

X-Cultural Tele-Practice / Tele-Learning

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This paper presents data from a study on the effectiveness of a transdisciplinary model of instruction focused on preservice speech-language pathology graduate students (SLPs) in the United States and undergraduate students in Spain with global developmental delay. The C3 Model (Naugle & Lecea-Yanguas, 2017) is a open-structured, peer-to-peer (P2P) format that permits faculty from multiple disciplines to collaborate while supporting learners who are developing career-oriented skills. Faculty in Communication Disorders, Linguistics, Literature, and Special Education collaborate, employing the model, and facilitate the English language acquisition needs of the global developmentally delayed students in Spain and the clinical practice needs of the SLPs. The model has been especially effective post-COVID-19, as it offers an opportunity for both sets of students to expand beyond the confines of their respective countries and cultures and to engage in learning that is mutually beneficial, under the supervision faculty specialists. The research answers the question, “To what extent is this P2P model effective in cognitively disparate populations.” The authors will present research on English language acquisition of undergraduate students in Spain with global developmental delay who participated in P2P learning with graduate students in Communication and Speech Disorders in the United States, using a virtual platform. This cross-cultural, virtual approach addressed an immediate need for the students in Spain, requiring language training, and the students in the US, requiring supervised clinical practice. The authors will also describe and discuss ongoing tele-practice and tele-learning between multiple countries and cultures.