

Exploring Global Competence in Physical Education: at a particular UK University

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ABSTRACT

In the context of rapidly advancing globalisation, the field of physical education faces both challenges and opportunities in enhancing students' global competence. This study employed qualitative methods through Semi-structured interview with one lecturer from a university undergraduate physical education programme in Wales, UK, aiming to explore the methods and implementation challenges of cultivating global competence within physical education. By analysing the integration of global competence into physical education programme curriculum, the research found that although educators widely recognize the importance of global competence for students' future careers and personal development, they still face numerous challenges in curriculum design, resource allocation, and the actual teaching process. Furthermore, the study revealed major obstacles in educational practice, including rigid curriculum structures, limited resources, and a lack of systematic training support. These findings provide new insights into the current state and challenges of fostering global competence in the field of physical education and offer references for the university and its lecturers on how to more effectively integrate global competence education to support students' success in an increasingly globalized environment.

1. INTRODUCTION

1.1 Research background

The 21st century has witnessed the rapid development of globalisation, and this process has undergone significant changes. Globalisation has not only transformed the economic and social landscape but has also profoundly impacted the field of education. With rapid technological advancements and deepening cultural exchanges, unprecedented opportunities have been created for young people, but these come with numerous challenges such as cultural conflicts, cross-cultural communication, and collaboration in diverse environments (Narayanti et al., 2024). These challenges highlight the necessity of developing global competencies so that young people can effectively navigate an increasingly complex global environment.

Global competence is the ability of students to effectively learn, work, and coexist in a globally diverse environment, involving a range of essential knowledge and skills (Majewska, 2023). These include understanding the global political and economic landscape, comprehending cultural diversity, and mastering effective cross-cultural communication methods. Possessing these skills and knowledge enables students to build bridges of communication in a diversified global setting and effectively meet challenges from various cultural backgrounds. As globalisation deepens, developing global competence not only involves a broad range of knowledge and skills but also guides students to understand the world from new perspectives (Zhao, 2010). This requires students to transcend traditional thinking patterns and view issues from a global perspective, involving an in-depth

understanding of different cultures as well as sensitivity to global issues and the adaptability to changes brought by globalisation. Through such education, students can develop an open attitude and a global viewpoint, enabling them to better understand, respect, and integrate into different cultures and value systems in the future.

As globalisation continues to advance, countries around the world are increasingly emphasizing the enhancement of students' international perspectives and global literacy to strengthen their standing in global competition. In 2018, the assessment of global competence was included for the first time in the PISA tests, an initiative that garnered widespread attention within the international educational community (Sälzer and Roczen, 2018). This inclusion marks a consensus and emphasis on enhancing students' global competence within the global education systems. Educators and policymakers are gradually recognizing their responsibility to equip the next generation with the necessary tools to navigate a diverse and constantly changing global environment.

Consequently, education systems need to keep pace with international educational reforms, carefully assess situations, and take proactive measures to encourage students to broaden their international outlook, learn to respect diverse cultures, and effectively compete and cooperate in a global context, thereby adapting to the rapid changes of the future world. Against this backdrop, integrating global competence into educational systems has become an essential step, crucial for enabling students to effectively

participate in an increasingly globalized world. By fostering global competence, education systems not only help students adapt to the complexities and challenges brought about by globalisation but also provide critical support for their future development.

The impact of globalisation is evident not only in the fields of education and politics but also increasingly apparent in the realm of sports. As a global cultural phenomenon, sports transcend mere athletic competition to serve as a form of communication that crosses national borders, languages, and cultural differences. With the deepening of globalisation, there is a continuous increase in communication and cooperation globally, and international collaborations and exchanges in the field of sports have become more frequent. The globalisation of sports has fostered active cooperation between sports organizations and institutions across nations, enhancing global interaction through international competitions, training exchanges, and technical collaborations. The globalisation of sports has become an irreversible global trend (Rofe, 2016).

Due to their universality and inclusivity, sports activities play a significant role in promoting international exchanges and understanding. Global sports events such as the Olympics and the FIFA World Cup are not only showcases for athletic competition but also facilitate cultural understanding and respect among nations, strengthening international relations. With the acceleration of sports globalisation, the role of physical education in cultivating global competence is increasingly emphasized. Physical education not only

enhances students' physical health but also plays a crucial role in developing teamwork, leadership, and the ability to adapt to changing environments (Wallhead and O'Sullivan, 2005).

1.2 Research Importance

In the context of the rapidly evolving globalisation of the 21st century, the role and objectives of education are undergoing significant transformations, presenting educators with new challenges and opportunities. As economic globalisation and cultural integration progress, there is a pressing need to prepare students to effectively utilize their skills and knowledge on a diverse international stage. Consequently, fostering global competence has become a central focus of educational reform. This is crucial not only for enabling students to effectively adapt to and participate in the globalisation process but also for their potential to influence societal structures and international relations in the future. Integrating internationalization into the educational system will better equip students to understand the importance of multiculturalism and international cooperation, which is essential for finding a balance between collaboration and competition in a globalized environment.

Moreover, the importance of this study will lie in its thorough exploration of educational practices aimed at developing global competence, highlighting how to effectively integrate this concept within the field of physical education, and addressing the challenges that may be encountered in its implementation. While this research will focus on a single case, specifically the perspective of lecturers in a physical education program at a university in Wales, the insights

it aims to provide will be invaluable for understanding the practical situations and challenges of promoting global competence in specific educational settings. Although limited in scope, the anticipated findings and suggestions of this study will offer valuable references and insights for similar educational contexts, enabling more effective adaptation to the educational challenges of globalisation.

1.3 Research questions and research aims

The research revolves around the following two research questions:

- 1) How does the lecturer incorporate the cultivation of global competence into the curriculum and teaching practices of physical education at a specific Welsh university?
- 2) What challenges does the lecturer face in this process?

In order to answer these two questions, this study will aim to assess the current state of global competence cultivation within the undergraduate physical education program at a university in Wales, UK, through an interview with a lecturer. It will analyse the existing conditions, uncover deficiencies in current teaching practices, and identify challenges faced by the educator in this process. Based on these findings, the study will propose exploratory recommendations to better integrate the cultivation of global competence in the teaching at this university, providing valuable insights for further research and practice.

To achieve the research aim, this study will establish several specific objectives. Initially, the research will explore the lecturer's understanding and emphasis on global competence, examining how this concept will be integrated into course design and teaching methods. Moreover, through data collected from the interview, the study will gain a comprehensive understanding of the school's policies and resource allocation in supporting education for global competence, as well as the challenges the lecturer will encounter during the teaching process. These insights will help identify deficiencies in current educational practices and lay a foundation for proposing effective improvement strategies. Ultimately, by achieving these specific objectives, the study will realize the overall research vision of the dissertation.

2. LITERATURE REVIEW

2.1. Defining Global Competence

The concept of global competence was first introduced by the United States (Hunter, 2004), yet its origins can be traced back to the movements promoting international understanding education following World War II. After the war, rapid developments in transportation and communication technologies facilitated extensive economic, social, and cultural exchanges on a global scale, deepening interdependencies among nations. Concurrently, global competition intensified, and conflicts and contradictions became more frequent and acute (Sachs et al., 1995). The emergence of global issues and profound reflections on World War II underscored the importance of fostering international understanding and cooperation, predicated on mutual respect, communication, and understanding between individuals. Consequently, education has increasingly played a pivotal role in advancing this process.

In an effort to fundamentally eliminate conflicts and promote peace, the 18th General Conference of UNESCO in 1974 adopted the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms. This document not only clearly defined the main objectives of education for international understanding but also emphasized education's core role in building a more peaceful and inclusive world (UNESCO, 1974). According to this recommendation, the fundamental purpose of education is to foster individuals' deep understanding and respect for diverse viewpoints, encouraging them to seek collaborative solutions. Moreover, education is

crucial in advancing cultural diversity and international cooperation, essential for shaping a peaceful global society.

This illustrates that during the transition from the 20th to the 21st century, the education system showed significant adaptability and foresight, particularly in its strong commitment to developing global competencies. Initially focusing on international understanding, which emphasized intercultural harmony and respect, it has expanded to include education in global competencies. This new model not only covers cross-cultural understanding but also addresses global issues such as economics, politics, and the environment, underscoring the importance of preparing students to handle complex challenges in a globalized era. The evolution and deepening of this educational approach signify a critical shift in global educational objectives, moving from mere knowledge transmission to fostering comprehensive skills and a global perspective.

Reviewing the earliest specific documents on global competence, we learn that the first such document originated from the Council on International Educational Exchange (CIEE) in 1988 in the United States. This report initially mentioned an international education initiative called "global competence" (Hunter, 2004). This publication is considered a seminal document within the international education community, but it only introduced the term without defining it. Subsequently, global competence gained significant attention in the American education sector, with many literatures on global capabilities originating from U.S. organizations such as the CIEE, the American Council

on International Intercultural Education, the Stanley Foundation, and the American Council on Education. All these organizations emphasize the importance of cultivating certain key qualities in citizens, qualities that align with or resemble the characteristics of global competence development. In the 1990s, several international conferences attempted to define global competence from an educational policy perspective, and various educational scholars and committees in the United States and Europe subsequently offered definitions of global competence, evolving the term's meaning over time.

