

Intercultural Learning in the Italian Classroom: Novice Italian 2

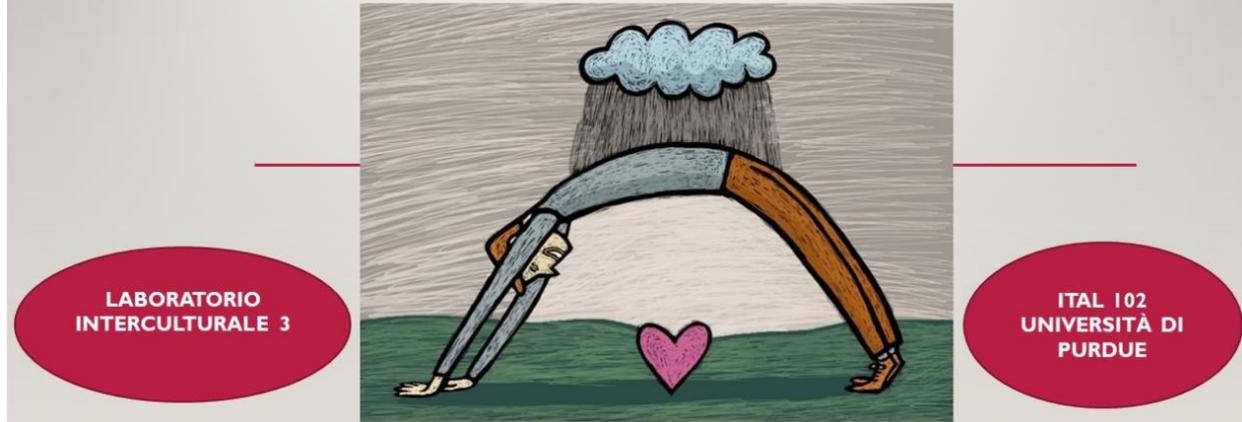
Lab 3

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GETTIAMO UN PONTE VERSO L'ALTRO

BRIDGING BEHAVIORS



In the Intercultural Lab 3/ Lab Interculturale 3 "Gettiamo un ponte verso l'altro - Bridging Behaviors," we will engage in multi-step activities that will help us understand and practice intercultural openness.

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 collaboration on situations 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, in which case it may be completed individually and the duration of the Lab may vary (alternatively, students may be asked to meet in small groups to collaborate on the task, or to comment on each other's situations analyses).

As an overview, here is the TO DO LIST for this Lab (in asynchronous mode, as individual activity):

1. Watch the video explanation of Lab IC 2 "Gettiamo un ponte - Bridging Behaviors." (10 points)
2. Follow the instructions from the video and post the answers to **two out of four** situations (60 points)
3. Post your answers to the Debrief questions. (30 points)
4. After you have completed Lab IC 3, your instructor will post a PowerPoint presentation on "Lab IC 3: 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.

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

IMPORTANT NOTE ON GRADING LAB ICC 3: Lab ICC 3 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 3 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.

GETTIAMO UN PONTE VERSO L'ALTRO

Tatjana Babic Williams 2018-2020

BRIDGING BEHAVIORS



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TI RICORDI? DO YOU REMEMBER? WHAT IS “OPENNESS”?



- In an intercultural context, “**openness**” refers to our:
 - ✓ **Willingness to initiate and develop interactions with culturally different others**
 - ✓ **Ability to suspend judgment in valuing our interactions with culturally different others**
- **Like other intercultural skills, openness can be practiced and developed**

It is easier to **stay open to interaction** and to **suspend judgment** when we are:

→ in a **situation** that we perceive as **positive and inclusive**



BUT THE QUESTION IS:

How can we **stay open to interaction** and **suspend judgment** when we are:

→ in a **situation** that we perceive as **negative and exclusive**

Today's focus:

**BRIDGING
BEHAVIORS**



**GETTIAMO UN
PONTE VERSO
L'ALTRO**

SITUAZIONE ZERO: ESEMPIO

You have a new colleague to whom you have been introduced. You pass each other in the hallway in the morning and you greet the colleague with a friendly “good morning.” The colleague does not return your greeting, and does not acknowledge you in any way including with eye contact.

