

GLOBALIZATION, GLOBAL COMPETENCE AND EDUCATION

One of the effects of globalization on higher education is (or will be) the gradual shift from the reductionist approach so in vogue now for many disciplines to a more holistic point of view. The limits of the current discipline-specific reductionist approach will be highlighted when attempting to become globally competent, as discipline-specific knowledge will need to integrate global competence concepts to ensure educational success – success measured on the basis of positive contributions to the new globalized environment as part of the workforce or other.

In his commencement address to the graduating class of 1990 at Arkansas College, David Orr suggested six principles for rethinking education – one of these principles comes from the Greek concept of paideia. He said: “The goal of education is not mastery of subject matter, but of one’s person. Subject matter is simply the tool.” In the current digital age, where borders seem to disappear, global competence is necessary to reach mastery of one’s person.

The global competence concept was originally developed by Dr. William Hunter through rigorous research and is summarized as “Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively in diverse environments.”

During the globalization process of our world, education needs to raise environmental awareness, recognize peace as a common goal, develop appreciation for cultural and social diversity, and operate within the concept of a global village. Education is expected to encourage and represent openness, inquiry, diversity, and limitless learning. The developing web of MOOCs is one of the major instruments contributing to these educational features.

Applying the different facets of the global competence concept to education, independent of the subject matter, will give education the holistic perspective that many feel has been lost. The global competence model in itself is holistic.

Feedback provided by Christi Hunter (globalcompetence.org) in a previous post points out that, within the Global Competence Model, Global Leadership Excellence defines the Open-Minded dimension as: “Being receptive to alternative possibilities, being willing to think again despite having formed an opinion, and attempting to avoid those conditions and offset those factors which limit, constrain and/or distort; having a curiosity to acquire new information from a variety of

sources and perspectives.” These are all elements that apply to scientific research – and not only. As an example, students in the sciences could refer to the Open-Minded dimension to integrate the holistic approach in their educational experiences, so to better understand the scientific process while acquiring global competence.

Source: <http://theglobalfool.com/globalization-global-competence-and-education/>