By 1993, specific definitions and dimensions of global competence began to emerge. Lambert, one of the contributors to the CIEE (1988) report, is considered by many as the father of the global competence initiative. He not only proposed ideas about international education and global competence but also used the terms "global competence" and "international competence" interchangeably. However, he noted that international competence might seem vague and lack specificity in its initial stages. To further clarify this concept, Lambert (1993) referred to Bennett's (e.g., 1986) Developmental Model of Intercultural Sensitivity, describing the development of global competence as a shift from "ethnocentrism," where only one's own culture is valued, to "ethnorelativism," recognizing that one's culture is just one among many. his process requires not only an awareness that one's cultural viewpoint is not the only one but also an engagement in learning new information, appreciating and respecting other cultures, and maintaining a positive attitude towards the countries encountered. Furthermore, when we

combine this understanding with foreign language skills and cross-cultural communication abilities, we possess what is referred to as "global competence," enabling more effective work and communication in a global environment (Lambert, 1993).

In this definition, it is evident that Lambert emphasizes the importance of integrating cognitive, affective, and behavioral skills for the development of global competence. This capability not only encompasses the awareness and understanding of cultural differences but also includes the ability to communicate effectively and cope within intercultural environments. Additionally, he specifically outlines the five key components of global competence: knowledge, empathy, approval, foreign language competence, and task performance (Lambert, 1993).

Subsequently, other educators and organizations also put forward their own definitions and categorized different dimensions of global competence. For instance, Olson & Kroeger (2001) in their study stated that a globally competent person "has enough substantive knowledge, perceptual understanding, and intercultural communication skills to effectively interact in our globally interdependent world" (p. 117). The definition by Olson & Kroeger highlights the key skills needed for individuals to tackle challenges and seize opportunities in a globalized context. This description not only emphasizes the multifaceted nature of global competence but also underscores its importance in modern society. They presented a framework of global competence that combines substantial knowledge, perceptual understanding, and intercultural

communication skills. While Olson & Kroeger provide a perspective focused on knowledge and skills to define global competence, another scholar, Hunter (2006), offers another understanding from the perspective of cultural adaptability and personal initiative. Hunter believes that a globally competent person is "having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's environment" (p. 277). Additionally, Deardorff (2006), from a historical perspective, summarized the widely accepted elements of global competence, highlighting that terms such as global awareness, global perspective, global understanding, and various forms of competence—including international, cross-cultural, intercultural, and global citizenship—have historically been used to define global competence (p. 247). The discussion on global competence highlights its multifaceted and complex nature. Although scholars provide varied definitions, they all emphasize the necessity of effective cross-cultural communication and deep cultural understanding in a rapidly changing world.

Furthermore, there are still notable differences in the dimensions of global competence, with different scholars and educational institutions offering their interpretations. The key dimensions of global competence typically include three to four aspects, a classification that has been widely accepted and practically applied. Hunter et al. (2006) is among the most notable for their tripartite division, categorizing global competence into knowledge, skills/experience, and attitudes. Li (2013) also supports this categorization. He further explains that knowledge entails an understanding of fields such as

history, geography, economics, and politics, all intimately linked to both local and foreign cultural contexts, providing the necessary foundation for adapting to new cultural environments. Skills are manifested as the individual's ability to obtain and process information through interpersonal interactions or research in a cross-cultural setting. Attitudes reflect an individual's openness and positive outlook toward cultural differences, along with a willingness to engage deeply and understand these differences. Based on this three-dimensional framework, we can see that it not only aids educators in identifying and reinforcing the instructional content to ensure that curriculum designs cover key areas of global competence but also sets clear learning objectives for students.

These three dimensions collectively construct a comprehensive educational framework, providing a solid foundation for individual interactions in a globalized world. However, these dimensions primarily focus on the individual's internal development and cognitive aspects. As the complexity of global interactions increases, this simple three-dimensional framework may not fully encompass an individual's capability to act effectively in real-world settings. While knowledge is fundamental, and skills and attitudes are crucial, if these theoretical insights cannot be transformed into concrete actions, the practical utility of these competencies in real-world situations could be significantly diminished.

Therefore, incorporating 'action' as a key dimension makes the four-dimensional model an essential choice to meet modern educational needs.

The Asia Society was among the first to include "taking action" as a core dimension of its global competence framework, which comprises: investigating the world, recognizing perspectives, communicating ideas, and taking action. This emphasizes the importance of understanding global issues and actively engaging in solutions, highlighting the practical application of education aimed at addressing global challenges (Mansilla and Jackson, 2012). Subsequently, the OECD (2018) also adopted a four-dimensional framework for global competence and formally introduced the dimension of action in the 2018 PISA assessment. Specifically, the OECD's global competence framework encompasses the following four aspects: examining local, global, and intercultural issues; understanding and appreciating the perspectives and worldviews of others; engaging in open, appropriate, and effective intercultural interactions; and acting for collective well-being and sustainable development (OECD, 2018).

According to the global competence dimensions provided by the OECD, although maintaining a four-dimensional framework, the OECD has integrated values into attitudes while emphasizing the dimension of action. This approach not only supports the four basic dimensions of knowledge, skills, attitudes, and values but also stresses the importance of translating this knowledge into practical actions. This shift from knowledge to action is a core element of the OECD framework, highlighting the students' ability to apply their global competence to solve real-world problems, an area that educators and policymakers need to focus on. It is also noteworthy that the dimensions of global competence are not isolated but intersect and integrate with each

other. Each dimension is an essential component, together shaping the core competencies and capabilities needed by students in today's rapidly changing world. The OECD's global competence framework provides a comprehensive and practical definition by detailing the specific manifestations of each dimension. This framework not only covers individual skills and knowledge but also includes broader social and cultural action capabilities, offering a widely accepted, detailed reference system for global education and research. Such a framework ensures that the educational goals of global competence go beyond theoretical knowledge, emphasizing application in real-world environments to more comprehensively address current global challenges.

By reviewing the development of these various definitions and dimensions, it is evident that global competence is a dynamically evolving concept. As global interconnectivity deepens, this concept continues to expand and deepen. The discussion on global competence not only reflects the complexity of the current globalisation process but also reveals how educational systems respond to these challenges by adapting to the constantly changing global environment to cultivate students' key abilities. The evolution of these models and definitions demonstrates a growing recognition of the importance of global competence in the educational sector, aimed at ensuring that educational content and methods comprehensively meet the needs of contemporary students in a global context.

2.2. Global Competence in High Education

In the context of rapid globalisation, fostering global competence through education has become an indispensable issue within modern educational systems. Reimers (2009) argues that global competence should be an objective of general education, not just elite education. This perspective is particularly pronounced in higher education, where institutions have recognized the necessity of enhancing students' global capabilities. As Brown and Jones (2007) note, such capabilities are crucial for students' effective participation in the interconnected realms of culture, economy, politics, and education globally.

Meanwhile, many universities are actively advocating for and advancing the development of students' global competencies. According to Galvinova (2015), these institutions are integrating the concept of global citizenship education to design courses and activities aimed at enhancing students' global awareness and responsibility. This indicates that universities not only recognize the significant role global competencies play in expanding students' global perspectives and cross-cultural understanding but also understand the importance of these skills for students' future careers and social lives. Additionally, research highlights the critical importance of global competencies for students' career development. For instance, Butum et al. (2020) found that students with a global outlook are more competitive in the job market.

Furthermore, universities play a pivotal role in cultivating global competencies among students. These institutions enhance students' global competencies

through a variety of educational strategies, such as offering international exchange experiences, integrating international content into curricula, promoting language learning, and improving teacher quality. According to Brookes and Becket (2011), student participation in international activities, such as overseas internships and international conferences, significantly boosts their global competencies. They argue that these experiences not only broaden students' horizons but also enhance their adaptability in multicultural environments. Additionally, Li (2013) further confirmed the positive effects of international exchanges through a comparative analysis of data from Chinese and American university students. Li selected 34 students from each country and, through a series of educational interventions, established a virtual exchange platform that facilitated interaction and collaboration between the two student groups. The study showed that such network platforms, which promote cross-cultural communication and collaborative learning, effectively improve students' global competencies.

These findings demonstrate that international exchange experiences play a crucial role in enhancing students' global competencies. Whether through offline international activities or online international courses, the growth observed in students' global competencies confirms the practical benefits and significance of these educational strategies. These experiences not only provide practical opportunities but also foster an understanding and respect for different cultures, thereby preparing students for careers in a globalized context.

Building on this, Semaan and Yamazaki (2015) conducted a random survey using the Likert scale with 137 second language learners at two universities in the United States. Through correlational analysis, they found a significant positive relationship between motivation to learn a second language and global competencies. Specifically, students who displayed a stronger motivation for second language learning also tended to have higher global competencies. Additionally, Meng, Zhu, and Cao (2018) conducted an online survey of 206 Chinese students studying in Belgium, which showed that their proficiency in English and the local language significantly influenced their global competencies. These language skills together explained 32% of the variance in students' global competencies, with English proficiency having a more pronounced effect. These findings underscore the critical role of foreign language proficiency in enhancing global competencies. The results highlight the importance of language learning in developing students' global competencies. Clearly, language skills are not merely tools for communication but also bridges linking different cultures and enhancing international understanding. Thus, strengthening language education, especially multilingual learning, is of immeasurable value for students in successfully developing their careers and social interaction capabilities in a globalized world. This provides a crucial insight: promoting language learning not only aids academic growth but is also key to developing global competencies.

In enhancing teachers' global competence, several American educational initiatives have been designed to broaden teachers' global perspectives and teaching practice abilities. These programs typically include a diverse array of

online courses, global internship opportunities, and comprehensive academic seminars. They aim to strengthen educators' skills in multicultural environments through a blend of practical and theoretical approaches. The online courses allow teachers to deeply understand educational practices from different cultures and learn how to effectively discuss global issues in the classroom, supported by advanced technological systems tailored to individual and teaching needs. Global internships, in collaboration with educational bases from various countries, provide teachers with practical teaching experiences, helping them apply classroom knowledge in real teaching settings and fostering professional growth. Academic seminars are usually conducted online, enabling teachers to engage deeply with peers worldwide, explore challenging topics in global education, and promote the exchange of knowledge and innovative teaching methods (Bourn, 2018). These comprehensive educational activities signify a new model of professional development for teachers, showing significant effectiveness in a globalized educational environment. By participating in these programs, teachers not only enhance their teaching skills but also prepare to educate future generations in a global context. This integrated training approach not only improves the quality of teaching but also makes a significant contribution to the ongoing development of global education.