- What is your first reaction? How does this colleague’s behavior make you feel?
- Most of us would probably have a negative reaction, causing us to feel angry, disrespected, hurt, invisible, left out ...**



SITUAZIONE ZERO: GETTIAMO IL PONTE

You have a new colleague to whom you have been introduced. You pass each other in the hallway in the morning and you greet the colleague with a friendly “good morning,.” The colleague does not return your greeting, and does not acknowledge you in any way including with eye contact.

Instead of feeling like **THIS:**



Let's try **THIS:**

1. Let's assume the other person has **positive intent**.
2. Generate as many **possible explanations** for the behavior as possible.

SITUAZIONE ZERO: GETTIAMO IL PONTE

Tatjana Babic Williams 2018-2020

In a **real-life situation**, what would be some possible next steps?

3. Seek **clarification** by **stating your intent** (For example: “I want to understand your intention so we can work more effectively together.”)
4. **Describe** the other person’s behavior and **ask them to interpret it**, that is, to share their intention.
5. Perhaps the situation does not bother you, because you already understand the other person’s behavior, so you choose to **ignore it** without holding grudges.
6. **Do you have any other insights about what the possible next steps would be?**

INIZIAMO A LAVORARE

LET'S GET TO WORK



1. Read the situations described on the Lab IC 2 Discussion
2. For **two out of four** situations:
 - ✓ Assume the other person has **positive intent**.
 - ✓ Generate as many **possible explanations** for the behavior as possible.

SITUAZIONE UNO: LASCIATEMI PARLARE!

You are a foreign student in Italy. Your goal is to improve proficiency in Italian so you **want to practice your Italian at every chance you get.** However, every time you struggle a bit with the language, the locals at the café, at the supermarket, at the stores etc., are quick to answer you in English and continue talking to you in English.



→ What is your first reaction? How does this behavior make you feel?

Let's try **THIS**:

1. Let's assume the other person has **positive intent**.
2. Generate as many **possible explanations** for the behavior as possible.

SITUAZIONE DUE: TIC-TAC, TIC-TAC, TIC-TAC

Tatjana Babic Williams 2018-2020

You and your friends have made plans with a group of Italian friends you have met during Study Abroad program. The time for meeting them was set at around 8:00 pm but 30 minutes have passed and there is no sign of them. They finally arrive 50 minutes late and continue happily with the plans for the evening as if nothing happened.



→ What is your first reaction? How does this behavior make you feel?

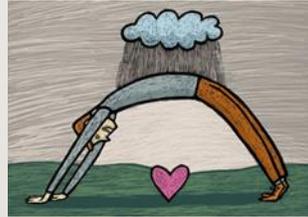
Let's try **THIS**:

1. Let's assume the other person has **positive intent**.
2. Generate as many **possible explanations** for the behavior as possible.

SITUAZIONE TRE: LA BOLLA PROSSEMICA

Tatjana Babic Williams 2018-2020

You and your new Italian colleagues and classmates are entertaining a conversation. Every time you engage in a conversation, they tend to stand very close to you, and often also gently touch you when introducing you or when emphasizing certain expressions in the conversation like "Great!", "Oh come on!", "Oh really?"



→ What is your first reaction? How does this behavior make you feel?

Let's try **THIS**:

1. Let's assume the other person has **positive intent**.
2. Generate as many **possible explanations** for the behavior as possible.

SITUAZIONE QUATTRO: STAGISTA STAGNANTE

Tatjana Babic Williams 2018-2020

You are on an internship abroad. Your managers welcome you but they do not give you a specific assignment for the day or week. If they do, they do not provide specific instructions about how to complete the assignment.



→ What is your first reaction? How does this behavior make you feel?

Let's try **THIS**:

1. Let's assume the other person has **positive intent**.
2. Generate as many **possible explanations** for the behavior as possible.

WHAT'S NEXT?

- 1. Post your answers to **two out of four** situations to Lab IC 2 Discussion.**
- 2. Post your answers to the Debriefing questions to Lab IC 2 Discussion.**

WHOLE CLASS DISCUSSION: TIME TO DEBRIEF

- How did you feel about looking for a positive explanation for these behaviors?
- What situations were easiest to identify positive explanations for? Which were hardest? Why?
- How would you cope in these situations? Is there anything you would want to say? How would you phrase it?
- Based on the situations, what cultural values or norms can these behaviors be pointing to?

