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## SCENARIOS BASED APPROACH TO ASSESS GLOBAL COMPETENCE IN ENGINEERING MOBILITY PROGRAMS

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The global world requires an essential emphasis on sustainability regarding productivity and industrialization processes, all the more with current environmental issues—water supply, deforestation, climate change—as well as sanitary issues like COVID-19, which permeate throughout and threaten all global activity. At the same time, the new digital era is changing the way we live and we interact, putting the person in the center of organizations and society. Engineers play an important role in this context, since they are actively building the world where we will be living in tomorrow. For all these reasons it is more than ever necessary to strengthen global competence of engineers of the future.

From a theoretical perspective, global and intercultural competence embodies a range of skills, knowledge, attitudes, and behaviors, some of which are easier to assess than others (Deardorff 2006). The global dimension of engineering practice has long been recognized by many scholars and institutions (Jesiek and Beddoes, 2010, Grigg 2014, Yates 2007). However, nowadays, there is still a lack of integration of human, environmental and ethical issues, which do not usually appear in engineering courses.

The development of the TA VIE project ("Tools for Enhancing and Assessing the Value of International Experience for Engineers") presented here stemmed from an international collaboration of five European HEI institutions in Spain, Italy, France, Sweden and Hungary. The TA VIE project has showed that companies understand the relevance of global competencies and young professionals should improve in those competencies. Companies in the five national contexts participating in the project argue that engineers should deploy these competencies to follow market trajectories and face current challenges.

As a result of the first intellectual output of the project a framework of global competencies for engineers was published (Ortiz-Marcos et al. 2020). Now, in this second part of the project, we are ready to share how to measure these competencies with engineering students using an innovative approach.

A growing body of scholarship has emerged around efforts to define, develop, and assess global competency and related constructs among engineering students and professionals (Jesiek et al., 2018; Jesiek, Zhu, et al., 2014; Johri & Jesiek, 2014). During development of TA VIE project, scenario-based model for the assessment of global competencies was designed. TA VIE project is supported by competence measurement framework (OECD, PISA, 2018; PIAAC; 2012) considering that measurement of competencies is quite sensitive to individual own perception because it deals with self-assessment. Cognitive tests based on a situational approach have been developed, using the so called "scenarios", which allows the respondent to answer to the situational questions (competence related) and not thinking about his/her own level of competence. Scenario-based and other types of situational assessment techniques represent intriguing alternatives to the self-assessment approaches outlined earlier. The advantage to use the scenarios approach is a stronger validity of the data. These methods have a long history of use, dating back to at least the 1920s (Jesiek & Woo, 2011; PISA, 2018), and typically present subjects with realistic dilemmas, problems, or situations, and then ask them to identify effective (and/or ineffective) actions or responses. In this paper the result of scenarios designed to measure global competencies will be presented.

**keywords:** [global competence](#), [competence assessment](#), [scenario approach](#), [international experience](#), [engineering](#).

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<b>USING DIGITAL TECHNOLOGY TO CAPTURE AND ASSESS UNDERGRADUATE CLINICAL COMPETENCY DEVELOPMENT. A CASE STUDY OF PHYSIOTHERAPY UNDERGRADUATES FROM THE UNITED KINGDOM</b> <i>S. McKinnell, D. Prescott</i>	1604
<b>FROM SCHOOL TO UNIVERSITY: INSTITUTIONAL "BRIDGES" TO EDUCATIONAL SUCCESS</b> <i>P. Ambarova</i>	1605
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<b>EDUCATIONAL STRATEGIES OF RUSSIAN STUDENTS IN THE CONTEXT OF THE CORONAVIRUS PANDEMIC: IMPACT ON EDUCATIONAL SUCCESS</b> <i>G. Zborovsky, S. Pankova</i>	1633
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<b>A COMPETITION TO STRENGTHEN THE LEARNING OF THE SQL PROGRAMMING LANGUAGE</b> <i>A.J. Díaz-Honrubia, A. Rodríguez-González, E. Menasalvas-Ruiz, L. Megual-Galán, C. Fernández-Baizán</i>	1669
<b>OPPORTUNITIES AND CHALLENGES OF APPLICATION OF VIRTUAL LEARNING ENVIRONMENT IN PRIMARY EDUCATION</b> <i>S. Kovienė, A. Plaušinitienė</i>	1678
<b>THE EXPERIENCES OF PRIMARY TEACHERS IN EDUCATION OF SOCIAL AND EMOTIONAL LITERACY OF STUDENTS</b> <i>S. Kovienė, A. Plaušinitienė</i>	1688
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<b>INTRODUCTION TO PHYSICAL OCEANOGRAPHY FOR HIGH-ABILITY STUDENTS</b> <i>M. Bolado-Penagos, A. Aldarias, T.A. Plomaritis, I. Laiz</i>	1706
<b>NEW DYNAMIC FUNCTIONS IN EXCEL IN RESPONSE TO SELECTED CHALLENGES OF THE AGE OF BIG DATA</b> <i>P. Lasak, M. Kralova</i>	1716
<b>SOFTWARE TOOLS FOR TEACHING AND LEARNING SOUND SYNTHESIS</b> <i>J. Oliver, B. García Zapirain</i>	1724
<b>FORMATION OF PROJECT SKILLS IN PROSPECTIVE MATHEMATICS TEACHERS IN THE PROCESS OF PEDAGOGICAL PRACTICE</b> <i>E. Sukhovienko, S. Sevostyanova, R. Nigmatulin, E. Martynova</i>	1730
<b>E-SPORTS: HOW IT DEVELOPS PERSONAL SKILLS. CASE STUDY APPROACH OF THE SPANISH LEAGUE OF LEGENDS</b> <i>C. Ruiz-Viñals, A. Alonso-Muñoz</i>	1740
<b>MEET-UP 4TH EDITION: A COMPANION PROGRAM FOR STUDENTS WITH AUTISTIC DISORDER. WORKING PROGRESS</b> <i>J. López, S. Mampel, L. Montero, M. Vilalta</i>	1748