From the exploration of how universities cultivate global competencies, it is evident that the development of such skills has become an integral part of higher education, a trend that has extended to various disciplines aimed at enhancing students' global capabilities. In this context, the potential of

physical education as a discipline has become increasingly apparent. As a comprehensive subject encompassing extensive theoretical knowledge and skill training, physical education continually demonstrates its unique value. It not only offers theoretical learning but also integrates skill-based activities with social interaction, significantly boosting students' communication abilities. According to research by Ko, Boswell, and Yoon (2015), a cross-national learning project was designed within the context of physical education to cultivate students' intercultural competencies, allowing them to engage and learn in real cross-cultural settings. The results indicated that students involved in these projects showed significant improvement in intercultural understanding, expansion of cultural knowledge, clarification of cultural perspectives, and adaptive behaviors. This educational model has proven that physical education can serve as a powerful platform not only to enhance students' professional skills but more importantly, to broaden their international outlook and strengthen their intercultural communication skills. These are crucial components of developing global competencies, providing students with essential tools and abilities for personal development and career progression in a globalized environment.

Furthermore, integrating intercultural training into physical education not only strengthens students' athletic skills but also significantly enhances their collaborative abilities and respect for peers from diverse cultural backgrounds (Derri et al., 2014). This educational approach effectively cultivates students' communication and cooperation skills in a multicultural environment. Clearly, the field of physical education provides an ideal platform not just for

enhancing professional knowledge and athletic skills, but more importantly, for developing teamwork, leadership, and the ability to handle cultural diversity and potential conflicts. These competencies are central to global competence and are crucial for students' future careers in education, training, or management.

In summary, existing scholarly work indicates significant potential in physical education for developing students' global competencies, particularly in fostering a global perspective and intercultural communication and cooperation. However, research and practice in this area have not yet received the attention they deserve. The contributions of physical education to global competency development are often overlooked, and there is a notable lack of systematic research and application. Therefore, this study's in-depth exploration of the actual application and potential contributions of physical education in the trend towards globalisation in education becomes particularly important, helping to reveal the potential of physical education in cultivating students' global competencies.

2.3. Developing global competence in UK universities

Since the 1990s, higher education in the United Kingdom has entered a period of rapid transformation (Johnes, 2008). Particularly in 1999, the launch of the first phase of the Prime Minister's Initiative for International Education marked a significant milestone in the UK's international education policy (Merrick, 2007). The implementation of this initiative signified that global development issues had officially become part of the objectives and

curriculum framework of UK higher education. This move aimed not only to enhance students' international perspectives but also to emphasize the cultivation of a global sense of responsibility, leading to a greater focus within the British education system on developing students' intercultural communication abilities and international collaboration skills.

With the dawn of the 21st century, the UK government has taken more proactive measures to internationalize higher education. The Department for International Development (DFID) supports initiatives that align educational institutions with global development goals. For instance, DFID has engaged in actions to foster partnerships and networks aimed at elevating educational standards both within the UK and globally, and addressing worldwide challenges (Treffgarne, 2019). This strategy demonstrates how DFID integrates a global perspective and international cooperation into its educational policies. By incorporating global development issues into the curriculum and exploring global cultures and developments, it significantly enhances students' international outlook and cross-cultural understanding. The UK government considers the internationalization of higher education as a crucial means to shape the nation's global image. This strategy not only increases the international competitiveness of British higher education institutions but also consolidates their position as leaders in global education. The government recognizes that internationalized higher education is a core part of its national globalisation strategy. Through this platform, the UK not only assumes a leadership role on the global educational stage but also offers

students from around the world the opportunity to receive high-quality education.

Furthermore, UK higher education is enhancing domestic and international collaboration by forming inter-regional university alliances. These alliances play a pivotal role in study abroad programs, transnational education, and overseas cooperation, further advancing the UK's efforts in developing global competencies (Harrison, Smith, and Kinton, 2016). In 2013, the UK Department for Education published "International Education: Global Growth and Prosperity", a document that covers various educational strategies including higher education, English language training, transnational education (TNE), and the export of educational products and services (Department for Business, Innovation & Skills, 2013). This document delves into how to enhance integration with the global education system and boost the UK's influence and market share in the education sector. The strategy not only emphasizes the practical application of global competencies but also ensures that educational initiatives are comprehensively implemented, thus enhancing students' global competencies. Through these systematic strategies and specific actions, the UK demonstrates its commitment and leadership in the field of global competency education. These measures are not only theoretically forward-thinking but also provide students with the tools and knowledge needed to address global challenges in practice

Focusing on the practice of global competency education at specific UK universities, the University of Cambridge stands out for its efforts in this area.

As a prominent member of the UK higher education system, Cambridge not only actively responds to national strategies for international education but also offers students a platform to develop global perspectives and cross-cultural skills through its unique courses and educational models. Notably, Cambridge has introduced the "Cambridge Life Competency Framework," which meticulously categorizes three dimensions and six core competencies, encompassing critical thinking, cross-cultural communication, and global citizenship skills. This framework not only provides students with the essential skills needed for growth in a globalized context but also sets clear teaching objectives and assessment criteria for educators (Datskiv, 2023). Such an educational structure ensures targeted and efficient teaching activities and clearly delineates how to enhance students' global competencies comprehensively.

Through these various measures, the UK has enhanced its educational system not only through international cooperation and policy guidance but also by integrating global competency objectives into its curriculum and educational practices. This ensures that students can thrive in a globalized world, emerging as future leaders with a broad global perspective and a strong sense of responsibility. This suite of initiatives fully demonstrates the foresight and concrete actions of the UK education system in cultivating global competencies.

The development of global competencies is not just an international trend but also a crucial aspect of regional educational strategies. In the region of Wales

within the UK, the cultivation of global competencies is equally emphasized, and its methods and objectives are specifically articulated in the Well-being of Future Generations (Wales) Act (Welsh Government, 2015). Through this act, the Welsh government has set out a series of goals aimed at enhancing the social, economic, environmental, and cultural well-being of the community. Among these, the "Globally Responsible Wales" goal directly embodies the core elements of global competency. This objective emphasizes not only improving domestic well-being but also requires Wales to contribute on a global scale, reflecting the significance of global thinking and cross-cultural communication within the education system.

To support this objective, the Well-being of Future Generations (Wales) Act encourages schools to expand their curricula to enhance students' awareness of cross-cultural understanding and global issues, such as climate change and international cooperation. These courses aim to help students comprehend the world from diverse cultural perspectives and strengthen their awareness of global interconnectivity. Additionally, promoting the Welsh language and other international languages not only preserves the diversity of local linguistic cultures but also significantly enhances students' global communication skills. The Act also mandates educational institutions to participate in developing and implementing educational objectives for sustainable development, thereby supporting the cultivation of global competencies. This includes educating students to understand and engage in solving global environmental issues and nurturing their sense of responsibility and practical abilities as global citizens. Although the Act does not explicitly

mention "global competencies," the setup of its educational policies and practices undoubtedly supports the development of this concept. Through these educational reforms and practices, Wales is effectively providing students with the knowledge and skills needed to face global challenges. This educational model ensures that students can successfully adapt and contribute in a globalized world, demonstrating the commitment of Wales and efforts to cultivate citizens with a global perspective and capabilities.

3. METHODOLOGY

3.1. Research paradigm

This dissertation adopts the Interpretivist Paradigm. The interpretivist paradigm emphasizes understanding and interpreting the underlying meanings of educational behaviors and phenomena from an individual's perspective. This approach not only aids researchers in collecting rich, in-depth textual data but also allows for a multi-dimensional and multi-level analysis of the complexity and dynamics within educational practices (Thanh and Thanh, 2015). Given that this study focuses on lecturers' understanding and practices within specific contexts, as well as the concrete challenges they face, the interpretivist paradigm provides an appropriate framework for exploring these complex and profound issues.

For the two core questions of this study: "How do lecturers incorporate the cultivation of global competence into the curriculum and teaching practices of physical education?" and "What challenges do they face in this process?", choosing the interpretivist paradigm is particularly appropriate. The first question involves lecturers' subjective understanding of global competence cultivation and their practical approaches to teaching. The interpretivist paradigm enables researchers to delve deeply into lecturers' personal views, experiences, and teaching processes through semi-structured interviews. This qualitative research method offers lecturers the opportunity to freely express their views and experiences, thereby revealing how they implement global competence cultivation in their teaching (Al Balushi, 2016). Secondly, concerning the question "What challenges do lecturers face during the

cultivation of global competence?", this aims to uncover the specific difficulties and barriers encountered by lecturers in implementing global competence, which may involve personal, institutional, or societal aspects. Through the interpretivist paradigm, the underlying causes and mechanisms of these complex phenomena can be deeply explored. Interviews allow researchers to understand the various challenges faced by lecturers, and this data helps to comprehensively comprehend the practical difficulties lecturers encounter during the cultivation of global competence and to provide targeted solutions.

By adopting the interpretivist paradigm, this study aims to reveal in depth the experiences, challenges, and coping strategies of lecturers in the process of cultivating global competence. This method brings the research closer to lecturers' actual experiences, effectively understanding and interpreting the deep logic behind lecturers' cognition and actions. Therefore, this research provides some suggestions based on practical circumstances for improvements in educational practice and policy-making.

