

Investigation on "Global Competence" of College Students and Exploration of Training Path based on Sino-foreign Joint Programs

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Abstract: This paper deconstructs the connotation of global competence from the four dimensions of cognition, skill, attitude and executive ability, and expounds the importance of cultivating the global competence of the young generation. Take three Sino-foreign joint programs in NBUT as an example, through questionnaire survey and data analysis, this paper summed up global competency difference from various grade students. Based on the data analysis, from different levels, this paper concludes positive path and countermeasures on how to cultivate college students "global competency".

Keywords: Sino-foreign joint programs; global competence; questionnaire survey

1. Introduction

In the 21st century, with economic globalization, information digitalization, and convenient transportation, people have broken through the barriers of national boundaries, and communication between cultures has become unprecedented. How to conduct "cross-cultural" communication successfully, and to be competent in the development and changes of the future world as a global citizen, is an urgent issue for today's educators. In 2016, Tsinghua University released the "Tsinghua University Global Strategy" [1], and pointed out: "Global Competence" refers to the ability to learn, work and interact effectively in an international and multicultural environment; in 2017, the OECD announced that starting from 2018, the International Student Assessment Program (PISA) will test global competence and set an evaluation framework. Global competence is a new requirement for the new generation.

2. Deconstruction of the Connotation of Global Competence

In May 2017, the Organization for Economic Cooperation and Development (OECD, hereinafter referred to as the OECD) released a phased work report "For an Inclusive World Global Competence". The report deconstructed global competence into three dimensions: knowledge and comprehension dimension, skill dimension and attitude dimension. In 2016, Tsinghua University defined "global competence" as the ability to

learn, work and interact effectively in an international and multicultural environment [1]. It mainly includes the process of cultivating the six core literacy at the three levels of cognition, interpersonal relationship and individual, which is a continuous development process [2]. "Global competence" is the ability of individuals to participate in global competition and cooperation. Since its appearance in people's vision, its connotation has been continuously improved and deepened. This article will deconstruct global competence from the following four dimensions [3]:

2.1. Cognitive Ability

It refers to the ability to understand and analyze regional, global, and cross-cultural issues.

2.2. Skills

Skills can be divided into soft skills and hard skills. Hard skills are expressed as language skills when communicating. Soft skills are expressed as emotional intelligence or communication skills.

2.3. Attitude

That is, whether you can let go of prejudice and are willing to stand in the other side's perspective to communicate with people of different cultural backgrounds. The prerequisite for effective interaction is that both parties have a positive attitude and willingness to communicate.

2.4. Execution

Execution refers to actions taken based on a global perspective and sustainable development. It is the practical ability shown by individuals after integrating the dimensions of cognition, attitude and skill.[4]

3. Global Competency Questionnaire Design and Data Analysis based on Sino-foreign Programs

In order to better understand the global competency level of college students, this article conducted a questionnaire survey on 900 students from the three existing Sino-foreign joint programs in the International Exchange College of Ningbo University of Technology.

The questionnaire is conducted from the four dimensions of "Global Competency" for four grades and three majors. In addition, a questionnaire for teachers in joint programs was specially designed, and teachers' suggestions on cultivating college students' "global competence" were collected.

3.1. University Students of Different Grades Show Different Degrees of Global Competence

The statistical results of the questionnaire show that 56.6% of freshmen, 66.04% of sophomores, 70.1% of juniors and 81.25% of seniors said that they often learn about foreign politics, economy, and culture through studying or participating in extracurricular activities; and the statistical result of non-Chinese-foreign cooperative project students can only reach 35.5%.

82.25% of seniors said that they had read foreign language books, articles or newspapers in the past year and obtained information from them; 78.85% of seniors said that they had a better understanding of international issues and could roughly explain them; by contrast, only 37.45% of freshman students said they have a better understanding of international issues. And 57.58%, 60%, 71.7%, 81.25% of freshmen, sophomores, juniors, and seniors said that they like interacting with foreign students and foreign teachers. It can be seen that with the growth of grades, students' cognition and execution of intercultural knowledge and topics are constantly increasing.

Analyze the reasons: one is that the accumulation of cross-cultural knowledge has more and more stimulated the desire of senior students to seek knowledge and exploration; the other is that the cultivation of language and communication skills makes senior students more motivated to carry out cross-cultural communication.

3.2. Students of Different Majors Show Varying Degrees of Global Competence

Take NBUT as an example. Students involved in the questionnaires are from three different majors, namely management, science, and engineering. The results show that the personality characteristics and "cross-cultural" willingness shown by students from different majors are different.

