
- Major, minor and innovative domains

2000	2003	2006	2009	2012	2015	2018
Read	Read	Read	Read	Read	Read	Read
Math	Math	Math	Math	Math	Math	Math
Science	Science	Science	Science	Science	Science	Science
	Problem solving			Problem Solving	Collaborative Problem Solving	Global Competence

High-Performers

2012

Shanghai-China

Singapore

Chinese Taipei

Hong Kong-China

Korea

Macao-China

Japan

Liechtenstein

Switzerland

Netherlands

Estonia

Poland

Belgium

Germany

Viet Nam

Finland

Canada

Strong socio-economic impact on student performance

Socially equitable distribution of learning opportunities

Zealand

Denmark

Slovenia

Austria

Ireland

Australia

Iceland

Iceland

Czech Rep.

UK

Latvia

Luxembourg

UK

Norway

Portugal

Spain

US

Lithuania

Russian Fed.

Sweden

Slovak Rep.

Hungary

Croatia

Israel

Greece

Turkey

Serbia

Romania

United Arab Emirates

Bulgaria

Kazakhstan

Thailand

Chile

Malaysia

Mexico

Low-Performers

20

18

16

14

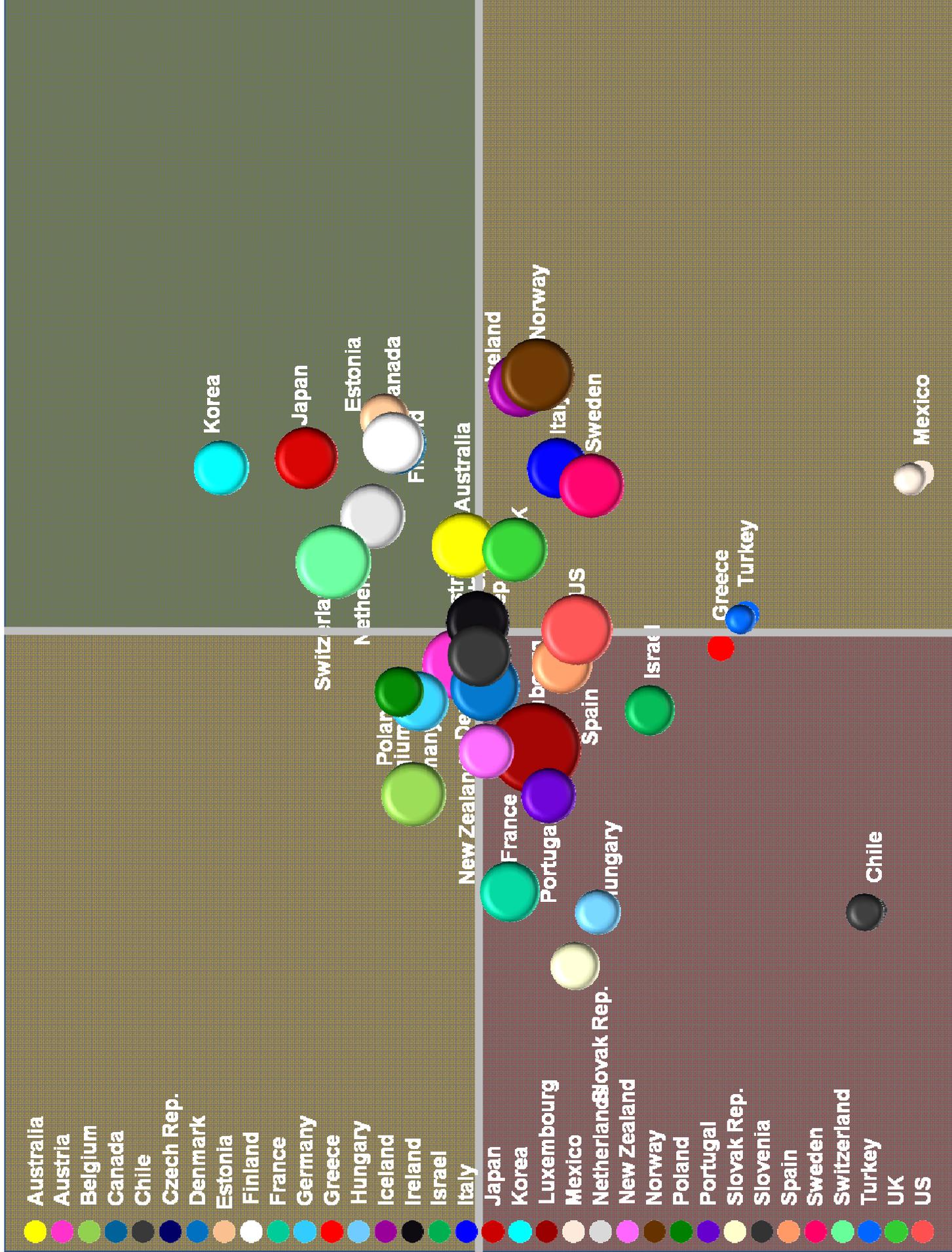
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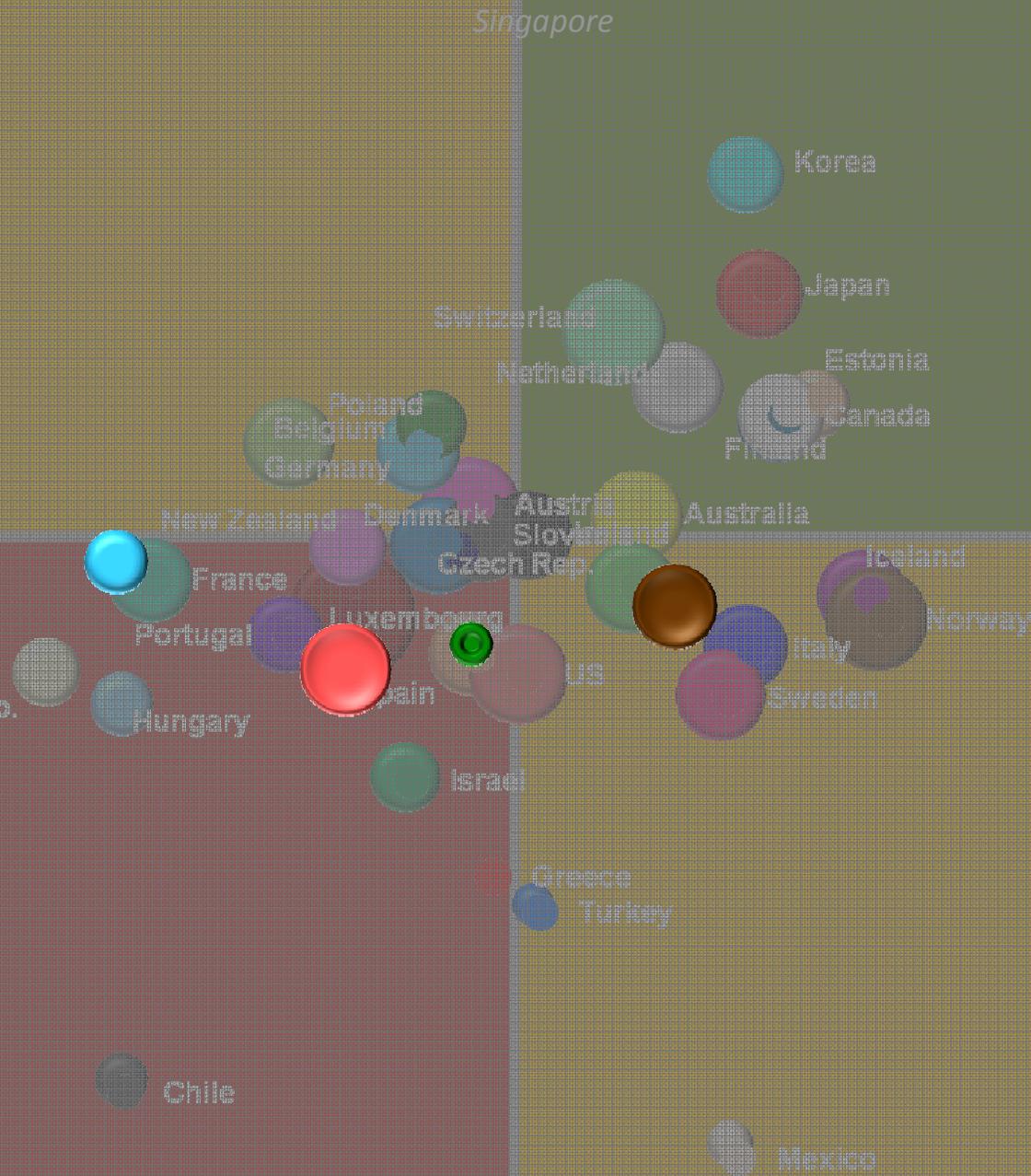
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- Australia
- Austria
- Belgium
- Canada
- Chile
- Czech Rep.
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Israel
- Italy
- Japan
- Korea
- Luxembourg
- Mexico
- Netherlands
- New Zealand
- Norway
- Poland
- Portugal
- Slovak Rep.
- Slovenia
- Spain
- Sweden
- Switzerland
- Turkey
- UK
- US