3.2. Research design

This study utilizes qualitative research methods to deeply investigate lecturers' personal viewpoints, experiences, and practices. These methods not only capture the nuanced thoughts and feelings of lecturers as they integrate global competence into their teaching but also facilitate a nuanced understanding of their authentic responses to the challenges and opportunities within educational practices. Sofaer (2002) underscores that qualitative research offers a distinctive lens through which to examine

individual experiences, particularly the intricate interplay between emotional and cognitive dimensions, which traditional quantitative approaches might not explore sufficiently. Additionally, the inherent flexibility and openness of qualitative research allow researchers to tailor their study designs responsively. For instance, adjustments to interview questions can be made to incorporate emerging ideas or critical insights raised by participants during the research process. This adaptability is instrumental in gaining a deeper comprehension of lecturers' perspectives on and approaches to global competence, thereby ensuring a thorough and profound exploration of the posed research questions.

The research strategy for this study is framed around a case study approach, specifically focusing on physical education within a university setting. The case study methodology is highly valued for its ability to dissect complex phenomena, particularly within the educational sector. As noted by Yazan (2015), case studies enable researchers to conduct detailed investigations into specific instances, which can reveal wider educational trends and dynamics. By selecting the discipline of physical education as a case, this study concentrates on the input from lecturers involved in this specialty, examining the challenges they encounter, their curriculum designs, and teaching methodologies. This detailed inquiry aims to fully understand how global competence is being woven into this academic discipline. Moreover, given the constraint of completing the dissertation within a three-month period, the choice of qualitative research and a case study approach was strategic, designed to optimize both the depth and efficiency of the investigation. Under

such time pressures, the case study framework provides a focused lens through which to intensively study specific educational practices and strategies.

Overall, the adoption of qualitative research and a case study methodology, tailored to a stringent timeline, enables this study to strike a balance between operational feasibility and theoretical contribution, particularly in addressing the complex subject of global competence cultivation. This approach not only addresses time efficiency but also seeks to thoroughly explore and respond to the research questions within a limited timeframe, thereby contributing new perspectives and practices for the integration of global competence in the field of physical education, and filling existing research gaps.

3.3. Participants

This study initially aimed to include two undergraduate lecturers from the Physical Education programme to explore how global competence is cultivated and implemented within specialised courses from different perspectives. However, due to the ethics approval being granted only two days before the end of the term, and coinciding with the summer vacation when lecturers were leaving, contact was only possible with one lecturer. Lecturers typically do not work on campus or participate in academic activities during the university's summer break; despite various efforts, only one interview was arranged. The lecturer contacted serves as the director of the Physical Education programme and possesses extensive expertise and

practical experience, offering valuable insights into the strategies for cultivating global competence and its application in the curriculum.

The decision to focus on this programme director was based on purposive sampling, a prevalent method in qualitative research aimed at selecting participants who can provide essential information related to the research questions. Purposive sampling is advantageous because it ensures that the participants have the specific background and experience necessary for the study, thus enriching the data and targeting the research more effectively (Suri, 2011). Although the study involved only one participant, their significant role and extensive experience in physical education still yielded deep insights, which are vital for understanding and evaluating the actual impact of global competence cultivation.

In conclusion, while the study included only one lecturer as a case study, the information obtained was sufficient to support a comprehensive understanding of global competence cultivation in educational practice. For future research, it is advisable to adjust the research timeline, apply for ethical approval well in advance, and ensure that interviews with all intended participants are completed within the academic year to enhance the research's scope and depth.

3.4. Data Collection Tool and Data Collection Process

In this study, the data collection tool used was semi-structured interviews. The primary reason for choosing semi-structured interviews is their flexibility,

which allows the interviewer to maintain a structured discussion while delving deeply into the participants' personal insights and experiences. This method not only enables researchers to adjust and explore certain topics in depth as the interview progresses but also allows participants to express their thoughts and feelings more freely, thereby enhancing the possibility of gathering rich and in-depth data (Al Balushi, 2016). While semi-structured interviews offer many advantages, they also present certain challenges, such as potentially limiting the depth of inquiry due to their partially predetermined question framework (Adams, 2015). To address these issues and ensure comprehensive exploration of the research topic, the interview design was segmented into four distinct parts, ensuring that each key area of the study is addressed, facilitating a more structured and thorough examination of the subject matter.

The first part, "Perspectives and Understanding," aims to explore lecturers' views and understanding of global competence. This helps reveal how lecturers interpret this concept. The second part, "Understanding the University Context," focuses on how lecturers perceive and evaluate their university's educational environment and its support for cultivating global competence. Through this section, insights can be gained into lecturers' views on university policies, resources, and the educational atmosphere, further capturing the current state of global competence cultivation at the university.

The third part, "Understanding Physical Education Curricula and Course Settings," explores lecturers' awareness of global competence elements

within the existing physical education curriculum and their implementation. This section aids in revealing the actual state of curriculum design in the physical education discipline and how these designs align with the objectives of global competence cultivation. The final part, "Challenges and Recommendations," asks lecturers about the specific challenges and difficulties they encounter in promoting global competence cultivation and collects their suggestions for future teaching improvements. This not only assists in identifying and understanding the obstacles to cultivating global competence but also provides valuable empirical support for optimizing teaching strategies and curriculum design.

By dividing the interviews into these four parts, it is possible to capture a more holistic view of lecturers' perspectives and practices within their educational environments, ensuring that critical themes are not overlooked.

3.5. Data Analysis

The data analysis was conducted using the content analysis approach (Bazeley 2003; Stemler 2001). Initially, the collected semi-structured interview data was thoroughly read to fully understand its content, ensuring that texts directly relevant to the research questions were identified. During the analysis, the 13 interview questions were categorized into four themes based on their content relevance. For each theme, frequently mentioned words, phrases, expressions, or statements that aligned with the focus of the research questions were identified and organized through textual analysis.

4. RESULTS

4.1. Data Analysis

This chapter aims to comprehensively explore and analyse the content of relevant interview. The researcher systematically presents and delves into thirteen key interview questions, revealing the core themes and insights related to the research questions. The data analysis of this study is structured in two phases: initially, each interview question is analysed individually to ensure a thorough understanding of each; subsequently, these questions are categorized into four main sections: 1) perspectives and understanding of global competence, 2) situational details of university, 3) understanding the Undergraduate Physical Education Program and Courses, and 4) Identification of challenges and recommendations. Building on the individual analysis of the questions, the study further explores the questions within each category holistically, aiming to unveil the interconnections and common themes among different questions. Finally, based on all the analyses, this study proposes a series of preliminary findings and recommendations designed to offer new perspectives to university and lecturers' teams, assisting in identifying and improving potential shortcomings in the educational process.

The researcher aims to thoroughly understand the ways in which lecturers integrate global competence into their teaching practices. To achieve this, it is crucial to first investigate their interpretations and perceptions of "global competence" and its key elements. Questions 1 to 4 are specifically designed to probe into the lecturers' perspectives and their understanding of this

concept. Gaining insights into how lecturers perceive and interpret global competence enables us to comprehend the motivations and decision-making processes that influence their strategies for cultivating this competence in students.

Question 1:

How do you interpret and perceive "global competence" and its key element from your perspective?

Interviewee Response:

"...Developing global competence is critically important, involving engagement from all schools and fostering an appreciation for cultural differences. In the era of social media, global competence has become particularly significant as it brings our world closer together.... need to appreciate diverse cultures, especially within the communities we live in. It's also essential for children to learn to appreciate different cultures. I believe empathy is one of the most key elements, and diversity is another important element, maybe like holding core values..."

The interviewee's response to this question explored both the definitions of global competence and their attitudes towards it. Initially, Interviewers identified global competence as a key ability to appreciate and embrace cultural diversity in the age of social media, not only as a moral imperative but also as a foundation for effective communication. This viewpoint is supported by Mackenzie and Wallace's research (2011), which shows that understanding and demonstrating respect in cross-cultural interactions are crucial for effective communication and building strong relationships.

The interviewee further expressed their supportive stance on developing global competence, repeatedly emphasizing its importance and the critical role educational institutions play in this process. The study by Walton, Priest, and Paradies (2013) confirms the view that universities play a key role in fostering students' global perspectives and sense of responsibility by systematically introducing multicultural content and intercultural exchange activities into the educational system. This approach boosts global competitiveness and prepares students to be future global citizens. It is evident that the interviewee's definition of global competence focuses more on the shaping of values, revealing that global competence extends beyond mere training in knowledge and skills.

Furthermore, the interviewee identified empathy as a key component of global competence, considering it central to its values. Empathy, along with diversity, facilitates the understanding and connection between different cultures. A similar opinion is expressed by Tan (2024), who regards empathy as a core moral quality in developing global competence, crucial for a comprehensive understanding and appreciation of different cultural perspectives and worldviews. Thus, the interviewee suggests that global competence is shaped by moral and cultural sensitivity, influenced by established values and ethics.

Overall, the interviewees not only shared perspectives on global competence and its significance but also demonstrated a positive view towards its development. However, due to the excessively general nature of the questions and the failure to probe all details thoroughly, there was a limitation

in gaining a deep understanding of the interviewees' experiences. This generalized questioning led the respondents to primarily provide an overview of the societal significance and educational objectives of global competence, with insufficient exploration of its specific definitions.

Question 2:

Do you think global competence should be developed in physical education programs? Why?

