Fostering Global Competence in Teacher Education: Curriculum Integration and Professional Development

Dech-siri Nopas[1] & Chakree Kerdsomboon[2]

[1] Division of Lifelong Learning Promotion for Social Development, Department of Vocational Education, Faculty of Education, Kasetsart University, Bangkok, Thailand

[2] Division of Educational Psychology and Guidance, Department of Educational Psychology and Guidance, Faculty of Education, Kasetsart University, Bangkok, Thailand

Correspondence: Chakree Kerdsomboon, Division of Educational Psychology and Guidance, Department of Educational Psychology and Guidance, Faculty of Education, Kasetsart University, Bangkok, Thailand. Tel: +66 929789893 E-mail: feduckr@ku.th

Abstract

In an increasingly interconnected world, global competence in teacher education is paramount. This qualitative study delved into the perspectives of teacher education students, exploring their insights and experiences regarding integrating global competence into educational practice. Through in-depth interviews and thematic analysis, several key themes emerged, shedding light on the multifaceted nature of global competence. Participants emphasized the necessity of understanding diverse languages, cultures, histories, and geographical landscapes, highlighting their role in fostering intercultural empathy and appreciation. Moreover, the study elucidated the challenges faced in promoting global competence within the educational system, including curriculum constraints and limited opportunities for experiential learning. However, amidst these challenges, participants identified various strategies and recommendations for enhancing global competence in teacher education. These recommendations included integrating cross-cultural content into the curriculum, providing experiential learning opportunities, investing in professional development for educators, and fostering partnerships with international educational institutions. By addressing these recommendations, educators and policymakers could pave the way for a more inclusive and globally-minded educational system, equipping students with the skills and knowledge necessary to thrive in an interconnected world.

Keywords: global competence teacher education, intercultural empathy, curriculum integration, professional development

1. Introduction

1.1 Significance and the Importance of the Study

In today's era of rapid technological advancement and globalization, individuals find themselves intricately connected across borders, blurring the lines of geographical separation and ushering in a world characterized by unprecedented interconnectivity. This phenomenon permeates every aspect of modern life, from how we consume media to the intricacies of international politics and the dynamics of the global economy. At the forefront of this transformative shift stands education, tasked with preparing individuals to navigate the complexities of a globalized world. In response, education systems must pivot towards innovative approaches, transcending the mere transmission of traditional academic subjects to instill in learners a profound understanding of global interconnectedness, social justice, and sustainable development principles. By anchoring education in cultural literacy, equality, and respect principles, educators aim to cultivate individuals proficient in traditional academic disciplines and possess the critical thinking skills and global awareness necessary to thrive in a world beset by multifaceted challenges and opportunities. (Abdurrahman, 2019).

In our rapidly evolving world, all students are presented with opportunities and challenges as they navigate the complexities of living and working alongside individuals from diverse cultural backgrounds. As Lohmann et al. (2006) emphasized, universities play a pivotal role in preparing the next generation to understand and engage with global issues, necessitating a re-examination of teaching strategies and programs to ensure all students

thrive in our interconnected society. The imperative drives our global community's interconnectedness to address pressing global challenges such as sustainability, health, security, and education and essential developments in international commerce. In response to the accelerating pace of globalization, Thai universities are increasingly exploring the integration of global competency into their curricula, recognizing the importance of equipping students with the skills and perspectives needed to navigate the complexities of our interconnected world. One approach to achieving this is through carefully planned international and cross-cultural field activities that immerse candidates in foreign cultures, providing valuable experiential learning opportunities. Building on this, Kerkhoff and Cloud (2020) advocate for education leaders to support the development of global competence among students, emphasizing the need for global competence dispositions and multiple literacies essential for participation in a digital and globalized world. Furthermore, they underscore the importance of training teachers in teaching global competence, highlighting educators' crucial role in fostering global awareness and intercultural understanding among students.

As Thailand's society expanded globally, first-year college and university students faced the challenges of living in a world characterized by increasing interconnectedness and cultural diversity. Consequently, undergraduates were encouraged to develop their global capabilities. The relevant research defined "global mindedness" within the Thai context as encompassing a comprehensive worldview that embraced cultural pluralism and addressed global issues, mainly focusing on resource use and environmental preservation. This perspective highlighted the interdependence of nations and emphasized the equal rights and liberties of every individual as a global citizen. Through a comprehensive literature review, the study identified the concepts and challenges surrounding global competence in teacher education, drawing on pertinent studies to propose potential avenues for enhancing the preparation of students with global competence. Specifically, the research investigated three critical aspects of global competence: values and attitudes, skills, and actions, to inform strategies to better equip future educators for the demands of a globalized world.

1.2 Research Objectives of the Study

1. To explore the opportunities and challenges of the three dimensions of global competence among Thai teacher education students.