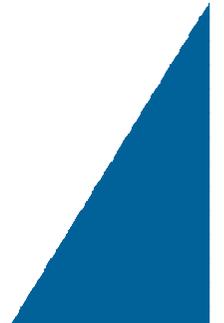
2003 - 2012

- Australia
- Austria
- Belgium
- Canada
- Chile
- Czech Rep.
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Israel
- Italy
- Japan
- Korea
- Luxembourg
- Mexico
- Netherlands
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- Poland
- Portugal
- Slovak Rep.
- Slovenia
- Spain
- Sweden
- Switzerland
- Turkey
- UK
- US





The assessment of Global Competence in PISA



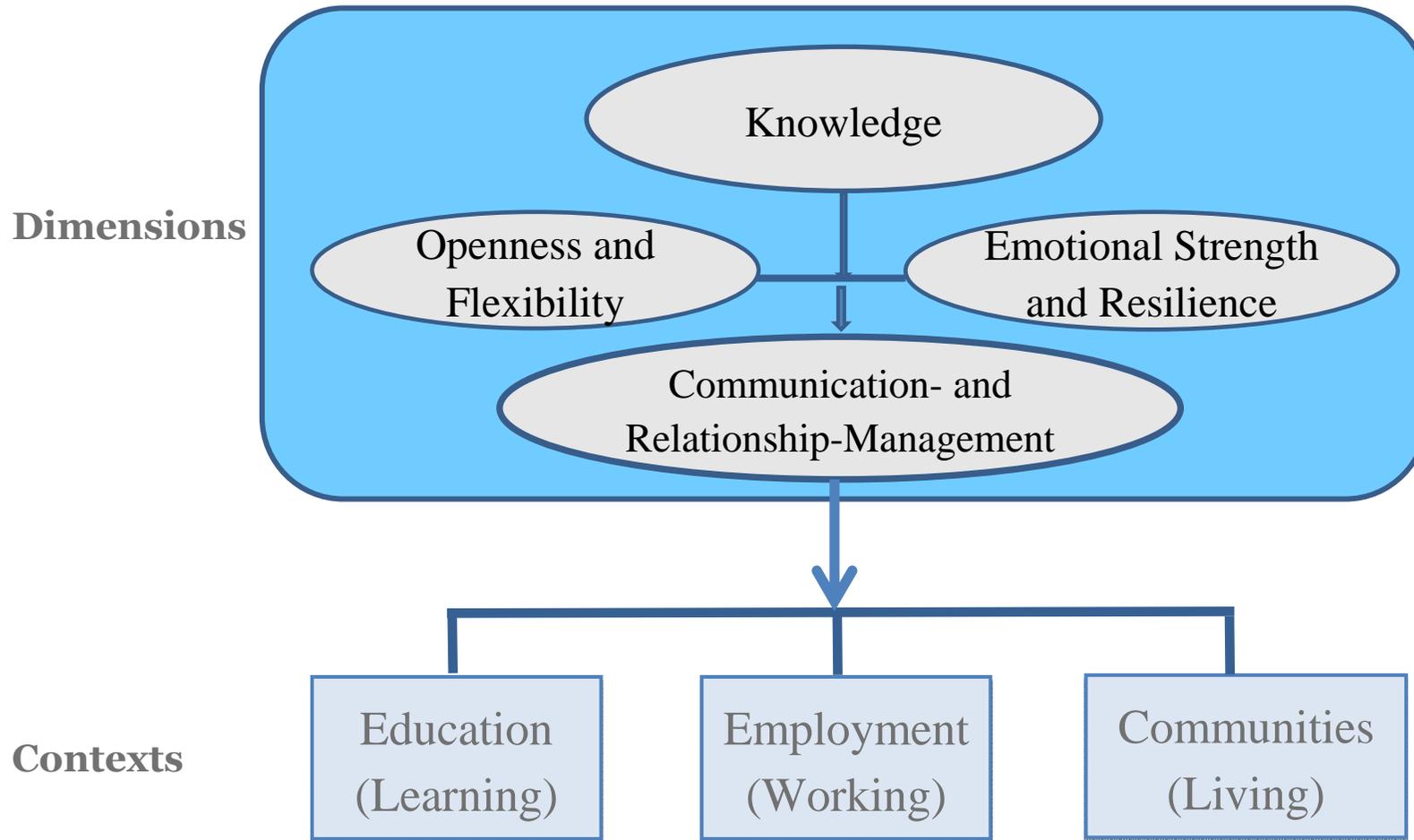


Definition of Global Competence

Global Competence (GC) is the capability and disposition to act and interact appropriately and effectively, both individually and cooperatively, when participating in an interconnected, interdependent and diverse world.



Global competence: Dimensions & Contexts





Knowledge of Global Challenges and Trends

A student with a mature level of Global Competence has **awareness, knowledge and understanding:**

- of major global developments, challenges and trends (e.g. migration, environment, poverty, population growth/shrinkage).
- of one's own culture.
- of cultural variation.
- of the impact of culture on values, attitudes, and behaviours of others and of themselves.
- of intercultural communication and social relationships.



Openness and Flexibility

The Globally Competent student...

Openness

- Has the disposition to respecting and valuing of others and themselves
- Listens for deeper understanding in intercultural situations.

Flexibility

- Adapts easily to unfamiliar social and cultural situations.
- Avoids coming to quick conclusions about the new people and situations that they encounter.



Emotional Strength and Resilience

The Globally Competent student...

- Is able to recover from embarrassment, setbacks or negative feedback resulting from her own culturally inappropriate behaviour.
- Is able to deal effectively and appropriately with change and pressure even in unfamiliar situations.



Communication- and relationship-management

The Globally Competent student...

- Is capable of communicating appropriately and effectively with diverse audiences and in new/unfamiliar contexts.