<b>BEST PRACTICES IN STUDENTS' PREPARATION IN PROGRAMMING COMPETITIONS</b>	1755
<i>G. Atanasova</i>	
<b>STRATEGIES TO INVOLVE THE STUDENTS IN THEIR LEARNING IN A BIOCHEMISTRY LABORATORY</b>	1760
<i>A. Saborido, M.I. de la Mata Riesco, B. Olmeda Lozano, M. Lorente Pérez, M. Arroyo Sánchez, M.J. Feito Castellano, A. Sánchez Torralba, J.M. Navarro Llorens</i>	
<b>VIRTUAL MENTORING PROGRAM DURING COVID-19</b>	1769
<i>A.C.C. Noronha, B.F. Paulo, L.J. Pimont, I.M. Gomes, C.A. Martins, M.M. Silva, L. Ribeiro Santos, L.K. Teles, F.A. Pereira, S.S.D. Custódio, I. de Oliveira Zeli, I.B. Henriques, K.D. Fook, M.M.S. Matsumoto, N. Jodas</i>	
<b>APPLICATION OF THE GAME ON INTERNATIONAL MARKETS IN THE DEVELOPMENT OF THE SUSTAINABLE DEVELOPMENT GOAL (SDG) OF "REDUCE INEQUALITY BETWEEN COUNTRIES" IN THE UNIVERSITY COURSE OF "ENTERPRISE"</b>	1776
<i>V. Guerola-Navarro, R. Oltra-Badenes, H. Gil-Gomez</i>	
<b>APPLICATION OF THE ATOMIC BUNKER GAME IN THE DEVELOPMENT OF THE SDG "COORDINATION MECHANISMS FOR INCLUDING GENDER PERSPECTIVES" IN THE SUBJECT OF "ORGANIZATIONAL BEHAVIOR AND CHANGE MANAGEMENT"</b>	1782
<i>V. Guerola-Navarro, R. Oltra-Badenes, H. Gil-Gomez</i>	
<b>THE ROLE OF HIGHER EDUCATION INSTITUTES IN PUBLIC SECTOR INNOVATION ECOSYSTEMS</b>	1788
<i>S. Luojus, S. Kauppinen</i>	
<b>APPLICATION OF ORDERED WEIGHTED AVERAGE TO ADAPT CONTINUOUS ASSESSMENT IN AN ENGINEERING PHYSICS COURSE DUE TO COVID-19</b>	1795
<i>J.M. Brotons-Martínez, F. Martínez-Perez, J. Solano-Jimenez, J.M. Cámara-Zapata</i>	
<b>FROM IN-PERSON TO ONLINE LESSONS: A STUDY</b>	1804
<i>E. Martínez-Martin, A. Costa</i>	
<b>USING MOOCS FOR EFL/ESP TEACHING IN A DISTANCE MODE: A CASE OF A RUSSIAN TECHNOLOGICAL UNIVERSITY DURING COVID-19 PANDEMIC</b>	1810
<i>A. Gerashchenko</i>	
<b>PROJECT WORK IN TECHNOLOGY PARK AS FORM OF COFIGURATIVE LEARNING</b>	1815
<i>T. Shaposhnikova, O. Gordienko, A. Egorova, D. Romanov, A. Gerashchenko</i>	
<b>USING THE PRACTICES OF INQUIRY IN THE CLASSROOM: BELIEFS, DIFFICULTIES AND FORMATIVE NEEDS OF PRIMARY SCHOOL TEACHERS</b>	1819
<i>G. De Rossi, M. Carli, O. Pantano</i>	
<b>BARRIERS TO EDUCATION SUCCESS IN STUDENTS WITH SPECIAL HEALTH CAPABILITIES</b>	1829
<i>A. Kulminskaya</i>	
<b>EFFECTIVENESS OF A WEBGIS-BASED PROJECT ON STUDENTS' ATTITUDE TOWARDS TECHNOLOGY SELF-ASSESSMENT</b>	1835
<i>T. Sofias, C. Pierrakeas</i>	
<b>USE OF ARTS-INTEGRATED MULTIMODAL TECHNOLOGY IN THE ENGLISH AS A FOREIGN LANGUAGE CLASSROOM TO ENGAGE STUDENT CREATIVITY AND ENHANCE MOTIVATION AND ACHIEVEMENT</b>	1841
<i>A. Moore, H. Voňková</i>	
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<i>T. Sofias, C. Pierrakeas</i>	
<b>RESISTANCE TO CHANGES AND LEARNING IN SOCIAL CARE ORGANIZATIONS</b>	1854
<i>A. Svensson, K. Grundén, L.G. Larsson</i>	
<b>INVESTIGATING THE ENVIRONMENTAL AND SOCIO-CULTURAL EFFECTS OF VERTICAL GREENERY SYSTEMS AND GREEN ROOFS TECHNOLOGY IN ACADEMIC AND NON-ACADEMIC BUILDINGS</b>	1861
<i>M. Manouchehri, M. Valiente Lopez, J. Santiago López</i>	
<b>LOCKDOWN AND GLOBALIZATION, THE PARADOX OF THE XXI CENTURY (SOCIAL MEDIA: NEW EXPRESSIONS OF EDUCATION)</b>	1869
<i>N. León-Martínez, M. Valiente Lopez, M.C. Sanz Contreras</i>	
<b>ANTHROPOLOGICAL AND ANALYTICAL STUDIES FOR THE DESIGN OF A PLAYFUL MICROPROJECT DEVOTED TO MATHEMATICS AND SCIENCE EDUCATION</b>	1876
<i>M.J. Espigares-Gámez, A. Fernández-Oliveras, M.L. Oliveras</i>	
<b>INSTRUMENT FOR THE EDUCATIONAL ANALYSIS OF SCIENCE TEXTBOOKS OF SECONDARY EDUCATION FROM A GENDER PERSPECTIVE</b>	1882
<i>A. Fernández-Oliveras, C. Martín-Gámez, F. García-Pardo</i>	

