Describe, Interpret, Evaluate:

Using your program location as your classroom

Steve Spruth
Friday, April 6, 2018
10:00am–12:00pm
Heller Hall 110
Why should you care?

Globalization in Education  4 Levels of Cross-Cultural Awareness

**Level 4**
Involves awareness of how another culture feels from the perspective of an insider.

**Level 3**
Similar to level 2, but this level is characterized by more intellectual emphasis and analysis.

**Level 2**
Involves awareness of superficial or extremely visible cultural traits that contrasts markedly with one’s own.

**Level 1**
Involves awareness of visible cultural traits: skin color, dress, language patterns, and ceremonies.
Havana homestay breakfast one morning
São Paulo street scene
Agenda

• D-I-E model
• An example
• An activity
• Group project
• 4 Ps trip activity
Describe – Interpret – Evaluate model

• Describe
  – In detail
  – No jumping to conclusions

• Interpret
  – Three alternative interpretations
  – Slow down processing

• Evaluate
  – Avoid negative judgement
  – Develop awareness
  – Increase empathy

Gary Althen, Handbook of Foreign Student Advising, (Intercultural Press, 1995), 143-144
Student assignment 10%

- **Keep a journal from the trip.** Plan on spending about five minutes a day recording anything related to a cultural difference. Photos may also be helpful. It could be something that you heard from a speaker, something that you observed, a particular conversation, a story from an event that you were part of, an emotional feeling that you had from some part of the Cuba trip, etc.

- **Select three entries/photos from your journal** that were particularly important to you. Use the **D-I-E method of debriefing** to make sense out of your observations. First, describe in a paragraph what you observed/heard/experienced. **Come up with three possible interpretations of what was going on**, writing about a paragraph on each. Then write an evaluation paragraph, focusing on your personal evaluation of the experience/observation (how you feel/felt about the experience/observation).

- **Grading** will be based on the **clarity** of your writing, **use of the D-I-E method** and the **support** from formal and/or informal trip experiences. Submit your D-I-E analysis as a word document, about three pages, single spaced.
An example

Describe:
I was expecting to get a really wholesome large breakfast from the Cuban host family, while we were staying in Cuba. To be honest, I was expecting eggs, bacon, sausage, and orange juice. That is what I was familiar with back in M. However, I was shocked to find that the host family made us hot dogs, french fries, and tea for breakfast. Originally, I thought that it would be a one-and-done type deal, however, the remainder of the trip, we got the same meal for breakfast. Occasionally, we would get some eggs with the french fries, but that was infrequent.

Interpret:
1. Perhaps the host family didn’t have access to the same resources as we had back home.
   Perhaps they were given rations.
2. Perhaps the host family was trying to cook to our style of American food. Perhaps at they heard how much Americans liked hot dogs.
3. Maybe it is custom in Cuba to eat such meals in the morning for breakfast. Each country has their own habits and customs.

Evaluate:
I would have felt upset that the guests in my own home didn’t appreciate the food I cooked for them. I would have felt confused that they didn’t eat.
Target bag

• D: A woman had a baby stroller, which she was using to carry a Target bag!

• I:
  – Perhaps it was donated or given away in Cuba
  – Maybe it held food, clothing, or other items she was given
  – maybe she had relatives in the U.S. that sent it to her

• E: It makes you stop and think how often insignificant major companies and popular brands are in Cuba, as a result of the embargo. Would she like shopping at Target?
An activity

• Form five small groups
• Select an object
• Individually complete your D-I-E (5-7 minutes)
• Compare each of the steps. How were your insights similar/different?
• How did your discussion influence your evaluation?
A project

• In your group, walk around for 10 minutes and document anything strange or curious.
• Complete the D-I-E together as a group (5-7 minutes).
• Report out your findings
4ps trip activity

• Early in the trip, break into small groups give an afternoon to walk around the city.
• Stop in at least one small, medium and large store. Focus on personal interests.
• What is similar and different from US?
• Meet back at hotel at 5pm and debrief
Havaianas flagship store Sao Paulo