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Abstract

Global competence is categorised into three dimensions: knowledge, skills/experience and attitudes. This study aims to investigate the global competence discrepancies of Chinese undergraduates in universities and regions of different development levels, as well as the effects of internationalisation efforts at home and students' motivation on global competence. To this end, 2,695 students within nine universities (three 985 project universities, three 211 project universities and three provincial universities) in three Chinese cities (Beijing, Nanjing and Changchun) participated in this survey. The findings revealed that Chinese undergraduates have positive global attitudes, but they seem to lack sufficient global knowledge. Students from 985 project universities reported gaining higher global competence than students from 211 project and provincial universities, and students from Beijing reported higher global competence than students from Nanjing and Changchun. Competence discrepancies concerning fields of study were also found. The results of hierarchical regression

01.7.2024

analysis suggest that gender, 985 and 211 project universities, Beijing city, social sciences and humanities, experience of contact with foreigners on campus activities, enrolment in courses related to internationalisation and students' motivation were predictive of Chinese students' global competence. (HRK / Abstract übernommen)