

# **Intercultural Learning in the Italian Classroom: Novice Italian 2**

## **Lab 1**

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# INVESTIGATORI INTERCULTURALI

## INTERCULTURAL DETECTIVES



LABORATORIO INTERCULTURALE <sup>1</sup>

ITAL 102

UNIVERSITÀ DI PURDUE

In the Intercultural Lab 1/ Lab Interculturale 1 "Investigatori interculturali - Intercultural Detectives," we will engage in multi-step activities that will help us understand and practice intercultural openness by suspending judgment.

**Note on the modes of delivery:**

Synchronous or in-person delivery mode: This Lab IC can be completed synchronously or in-person, in which case all of its parts (except the Reflection Assignment) can be completed in one 50-minute class period: introduction of the task, small-group sample analysis, whole-group discussion, and group debrief (use breakout rooms for small group discussions if in synchronous online mode).

Asynchronous delivery mode: This Lab IC can be completed asynchronously, but it requires small group work and meeting with group members outside class time. The duration of the Lab may vary if delivered asynchronously.

**As an overview, here is the TO DO LIST for this Lab (if delivered asynchronously):**

1. Watch the video explanation of Lab IC 1 "Investigatori interculturali - Intercultural Detectives" (**individual, 10 points**).
2. Meet with your assigned group members and discuss Step Two and Step Three of the Intercultural Lab 2. You can use your cell phones (FaceTime, WhatsApp) or video conferencing tools (Zoom, Webex, Skype) for this video conversation with your group members. Post the answers to the questions on Step Two and Step Three to the Discussions (**group, 60 points**).
3. As a group, collaborate to answer the debrief questions on Discussions (**group, 30 points**).
4. After you have completed Lab IC 1, your instructor will post a PowerPoint presentation on "Lab IC 1: Takeaways and Reflection Assignment Explanation." If you have in-person or synchronous classes, you will discuss the ppt in class/Zoom, if you are a distance learner, or you missed class, you should view the ppt on your own (**individual**).

5. Post the Reflection Assignment by the **DUE DATE** (individual, 100 points)

IMPORTANT NOTE ON GRADING LAB ICC 1: Lab ICC 1 is an experiential activity, which means that in order to get the maximum learning benefit from it, you must go through the entire experience, following every step. Because it is your individual learning experience that counts rather than the mastery of some external knowledge, this Lab ICC 1 is graded for COMPLETION only. This means that in order to receive full credit for this Lab, you must complete ALL the required steps in the order in which they are presented. Each step is worth a discrete number of points (see below). Please make sure you read the instructions carefully, so you do not skip any steps of the learning process. If you are confused, if you have any questions, or if you wonder why you did not get full credit upon the completion of this Lab, please contact your instructor for further clarification.

# INVESTIGATORI INTERCULTURALI

## INTERCULTURAL DETECTIVES

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LABORATORIO INTERCULTURALE I

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# TI RICORDI? COSA HAI IMPARATO? DO YOU REMEMBER THE ACTIVITY D.I.E.?

## HOW ARE THESE DIFFERENT?

- D. – Description
- I. – Interpretation
- E. – Evaluation

## ATTIVITÀ D.I.V. D.I.E. ACTIVITY

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- What did most of us do when asked to describe the picture?



- Can we learn how to suspend our judgment about a different culture? What can we do?

### Debriefing Conclusions

1. People tend to jump to interpretations and evaluations without first describing and entertaining alternative interpretations and evaluations.
2. Our interpretations and evaluations are based on our own experience and cultural learning.
3. When we can first describe, then look for alternative interpretations and evaluations, we are likely to be more accurate and more effective cross-culturally.

# TI RICORDI? COSA HAI IMPARATO?

## DO YOU REMEMBER THE ACTIVITY D.I.E?

**AFTER THE ACTIVITY, YOU WERE ASKED TO REFLECT ON WHAT YOU'VE LEARNED BY ANSWERING THESE THREE QUESTIONS:**



### REFLECTION ASSIGNMENT QUESTIONS

- How did you feel about this activity? What was frustrating about it and what was the result of that frustration?
- Why do we make judgments? Can we control this? How?
- How can what you've learned help you in an intercultural context? Connect this activity to a previous intercultural experience in which you jumped to conclusions or made an assumption. How might D.I.E. have helped?