Interviewee Response:

"I do think the PE curriculum is already stretched thin with its current aims. However, there are ways to integrate global competence without diluting it. I think yes....For example, we introduced kabaddi, which is a traditional sport from India, into the PE curriculum. We also include hurling, a traditional Irish sport, and integrate all the rules and relevant knowledge and skills with it. These activities not only expose students to different cultures but also link indirectly to global competence...While this might not be teaching global competence directly, I think it's certainly a start and illustrates the role that PE can play in this area..."

Concerns about the heavy burden on physical education courses were raised, but there was support for integrating global competence training, seen as crucial for helping students understand and respect cultural diversity in a globalized context. The interviewee also pointed out that introducing sports from different countries (India, Irish) can enrich students' knowledge of these nations' cultures and enhance their cooperation skills. These sport activities as socialization tools, fostering respect for diverse cultures and encouraging cooperation. Furthermore, by participating in diverse sports teams, students

gain valuable skills for a globalized workplace, learning to work effectively with people from different backgrounds (Pomohaci and Sopa, 2017).

Therefore, Despite the high workload and limited resources in physical education courses, the integration of global competence training into sports curricula is emphasized as crucial for enriching and expanding educational content. Physical education is seen not just as a means to enhance athletic skills but also as an effective way to understand global diversity and cultures, indirectly boosting students' global understanding and cultural sensitivity. This integration enriches the diversity of courses, transforming sports activities into platforms for both physical training and deepening global and cultural perspectives.

Question 3:

The Welsh Government has published a document titled 'Well-being of Future Generations (Wales) Act.' This document outlines a seventh goal of achieving 'A globally responsible Wales.' What are your views on this seventh goal?

Interviewee Response:

"It's obviously important for Wales to achieve the seven wellbeing goals, as this helps in becoming more visible globally. A lot of what was written about Wales indicated it was losing its global competitiveness, so it basically wasn't seen as an important country in the world...I think in global and we need to be more responsible, I suppose in that sort of global perspective...But I would argue that there's a bit of a selfish reason for why that was included as a wellbeing goal..."

Firstly, the interviewee emphasized the significance of the seventh goal in enhancing the international status of Wales as a responsible nation on the

global stage. He analysed this goal through the underlying policy reasons, highlighting not only its positive impact on enhancing the nation's recognition internationally but also noting that these goals might be influenced by self-serving motives such as promoting economic interests and boosting international stature. His perspective is primarily policy-oriented, indicating a focus on understanding the macro policy implications of global responsibility. However, the interviewee did not discuss this from the perspective of educational practice, specifically how to implement this goal within the education system, and his discussion was somewhat disconnected from concrete educational practices and teaching philosophies.

Overall, the interviewee's responses provide insights into the underlying reasons for this policy, underscoring the theoretical and policy significance of global responsibility. Nevertheless, while the interviewee concentrated on understanding the macro objectives of the policy, there was less discussion on its specific implementation in the educational system. Future research could more carefully consider this issue, exploring how teachers understand and translate the policy ideas of global responsibility into concrete educational practices, thereby developing actionable educational strategies and initiatives.

Question 4:

How do you think the connection between global competence and A globally responsible Wales?

Interviewee Response:

"Integrating global competence directly supports the seventh goal...By educating our children about global issues and collaborating with global organizations or universities to

make children are aware of things happening in the world, we are responsible to teach our children things that will support them in the future. Global competence is just one of those things...aligning educational practices with Wales's commitment to global responsibility..."

In the response, it was highlighted that cultivating global competence supports Goal Seven and emphasized the crucial role of education in this process. It was noted that educating children about global issues and collaborating with global organizations or universities can raise awareness about ongoing global events. This form of education is not merely about imparting knowledge; it is a responsibility aimed at supporting the future of children (Kopnina, 2020).

However, the response did not specify which specific skills comprise global competence, nor did it detail how these skills concretely help achieve the goal of 'responsible global Wales.' This may be due to a lack of further probing, which caused the discussion to focus only on the educational significance of global competence without offering detailed operational guidance.

The researcher aims to gain a deep understanding from the perspective of lecturers about the strategies universities use to support and develop students' global competencies. Through questions 5 to 7, the study seeks to explore the existing policies and measures at universities. The purpose of these questions is to reveal lecturers' perceptions of how global competence education is actually implemented in universities, as well as their insights into these educational practices. This will provide a solid foundation for making targeted recommendations for improvement.

Question 5:

Does your university have any policies or guidelines in response to the goal of "A Globally Responsible Wales" as mentioned earlier?

Interviewee Response:

"No"

Question 6:

Are there any activities or extracurriculars at your university specifically designed to develop students' global competence? why?

Interviewee Response:

"...Students can apply for semester-long study abroad programs and participate in expeditions as well...communication between universities and run a summer school program that allows Canadian students to come to Wales, our program is essentially mirrored at a university in Spain, where they run the exact same program, but in Spanish...Because students can communicate and learn effectively in different cultural environments and help develop an international perspective..."

When analysing how the university supports the goal of a "Globally Responsible Wales," it is noteworthy that despite the lack of explicit mention in official policies or guidelines, the university is actively responding to this goal through a range of activities and projects, thus fostering the development of global competencies among its students. For instance, the university's international exchange and academic field trip programs provide immersive learning experiences, helping students understand multiculturalism and enhancing their sense of global responsibility.

Moreover, international cooperation extends beyond student exchanges to include the sharing of courses and teaching methodologies. For example, the interviewee mentioned managing summer school programs in Wales and Spain, promoting the exchange of educational content through international collaboration and enhancing students' multicultural perspectives on global issues. This type of international academic exchange is a crucial part of university cooperation and helps develop students' global competencies and cross-cultural communication skills. (Ault and Martell, 2007).

Despite certain shortcomings at the policy level, with no specific guiding documents or clear policies currently in place to systematically support the cultivation of global competencies, the university is making concerted efforts to compensate through diverse activities and projects. These initiatives significantly aid in developing students' global outlook and adaptability to different educational environments, which are essential for nurturing their global competencies.

Question 7:

In your view, are there any areas where the university could improve or introduce new policies, activities or course to better help students develop global competence?

Interviewee Response:

"...There's no policy on global competence for the university as it stands. So potentially, then probably improve, or create a policy...but I don't think it's probable to add many more courses, because there's lots of international study courses already... obviously the academic year is quite small in itself...finding this space for additional work on global

competence might be lacking, but I would argue that maybe within courses, some type of some small credits could be linked to global competence... it's important to find ways that we could be supporting global competence..."

The respondent emphasized the absence of specific policies at the university for fostering global competencies, suggesting that the creation or refinement of relevant policies would serve as an ideal starting point for improvements. This underscores the crucial role that targeted policies play in promoting the development of global competencies. Despite the limited time available in the academic year and the partial coverage of global competencies in existing international studies courses, which might make it challenging to add new activities or courses, the respondent advocated for an innovative and feasible approach. Instead of introducing new courses, he proposed integrating small credit components related to global competencies into existing courses. This method allows students to acquire the necessary knowledge and skills without altering the overall structure of the curriculum. This practical and integrated approach not only effectively propels the development of students' global competencies but also avoids the need for significant curriculum reforms, ensuring the curriculum remains relevant and adaptable to new challenges while minimizing disruptions to the established educational framework (Kulasegaram et al., 2018).

Overall, this strategy not only reflects a thoughtful consideration of educational content strategies but also demonstrates a profound understanding and adaptation to real-world conditions, presenting a method to

enhance students' global competencies by fine-tuning and enriching the content of existing courses.

To gain a deeper understanding of the current state of global competence development in physical education programs, questions 8 to 10 were designed to explore how specific course modules and teaching strategies are employed to develop students' global competencies. This set of questions aims not only to reveal the implementation of specific courses and teaching methods but also to understand lecturers' perspectives on their current teaching practices. This includes identifying strengths and weaknesses in the teaching approaches, thereby assessing the effectiveness of the teaching strategies and the areas that require improvement.

Question 8:

Which modules within the physical education program do you think could potentially help develop students' global competence? Why?

Interviewee Response:

"What were called graduate attribute modules were very general and weren't that specific... I think it would be more general and would probably be where global competence fits... There was one that was called 'Living in the Digital Era,' which was basically all about learning different knowledge and had a wide scope of content... I don't think that there's really any specific modules within the PE program that was directly help and global competence..."

Initially, the interviewee discussed the "Graduate Attributes Module," emphasizing its role in general education. This module covers a wide range of academic subjects without focusing on specific technologies or in-depth

knowledge. Its broad scope allows for the inclusion of diverse educational content, including essential global competencies like global understanding, civic engagement, and intercultural skills. These elements are crucial for developing students' global perspectives and abilities in multicultural understanding (Humphreys and Davenport, 2005). The interviewee suggested that this flexibility makes the module well-suited for enhancing global competencies by integrating aspects such as cross-cultural communication and an understanding of global economics and politics, thereby improving students' global sensitivity and adaptability without sacrificing professional depth.

The interviewee also specifically mentioned a course titled "Living in the Digital Age," highlighting its focus on learning diverse knowledge across a wide content range. This further validates how general education modules cover a variety of educational themes related to global competencies. However, despite mentioning the broad content of these courses, there was no detailed explanation of how these modules potentially support specific aspects of global competencies, such as cross-cultural communication skills, global knowledge comprehension, or a global perspective. This vague description might lead to difficulties in understanding how these modules practically achieve this educational goal.

In the end, the interviewee expressed a view that physical education courses lack specific modules directly fostering global competencies. This implies that while general education modules have the potential to integrate content

related to global competencies, there is no clear cultivation strategy or dedicated course setup in practice.

Question 9:

In your teaching, which specific course contents or themes have you found to be effective in promoting the development of students' global competence? And why?

