

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 C: Four-phase developmental framework GCC analysis

Four phases	Addressed in the GCC (non-exhaustive)
1. Increasing understanding and awareness of our own ways of making meaning and acting in familiar and unfamiliar cultural contexts.	Module 3, <i>Me as cultural being</i> . In various modules, learners receive reflection questions in which they are asked to apply certain cultural models and theories onto their own culture.
2. Increasing understanding and awareness of others' ways of making meaning and acting in familiar and unfamiliar cultural contexts.	Module 10, <i>Them as cultural beings</i> . In various modules, learners receive reflection questions in which they are asked to apply certain cultural models and theories onto cultures different than their own, but which they have experience with.
3. To respond mindfully in contexts that disorient or challenge us.	During dialogue session 1, we asked learners to bring examples of when they have been (culturally) irritated and how they could learn something about themselves as cultural beings through recognizing that emotion. Also, during in-person session 2, we asked learners to use their emotions to review if there was anything missing to ensure that they were comfortable in their new cultural environment.
4. To bridge cultural gaps in those contexts; that is, to shift perspective, attune emotions, and adapt our behavior in effective and appropriate ways.	In dialogue session 3, we asked participants to reflect on what actions they could take to build more bridges and broaden their impact in society. Also, in module 6, when we introduced high- and low-context communication, we asked learners to reflect on how they would avoid the conflict between the two characters, by coming up with behaviors that would be appropriate for the communication style that is not their own cultural preference, hence practicing what is called code-shifting.

Note. Adapted from Vande Berg's (2017) four-phase developmental framework (as cited in Vande Berg, 2017, and Vande Berg and Vercamer, 2017)