

Syllabus *Competencias Globales*

A. General Information

1. Academic Unit	Dirección de Globalización										
2. School	Formación Extradisciplinar										
3. Name	Competencias Globales										
4. Course Code	CLDR20222										
5. Location in curriculum	All years										
6. Credits	5										
7. Course type	Mandatory		Elective			X	Optional				
8. Duration	Bimester	X	Semester		Trimester		Annual		Other		
9. Weekly Modules	Theoretical	2	Practical				Tutorials				
10. Academic Hours	Classes	34	Fieldwork				Tutorials				
11. Pre-requisites	None										

B. Contribution to the Graduate Profile

Considering the changes in the labor market—particularly those related to globalization, diversity, and interdisciplinary perspectives—the Universidad del Desarrollo aims to educate its students through an Educational Project that, in addition to providing solid disciplinary training aligned with job market needs, also develops new skills, competencies, and knowledge that allow students to successfully navigate the professional landscape awaiting them after graduation.

Within this context, academic activities and cross-disciplinary courses are offered as part of thematic Tracks, which aim to enrich students' learning experiences and prepare them for a rapidly changing world of work.

The purpose of this course is to develop and strengthen key skills in students that will help them become global professionals—ready to face an increasingly diverse and interconnected world—where intercultural competence, opportunity recognition, and the ability to adapt to new environments are essential for overcoming challenges successfully.

This course is part of the Global Certificate Minor, which belongs to the Public Responsibility Track and contributes to the development of the following generic competencies: Global Vision, Critical Thinking, Communication, and Public Responsibility.

C. General Competencies and Learning Outcomes

Generic Competencies	Learning Outcomes
Global Vision	Raise awareness, develop and strengthen key competencies that help students become global professionals.
Communication	
Critical Thinking	
Public Responsibility	

D. Course Units and Learning Outcomes

Course Unit	Competency	Learning Outcomes
Global Citizens 1. Introduction to Global Competencies	Global Vision	Identify what global competencies are and how they can be developed.
From Local to Global: A Comparative View 1. Curiosity 2. Vision and Global connection 3. Respect for cultural differences	Global Vision	Recognize the breadth of the world we are part of and the value of curiosity, global vision, and respect for cultural differences.
The Power of Authenticity 1. Respect for individual differences 2. Multicultural consciousness 3. Flexibility and adaptability 4. Empathy	Public Responsibility	Develop self-awareness to engage with the world confidently, practicing multicultural awareness, flexibility, adaptability, and empathy.
The Power to Change the World 1. Intercultural Communication 2. Critical Thinking 3. Conflict Resolution	Communication & Critical Thinking	Develop intercultural communication, critical thinking, and conflict resolution skills necessary for effective intercultural collaboration.

E. Teaching Strategies

Through practical experiences and the reflection and discussion of key topics related to globalization, students will understand and confront their strengths and weaknesses in this area, integrating these skills into their personal, academic, and professional development.

F. Evaluation Strategies

Weekly reflections are a valuable tool for learning and developing global competencies. They help consolidate knowledge, identify strengths and areas for improvement, and build metacognitive skills. They promote self-assessment, autonomy, and adaptability—key elements for mastering global competencies. These reflections are designed to help students integrate the competencies addressed each week.

The final exam is an integrative essay analyzing an international situation, challenging the student to consolidate their learning by fostering critical analysis, conceptual understanding, and the connection between theory and practice. This promotes a deeper and more holistic understanding of the subject.

EVALUATION	DESCRIPTION	WEIGHT	
REFLECTION 1	Individual student reflection	14%	70%
REFLECTION 2	Individual student reflection	14%	
REFLECTION 3	Individual student reflection	14%	
REFLECTION 4	Individual student reflection	14%	
REFLECTION 5	Individual student reflection	14%	
REFLECTION 6	Individual student reflection	14%	
REFLECTION 7	Individual student reflection	16%	
EXAM	Individual student reflection	30%	

Passing Criteria:

- To pass the course, students must obtain a final grade equal to or greater than 4.0 (on a 1–7 scale).
- Attendance is mandatory. Students may have a maximum of three absences, starting from the end of the Add/Drop period.

G. Learning Resources

Basic Bibliography

- Course materials and handouts

Complementary Bibliography

- Engel, S. (2011). The Hungry Mind: The Origins of Curiosity in Childhood. Harvard Educational Review.

- Sterling, S. (2001). Sustainable Education: Re-visioning Learning and Change. Green Books.
- Reimers, F. M. (2020). Educating Students to Improve the World. Springer.
- Throsby, D. (2001). Economics and Culture. Cambridge University Press.
- Banks, J. A. (2016). Cultural Diversity and Education. Routledge.
- Goleman, D. (2006). Social Intelligence: The New Science of Human Relationships. Bantam Books.
- Dweck, C. S. (2006). Mindset: The New Psychology of Success. Random House.
- Ting-Toomey, S. (1999). Communicating Across Cultures. Guilford Press.
- Paul, R., & Elder, L. (2006). Critical Thinking: Tools for Taking Charge of Your Learning and Your Life. Pearson.
- Lederach, J. P. (1997). Building Peace: Sustainable Reconciliation in Divided Societies. USIP Press.