

Supplemental Resource to

Mind the Gap: Global Learning at Home and Abroad

Stylus Publishing / Center for Engaged Learning

www.CenterForEngagedLearning.org/books/mind-the-gap

Chapter 8: Global Competence Development

Blended Learning within a Constructivist Paradigm

Appendix A: Seven Lessons Concerning Interventions in Intercultural Learning Abroad

Seven lessons concerning interventions in intercultural learning abroad	Assessment of Global Competence Certificate
1. The importance of an actual person as cultural mentor for the participant going abroad.	The Qualified Facilitator (QF) is a key part of administering the GCC to participants before, during, and after the intercultural experience.
2. The requirement of cultural general training, such as cultural value dimensions, communication styles, and conflict styles.	The culture-general components of the GCC are delivered via the online learning environment.
3. Interventions included that provide time and opportunities for the participants to reflect on what they were going through.	The online environment offers many reflection questions that ask users to pause the videos and make notes in a handbook, and forum spaces to reflect in writing with other GCC learners globally. The four in-person dialogue sessions with QFs are built around reflection on the material of the online environment.
4. Engagement with the culture, also known as immersion .	One of the GCC's requirements is to have substantial exposure to the cultural other, eg. through going abroad for studying and volunteering, as well as through non-exchange.
5. The requirement for culture-general content, reflection, and mentoring to be available before, during, and after the time spent abroad.	The GCC has 3 stages: preparation, lived experience, and debrief, which are linked to the exposure before, during, and after a substantial exposure to the cultural other.
6. A learning environment that could be both offline (in-person) and online . They	Sixty% of the GCC is online, including interactive peer learning spaces in the forums. Forty percent of

<p>concluded that both add value, but that in-person interventions are somewhat avored.</p>	<p>the GCC is in-person. In-person sessions for an extra 16 hours are available optionally.</p>
<p>7. Requirement to weave the intercultural training into the fabric of the study abroad experience, and not treat it as a discrete add-on to the study abroad experience.</p>	<p>Many of the videos refer to the study abroad experience, and in one of the modules during the lived experience, learners are asked to interact with three people from the new cultural environment. QFs are asked to integrate the GCC with the exchange program. We have received feedback that the models and theory from the GCC are actively used in interaction between faculty and learners, especially in any support cases where learners are struggling with the experience.</p>

Note. Adapted from Vande Berg et al., 2012, pp. 53-55.