<b>EXPERIMENTAL METHODOLOGY FOR RESEARCH OF MUSEUM EDUCATIONAL PROGRAMS</b>	1888
<i>S. Spasova, A. Stanimirov, A. Kolev, R. Krasteva</i>	
<b>SOCIAL NETWORKS AND EDUCATIONAL PROGRAMS OF CULTURAL INSTITUTIONS IN BULGARIA – GOOD EXAMPLES IN THE CONDITIONS OF LOCKDOWN</b>	1896
<i>S. Dimitrova, S. Spasova, S. Dusheva, P. Gindev</i>	
<b>USING DIGITAL LEARNING PLATFORMS FOR UNIVERSITY STUDENTS STUDYING ENGLISH IN LOCKDOWN</b>	1903
<i>D. Zhdanov, P. Baklanov</i>	
<b>FACILITATION IN ENGLISH LEARNING GROUP AFFILIATION</b>	1911
<i>P. Baklanov, D. Zhdanov</i>	
<b>INTERDISCIPLINARITY IN HIGHER EDUCATION: IMPROVING THE TEACHING-LEARNING PROCESS THROUGH COLLABORATION BETWEEN SUBJECTS</b>	1919
<i>A. Puig-Denia, M. Boronat-Navarro, B. Forés, J.M. Fernández-Yáñez</i>	
<b>A METHODOLOGICAL AND EVALUATION PROPOSAL FOR TEACHING INFORMATION SYSTEMS IN COVID-19 PANDEMIC</b>	1925
<i>B. Forés, M. Boronat-Navarro, A. Puig-Denia, J.M. Fernández-Yáñez</i>	
<b>RESILIENCE OF PARENTS BRINGING UP CHILDREN WITH DISABILITIES</b>	1934
<i>E. Zezulková, K. Janků</i>	
<b>ONLINE MATH COURSES: ADVANTAGES AND OBSTACLES IN AN INFORMATICS BACCALAUREATE</b>	1945
<i>L. Babo, J.M. Mendonça, C. Pinto</i>	
<b>THE QUALITY OF REMOTE LEARNING DURING COVID-19 PANDEMIC FROM THE PERSPECTIVE OF STUDENTS AT THE UNIVERSITIES IN SLOVAKIA</b>	1954
<i>M. Strenitzerova, K. Stalmachova</i>	
<b>POSSIBILITIES OF USING MACHINE LEARNING IN THE MOTIVATION PROCESS OF UNIVERSITY TEACHERS</b>	1964
<i>M. Strenitzerová, K. Stalmachová</i>	
<b>TRADITIONAL, SIMULATED OR TAKE-HOME? A COMPARATIVE ASSESSMENT OF THE STUDENT EXPERIENCE OF VARIOUS MODES OF LABORATORY DELIVERY BEFORE AND DURING THE COVID-19 PANDEMIC</b>	1974
<i>M. Hill, T. O'Mahony, J. Horan, J. Harrington</i>	
<b>DESIGN OF THE CONCEPT OF DISTANCE LEARNING OF ELECTRICAL ENGINEERING SUBJECTS USING MATLAB AND SIMULINK SIMULATION TOOLS</b>	1984