# THE GOAL OF THE D.I.E. ACTIVITY IS DEVELOPING THE INTERCULTURAL ATTITUDE OF **OPENNESS - APERTURA**



- In an intercultural context, “**openness**” refers to our ability to:
  - ✓ initiate and develop interactions with culturally different others
  - ✓ suspend judgment in valuing our interactions with culturally different others
- We are all different, and each of us probably has a different capacity for intercultural openness on a **continuum** that ranges from the **developing** stage to the **emerging** stage and all the way to **proficiency**: that is perfectly OK!
- Like other intercultural skills, openness can be practiced and developed
- You can imagine this process as a growth of a little seed: it starts **developing** underground, then it **emerges** above the ground, and continues to grow to reach its full potential (**proficiency**)



# TODAY WE WILL BECOME: INTERCULTURAL DETECTIVES **INVESTIGATORI CULTURALI**

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**LET'S GET TO WORK! METTIAMOCI A LAVORARE!**

1. WE WILL BREAK IN SMALL GROUPS
2. WE WILL LOOK AT THE RUBRIC THAT DESCRIBES DIFFERENT STAGES OF DEVELOPMENT OF THE INTERCULTURAL ATTITUDE OF OPENNESS
3. WE WILL EXAMINE SOME SAMPLES OF REFLECTION ASSIGNMENTS
4. LIKE GOOD DETECTIVES, WE WILL TRY TO MATCH THE SAMPLES TO A PARTICULAR STAGE OF THE RUBRIC AND PROVIDE ARGUMENTS FOR OUR CHOICES



# ATTENZIONE!!! THIS IS NOT AMERICAN IDOL




- WE ARE NOT “JUDGING” WHICH STATEMENT IS “BETTER” THAN THE OTHER – THERE IS NO “BETTER” OR “WORSE,” “HIGHER” OR “LOWER” IN THIS TYPE OF ACTIVITY
- **WE ARE NOT EVALUATING** (purpose: observe and measure in order to judge and determine a “value” or a “grade”)
- **WE ARE ASSESSING**: TRYING TO OBJECTIVELY UNDERSTAND, BY OBSERVATION AND BY EVIDENCE FROM THE SAMPLES, TO WHAT STAGE OF THE RUBRIC A CERTAIN STATEMENT CAN BE MATCHED





## STEP ONE

- Let's examine the rubric below, which describes different stages of development of the intercultural attitude of openness.
- Let's try to identify two different aspects of openness that each stage addresses: what are these?
  1. The willingness to initiate and develop interactions with culturally different others
  2. The ability to suspend judgment in interactions with culturally different others.
- Let's try to understand the nuanced differences that characterize each stage.

	Developing	Emerging	Proficient
<p><b>Attitudes</b> <b>Openness</b></p> 	<p><u>Expresses openness to most, if not all, interactions with culturally different others.</u></p> <p>Has difficulty suspending any <u>judgment</u> in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</p>	<p><u>Begins to initiate and develop interactions with culturally different others.</u></p> <p>Begins to suspend judgment <u>in valuing her/his interactions</u> with culturally different others.</p>	<p><u>Initiates and develops interactions with culturally different others.</u></p> <p><u>Suspends judgment in valuing her/his interactions</u> with culturally different others.</p>



# NOW IT'S YOUR TURN ...


## ADESSO TOCCA A VOI ...

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- For this Lab IC, you must meet with your assigned group members and discuss Step Two and Step Three of the Intercultural Lab 2. You can use your cell phones (FaceTime, WhatsApp) or video conferencing tools (Zoom, WebEx, Skype) for this video conversation with your group members.
- TO DO:
  1. Collaborate with your group members and post the answers to the questions on Step Two and Step Three
  2. Collaborate with your group members to answer the debrief questions

# STEP TWO

- Keeping in mind the rubric for openness, read the responses to **Question 1** (“**Witness statements**”) and decide to what stage of development (**developing – emerging – proficient**) each response corresponds, in your opinion.
- While you are reading the samples, underline statements that stood out to you as particularly descriptive of a certain stage, feel free to refer back to the rubric, and be ready to provide some evidence for your choices.