Interviewee Response:

"...course contents about how we compare curricula, we compare the Welsh curriculum with the Scottish curriculum or the Australian curriculum...and look at sort of concepts such as physical literacy, we look at different countries define physical literacy and why they are potentially different..."

"Because I think understanding the concept physically from different cultures is actually quite important...students would see the difference from a physical competency stage of where Great Britain is...and what other countries sort of define as good physical literacy...talking about very different cultures...it's having discussions about what cultures like and why that culture supports physical movement a lot better..."

The respondent highlighted the value of comparing curriculum designs across different countries, such as those in Wales, Scotland, and Australia, along with exploring the concept of 'physical literacy' as defined in various cultural contexts. This comparison allows students to observe the variations between national education systems and understand how a single concept can be interpreted and applied differently depending on cultural and political backgrounds. According to Gurin et al. (2002), by comparing educational content from different countries, students can enhance their cognitive abilities and critical thinking, while also developing a sense of social responsibility and civic awareness. This method extends beyond basic knowledge transfer,

urging students to critically assess how cultural variations shape educational objectives and methods. It helps build a global outlook, acknowledging the challenges and opportunities presented by globalisation in education. By creating international curricula that explore different national views on sports and include intercultural elements in courses, students can gain a deeper insight into cultural disparities. This deepened understanding is vital for fostering global competencies, as it promotes recognition and respect for diverse lifestyles and values (López-Rocha, 2021).

Furthermore, the interviewee mentioned a case in the international curriculum discussing how culture influences attitudes towards sports activities, such as British children tending to lead more sedentary lifestyles, while Australia exhibits a more active sports culture. By examining these differences, students not only learn about the status of sports within various cultures but also delve into the reasons behind the cultural and policy support for physical activities. Such curricular designs not only enhance students' understanding of sports but also expand their appreciation and respect for global cultural diversity, thereby enhancing their global perspectives and helping them to view international behaviors and decision-making from a broader perspective (Gurin et al., 2002).

Question 10:

What teaching methods or strategies have you employed in your program delivery that you believe can effectively foster students' these global competencies? And why?

Interviewee Response:

"...like guided discovery that children have a lot more autonomy over by learning...encourages autonomy for students would be really helpful because also they can bring their own cultures into it as well. it's more about exploring then not exploring knowledge themselves, so encouraging them to consider other cultures or look at different perspectives...They can not only solve problems but also inspire others or even inform others about their own cultures if they come from different cultural backgrounds and work alongside one another...and some teamwork like case study as well would be helpful..."

In the response, the interviewee highlighted several practical teaching strategies that effectively enhance students' global competencies. particularly the guided discovery method. This method boosts student autonomy and incorporates their cultural backgrounds into learning, promoting inclusivity and respect for cultural diversity. It encourages active exploration, making students engaged participants and leveraging their diverse cultural views to enrich the learning environment. This approach not only increases engagement but also deepens their understanding of complex global issues (Ananda, Fadieny, and Safriana, 2024).

Additionally, the interviewee discussed integrating teamwork and case studies into the curriculum, providing students with a highly practical and collaborative learning experience. These teaching strategies stimulate students' spirit of independent exploration and critical thinking, effectively nurturing their problem-solving skills. In this model, students are encouraged to proactively seek multiple solutions to problems, rather than solely relying on teacher

guidance (Luna Scott, 2015). As the interviewee emphasized, these varied teaching methods not only enhance students' abilities to think from multiple perspectives but also improve their skills in communicating and solving problems with people from different backgrounds. Such enhancements are crucial for developing global competencies, enabling students to navigate and interact more effectively in a multicultural global environment (Reimers, 2009).

Overall, while the interviewee's response outlined several teaching strategies that theoretically contribute to developing students' global competencies, these descriptions still lack specific implementation details and do not clearly explain how these strategies directly foster the development of global competencies.

To uncover the challenges lecturers face in advancing global competence education, the researcher designed questions 11 through 13. These questions aim to deeply explore the specific difficulties and effective solutions encountered in cultivating global competence through teaching practices. By analysing these questions, the study seeks to identify the key factors affecting the effectiveness of global competence education. These findings will serve as the foundation for subsequently proposing recommendations to improve existing educational strategies and curricular arrangements, thereby better addressing the challenges of education in a globalized context.

Question 11:

What specific challenges have you encountered during the teaching processes you mentioned earlier?

Interviewee Response:

"I suppose no real challenges, but potentially the lack of priority. Like I think for me, it's a low-level priority as to what I teaching my students, so maybe the challenges for me to focus more on it...encourage lecturers to have to think more about global competence..."

Participants mentioned "lack of priority" and "low-level priority," suggesting that certain educational content is not considered central within their teaching agendas. This indicates that such content does not receive sufficient attention and support in terms of curriculum planning, time allocation, or resource distribution. The phenomenon of assigning lower priority to this content may stem from deficiencies in the teacher training system, as supported by the findings of Louisa Moats (2014), who proposes that if teachers do not gain a thorough understanding of these topics during their training, or if the importance of these topics for students' future development is not emphasized enough, teachers may lack the motivation and confidence to effectively integrate this content into their teaching practices.

This prioritization directly impacts the topics that lecturers choose to teach. If certain subjects, such as global thinking or intercultural communication, are deemed low priority, this can lead to their being neglected or insufficiently covered in teaching, which in turn affects students' overall development. Additionally, content with lower priority may not receive sufficient time, materials, or other instructional resources, further limiting the effectiveness of teaching in these areas and potentially impacting student learning outcomes (Makori and Onderi, 2013)

Question 12:

From your perspective, how can physical education better develop students' global competencies?

Interviewee Response:

"I just think giving students the opportunity to look at different cultures and how they interact with their sports or physical movement...is really important across the cultures..."

The response presents the perspective that physical education should offer students ample opportunities to explore how sports activities can facilitate interaction and communication across different cultures. Sports, serving as a global language, can bridge cultural divides and enable students to deeply understand and appreciate the diversity of cultures through active participation. This experience not only enhances students' athletic skills but, more importantly, it fosters cross-cultural understanding and respect, which is increasingly vital in our globalizing world. Through sports activities, students can directly observe how sports are integrated into people's lives and societies across various cultures, thereby broadening their horizons and strengthening international friendships and understanding (Ley and Barrio, 2010).

Question 13:

In your opinion, what actions should university and individual educators, like lecturers take to more effectively foster global competencies among students?

Interviewee Response:

"First of all, I guess we could upskill ourselves, I'm not sure how many lecturers like I really don't know global competence and potentially our role or what we should be teaching to support or develop it...another one could be making space within our

modules a little bit for global competence...but it doesn't value than what we are actually teaching what we should be teaching..."

In the response, the interviewee presented two main ideas to explain how to more effectively cultivate students' global competencies. First, the interviewee noted that university lecturers themselves need to enhance their skills and knowledge. This indicates that many lecturers may lack a thorough understanding of what global competencies entail and how to teach them effectively. Consequently, the suggestion was made that educators should engage in learning and training to deepen their understanding of global competitiveness to better integrate it into their teaching.

Secondly, the interviewee discussed the possibility of making room in the curriculum for global competencies but also expressed skepticism about the value of this approach. He argued that merely creating space for global competencies in the curriculum might not yield the anticipated educational value. This implies that simply adding content about global competencies might not ensure the effectiveness and depth of teaching. This viewpoint underscores that increasing space in the curriculum structure is insufficient; it is crucial to ensure that the content and teaching methods genuinely aid students in understanding and assimilating knowledge related to global competencies.

In summary, the interviewee's response highlighted the importance of educators' self-improvement and the careful configuration of course content.

This approach shows that effective cultivation of global competencies requires not only the active participation and continual upgrading of teachers but also a thoughtful examination of teaching content and methods. Such measures are necessary to ensure that these aspects meet the real-world and developmental needs of students, making education accessible while also meaningful and conducive to achieving desired educational outcomes (Barrett et al., 2007).

4.2. Research Discussions

In an integrated analysis of the interviewees' views and understanding of global competence from questions 1 to 4, it is evident that interviewees consistently emphasized the importance of empathy and cultural diversity and expressed support for the development of global competencies. However, their descriptions of how to integrate these skills into teaching practices often remained at the level of general conceptual expression. For instance, although it was mentioned that introducing traditional sports from various countries into physical education courses could enhance students' cultural understanding, there was a lack of detailed explanation on how to continuously and systematically develop a global perspective through these activities. The questions were initially designed to provide insights into lecturers' perceptions, understanding and attitudes towards global competencies. However, actual responses may have differed from what was expected, and this discrepancy may have stemmed in part from the design of the questions, which may not have guided interviewees to provide more detailed answers, or from the structure of the interviews, which did not

effectively facilitate in-depth discussions. Additionally, when discussing policies, the interviewees primarily focused on the macro significance and objectives of the policies, with less attention to their specific application in educational practices. This suggests that there may be gaps in understanding and applying policy ideas to educational practices. Overall, the interviewees expressed a positive attitude towards education for global competence, but the detailed discussion on specific operations and strategies was somewhat lacking. This might reflect the need for more detailed questions and in-depth follow-up discussions to further explore the interviewees' deep understanding and specific implementation strategies of global competence education. Future research should consider employing more detailed questioning and discussion methods to more comprehensively understand the practices of global competence education in universities.

In an integrated analysis of the responses to questions 5 through 7 to understand the university's specific policies, activities, and curriculum settings for fostering global competence, it is evident that the university's support in this area shows certain limitations. Currently, the university has not implemented explicit measures and action plans for developing global competence; instead, its approach seems more about exploring potential methods and opportunities rather than having a systematic execution plan in place. While the university provides opportunities to cultivate global competencies through international exchange programs and summer camps, these activities positively impact broadening students' international perspectives and cultural understanding but lack systematic policy support.