1.3 Research Questions of the Study

1. What are the specific values and attitudes on global competency among teacher education students in Thailand?

2. What skills are demonstrated by teacher education students in Thailand that contribute to global competence?

3. How do teacher education students in Thailand exhibit behaviors indicative of global competence in their academic and professional contexts?

1.4 Literature Review

Global Competence

Global competence, a multifaceted construct, involves synthesizing abilities, values, attitudes, and knowledge essential for effective engagement in international affairs and cross-cultural interactions. It pertains to the capacity to navigate complex global issues that profoundly impact present and future generations, affecting individuals worldwide (OECD, 2018). Interactions with individuals from various cultural backgrounds, whether face-to-face, virtual, or mediated, constitute integral aspects of what are commonly referred to as intercultural scenarios. The importance of global competence is underscored by its inclusion in future PISA cycles, reflecting its critical role in assessing students' readiness for lifelong learning and active societal participation. Acknowledged as a lifelong developmental process, the cultivation of global competence is significantly influenced by education, which is a primary platform for nurturing and enhancing individuals' global competencies (OECD, 2021).

The acquisition of global competence is increasingly recognized as paramount in today's interconnected world, offering numerous benefits to individuals and societies. Firstly, possessing global competence equips young individuals with the essential skills and perspectives to navigate diverse cultural landscapes with sensitivity and understanding. By developing cultural awareness and fostering respectful relationships in multicultural environments, individuals with global competence contribute to promoting inclusivity and mutual respect, thus enhancing social cohesion and harmony within increasingly diverse communities. Furthermore, global competence enables individuals to confront and dispel cultural prejudices and preconceptions, fostering peaceful coexistence and intercultural understanding (OECD, 2018; 2021).

Moreover, as the global workforce becomes more interconnected and diverse, global competence is essential for preparing individuals for the demands of the modern workplace. Practical communication skills, cultural sensitivity, and the ability to collaborate in heterogeneous teams are increasingly valued attributes in professional settings. Individuals with global competence are better equipped to navigate cross-cultural interactions, establish trust in diverse teams, and adapt to the rapidly evolving dynamics of the global economy (OECD, 2018; 2021). Additionally, in an era where digital connectivity transcends geographical boundaries, global competence enables individuals to maximize the potential of digital spaces. By challenging skewed media portrayals, exercising responsible online speech, and engaging with global issues, individuals with global competence actively contribute to addressing pressing social, political, economic, and environmental challenges on a global scale interconnected and diverse, global competence is essential for preparing individuals for the demands of the modern workplace. Practical communication skills, cultural sensitivity, and the ability to collaborate in heterogeneous teams are increasingly valued attributes in professional settings. Individuals with global competence are better equipped to navigate cross-cultural interactions, establish trust in diverse teams, and adapt to the rapidly evolving dynamics of the global economy. Additionally, in an era where digital connectivity transcends geographical boundaries, global competence enables individuals to maximize the potential of digital spaces. By challenging skewed media portrayals, exercising responsible online speech, and engaging with global issues, individuals with global competence actively contribute to addressing pressing social, political, economic, and environmental challenges on a global scale (Chandir, 2020; Crawford et al., 2020; OECD, 2021).

Thus, global competence promotes the Sustainable Development Goals (SDGs) by offering the educational perspective that the SDGs support and motivate youth to participate in the SDGs' general interests of sustainable development and collective well-being (Chandir, 2020). "Global citizenship" and "global competence" have been used interchangeably. Fernando Reimers, Veronica Boix-Mansilla, and Anthony Jackson contributed significantly to the definition of global competence that the OECD used. Consequently,ualizations of the term are especially pertinent today (OECD, 2018). According to Newman (2013), it is crucial to "figure out their common humanity and their differences with others" as people and nations grow more interdependent, connected, and involved in their contacts with people from diverse cultures. OECD (2018) identified three dimensions of global competence as follows.

Figure 1. The Dimensions of Global Competence (OECD, 2018)

Dimension 1: Consider matters of cultural, global, and local importance. When forming an opinion regarding a global issue, globally competent individuals effectively combine their knowledge of the globe with critical reasoning. It is referred to as this dimension. Individuals who reach a mature developmental stage in this area apply higher-order cognitive abilities, such as choosing and analyzing relevant data, to make decisions regarding world events. Globally competent students may ask questions, evaluate information and arguments, explain phenomena, and formulate opinions about local, national, or international issues by combining and applying the discipline knowledge and ways of thinking they have learned in school. Media literacy, characterized as the

capacity to access, analyze, and critically evaluate media messages and produce original media content, is also necessary for development in this area. Influential users and creators of traditional and digital media possess global competence.