<i>M. Trojanová, A. Hošovský, S. Hrehová, L. Knapčíková, J. Husár</i>	
<b>EXPERIENCE WITH ONLINE TEACHING OF SELECTED APPLICATION SOFTWARE</b>	1994
<i>S. Hrehová, M. Trojanová, L. Knapčíková, J. Husár</i>	
<b>THE RELATIONSHIP BETWEEN RESEARCH AND TEACHING: PERSPECTIVES AND WAYS OF REALIZATION</b>	1999
<i>M. Trencheva, M. Traykov, I. Ivanov, A. Kirkov</i>	
<b>EXPERIENTIAL FUNCTIONS IN CHINESE EDUCATORS' MEALTIME TALK WITH INFANTS IN CHILDCARE CENTRES</b>	2007
<i>J. Hu, J. Yuan, L. Sheng, X. Zeng</i>	
<b>CAN A DIGITAL QUESTIONNAIRE FOR ADOLESCENTS DEVELOP SCHOOL DEMOCRACY AND WELL-BEING?</b>	2014
<i>A. Azbel, L. Ilyushin, E. Samoilova</i>	
<b>MOBILITY IN THE TIME OF CORONA</b>	2024
<i>M. Laamanen, L. Kallio</i>	
<b>ROLE-PLAYING GAME AS AN INTERACTIVE METHOD OF "EVENT COMMUNICATION" LEARNING IN HIGHER EDUCATION INSTITUTIONS</b>	2025
<i>N. Bilan, M. Ntreba</i>	
<b>REMOTE COLLABORATIVE LEARNING IN THE DEGREES OF AGRICULTURAL ENGINEERING THROUGH THE IMPLEMENTATION OF SCRIPTS FOR IRRIGATION DESIGN</b>	2033
<i>P. Martí, A. Román, J. Cifre, J. Rosselló, F. Sanfèlix</i>	
<b>STUDENTS' CONTRIBUTION TO THE SCIENCE LEARNING PROCESS</b>	2042
<i>F. Sanfèlix, P. Martí, M. Puigcerver</i>	
<b>MOTIVATING LEARNING BIOCHEMISTRY IN BIOMEDICAL DEGREES</b>	2048
<i>M.J. Alvarez Cubero, M.A. Garcia Chaves, M.I. Rodríguez, P. Sánchez, V. Sánchez-Martín, M. Cuadros, L.J. Martinez Gonzalez</i>	

<b>TEACHING IN THE MULTI-LEVEL BIOCHEMISTRY STUDENTS</b>	2053
<i>M.I. Rodríguez, P. Sánchez, V. Sánchez-Martín, L.J. Martínez González, M.A. García-Chaves, M.J. Alvarez Cubero, M. Cuadros</i>	
<b>PROJECT BASED LEARNING IN PRIMARY EDUCATION DEGREE: AN ANALYSIS OF THE AFFECTIVE DIMENSION</b>	2057
<i>M. Hernández Del Barco, I. Corbacho-Cuello, J. Sánchez-Martín, F. Cañada-Cañada</i>	
<b>SCIENCE POPULARIZATION AND PUBLIC OUTREACH ACTIVITIES</b>	2058
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