Additionally, although there are some international study courses available, the practice of systematically integrating global competence into regular courses and teaching activities is still insufficient. Therefore, despite the university offering some relevant activities and projects, there remains room for improvement in the systematization and strategic approach to cultivating global competence, especially in terms of establishing and implementing guidelines and courses with clear objectives.

By analysing the responses to questions 8 through 10, the ways in which physical education programs cultivate students' global competencies through specific course modules and teaching strategies are revealed. Firstly, through a range of general education modules such as the "Graduate Attributes Module" and "Living in the Digital Age," students are guided to explore diverse educational content related to global competencies. Building on this, it is further analysed that the flexibility of these modules allows for the integration of elements such as cross-cultural communication and global knowledge. Additionally, in terms of course content and themes, lecturers guide students to explore and understand global diversity by comparing different interpretations of sports programs and the concept of sports literacy across various countries and regions. This also enhances students' understanding of the practical applications and values of sports in various cultural contexts. Lastly, through inquiry-based learning and collaborative teaching methods, lecturers encourage students to explore and engage in the learning process from multiple cultural perspectives, thereby enhancing their global outlook and cross-cultural communication skills. Together, these strategies promote a

comprehensive and interactive learning environment that effectively nurtures students' awareness of global engagement and cross-cultural perspectives in a globalized context.

An integrated analysis of responses to questions 11 through 13 reveals the key challenges in cultivating global competencies and potential improvements in educational practices. First, global competencies often are not prioritized sufficiently within the educational system, which may slow the development of related educational content and limit the participation and investment of both lecturers and students in this area. This finding points to a significant gap in educational strategies, highlighting the need for greater emphasis on integrating and enhancing global competencies. Additionally, physical education demonstrates a unique role and potential advantages in developing global competencies, particularly its capacity to serve as a platform for exploring cross-cultural exchanges. Recognized as a "global language," physical education can significantly enhance students' understanding of and respect for cultural differences. Therefore, when developing physical education curricula, it is advisable to incorporate elements that broaden global perspectives and cultural exchanges, making physical education not only about improving physical fitness but also a vital means of cultivating students' global outlook. Lastly, the enhancement of educators' own global competencies and cross-cultural teaching skills is crucial for achieving global education objectives. This process largely depends on teachers having sufficient cross-cultural teaching resources and capabilities, emphasizing the necessity for effective upskilling of teachers. Thus, it is beneficial for

universities and educators to optimize educational strategies and enhance their teaching capabilities. This involves updating teaching content and methodologies, as well as undertaking meticulous reflection and careful adjustment of educational policies.

4.3. Research Findings

This chapter presents research findings based on a detailed analysis of the interviews and offers exploratory recommendations for university educational practices. These suggestions aim to leverage insights gained from the interviews to explore potential educational strategies and curricular improvements to better meet the demands of a globalized education environment. However, given that these recommendations are based solely on limited interview data from one lecturer and are intended to provoke further discussion and reflection on current educational practices, they should be considered exploratory. The suggestions are intended to propose possible directions for improvement in the existing educational model, rather than definitive solutions.

Based on the previous interview analysis, it can be seen that the globalisation of the educational environment and technological advancements require teachers to engage in continuous learning and adaptation. Teachers' clear awareness of this necessity is a vital driving force for their professional growth (Jarvis, 2000). Interviewee expressed the need for enhanced training in certain areas during the interviews, reflecting the recognition and urgency of ongoing professional development among teachers. From the perspective of

lecturers' needs, the article proposes a series of feasible suggestions aimed at supporting teachers' professional growth and improving teaching practices:

Suggestions for lecturers:

1) Lecturer Skill Enhancement and Continuous Learning: Lecturers should actively improve their teaching skills to cultivate students' global competencies. This involves actively seeking learning opportunities, such as engaging with the latest books, participating in online courses, and reviewing scholarly articles to deepen their understanding of global issues, thereby ensuring their knowledge in global education remains current. Additionally, educators should regularly reflect on and adapt their teaching strategies to effectively integrate a global perspective, meeting the educational needs of students in a globalized era (Almazroa and Alotaibi, 2023).

2) Integrating Global Competencies into common module: The literature review suggests that global competency is a critical skill. Accordingly, when designing common module courses, it would be advisable for lecturers to consider incorporating topics that promote the development of global competencies. Since these courses cover a wide range of content, this provides an ideal platform to connect teaching materials with a global context. Choosing topics that are closely related to students' daily lives from cross-cultural and international perspectives not only enhances students' interest and engagement but also helps them better understand a global viewpoint. Additionally, lecturers should regularly update teaching content, including the latest global events, international cooperation, and global political and

economic trends, to ensure that students are informed about global dynamics and enrich their global education experience.

3) Utilizing Practical Teaching Strategies: Lecturers may consider incorporating practical tasks such as case studies and project-based learning to enable students to explore global issues from a multidisciplinary perspective (Ferguson-Patrick, Reynolds, and Macqueen, 2018). These teaching strategies motivate students to apply their acquired knowledge and skills across disciplines to address global challenges. By engaging in these activities within real or simulated environments, students gain a deeper and more experiential understanding of the complexities of global issues. Such an approach not only enhances students' active learning capabilities but also deepens their insights into international affairs.

Through the analysis of the interview, the study notes that teachers' understanding of global competencies often remains at a superficial and broad level. They generally lack a deep understanding of how to apply this concept in actual teaching, which directly affects their willingness and ability to integrate relevant content into teaching practices. Additionally, lecturers have expressed difficulty in finding sufficient space within the existing compact curriculum plans to focus on cultivating global competencies, further leading to a lower priority of global competency-related content in the curriculum. Based on the literature review and data analysis, it is evident that global competence is a key skill. Consequently, exploring some improvement measures at the university level may have a positive impact. As the core of

the education system, universities and other educational institutions play a key role in providing teachers with necessary resources for continuous professional development, curriculum support, and collaborative opportunities (Darling-Hammond, Hyler, and Gardner, 2017). Considering the measures that can be taken at the school level may help address the challenges faced by teachers and fundamentally improve the quality of teaching and education. Here are some suggestions for schools to consider and implement:

Additional support from university:

1) Enhancing Lecturers' Global Competence: Universities offer regular professional development sessions to deepen lecturers' understanding of global competencies (Almazroa and Alotaibi, 2023). This training updates lecturers on globalisation trends, cross-cultural communication, and international policies, ensuring they are abreast of the latest educational developments. Through these sessions, lecturers learn to design and implement courses that address global issues and to adopt innovative teaching methods. This integration enhances teaching quality and boosts students' global awareness.

2) Adjusting the Curriculum Framework to Integrate Global Competence Education: Modifications are made within the existing curriculum framework to integrate global competence education more naturally, rather than treating it as an additional module. For instance, enriching the curriculum with minor credit modules that focus on key areas such as global sports governance and intercultural communication strategies can be accomplished without significant alterations to the overall course structure (Shu-hui, Ben-ray, and

Wei-chieh, 2018). This approach not only maintains the coherence of the educational content but also enhances the adaptability and practicality of the curriculum.

3) **Make Full Use of Campus Activities and Resources to Enhance Global Perspectives:** University should fully utilize existing activities and resources by integrating elements related to global competencies into campus events to broaden students' international perspectives (Leask, 2009). For example, leveraging the diversity of international students by organizing cultural exchange activities, or introducing discussions and projects focused on global issues within student organizations. Such initiatives not only enhance students' understanding of global diversity but also stimulate their interest and participation in international affairs.

4.4. Conclusion

In this chapter, a detailed analysis of interview data from a lecturer within the undergraduate physical education program at a specific university in Wales was conducted. This analysis focused on the current state of global competence cultivation, the challenges faced, and potential opportunities for improvement. During the analysis, it was discovered that the actual responses from teachers regarding their understanding, perspectives, and attitudes towards global competence differed from expectations. This discrepancy suggests that the current survey design or questioning techniques may need further optimization. Therefore, future research should employ more detailed and specific questioning techniques to fully capture a deeper exploration and

understanding of global competencies. Enhanced questioning strategies, especially in pursuing questions and digging deeper into details, can be more effective in obtaining detailed perceptions and opinions from interviewees, thus providing richer and deeper data for the research.

Based on an in-depth analysis of specific issues within educational practices, a series of targeted suggestions were proposed, aimed at optimizing the educational process and enhancing students' global competence. These suggestions focus on enhancing the professional capabilities of educators, improving curriculum design, and making more effective use of university resources to ensure that educational activities can comprehensively address the challenges posed by globalisation. Though the suggestions are mainly directed at lecturers, they also imply that a little extra support from the university could significantly enhance these initiatives. Through the joint efforts of lecturers and the university, it is possible to enhance the cultivation of students' global competence more effectively.

5. CONCLUSION

Through a review of this research, it focuses on exploring the current state and methods of cultivating global competence within the Physical Education program at a university in Wales. Based on the analysis of the literature, it is evident that global competence, a concept highly regarded in modern education, aims to enhance students' abilities to communicate, collaborate, and solve problems in cross-cultural contexts. The primary objective of the research is to explore how physical education can promote the development of students' global competence in a globalized context and to identify the challenges that may arise in this process, offering potential directions for improvement at the university.

This dissertation adopts the Interpretivist Paradigm and utilizes qualitative research methods to deeply investigate lecturers' viewpoints and practices, with data collection conducted through semi-structured interviews. Through an interview with the one lecturer who also serves as the programme director, the study revealed that the cultivation of global competence within the current curriculum has not been systematically emphasized. Although this lecturer's perspective is representative, the limitation of a single data source might lead to the omission of some key information. Nevertheless, participant's in-depth understanding and extensive practical experience have provided valuable insights into understanding the application of global competence training in real educational settings.