Dimension 2: Recognize and value other people's viewpoints and worldviews. This dimension emphasizes that individuals who possess global competency are able and willing to examine issues on a global scale and the opinions and actions of others from various angles. People learn to acknowledge that a variety of factors shape their perspectives and behaviors, that they are not always fully aware of these influences, and that other people have worldviews that are very different from their own as they gain knowledge about the histories, values, communication styles, beliefs, and practices of other cultures. Examining the causes, ramifications, and assumptions of others is necessary for people to engage with diverse viewpoints and worldviews. All this suggests a deep regard for and curiosity about the other person's identity, sense of reality, and feelings. People with this competency also consider and value the linkages (such as fundamental human rights, needs, and daily experiences) that help them overcome differences and find points of agreement. They are conscious of the cultural values and beliefs of others around them while maintaining their cultural identity. Acknowledging the viewpoints or beliefs of others does not imply endorsing them. Nevertheless, looking through "another cultural filter" offers chances to reflect more deeply and critically on one's viewpoints, leading to more mature interpersonal choices.

Dimension 3: Interact openly, appropriately, and productively with people from other cultures. This dimension delineates the abilities of globally competent persons in cross-cultural interactions. They may dynamically modify their behavior and communication to fit various international circumstances' cultural norms, interactive styles, and formality levels. This component deals with efforts to integrate marginalized groups, the enjoyment of courteous discourse, and the desire to understand the other. It highlights people's ability to communicate openly, appropriately, and productively with others despite differences. Relationships in which all parties exhibit sensitivity to, curiosity about, and desire to engage with others and their perspectives are referred to as open interactions. Interactions that honor each party's expected cultural norms are referred to as appropriate. When there is effective communication, each party may understand and be understood by the other.

Dimension 4: Act to promote sustainable growth and the community's well-being. This dimension pertains to the preparedness of individuals to address a particular local, global, or intercultural issue or circumstance, and it centers on the role of young people as responsible and engaged members of society. This dimension acknowledges that youth impact various spheres, from local and personal to global and digital. Competent individuals allow others to speak up and take thoughtful, well-informed action. Taking action could include launching a global media campaign in the classroom, defending a friend whose human dignity is in danger, or sharing a personal opinion on the refugee crisis on social media. Globally competent individuals work to create a more equitable, peaceful, inclusive, and ecologically sustainable globe and improve living conditions in their local communities. Competent individuals allow others to speak up and take thoughtful, well-informed action. Taking action could include launching a global media campaign in the classroom, defending a friend whose human dignity is in danger, or sharing a personal opinion on the refugee crisis on social media. Globally competent individuals work to create a more equitable, peaceful, inclusive, and ecologically sustainable globe and improve living conditions in their local communities.

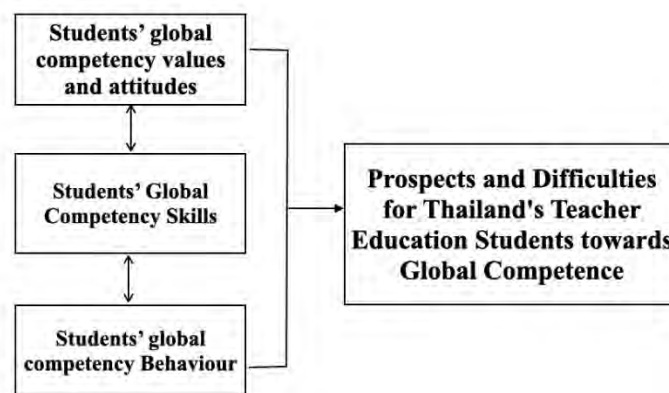*1.5 Conceptual Framework of the Study*

Figure 2. Conceptual Framework of the Study

2. Research Method of the Study

2.1 Research Design

This study employed a qualitative methodology to delve into the intricacies of global competence among teacher education students in Thailand. Qualitative research offers a nuanced understanding of phenomena, allowing for in-depth exploration and insight generation. Data were collected through in-depth interviews with key informants, providing rich insights into three crucial dimensions of global competence: behaviors, skills, values, and attitudes.

2.2 Participants

A purposive sampling technique selected twelve key informants from diverse backgrounds within the teacher-education student population. These key informants comprised student teachers from various fields of study, including language teaching, mathematics, commerce education, digital technology for education, home economics education, health education, and physical education. Selection criteria included enrollment in teacher education programs, interaction with individuals from diverse cultural backgrounds, teaching experience as intern teachers in schools, and willingness to participate in the research study.

2.3 Data Collection Tool and Data Collection Process

Data were collected through in-depth interviews using a semi-structured interview guide developed based on relevant literature. Open-ended questions were designed to probe participants' understanding of global competence and explore their perspectives on promoting it within the Thai education system. Questions focused on the three dimensions of global competence: values and attitudes, skills, and behaviors.

2.4 Data Analysis

Data analysis was conducted using Luo's (2019) content analysis approach, comprising several iterative steps. First, texts relevant to the research questions were identified. Next, categories and units of analysis were defined, followed by developing a set of coding rules. Subsequently, the texts were coded according to the established rules. Finally, the results were analyzed, leading to conclusions from the data analysis process.

