



# 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



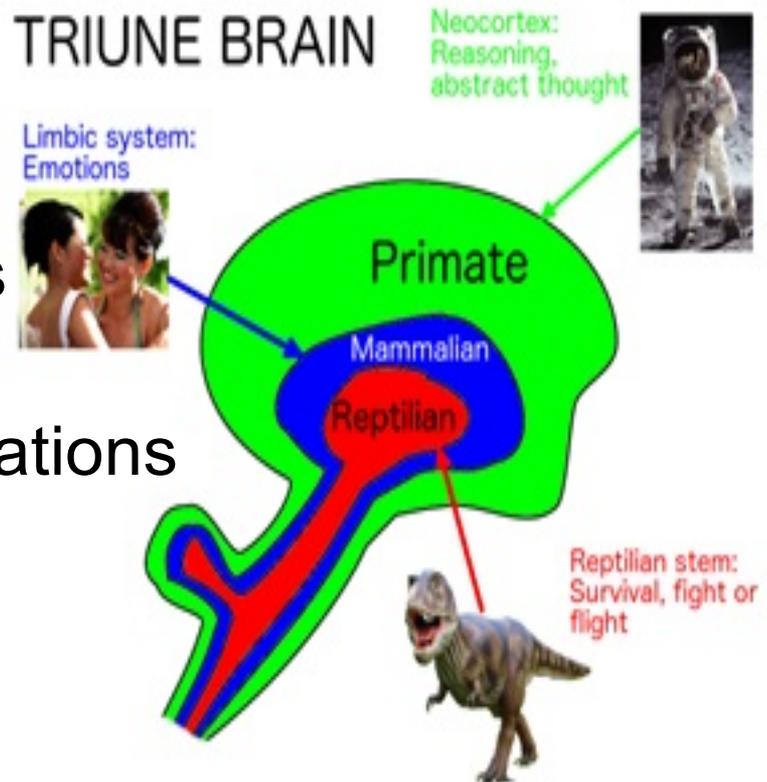
# Agenda

- 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

## TRIUNE BRAIN



# 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

## Breakfast

### 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 MN. However, I was shocked to find that the host family made us hot dogs, fruit, 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 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 all they heard was that Americans liked hot dogs.

3: Maybe it is customary in Cuba to eat such meals in the morning for breakfast. Each country has their own habits + customs.

### Evaluate:

I would have felt upset that the guests in my own home didn't appreciate the food I cooked 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

