Reviewer 2

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| Revision Comments | Addressed By… |
| **Visual Representation of Frameworks:** Given the complex and multidimensional nature of GC, as highlighted in the literature, I recommend incorporating visual representations of the PISA’s 2018 Global Competency Framework alongside Alkin’s theoretical framework. Visual aids could substantially improve the reader's understanding of how these frameworks intersect and inform both the methodology and findings of your study. This enhancement would not only facilitate comprehension but also amplify the research's persuasive power, underscoring the relevance and application of these frameworks to STEAM curricula. | I added a graphic organizer to illustrate the main concepts of Alkin’s framework and the intersection of how PISA’s GC framework is combined in this study.  I added tables from the PISA framework that shows the large categories and the smaller concepts. I refer to these PISA concepts throughout the rest of the manuscript, particularly in the Method and discussion section. I received permission to reprint this table in my manuscript (a screenshot from the PISA framework document). Perhaps it would be better to recreate this table in APA format? Please advise if necessary. |
| **Clarification on Participant Numbers**: There appears to be some ambiguity regarding the total number of potential participants approached for the study. The manuscript mentions different figures in various sections, which may lead to confusion. A clear reconciliation of these numbers would strengthen the reliability of your methodology section. | I double-checked my data and corrected this number to ensure it was accurate in all areas of the manuscript. |
| **Implications for Graduate Attributes:** The conclusion section implies making GC a graduate attribute. Considering GC's multidimensional construct, it would be beneficial to explicitly elaborate on how knowledge, skills, attitudes, and values related to GC can be systematically integrated across STEAM programs at the course level. This approach could provide a clearer roadmap for embedding this complex graduate attribute explicitly. | A paragraph on how GC can be implemented consistently in an entire standardized program has been added, citing choices and strategies an interview participant has had success with. This paragraph outlines how the participant used all 4 components (knowledge, skills, attitude, behavior) of GC in their STEM program. |
| **Proofreading:** There are minor proofreading issues that need attention. For example, an unnecessary quotation mark is found on line 264 (p.9); on line # 395 (p. 13), the phrase "lack of training and resources" is repeated consecutively and on line # 456 (p.15), there appears to be an extra space following a comma, and it seems a word may be missing in this sentence. Addressing these minor errors will enhance the overall readability of the manuscript. | I have corrected these proofreading issues. I have since made major revisions to the manuscript. Any further proofreading comments, especially pertaining to the new content, would be greatly appreciated. |

Thank you for your detailed review and your help in improving my manuscript.