3. Research Findings of the Study

The researcher delivers the research study's findings in the following manner, taking into account the research questions:

1) Do you fundamentally understand different countries' languages, cultures, histories, and geographical locations? Why? How?

The researcher sought to uncover the depth of their knowledge and awareness in these areas by Inquiring about participants' fundamental understanding of different countries' languages, cultures, histories, and geographical locations. The aim was to elucidate the reasons behind their comprehension and the methods through which they acquired such understanding.

Global competence is an indispensable skill for teacher education students as they navigate the complexities of living, working, and engaging with individuals from diverse cultural backgrounds. They underscore its pivotal role in fostering understanding and appreciation for cultural diversity and distinctions, recognizing its significance for themselves and individuals worldwide. In today's interconnected world, educators are responsible for preparing the future generation to thrive in an era of globalization and advanced technology. The ubiquity of technology has revolutionized communication, amplifying their capacity to connect and collaborate across borders. As stewards of knowledge transmission, educators are entrusted with equipping students with the necessary skills to navigate and succeed in an increasingly interconnected and multicultural society.

"…You know, it's not just about understanding global society. As future teachers, we gotta get how different folks see things, especially in this global and cross-cultural mix. Critical thinking? Yeah, that's the name of the game. It helps us question assumptions, see things from different angles, and prepare to lead the next generation in our crazy interconnected world…"

1ˢᵗ learner on January 17ᵗʰ, 2023

"…Within our national education system, the aim extends beyond academic learning. As aspiring educators, our responsibility encompasses preparing the next generation to effectively engage and succeed within the global community. This entails equipping students with the necessary skills, knowledge, and cultural competence to thrive in diverse environments and contribute meaningfully to a rapidly evolving world…"

2ˢᵗ learner on January 18ᵗʰ, 2023

"…Thailand's educational system must explore avenues for students to engage in mutual learning, facilitating effective course delivery and adaptation. Thai educational institutions must prioritize the promotion of teaching methodologies and tailor teacher training programs to foster global competence development. This includes enhancing proficiency in language teaching, deepening understanding of history, and embracing diverse cultures, even those not traditionally prioritized within local communities…"

4st learner on January 17th, 2023

"…Global competence, in my view, extends beyond mere academic achievement. It involves cultivating a deep understanding of cultural nuances and fostering empathy across linguistic and cultural divides. Encouraging students to engage in meaningful interactions and express themselves authentically contributes to their holistic development as global citizens. As educators, it's our responsibility to provide opportunities for students to explore diverse perspectives and develop the skills necessary to navigate an increasingly interconnected world. Fostering global competence prepares students to thrive in an ever-evolving global landscape…"

6st learner on January 18th, 2023

"…As emerging educators, we must emphasize the importance of students recognizing the diversity of worldviews beyond their own. This recognition is a gateway to acquiring factual knowledge about the world and developing an awareness of different cultures. Understanding and empathizing with others foster cultural competence and deepen comprehension of the fundamental structures of global society, facilitating cultural adaptation and intercultural communication…"

7st learner on January 18th, 2023

"…Recognizing the intricacies of various countries' languages, cultures, histories, and geographical landscapes is fundamental to nurturing global competence. It lays the groundwork for embracing diversity, fostering intercultural understanding, and effectively navigating an interconnected world…"

8st learner on January 18th, 2023

"…Understanding the significance of global competence is paramount in maneuvering through the intricacies of our interconnected global landscape. It catalyzes fostering a deep appreciation of cultural diversity and equipping future generations with the tools they need to thrive in a multicultural society…"

9st learner on January 18th, 2023

In summary, the learners' diverse perspectives underscore the multifaceted significance of global competence within education. Beyond the confines of traditional academic learning, the consensus among these voices emphasizes the pivotal role of educators in preparing students for the complexities of an interconnected world. Their reflections highlight the necessity of transcending cultural and linguistic boundaries by deeply understanding diverse languages, cultures, histories, and geographical landscapes. This comprehension is the foundation for fostering intercultural empathy and appreciation, essential for navigating the globalized landscape. Moreover, the emphasis on cultivating critical thinking skills underscores the importance of equipping students with the capacity to challenge assumptions and embrace diverse perspectives, empowering them to lead and thrive in a rapidly evolving global society. Ultimately, the insights provided by these learners collectively reaffirm the indispensable nature of global competence in education, offering a roadmap for nurturing well-rounded individuals capable of making meaningful contributions to an increasingly interconnected world.

2) In your perspective, what do you think the Thai education system and teachers can do to promote global competence?