- Communicates transparently and effectively in a style that reduces the risk of misunderstandings in a global context.
 - Adapts use of language (e.g. choice of words, speed of delivery, clarity of pronunciation) to the proficiency level of the recipient(s).
 - Does not assume understanding but checks and clarifies the meaning of words and phrases, and tests own understanding.



Questionnaire Items on Global Competence

Topics for the **global competence questionnaire** items will include:

- Languages, i.e., knowledge of, ability to use
- Knowledge of global developments and challenges
- Migration/study abroad
- Student interaction with or exposure to people from other countries

The **school and teacher questionnaires** can also be used or refined to get additional information on:

- School climate
- Global Competence in the curriculum including cross-curricular practices
- Degree to which teachers are prepared to manage multiculturalism and/or facilitate global competence



An example of scenario-based tasks: A festival

Type of task	Group project —the test taker is a member of a group that has some task to complete. The scenario presents some cross-cultural differences that the test taker needs to manage.
Task focus: tested knowledge, skills, and attitudes	Awareness, knowledge and understanding of: <ul style="list-style-type: none">• Cultural variation and impact of culture on attitudes and behaviours Capability to/of: <ul style="list-style-type: none">• Communicating appropriately and effectively with diverse audiences and in new/unfamiliar contexts.• Being sensitive to participant relations (equality, rights and obligations)• Engaging in effective and appropriate conflict management Disposition to/for: <ul style="list-style-type: none">• Being open, receptive to and appreciative of different ideas, people and situations• Avoiding coming to quick and definitive conclusions• Ensuring that different cultural perspectives are not suppressed, but are fully understood and used to generate synergistic outcomes.