REFERENCES

- **This activity has been adapted from:**

Stringer, Donna M, and Patricia A. Cassidy. *52 Activities for Improving Cross-Cultural Communication*. Boston: Intercultural Press, 2009. pp. 99-101.

- **This activity has been a collaborative effort of Purdue Italian faculty and CILMAR specialists:** Tatjana Babic Williams, Brett Bogart, Giuseppina Grande, Annalisa Mosca, Aletha Stahl

- Photo credits (in order of appearance):

“Gettare un ponte”: <https://you-ng.it/archivio/2015/05/28/gettare-un-ponte/>

“Building a puzzle bridge”: <file:///C:/Users/Tatjana/Downloads/ID-Kylie-Dundas.pdf>

“Exclusion”: <https://ivn.us/2016/08/30/political-extremism-breeds-exclusion-inhibits-respect>

“Child”: <https://twitter.com/pcanv>

LAB INTERCULTURALE 3: GETTIAMO UN PONTE VERSO L'ALTRO

INTERCULTURAL LAB 3: BRIDGING BEHAVIORS

After you read each situation, choose two out of four situations, reply to them in writing, following the directions, and post to the Discussion forum.

Situazione 1: Lasciatemi parlare!

You are a foreign student in Italy. Your goal is to improve proficiency in Italian so you want to practice your Italian at every chance you get. However, every time you struggle a bit with the language, the locals at the café, at the supermarket, at the stores etc., are quick to answer you in English and continue talking to you in English.

1. What is your first reaction? How does this colleague's behavior make you feel?
2. Let's assume the other person has **positive intent**.
3. Generate as many **possible explanations** for the behavior as possible.

Situazione 2: Tic-Tac, Tic-Tac, Tic-Tac

You and your friends have made plans with a group of Italian friends you have met during Study Abroad program. The time for meeting them was set at around 8:00 pm but 30 minutes have passed and there is no sign of them. They finally arrive 50 minutes late and continue happily with the plans for the evening as if nothing happened.

1. What is your first reaction? How does this colleague's behavior make you feel?
2. Let's assume the other person has **positive intent**.
3. Generate as many **possible explanations** for the behavior as possible.

Situazione 3: La bolla prossemica

You and your new Italian colleagues and classmates are entertaining a conversation. Every time you engage in a conversation, they tend to stand very close to you, and often also gently touch you when introducing you or when emphasizing certain expressions in the conversation like "Great!", "Oh come on!", "Oh really?"

1. What is your first reaction? How does this colleague's behavior make you feel?
2. Let's assume the other person has **positive intent**.
3. Generate as many **possible explanations** for the behavior as possible.

Situazione 4: Lo stagista stagnante

You are on an internship abroad. Your managers welcome you but they do not give you a specific assignment for the day or week. If they do, they do not provide specific instructions about how to complete the assignment.

1. What is your first reaction? How does this colleague's behavior make you feel?
2. Let's assume the other person has **positive intent**.
3. Generate as many **possible explanations** for the behavior as possible.

Debrief Questions

Answer the following questions about your experiences during Lab IC 3:

1. How did you feel about looking for a positive explanation for these behaviors?
2. What situations were easiest to identify positive explanations for? Which were hardest? Why?
3. How would you cope in these situations? Is there anything you would want to say? How would you phrase it?
4. Based on the situations, what cultural values or norms can these behaviors be pointing to? Are they similar to or different from your own cultural values and norms?

GETTIAMO UN PONTE VERSO L'ALTRO

BRIDGING BEHAVIORS

TAKEAWAYS AND REFLECTION ASSIGNMENT



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TAKEAWAYS



- When we see, or experience, someone else's behavior that is different from what we would do in a similar situation, we often jump to a negative evaluation.
- Most people act with good intentions but the impact on others can often be negative.
- Seeking clarification about the reason someone else does something can help us understand them—and their behavior—better. It can help us gain awareness that our own behaviors may offend and it can help us think about how we would want someone else to assume that we have good intent.
- Understanding why someone does something can often allow us to
 - (a) accept the behavior, (b) suggest alternative behaviors with a more positive attitude, (c) negotiate the situation in a creative and mutually beneficial way.