Promoting global competence within the Thai education system and among teachers involves several vital strategies. This includes integrating cross-cultural content into the curriculum, offering experiential learning opportunities, providing professional development for teachers, and fostering partnerships with international educational institutions. These efforts aim to broaden students' perspectives, enhance their cultural awareness, and equip them with the skills needed to thrive in a globalized world.

For students pursuing teacher education, global competence emerges as a requisite for present-day teaching and an indispensable skill for future generations. With globalization rendering cultural interactions inevitable, tomorrow's educators recognize the imperative of navigating and collaborating with individuals from diverse backgrounds. Particularly noteworthy is the pervasive influence of social media and online platforms, which facilitate global connections and transactions, especially among the younger demographic. Acknowledging and addressing issues of global diversity and cultural differences is paramount. Teachers are pivotal in equipping students with problem-solving skills, strategic planning abilities, and adaptive behaviors grounded in global

competency. By leveraging the insights and skills gleaned from global competence, educators empower students to navigate diverse cultural norms effectively, fostering inclusive environments and meaningful interactions across cultural boundaries.

"…the failure of teachers to prioritize the learning of diverse cultures poses grave risks to current and future generations. This negligence hinders students' ability to navigate an increasingly diverse world and perpetuates stereotypes and social divisions. Investing in cultural education is imperative for fostering empathy, tolerance, and global citizenship among students. Educators play a crucial role in shaping a harmonious and inclusive society by equipping students with the tools to navigate cultural differences respectfully. Therefore, educators must prioritize promoting cultural awareness to mitigate the risks associated with ignorance and intolerance…"

2st learner on January 17th, 2023

"…Investing in teaching clarity, legislative advocacy, and promoting global competence are crucial for every school, starting from childhood. These efforts cultivate a strong educational foundation, equipping students with essential skills for thriving in an interconnected world. By prioritizing these initiatives, educators pave the way for a more inclusive and globally-minded society…"

3st learner on January 18th, 2023

"…Will the future world be one of voluntary and harmonious coexistence? Regardless, the outcomes of educating the next generation of teachers will mirror the behavioral traits, knowledge, and critical thinking skills of future young people in each country, influencing how they navigate conflicts. Therefore, education's foremost responsibility is to prioritize academic excellence and foster students' ability to live harmoniously with others in society, both locally and globally…"

5st learner on January 17th, 2023

"…Integrating cross-cultural content into the curriculum is vital for fostering global competence within the Thai education system. By incorporating diverse cultural perspectives into the educational framework, students gain a deeper understanding of global issues and develop essential skills for intercultural communication and collaboration…"

6st learner on January 18th, 2023

"…I am concerned that this underscores the need to revamp the curriculum. Experiential learning opportunities enrich students' cultural awareness and expand their perspectives…"

7st learner on January 17th, 2023

"…By investing in ongoing professional development opportunities, educators can stay abreast of current educational trends and best practices for fostering global competence. Additionally, such training empowers teachers to create inclusive learning environments that celebrate diversity and promote intercultural understanding. Ultimately, prioritizing professional development ensures educators are well-equipped to prepare students for success in an increasingly interconnected world…"

8st learner on January 18th, 2023

"…Fostering partnerships with international educational institutions enriches the educational experience, promoting global competence among students and educators. These collaborations offer valuable cross-cultural exchange opportunities, broadening students' perspectives. Educators benefit from exposure to innovative teaching methods and diverse viewpoints, enhancing their professional development. Such partnerships create inclusive learning environments that prepare students for success in an interconnected world…"

9st learner on January 18th, 2023

In conclusion, the viewpoints shared by the learners offer a comprehensive perspective on the imperative nature of fostering global competence within the Thai education system. Their insights highlight a multifaceted approach, emphasizing the need to integrate cross-cultural content into the curriculum, provide experiential learning opportunities, and invest in ongoing professional development for educators. Moreover, fostering partnerships with international educational institutions emerges as a pivotal strategy for enriching the educational experience and promoting global competence among students and educators alike. By embracing these collaborative measures, educators can effectively broaden students' perspectives, enhance their cultural awareness, and equip them with the critical skills necessary to thrive in an increasingly interconnected world. Through proactive initiatives and a commitment to inclusive education, educators can play a transformative role in preparing students to navigate diverse cultural landscapes and contribute positively to a globally

interconnected society.

3) In your perspective, have you ever considered becoming more open-minded to respect, understand, and value individuals not from your own culture? Why? How?

The ability to remind people that each person is unique will constitute global competency. Even though they are all from the same nation, this does not imply that they all live identical lives or comprehend the same cultural implications and conventions. Global competency is the ability to behave more appropriately while engaging with individuals from varied cultural backgrounds. Others who embrace the idea that everyone is unique can become more conscious of their body language and speech when interacting with others from diverse cultural backgrounds. The significance of imparting global competency to the upcoming generation is emphasized.

