

Chapter 8:

Global Competence Development: Blended Learning within a Constructivist Paradigm

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This chapter examines the use of an online preparatory curriculum for study abroad that mixes informative materials, peer learning, and cultural mentoring. The authors find that this type of curriculum improves both culture-specific and culture-general learning.

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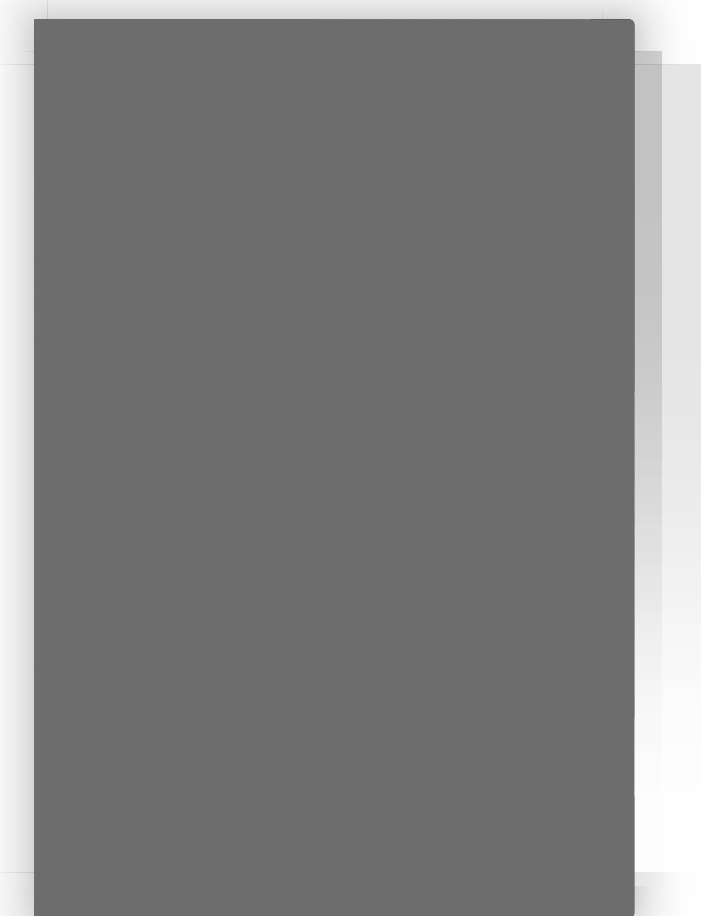
[Appendix 8A: Seven Lessons Concerning Interventions in Intercultural Learning Abroad](#)

[Appendix 8B: Applications of the Kolb-inspired GCC model](#)

[Appendix 8C: Four-phase developmental framework GCC analysis](#)

[Appendix 8D: Learning Objectives of the GCC](#)

[Appendix 8E: Content of the Global Competence Certificate](#)



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Discussion Questions

1. Is the process of developing global competence the same regardless of delivery method? If not, why not?
2. How might the GCC be applied in your own context?
3. What are the advantages for learners of a blended learning tool? What might be some of the disadvantages or challenges?
4. How and why might facilitating online differ from facilitating in person global competence sessions? What are some of the advantages and disadvantages?
5. How could learning environments (both online and in person) become both accessible and comparable for all learners?

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