62.75% of accounting students said that they like to understand how people live in different cultures or different countries; 41.67% of information science majors said they like to understand how people live in different cultures or different countries; and only 22.06% of the mechanism students expressed this desire; in addition, 42.22% of accounting students want to participate in studying abroad and have made plans, 35.46% of information science students want to participate in studying abroad and have made plans, and only 23.68% of mechanism students have the idea of studying abroad.

It can be seen that even if the students who are also trained in joint programs, due to the differences in majors, differences in the willingness and degree of global competence are shown. Liberal arts and management students are significantly better than science and

engineering students. One is that students with different personalities will choose majors according to their own characteristics; the other is that the majors themselves are constantly shaping students' personalities. The liberal arts students are mostly lively and outgoing, and the science and engineering students are mostly reserved and conservative.

3.3. Teachers' suggestions for cultivating global competence

The results of the questionnaire for teachers show that 90% of teachers believe that compared with ordinary programs, Sino-foreign cooperative education are helpful to cultivate students' global competence; however, 61.54% of teachers believe that the content, teaching materials and format of the training program still need to be improved. 84.62% of teachers believe that to cultivate students' global competence, the educators' own global competence should first be improved. 67.5% of teachers think it is more challenging to cultivate students' global competency attitude. 80.7% of teachers believe that practical teaching or project-based teaching is the best choice for cultivating students' global competence and execution dimension.

4. Cultivation Path and Measures of "Global Competence" in Sino-foreign Joint Programs based on Data Analysis

Based on data analysis, this article proposes specific measures to cultivate the global competence of college students from the following four levels [5]:

4.1. School Level

First of all, the school must do a good job in top-level design and related policy support to create an international campus atmosphere, such as holding international competitions, Chinese and foreign cultural exchange activities, etc., to attract more foreign students, exchange students and foreign teachers. The international campus atmosphere can enable students to experience real scenes, play a spiritual edification role for students, and stimulate students' desire to actively recognize and practice global competence, thereby forming a spiritual concept and promoting individuals to actively renew their cognition and adjust their own behavior.[6]

4.2. College Level

The college should promote the cultivation of global competence at the teacher level. One is to establish a cooperative working mechanism between Chinese and foreign teachers, promote the integration of Chinese and foreign teachers, and use "foreign intelligence" to accelerate the internationalization of the local faculty.[7] The second is to use the existing domestic and foreign courses to carry out special global competency training for local teachers. Teachers' global competence is the prerequisite for cultivating students' global competence. The college should combine professional characteristics to design a series of cultural activities that help to enhance the global competence of college students, and

establish a mutual assistance and cooperation mechanism between Chinese and foreign students, so that the student group "act up" in the activities and exchanges. In addition, the formation of an international atmosphere in the college can be greatly promoted by organizing the exchange meeting for the return of senior classmates or through the words and deeds of peers.

4.3. Teachers Level

In order to cultivate students' global competence, teachers should consciously increase the depth, breadth and width of the knowledge during lesson preparation and teaching. In the teaching process, teachers should consciously guide students to form the awareness of "cross-cultural" collaboration, carry out the training of critical thinking, put aside cultural prejudices, and form the attitude of global competence for win-win cooperation. The "cross-cultural" classroom should be well designed to carry out cooperative learning between Chinese and foreign students. Foreign students with multicultural backgrounds should be utilized to promote the "cross-cultural" thinking and awareness of local students and promote the vitality of the classroom. Besides, change the evaluation mechanism of "global competence", introduce process evaluation and attach importance to practice. "Global competence" emphasizes the full application of learning results to practical situations, and it is not an overnight thing to improve this ability. Teachers should pay more attention to whether students better use it in practice.[8]

4.4. Student Individual Level

Individual students should consciously accept the cultivation of "global competence", improve their subjective initiative, and actively understand the constantly developing and changing world from the perspective of global citizens, step out of the cultural comfort zone, understand conflicts, and reach consensus and seek solutions to problems in the multi-culture with an inclusive attitude. When conditions permit, grasp the opportunity to understand and feel the outside world through various overseas cultural exchange and study

exchange programs. And then, take the initiative to think in a changing environment and develop individual global competence in practice.

5. Conclusion

It is the current trend of quality education and the basic requirement for the in-depth development of globalization and to promote the young generation to become fully developed and cultivated with global competence, which is a necessary quality for the young generation to create a community with a shared future for mankind.

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