Reflecting on personal experiences, a profound consideration arises of becoming more open-minded towards respecting, understanding, and valuing individuals from diverse cultural backgrounds. This contemplation stems from the realization of the rich tapestry of perspectives, traditions, and values that exist beyond one's own cultural sphere. Embracing cultural diversity fosters mutual respect and empathy and enriches personal growth and global citizenship. The journey towards openness involves active engagement with diverse communities, seeking to comprehend their unique experiences and challenges. It entails cultivating empathy through meaningful interactions and dialogue, transcending cultural barriers to foster genuine connections and mutual appreciation. Ultimately, embracing cultural diversity enhances the fabric of society, fostering inclusivity, understanding, and harmony in an increasingly interconnected world.

"...As a student in teacher education, I observe that the new generation, myself included, tends to possess a more global mindset. We embrace the concept of global citizenship, seeing beyond national and cultural boundaries. This perspective underscores the idea that we are all fundamentally the same despite our diverse backgrounds. As such, cultivating global perspectives is increasingly crucial in our education and future endeavors..."

1st instructor on January 17th, 2023

"...I believe that today's new generation of students, myself included, possesses a more global attitude and a deeper appreciation for cultural diversity. We are eager to learn about and embrace different cultures, regardless of their cultural, racial, or religious backgrounds. This openness enables us to adapt more effectively to diverse individuals and enhances the efficiency of our work..."

2st learner on January 18th, 2023

"...After graduation, there's a growing demand for individuals with a global mindset in today's organizations. Such a mindset enables more accurate communication, deeper understanding, and smoother collaboration among team members. Organizations increasingly seek out individuals who can navigate diverse cultural contexts and contribute to cohesive and effective teamwork..."

3st learner on January 17th, 2023

"...As a student in teacher education, being part of a new generation with a global mindset framework has equipped me with strong social skills, empathy, and the ability to foster harmony in diverse environments. Interacting with individuals from various cultures has been integral to my personal growth and readiness for real-world scenarios. This exposure not only enhances my own development but also prepares me to effectively manage cultural diversity in my future role as an educator. Notably, individuals with a global mindset are often valued for leadership positions due to their adeptness in navigating cultural complexities and fostering inclusive environments..."

5st learner on January 18th, 2023

"...Finding examples can guide our development more effectively than pursuing aimless endeavors. Encouraging everyone to learn from experience cultivates a global mindset that transcends boundaries. Central to global competency is the ability to acknowledge and respect the uniqueness of each individual..."

6st learner on January 18th, 2023

"...I embrace cultural diversity fosters mutual respect and empathy, enriching personal growth and global citizenship." "The journey towards openness involves active engagement with diverse communities, seeking to comprehend their unique experiences and challenges..."

8st learner on January 18th, 2023

"...Embracing cultural diversity enriches society, fostering inclusivity, understanding, and harmony in an interconnected world. I celebrate these diverse perspectives and traditions. Societies create environments where

individuals feel valued and empowered to contribute. This collective embrace cultivates belonging, promotes solidarity, and encourages collaboration and innovation. Ultimately, it lays the foundation for a vibrant, resilient, and equitable global community…"

9ˢᵗ learner on January 18ᵗʰ, 2023

In considering the perspectives shared by teacher education students regarding the importance of becoming more open-minded towards individuals from diverse cultural backgrounds, it becomes evident that cultivating global competency is paramount in today's interconnected world. Recognizing and honoring each individual's uniqueness is central to fostering mutual respect, understanding, and empathy across cultural divides. Embracing cultural diversity enriches personal growth and contributes to the development of global citizenship, preparing individuals to navigate diverse and complex societal landscapes. This journey towards openness involves active engagement with diverse communities, seeking to comprehend their unique experiences and challenges, and cultivating empathy through meaningful interactions. By embracing cultural diversity, societies can foster inclusivity, understanding, and harmony, laying the foundation for a vibrant and resilient global community. As teacher education students reflect on their experiences and aspirations, they recognize the significance of embracing cultural diversity in promoting a more interconnected and harmonious world.