	<b>Developing</b>	<b>Emerging</b>	<b>Proficient</b>
<p><b>Attitudes</b> <b>Openness</b></p> 	<p>Expresses openness to most, if not all, interactions with culturally different others.</p> <p>Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</p>	<p>Begins to initiate and develop interactions with culturally different others.</p> <p>Begins to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p>Initiates and develops interactions with culturally different others.</p> <p>Suspends judgment in valuing her/his interactions with culturally different others.</p>

# STEP TWO

**QUESTION 1:** *How did you feel about this activity? What, if anything, was frustrating about it and what was the result of that frustration?*

**Witness 1:**

I really liked the D.I.E activity [...] because it pushed me to refrain from judging the photo and instead, look at it in a non-biased way. What was frustrating about this activity was trying to differentiate between interpretation and evaluation as well as trying to describe the photo rather than immediately interpret it. The result of this frustration was that it made me think about how I immediately came up with an opinion/interpretation of a photo without really knowing anything about it. By realizing this fault, I had to force myself to have a more open mind and think about all the possible negative and positive things this photo could be showing.

**Witness 2:**

This activity was extremely hard due to the fact that what I believe the pictures were turned out to not be in relation to what they actually were at all this made me feel confused and irritated because I feel it is human nature that people want to be right with what they are saying. Not only was it extremely difficult to think about how to just described things I found myself could just be interpreting what I believe the picture to be. [...]

**Witness 3:**

I thought this activity was a great learning experience. Prior to the activity, I didnt realize how our brains describe, interpret and evaluate simultaneously. Learning how to break these 3 actions down was beneficial to me for making future judgements. While the activity was fairly easy to understand, practicing it was slightly frustrating. We were asked to look at the images and describe them. Describing the images without interpreting or assuming what the images displayed was difficult to do and made you second guess what you were really seeing.



# STEP TWO


As a group, discuss your findings and support them with evidence from the samples.

According to your group, to what stage corresponds the statement by:

**Witness 1**    developing – emerging – proficient


**Witness 2**    developing – emerging – proficient

**Witness 3**    developing – emerging – proficient

	<b>Developing</b>	<b>Emerging</b>	<b>Proficient</b>
<p><b>Attitudes</b> <b>Openness</b></p> 	<p>Expresses openness to most, if not all, interactions with culturally different others.</p> <p>Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</p>	<p>Begins to initiate and develop interactions with culturally different others.</p> <p>Begins to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p>Initiates and develops interactions with culturally different others.</p> <p>Suspends judgment in valuing her/his interactions with culturally different others.</p>

# STEP THREE

- Keeping in mind the rubric for openness, examine the responses to **Question 2 (“Clues”)** and decide to what stage of development (**developing – emerging – proficient**) each response corresponds, in your opinion.
- While you are reading the samples, underline statements that stood out to you as particularly descriptive of a certain stage, feel free to refer back to the rubric, and be ready to provide some evidence for your choices.

	<b>Developing</b>	<b>Emerging</b>	<b>Proficient</b>
<p><b>Attitudes</b> <b>Openness</b></p> 	<p><b>Expresses openness to most, if not all, interactions with culturally different others.</b></p> <p>Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</p>	<p><b>Begins to initiate and develop interactions with culturally different others.</b></p> <p>Begins to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p><b>Initiates and develops interactions with culturally different others.</b></p> <p>Suspends judgment in valuing her/his interactions with culturally different others.</p>



## STEP THREE

- **QUESTION 2: Why do we make judgments? Can we control this? How?**

### Clue 1

We make judgments and very little time in the split of a second and we learn how to do this while we grow up. We learned how to make judgments in school I learned a lot of them through history class in describing what I thought was describing turned into interpretation. We make judgments also solely on what we think to be true and as we went on with the activity I feel myself getting really upset that what I have thought what does the picture was wasn't true I was completely wrong.

### Clue 2

We tend to judge things that we are unfamiliar with. If something doesn't match up with the experiences that we have had, then we usually are hesitant of accepting those things. The way we can control our judgements is by taking a step back from those hesitant situations and asking yourself why you are judging that particular thing the way you are.

### Clue 3

Neurologically our brains automatically interpret and evaluate our observations instantly because of evolution to survive. This helps with fight or flight, as our brains automatically and easily come up with a reaction to something we see, hear or feel. Psychologically, we make this quick interpretations because of the experiences, natural prejudices, and goals that each individual has. Our own culture, the way we were raised, and what we want to get from an experience alters what we see. [...] I think that we cannot control our initial gut feelings and interpretations, but we can control what we do with them. If I see something from another culture, I cannot help my gut reaction that something is unusual or weird but I can keep my judgements to myself and try to understand another culture.



