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Sommario/riassunto

This book proposes the new concept of “comprehensive global competence” in order to explore how to advocate, cultivate, and implement global competence at China’s higher education institutions. The concept essentially refers to an organizational, cross-cultural capacity involving students, faculty members, administrators, and staff in a multidimensional learning domain that values, shapes, and promotes global competitiveness at higher education institutions. Unlike the other literature available, which has largely approached defining global competence it from four perspectives: an adaptation–change mode, an input–output mode, a willingness–tolerance mode, and a learning–competence mode, this book draws on the theoretical framework put forward in “Dimensions of Learning” (Marzano, 1992) in order to explain the meaning, implications, and justification of the concept of comprehensive global competence. Specifically, Marzano’s Dimensions of Learning Model offers a comprehensive research-oriented framework on learning cognition and the learning process. With the help of this resource, the book discusses in detail the conceptual, practical, and strategic aspects of creating comprehensive global competence.
