**Chapter 8: Global Competence Development**
Blended Learning within a Constructivist Paradigm

**Appendix E: Content of the Global Competence Certificate**

| # | Title module | Description module |
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| 1 | Roadmap to intercultural learning | This module maps out where the learning journey will take learners and helps them understand the GCTP and GCC's methods and benefits. |
| 2 | Metaphors of culture | What exactly is culture? This is a tough question with lots of possible answers. In this module, we'll share one definition of culture and three metaphors to help us have deeper conversations about culture. |
| 3 | "Me" as a cultural being | Everyone has a culture, so what culture or cultures do the learners feel they belong to? Answering these questions is key to understanding and interacting with other cultures. |
| 4 | Stereotypes and generalizations | We all make assumptions about others. How can we make sure we're making informed generalizations and not stereotyping? |
| 5 | Cultural values | Here we look at how certain powerful cultural generalizations help us understand difference, and how people and cultures fall on a continuum. |
| 6 | Communication styles | In this module, we explore the continuum of preferred communication styles to help understand how miscommunication might be linked to our cultural difference. |
| 7 | When cultures collide | Have you heard of "culture shock"? We explore how this works and the different levels of surprise, irritation, and conflict we can experience when dealing with a new cultural environment. |
| 8 | Balancing challenge and support | Now that we can identify a possible culturally rooted irritation or conflict, how can we deal with challenging moments? |
| 9 | How to cope with the challenge | What strategies will work for you when coping in your new cultural environment? |
| 10 | Them" as cultural beings | We revisit the idea of cultural identities to help learners place their new cultural environment, and the people in it, in context. |

| 11 | Cultural surprises and irritations | Now that the learners are in their new cultural environment, we go further in our discussion of cultural surprise, irritation, and conflict and ask them to reflect on some examples from their recent experiences. |
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| 12 | Navigating culture | It's one thing to come up with strategies, and quite another to implement them when it comes to coping in a new cultural environment. We ask learners: How is it going? What have you learned so far? |
| 13 | Describe, Interpret, and Evaluate: a framework | Here we give learners a concrete tool for analyzing situations and events without rushing to judgment. |
| 14 | More cultural values | This is a look at a few more powerful cultural generalizations and a chance for learners to situate themselves in their new cultural environment. |
| 15 | Dealing with conflict | We've discussed why conflict might happen between cultures, but here we look at how "conflict" itself can vary across cultures. Like the value dimensions, this is a continuum of preferred styles that can help us navigate and resolve conflicts. |
| 16 | Power and privilege | Another subtle type of conflict, called micro-aggressions, is common when dealing with people who are different from us. Often we don't even realize they're occurring, and they can be seriously damaging, as they play on sensitive issues of identity, belonging, and privilege. We'll learn how to identify, manage, and reduce them. |
| 17 | Making sense of the experience | This is the essential debrief to intercultural and experiential learning. We'll ask questions and guide learners to reflect and make meaning from their experiences. |
| 18 | Taking action | We think the learning doesn't end here; in fact, it's just beginning! Here we ask learners to take what they've learned and apply it to make their world a more intercultural and peaceful place. |

*Note:* Adapted from AFS Intercultural Programs, 2016, pp. 8-9.