REFLECTION ASSIGNMENT

- **Goals:** This assignment is intended to help you process what you have learned in Intercultural Lab II 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. Can you imagine a situation in which your well-intended behavior might be negatively perceived by others? By whom and why? Explain.
2. Consider the following situation:
You are a cashier at a small supermarket in Trieste. You have just processed a client's purchases. The client did not purchase a bag and hasn't taken their purchases but just stands there looking at you. You start processing the next client's purchases, turning around to look back at the first client. The purchases are still there and in the way, and the client is still standing there looking at you.
Assume that the client has positive intent and generate several explanations for their behavior.
What might you say to the client to help clarify the situation?
3. Examine the AAC&U (*Association of American Colleges & Universities*) "Intercultural Knowledge and Effectiveness Rubric" (see next slide) and pick at least one skill other than "Curiosity" and "Openness" that you think the Intercultural Labs in ITAL 1010 and 102 helped you to develop. Explain which two you have chosen. Now pick one of these skills (other than "Curiosity and Openness") and self-assess: rank your competence in the chosen skill along the continuum ("Developing" – "Emerging" – "Proficient"). If you feel like you have achieved the level of "Proficient," please support with the description of an experience that illustrates it. If you feel like you need to make progress in achieving competence in your chosen skill, and then suggest a way in which you can practice it and challenge yourself to progress to the next stage.



INTERCULTURAL KNOWLEDGE AND EFFECTIVENESS RUBRIC

Definition

A set of behaviors, attitudes, and policies that come together to enable systems, agencies, or professionals to work effectively in cross-cultural situations.

	Proficient 3	Emerging 2	Developing 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	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.

LAB INTERCULTURALE 3: REFLECTION ASSIGNMENT

INTERCULTURAL LAB 3: REFLECTION ASSIGNMENT

Goals: This assignment is intended to help you process what you have learned in Intercultural Lab 3 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. Can you imagine a situation in which your well-intended behavior might be negatively perceived by others? By whom and why? Explain.
2. Consider the following situation:

You are a cashier at a small supermarket in Trieste, Italy. You have just processed a client's purchases. The client did not purchase a bag and hasn't taken their purchases but just stands there looking at you. You start processing the next client's purchases, turning around to look back at the first client. The purchases are still there and in the way, and the client is still standing there looking at you.

Assume that the client has positive intent and generate several explanations for their behavior. What might you say to the client to help clarify the situation?

3. Examine the AAC&U (*Association of American Colleges & Universities*) "Intercultural Knowledge and Effectiveness Rubric" (see below) and pick at least one skill other than "Curiosity" and "Openness" that you think the Intercultural Labs in ITAL 1010 and 102 helped you to develop. Explain which two you have chosen. Now pick one of these skills (other than "Curiosity and Openness") and self-assess: rank your competence in the chosen skill along the continuum ("Developing" – "Emerging" – "Proficient"). If you feel like you have achieved the level of "Proficient," please support with the description of an experience that illustrates it. If you feel like you need to make progress in achieving

competence in your chosen skill, and then suggest a way in which you can practice it and challenge yourself to progress to the next stage.

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• Adapted from AAC&U Core Value Rubrics

POST LAB ACTIVITY: LAB IC 3: Gettiamo un ponte verso l'altro – Bridging Behaviors

LASCIATEMI PARLARE!

You are a foreign student in Italy. Your goal is to improve proficiency in Italian so you **want to practice your Italian at every chance you get**. However, every time you struggle a bit with the language, the locals at the café, at the supermarket, at the stores etc., are quick to answer you in English and continue talking to you in English.

*Tu sei uno studente/una studentessa di scambio in Italia. Desideri migliorare il tuo italiano e **vuoi praticare a parlarlo il più possibile**. Comunque, ogni volta che hai problemi a esprimerti o fai un errore, le persone con cui parli al bar, al supermercato, ai negozi, ecc., cominciano subito a risponderti in inglese e continuano a parlarti in inglese.*

CHE COSA GLI DIRESTI? WHAT WOULD YOU TELL THEM?

How would you use your Italian to address this situation in “real life”? What would you say to your Italian interlocutor (the person you speak to)?

Write a short paragraph in Italian in which you explain to an Italian interlocutor at least three reasons why you'd prefer speaking in Italian and ask her/him if they would speak to you in Italian (include other suggestions on how he/she could help you improve).

Use the present conditional (il condizionale presente) and address the person formally (Lei).