# STEP THREE


As a group, discuss your findings and support them with evidence from the samples.

According to your group, to what stage corresponds the statement by:

**Clue 1**      developing – emerging – proficient

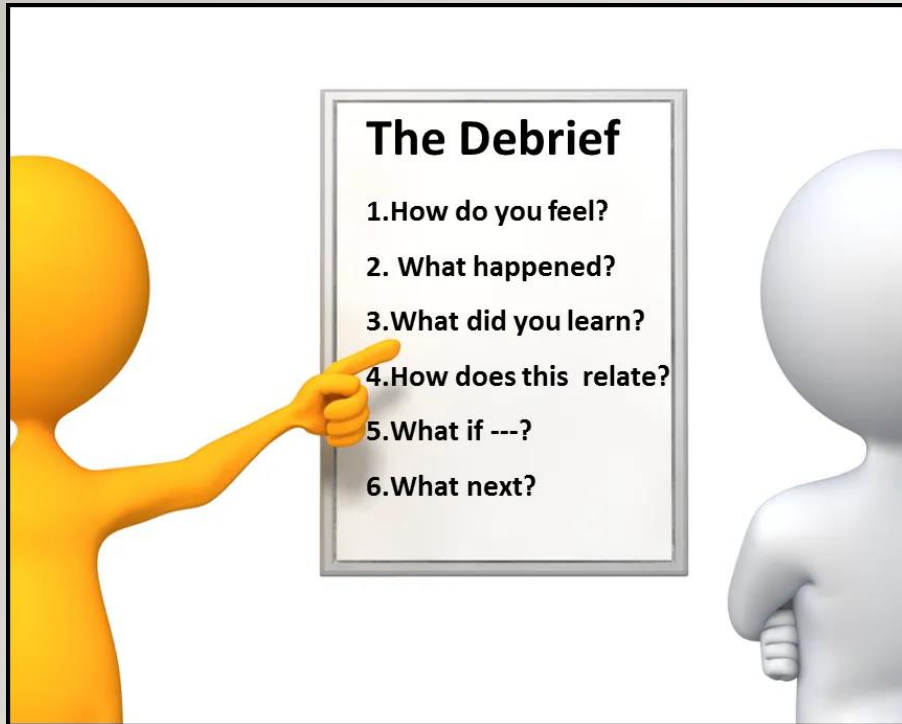
**Clue 2**      developing – emerging – proficient

**Clue 3**      developing – emerging – proficient

	Developing	Emerging	Proficient
<p><b>Attitudes</b> <b>Openness</b></p> 	<p>Expresses openness to most, if not all, interactions with culturally different others.</p> <p>Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</p>	<p>Begins to initiate and develop interactions with culturally different others.</p> <p>Begins to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p>Initiates and develops interactions with culturally different others.</p> <p>Suspends judgment in valuing her/his interactions with culturally different others.</p>

# WHOLE CLASS DISCUSSION: TIME TO DEBRIEF

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People don't learn from experience. They learn from *reflecting* on their experience.

**John Dewey & Thiagi**

# **TIME TO DEBRIEF**

## **COLLABORATE WITH YOUR GROUP MEMBERS TO ANSWER THE DEBRIEF QUESTIONS**

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- How did it feel to be an “intercultural detective”? What was difficult/easy/frustrating/rewarding about this task? Did the task become easier as you practiced it? Why?
- What did you learn from being engaged in this activity? Why were you asked to do it?
- What are, in your opinion, some benefits of matching the intercultural reflection responses to the rubric? What are the drawbacks?
- How can this activity help you in the future intercultural activities or in real-life intercultural interactions?

# REFERENCES

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- This Intercultural lab was developed collaboratively by Purdue CILMAR staff and the Italian faculty: Tatjana Babic Williams, Brett Bogart, Giuseppina Grande, Dan Jones, Annalisa Mosca, and Aletha Stahl

- Photo credits:

“American Idol”: [https://en.wikipedia.org/wiki/American\\_Idol](https://en.wikipedia.org/wiki/American_Idol)


“Mickey Mouse detective”: <https://www.amazon.com/detective-magnifying-solving-Disney-Transfer/dp/images/B006CWU4GA>

“Pizzica”: <https://www.flickr.com/photos/37420386@N03/5946384625/>

“The debrief”: <https://www.tltalkradio.org/season-2-episode-2-tips-for-debriefing-podcast/>