A Festival

Scenario:

Your community is planning its first festival, and you are on the planning committee. The festival will bring families of your diverse community together. Everyone can have fun and experience the music, dance, food, and the arts of the different cultures in your community.

A chat among the planning committee members is started to discuss the festival's date and time.

Rashid

My understanding is that our neighbourhood park and pavilion are available for six hours on a Friday, Saturday, or a Sunday for our festival. It is the best place for us to hold the festival.

Diapositiva 17

- 7 We deliberately chose to set up a situation where the test taker is observing another individual's cross-cultural interaction because we thought it would be helpful in achieving some degree of neutrality and removing some possible cultural or emotional biases that might occur if the test taker was placed directly into the situation.
-Stainthorpe, Anne E
;



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Rashid

Since it's our first festival, I suggest we have the festival on one day rather than on more than one day.

Lili

Let's have it on a Saturday or Sunday, since I usually see a lot of people in the park on those days.

Anna

Diapositiva 18

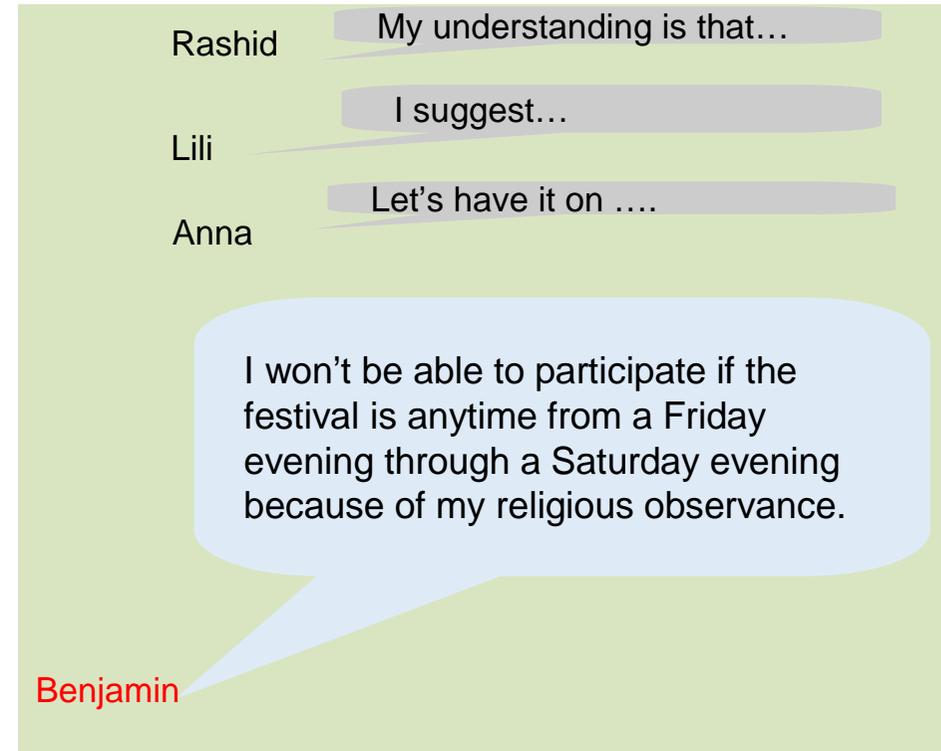
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Rashid My understanding is that...

Lili I suggest...

Anna Let's have it on

Benjamin I won't be able to participate if the festival is anytime from a Friday evening through a Saturday evening because of my religious observance.

Question 1: Your response (select one):

- How many people observe your religion?
 - Can you make an exception for the festival?
 - Do you want to have the festival on a Sunday?
 - Are there other religious observances we need to consider?
 - Should we get more donations so we can have a longer festival?
- Confidential: Do not cite or circulate

Diapositiva 19

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Challenges for the framework and measurement

- Better understand and communicate how the scores from the global competence measurement should be used (e.g., purpose, consequences, claims about learners and education systems)
- Global Competence according to whom? Risks of cultural biases in the definition and measurement
- Re-translation and fine-tuning of concepts and instruments
- « Cognitive labs » examining students' mental processes as they engage with a task are undergoing now.





Questions?