The need for individuals with global competence has become increasingly paramount in today's rapidly globalizing world. This is particularly true within education, where educators are crucial in preparing students to thrive in diverse and interconnected societies. Understanding and appreciating cultural diversity and possessing the skills to navigate cross-cultural interactions are essential to global competence. As such, educators must cultivate these competencies among students to equip them for success in an interconnected world. In this context, the perspectives of learners and teacher education students provide valuable insights into the multifaceted nature of global competence within education. In summary, the perspectives shared by learners and teacher education students collectively underscore the multifaceted significance of global competence within education and the imperative need to prepare students for an interconnected world. Beyond traditional academic learning, their insights emphasize the pivotal role of educators in transcending cultural and linguistic boundaries by deeply understanding diverse languages, cultures, histories, and geographical landscapes. This understanding forms the foundation for fostering intercultural empathy and appreciation, which is crucial for navigating the globalized landscape effectively. Moreover, the emphasis on cultivating critical thinking skills underscores the importance of empowering students to challenge assumptions and embrace diverse perspectives, enabling them to lead and thrive in a rapidly evolving global society. The insights provided offer a roadmap for nurturing well-rounded individuals capable of making meaningful contributions to an increasingly interconnected world. The perspectives collectively advocate for a comprehensive approach to fostering global competence within the Thai education system, including integrating cross-cultural content into the curriculum, providing experiential learning opportunities, investing in ongoing professional development for educators, and fostering partnerships with international educational institutions. By embracing these collaborative measures and committing to inclusive education, educators can effectively equip students with the critical skills to navigate diverse cultural landscapes and contribute positively to a globally interconnected society. Ultimately, recognizing and celebrating cultural diversity lays the groundwork for fostering inclusivity, understanding, and harmony, creating a vibrant and resilient global community.

4. Research Discussions of the Study

The researcher delivers the research study's discussions in the following manner, taking into account the research findings:

4.1) Global competency is one of the skills that teacher education students feel they need to have to live, work, and engage with people from other cultural backgrounds. They emphasized how crucial it is for them and people everywhere to understand cultural diversity and distinctions. Becoming an educator for the future generation in this day and age means avoiding encountering, interacting with, and working with people from diverse cultural backgrounds. Especially the educators tasked with passing on knowledge to the next generation in this age of globalization and advanced technology. Additionally, the technology that makes it easier for people to contact one another than in the past dramatically aids their communication ability. The study conducted by Samar et al. (2019) investigated the comprehension of global competency among primary school teachers in Punjab, Pakistan, and their perceptions of its use in their classrooms. The results demonstrated that many teachers are still getting to know the idea of global competency, and many rely on outside resources to address specific survey questions. Most educators agree that teachers and students need to be globally competent. Instructors have learned about global competency through social media and other sources of knowledge rather than through their mandatory

formal training. Most teachers believed that they needed to utilize instructional strategies in the classroom to help students acquire global competence, and they needed to be made aware of how they could help students build global competence. These results indicate significant professional development potential for the nation's elementary school education system. According to Byker et al. (2018), study abroad broadened the participants' ideas on what it means to be a critically cosmopolitan educator and citizen, which enhanced preservice teachers' global competencies, intercultural awareness, and cultural responsiveness. Kerkhoff and Cloud (2020) also agreed that teachers cherish and want to implement internationally competent teaching, but they want guidance on how to do so in the classroom. To varying degrees, the data demonstrate the four pillars of the Global Teaching Model: international partnership for transformative action, critical and cultural consciousness-raising, integrated global learning, and situated relevant practice. This study highlights the crucial component of internationalizing teacher education and offers proof for the Global Teaching Model as a potential framework. Making links between local and global challenges, according to Rahman (2023), is beneficial for the growth of positive attitudes, global competency skills, and global scientific knowledge. But without clear direction, the preservice instructors tended to think from a single viewpoint. Furthermore, in conclusion, Engel et al. (2019) urged educational stakeholders to exercise caution when interpreting upcoming results and rankings and the OECD to be open and honest in reporting findings.

4.2) As students pursuing teacher education, they view global competence as both present-day and future-generation teaching competency. Due to globalization, they will be unable to avoid dealing and working with people from many cultural backgrounds in the future. Others will use social media and online platforms to interact, work, and transact with others worldwide. This is especially true for the younger generation. Students should consider the issues surrounding global diversity and cultural differences. Teachers can learn how to teach them to solve problems, plan how to handle difficulties and modify their actions by adapting the knowledge and abilities they acquire from global competency to each distinct cultural norm and its consequences for dealing with people from varied cultural backgrounds. According to Crawford et al. (2020), an Instructional Design course at one university prioritized global competence. The course also outlined this design's short-term and long-term results and used the cases of four students to show how the students were guided along a pathway toward global competence. Our method is nested inside a globally competent teaching framework. To better understand the correlation between personality qualities and academic performance, Cao and Meng (2020) concentrate on global competency and success in acquiring English as a second language. These areas can be highly significant in today's globalized society. The results indicated that extraversion and conscientiousness were favorable predictors of English achievement. Global attitudes, skills, and knowledge are the three characteristics of global competence positively predicted by extraversion and openness. Global opinions were favorably predicted by agreeableness. While neuroticism adversely predicted international skills and attitudes, conscientiousness positively predicted global knowledge but negatively predicted global attitudes. Additionally, it was discovered that the motivation to learn English moderated the associations between extraversion and, global knowledge and English achievement. In particular, the two favorable associations were stronger at high motivation levels than at low motivation. The origins of the concept of global competence, which forms the basis of the OECD-PISA Global Competence framework and assessment, are further examined by Robertson (2021). He challenges this story and outlines a different genealogy that appears outside the official record. He outlines a complex network of connections and initiatives, identifying intermediaries and experts at prestigious US universities, the Asia Society, and organizations that facilitate the dissemination of findings. He contends that this interpretation of global competence needs to be revised because its ideational foundation is connected to US corporate interests and has a pedagogical impulse focused on managing the new capitalism's propensity to weaken social cohesion while molding its culture. Moreover, Sakamoto et al. (2022) proposed that educators should empower learners' unique identities and goals to overcome obstacles to accomplishing these traits rather than adopting generalized and decontextualized approaches to developing global competence.