**LAB INTERCULTURALE 1: INVESTIGATORI INTERCULTURALI**  
**INTERCULTURAL LAB 1: INTERCULTURAL DETECTIVES**

**Rubric describing the stages of development of *openness***

	<b>Developing</b>	<b>Emerging</b>	<b>Proficient</b>
<p><b>Attitudes</b> <i>Openness</i></p> 	<p>Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</p>	<p>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</p>

**STEP TWO**

- Keeping in mind the rubric for openness, examine the responses to **Question 1** (“**Witness statements**”) and decide to what stage of development (developing – emerging – proficient) each response corresponds, in your opinion.
- While you are reading the samples, underline statements that stood out to you as particularly descriptive of a certain stage, feel free to refer back to the rubric, and be ready to provide some evidence for your choices.

**QUESTION 1:** *How did you feel about this activity? What was frustrating about it and what was the result of that frustration?*

**Witness 1:**

I really liked the D.I.E activity [...] because it pushed me to refrain from judging the photo and instead, look at it in a non-biased way. What was frustrating about this activity was trying to differentiate between interpretation and evaluation as well as trying to describe the photo rather than immediately interpret it. The result of this frustration was that it made me think about how I immediately came up with an opinion/interpretation of a photo without really knowing anything about it. By realizing this fault, I had to force myself to have a more open mind and think about all the possible negative and positive things this photo could be showing.

**Witness 2:**

This activity was extremely hard due to the fact that what I believe the pictures were turned out to not be in relation to what they actually were at all this made me feel confused and irritated because I feel it is human nature that people want to be right with what they are saying. Not only was it extremely difficult to think about how to just described things I found myself could just be interpreting what I believe the picture to be. [...]

**Witness 3:**

I thought this activity was a great learning experience. Prior to the activity, I didnt realize how our brains describe, interpret and evaluate simultaneously. Learning how to break these 3 actions down was beneficial to me for making future judgements. While the activity was fairly easy to understand, practicing it was slightly frustrating. We were asked to look at the images and describe them. Describing the images without interpreting or assuming what the images displayed was difficult to do and made you second guess what you were really seeing.

- As a group, discuss your findings and support them with evidence from the samples. According to your group, to what stage corresponds the statement by:

Witness 1	developing – emerging - proficient
Witness 2	developing – emerging - proficient
Witness 3	developing – emerging - proficient

**STEP THREE**

- Keeping in mind the rubric for openness, examine the responses to **Question 2** (“**Clues**”) and decide to what stage of development (developing – emerging – proficient) each response corresponds, in your opinion.
- While you are reading the samples, underline statements that stood out to you as particularly descriptive of a certain stage, feel free to refer back to the rubric, and be ready to provide some evidence for your choices.

***QUESTION 2: Why do we make judgments? Can we control this? How?***

**Clue 1**

We make judgments and very little time in the split of a second and we learn how to do this while we grow up. We learned how to make judgments in school I learned a lot of them through history class in describing what I thought was describing turned into interpretation. We make judgments also solely on what we think to be true and as we went on with the activity I feel myself getting really upset that what I have thought what does the picture was wasn't true I was completely wrong.

**Clue 2**

We tend to judge things that we are unfamiliar with. If something doesnt match up with the experiences that we have had, then we usually are hesitant of accepting those things. The way we can control our judgements is by taking a step back from those hesitant situations and asking yourself why you are judging that particular thing the way you are.

**Clue 3**

Neurologically our brains automatically interpret and evaluate our observations instantly because of evolution to survive. This helps with fight or flight, as our brains automatically and easily come up with a reaction to something we see, hear or feel. Psychologically, we make this quick interpretations because of the experiences, natural prejudices, and goals that each individual has. Our own culture, the way we were raised, and what we want to get from an experience alters what we see. [...] I think that we cannot control our initial gut feelings and interpretations, but we can control what we do with them. If I see something from another culture, I cannot help my

gut reaction that something is unusual or weird but I can keep my judgements to myself and try to understand another culture.