The interview revealed that the lecturer has a broad understanding of global competence and a deep recognition of the significant potential of physical education in cultivating students' global perspectives. Physical education, by incorporating international sports projects, not only helps students to engage with and understand diverse cultural backgrounds but also enhances their understanding of global cultural diversity. More importantly, as a universal language, sports greatly facilitate cross-cultural communication and cooperation, allowing students to learn respect and understanding of different cultural values and norms through practical interaction. Additionally, international sports events or exchange programs provide students with opportunities to participate on the global stage and learn how to compete and cooperate in a multicultural environment, offering experiences that textbooks cannot replicate. Through these practical opportunities, there is potential for the cultivation of students' global competence. They not only learn how to confidently express themselves and understand others in a diverse global environment but also build cross-cultural friendships and respect.

Despite the lecturer's positive attitude and understanding of the cultivation of global competence, and its significance for students' future career and personal development, numerous challenges are encountered in the actual teaching process. Lecturer pointed out that while physical education effectively enhances students' understanding of global cultural diversity through the integration of international sports projects, effectively incorporating global competence education into an already packed curriculum remains a significant challenge. Additionally, the limited availability of

resources exacerbates this issue, often leaving lecturers feeling overwhelmed during the implementation of these educational contents. These challenges reveal some deep-seated issues within the educational system: even though lecturers fully recognize the necessity of cultivating global competence, they still face the dual dilemma of insufficient resources and unreasonable course scheduling in practice. This situation not only restricts lecturers' efforts to expand students' global perspectives but also highlights the difficulties in integrating global education concepts with practical teaching. Consequently, educational policymakers and curriculum designers need to reconsider how to integrate and implement global competence cultivation strategies more effectively within limited resources and tight schedules to ensure the quality of education is not compromised and to meet the modern societal expectations for students' global capabilities.

To effectively navigate these challenges, it would be advantageous for lecturers to foster a deeper awareness of the necessity for continuous professional development. There is an opportunity for lecturers to proactively enhance their teaching capabilities in global competence, which includes actively participating in relevant training sessions and workshops, as well as exploring how to effectively integrate these skills into their teaching practices. By strategically embedding content related to global capabilities into common module courses, Lecturers can utilize the extensive and flexible nature of these courses to integrate global perspectives and multicultural elements into their curriculum design. By incorporating topics such as global politics, economic development, cultural diversity, and international relations, they can

enrich the course content and equip students with the tools necessary to analyse global issues effectively. Furthermore, the implementation of practical teaching strategies such as project-based learning, simulation activities, and cross-cultural collaboration projects is particularly crucial. These strategies place students directly in real-world scenarios where they can apply new knowledge and skills, effectively enhancing the interactivity and practical outcomes of learning. This teaching approach not only enables students to apply their knowledge and skills in real or simulated multicultural environments but also facilitates deeper understanding of global diversity through such interactions and collaborations, thereby improving their communication and teamwork skills.

Facing these challenges, additional support from the university is crucial. Accordingly, the research offers a series of targeted improvement suggestions. Firstly, the researcher suggested providing lecturers with regular training in global competence and cross-cultural teaching strategies through professional development courses, which help deepen their understanding of global competence and master how to effectively integrate these elements into daily teaching practices. Additionally, adjusting the existing curriculum framework is essential. By designing teaching syllabi and course content to naturally integrate global competence education, it becomes an organic part of the learning process rather than an add-on. Moreover, making full use of campus resources to host events and lectures related to global competence is an effective way to enhance students' cross-cultural learning experiences. These activities not only increase students' awareness of global diversity but also

provide practical opportunities for cross-cultural interaction, thereby enhancing students' abilities to apply global competence in the real world. Through rich workshops, simulation activities, and project-based learning, lecturers can guide students to experience and learn in practical settings. This not only enhances the diversity and practicality of teaching but also makes the course design more attractive and applicable.

This shows that the study effectively addresses the research questions: "How do lecturers integrate global competence into physical education curricula and teaching practices?" and "What challenges do they encounter in this process?" The findings reveal a lack of systematic integration and emphasis on global competence within educational practices. Moreover, the research identifies several implementation challenges, such as constraints on resources, dense curriculum scheduling, and limitations in teaching methodologies. These insights not only answer the research questions but also fulfill the study's objectives by highlighting the need to explore and enhance the undergraduate physical education program for better cultivation of global competence.

However, this study encountered certain limitations in demonstrating the universality and depth of global competence applications within physical education, primarily due to its reliance on the perspective of a single interviewer. This dependency on one data source, especially given the interviewer's personal background, experience, and potential cognitive biases, may have influenced the framing of questions and interpretation of data,

potentially biasing the results toward the interviewer's personal views, thus affecting the research's objectivity and comprehensiveness. Furthermore, the use of purposive sampling, although enabling detailed exploration of specific characteristics or experiences within physical education programs, introduces a degree of subjectivity that could lead to sample bias, thereby complicating the task of generalizing findings to a broader population. This limitation constrains a more profound understanding of the diversity and comprehensiveness of educational practices.

Moreover, the strategies for improvement suggested in the study are based on an in-depth analysis of the existing data, aiming to provide lecturers and universities with targeted improvement pathways to enhance the development of global competence. However, the universal applicability and practical implementation of these strategies may also face challenges due to the limited nature of the data sources. To improve the research's quality and utility, future studies should broaden the sample size and employ diverse data collection and analysis methodologies. Not only would this enhance the generalizability and reliability of the research findings, but it would also offer a more robust foundation for schools when developing future curricula and teaching strategies. This approach ensures more effective promotion of global competence and guarantees that the educational improvement strategies implemented will achieve the anticipated outcomes in various educational settings. Such efforts would significantly enrich our understanding of educational practices and propel educational innovation, aligning with contemporary expectations for higher education.

In conclusion, this study underscores the potential and limitations within the undergraduate physical education program in fostering global competence. In an era of increasing globalisation, the physical education program is crucial in broadening students' international outlook and enhancing their cross-cultural communication abilities. Nevertheless, the existing curriculum setups and teaching strategies require refinement. By further optimizing these elements, students can better adapt to multicultural environments, laying a solid foundation for their future development. It is hoped that this research will capture the attention of educators and policymakers, spurring further improvements and enhancements in global competence development within undergraduate physical education programs.

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7. APPENDICES

7.1. Appendix 1 consent form

Consent Form for Participation in Research Study

Dear Participant,

You are being invited to participate in a research study about the integration of global competence into teaching practices in the field of physical education. Before you decide whether you wish to participate, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you need more information.

Title of Research: Embedding Global Competence in Physical Education: at a particular UK University

Researcher: Hanyu Meng 2308307@student.uwtsd.ac.uk

Study Purpose: This study aims to explore teachers' perspectives on global competencies and examine the current integration of these competencies into the teaching practices within the Physical Education program

Study Procedure:

If you agree to participate, you will be asked to engage in a semi-structured interview which will last approximately 30 to 45 minutes. The interview will cover topics related to your perspectives on global competencies and delve into your experiences related to teaching these competencies.

Voluntary Participation:

Your participation in this study is entirely voluntary. It is completely up to you to decide whether or not to take part in this research. If you decide to take part, you are still free to withdraw at any time and without giving a reason.

Data Confidentiality:

Your interview will be confidential. The data collected can only be viewed by the researcher, will be stored securely, and will be made anonymous before it is analysed. Any quotes used in reporting the research will be anonymous.

Right to Withdraw:

You can withdraw from the research at any time without any consequences. This decision will not affect your legal rights.

Consent:

I have read and understood the information above. I have had the opportunity to consider the information, ask questions, and have had these answered satisfactorily. By signing this form, I agree freely to participate in this research.

Participant's Signature:

Date:

Researcher's Signature:

Date:

Contact Information:

If you have any questions about the research or if you encounter any issues in the future regarding the study, please contact us promptly:

Contact Person: Hanyu Meng

Email: 2308307@student.uwtsd.ac.uk

Phone: 07467056184

Thank you for considering participating in this research.

7.2. Appendix 2 interview questions

Semi-structured interview

Section 1: Perspectives and Understanding:

Question 1: How do you interpret and perceive "global competence" and its key element from your perspective?

Question 2: Do you think global competence should be developed in physical education programs? Why?

Question 3: The Welsh Government has published a document titled 'Well-being of Future Generations (Wales) Act.' This document outlines a seventh goal of achieving 'A globally responsible Wales.' What are your views on this seventh goal?

Question 4: How do you think the connection between global competence and A globally responsible Wales?

Section 2: Understanding the university's Context:

Question 5: Does your university have any policies or guidelines in response to the goal of "A Globally Responsible Wales" as mentioned earlier?

Question 6: Are there any activities or extracurriculars at your university specifically designed to develop students' global competence? why?

Question 7: In your view, are there any areas where the university could improve or introduce new policies, activities or course to better help students develop global competence?

Section 3: Understanding the Physical Education Program and Courses

Question 8: Which modules within the physical education program do you think could potentially help develop students' global competence? Why?

Question 9: In your teaching, which specific course contents or themes have you found to be effective in promoting the development of students' global competence? And why?

Question 10: What teaching methods or strategies have you employed in your program delivery that you believe can effectively foster students' these global competencies? And why?

Section 4: Challenges and Suggestions

Question 11: What specific challenges have you encountered during the teaching processes you mentioned earlier?

Question 12: From your perspective, how can physical education better develop students' global competencies?

Question 13: In your opinion, what actions should university and individual educators, like lecturers take to more effectively foster global competencies among students?