4.3) The ability to remind people that each person is unique will constitute global competency. Even though they are all from the same nation, this does not imply that they all live identical lives or comprehend the same cultural implications and conventions. Global competency is the ability to behave more appropriately while engaging with individuals from varied cultural backgrounds. Others who embrace the idea that everyone is unique can become more conscious of their body language and speech when interacting with others from diverse cultural backgrounds. The significance of imparting global competency to the upcoming generation is emphasized. From that, Yu and Duchin (2022) aspired to learn actively, gain self-assurance, and acquire modern skills that would motivate and empower them to take the initiative to address global issues and prosper in a multicultural society. Given the growing need for digital skills, a relevant curriculum must enable students to comprehend local and international issues across various geographic contexts, generate potential solutions, and implement them. They

provide suggestions on how to get children thinking about what they can do to improve society, beginning with neighborhood problems and producing results that are appreciated by the neighborhood. The suggestions for particular Maryland local towns might also be applied generally to comprehend and solve issues for various American localities. Here, Kjellgren and Richter (2021) outline four aspects of this strategy. First, as the essential first step in any internationalization strategy to combine global competency development with sustainable development education, we address the structure, content, and use of institutional norms. We also highlight the importance of institutional diversity and provide examples of how organizations might create hospitable and inclusive settings. Thirdly, we highlight critical background factors for facilitating global competence development and offer tactics and ideas for teaching teachers, staff, and students about global competence. Fourthly, we stress the significance of evaluating initiatives to ensure they fulfill their potential and produce the intended results. A crucial component of education for sustainable development, holistic global competency development is something that all HEIs, not just those specializing in engineering education, must strive for, and they also suggested that the inquiry summarizes essential factors. The following four reasons, according to Crawford et al. (2020), are marginalizing the development of teachers for global perspectives and global competence in social studies teacher education: competing educational paradigms, unclear international perspectives pedagogy, neoliberal policies and ideologies, and participation in the recently implemented, highly stakes teacher licensure exam. To prepare social studies teachers for global competency and global views of pedagogy in teacher education, the study addresses significant consequences and suggestions.

5. Research Recommendations

The introduction of research recommendations in this article encapsulated the study's key findings and highlighted areas for further investigation. It acknowledged the importance of the research and emphasized the need for continued inquiry to address unresolved questions or expand upon existing knowledge. By proposing recommendations, the article aimed to guide future research efforts and contribute to advancing the field.

1. Longitudinal Studies: Conduct longitudinal studies to assess the long-term impact of integrating global competence into educational curricula.

2. Comparative Analysis: Conduct comparative analysis studies to identify best practices in promoting global competence across different educational systems.

3. Teacher Training Programs: Evaluate the effectiveness of teacher training programs in preparing educators to promote global competence among students.

4. Assessment Strategies: Develop and validate assessment tools to effectively measure students' global competence, considering qualitative and quantitative methods.

6. Research Implications

The implications drawn from this research highlighted critical areas for enhancing educational policy, teacher training programs, curriculum development, and international collaboration. These recommendations guided future efforts in fostering global competence among students and educators, thereby contributing to the advancement of intercultural understanding and preparation for the challenges of an interconnected world.

1. Educational Policy Enhancement: The findings of this research underscore the need for educational policymakers to prioritize integrating cross-cultural content into curricula and providing professional development opportunities for teachers. These efforts can enhance students' global competence and prepare them for success in an interconnected world.

2. Teacher Training Programs: Teacher training programs should be adapted to include components focused on fostering global competence among future educators. Emphasizing experiential learning and cross-cultural communication skills can better prepare teachers to navigate diverse classrooms and promote intercultural understanding.

3. Curriculum Development: The study's insights suggest revising curriculum frameworks to incorporate diverse perspectives and cultural contexts. By providing students with opportunities to engage with global issues and perspectives, educational institutions can foster critical thinking and empathy while preparing students for the complexities of a globalized society.

4. International Collaboration: Building partnerships with international educational institutions can enrich the educational experience and provide opportunities for students and educators to engage in cross-cultural exchange. Collaborative initiatives can broaden students' perspectives and deepen their understanding of global issues, ultimately contributing to their development as global citizens.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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Obtained.

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