- As a group, discuss your findings and support them with evidence from the samples. According to your group, to what stage corresponds the statement provided by:

Clue 1	developing – emerging - proficient
Clue 2	developing – emerging - proficient
Clue 3	developing – emerging – proficient

### **DEBRIEF QUESTIONS**

**As a group, collaborate to answer the following questions about your experiences during Lab IC 1:**

- How did it feel to be an “intercultural detective”? What was difficult/ easy/ frustrating/ rewarding about this task? Did the task become easier as you practiced it? Why?
- What did you learn from being engaged in this activity? Why were you asked to do it?
- What are, in your opinion, some benefits of matching the intercultural reflection responses to the rubric? What are the drawbacks?
- How can this activity help you in the future intercultural activities or in real-life intercultural interactions?

# INVESTIGATORI INTERCULTURALI

## INTERCULTURAL DETECTIVES

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LABORATORIO INTERCULTURALE I

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# LET'S COMPARE OUR FINDINGS



**QUESTION 1:** *How did you feel about this activity? What was frustrating about it and what was the result of that frustration?*

<b>Witness 1</b>	developing – emerging – proficient
<b>Witness 2</b>	developing – emerging – proficient
<b>Witness 3</b>	developing – emerging – proficient

**QUESTION 2:** *Why do we make judgments? Can we control this? How?*

<b>Clue 1</b>	developing – emerging – proficient
<b>Clue 2</b>	developing – emerging – proficient
<b>Clue 3</b>	developing – emerging – proficient

# REFLECTION ASSIGNMENT

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- **Goals:** This assignment is intended to help you process what you have learned in Intercultural Lab I and to give you an opportunity to deepen your reflection on what you've learned.
- **Instructions:** Complete the Reflection Assignment and post it to Brightspace by the **DUE DATE**
- **Grading:** There is no right or wrong answer in this type of assignment. The credit for this assignment will be awarded according to the following criteria: Completion (thoroughness of your answers), Complexity (complexity of your observations, questions, and analysis), and Effort (your effort in developing the skill). The credit you receive describes **the effort you put into reflecting** on this IC skill . It will be part of your overall Intercultural Learning grade.
- **Tips:** Aim to be detailed, thorough, honest, and insightful in your answers. Write in complete sentences. Aim to have **at least 100 words for each question.**



## REFLECTION ASSIGNMENT QUESTIONS:


1. What have you learned from this activity? How can a descriptive rubric of openness be helpful in your understanding and practice of intercultural openness?
2. Can you think of examples from your own life when your actions or attitudes would have put you at a particular stage of the rubric: developing-emerging-proficient? *(Please also indicate if these examples took place before or after you were introduced to the Intercultural Labs in ITAL 101, and if the IC Labs had anything to do with a possible change in your attitude of openness).*
3. What other skills do you think this activity helped you develop? How would you have felt being asked to do this activity on your own and not with a team? Explain.

**LABORATORIO INTERCULTURALE I: INVESTIGATORI INTERCULTURALI**  
**INTERCULTURAL LAB I: INTERCULTURAL DETECTIVES**

**Reflection Assignment**

- Goals: This assignment is intended to help you process what you have learned in Intercultural Lab I and to give you an opportunity to deepen your reflection on what you've learned.
- Instructions: Complete the Reflection Assignment and post it to Brightspace by the DUE DATE.
- Grading: There is no right or wrong answer in this type of assignment. The credit for this assignment will be awarded according to the following criteria: Completion (thoroughness of your answers), Complexity (complexity of your observations, questions, and analysis), and Effort (your effort in developing the skill). The credit you receive describes the effort you put into reflecting on this IC skill. It will be part of your overall Intercultural Learning grade.
- Tips: Aim to be detailed, thorough, honest, and insightful in your answers. Write in complete sentences. Feel free to consult the Rubric for the stages of development of openness. Aim to **have at least 100 words for each question.**

**Rubric describing the stages of development of openness**

	<b>Developing</b>	<b>Emerging</b>	<b>Proficient</b>
<p><b>Attitudes</b> <i>Openness</i></p> 	<p>Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</p>	<p>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</p>

**Questions:**

1. What have you learned from this activity? How can a descriptive rubric of openness be helpful in your understanding and practice of intercultural openness?
2. Can you think of examples from your own life when your actions or attitudes would have put you at a particular stage of the rubric: developing-emerging-proficient? (*Please also indicate if these examples took place before or after you were introduced to the Intercultural Labs in ITAL 101, and if the IC Labs had anything to do with a possible change in your attitude of openness.*)
3. What other skills do you think this activity helped you develop? How would you have felt being asked to do this activity on your own and not with a team? Explain.