

This CultSense Learning Module focuses on developing Cultural Sensitivity (in Travel) through Gastronomy. The lecturer can choose their own combination of learning objectives, resources, activities and assessment.

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2022

www.cultsense.com

DOI 10.17605/OSF.IO/JXC73

A Taste of Cultures



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PROJECT 2020-1-NL01-KA203-064791



This project has been funded with support from the European Commission. This publication reflects the views only of the CULTSENSE partnership, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Overview

Learning Objectives	Resources	Activities	Assessment
To understand what gastronomy is and its significance as a cultural element of a community	Gastronomy as a bridge for understanding local cultures (case study)	4.1 Focus Groups 4.2 Video Sessions 4.3 Field Work	5.1 Self reflection 5.2 Essay 5.3 Case study analysis
To appraise how environmental and cultural aspects influence gastronomic specificities	Gastronomy as Local Identity: The Case of 'Sarrabulho' in Minho (case study)	4.1 Focus Groups 4.2 Video Sessions 4.3 Field Work	5.1 Self Reflection 5.2 Essay 5.3 Case study analysis
To explore ways by which gastronomic traditions can be preserved within a contemporary and innovative context	Sensitizing young travellers for traditional food (video) Sibiu - a surprising destination (video)	4.3 Field Work	5.1 Self Reflection 5.2 Essay
To enhance appreciation for and respect towards different gastronomic traditions	Living like a local in Finland (video)	4.1 Focus Groups 4.3 Field Work	5.1 Self Reflection 5.2 Essay



Photo by CultSense Project Team

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CultSense Learning Module 1 

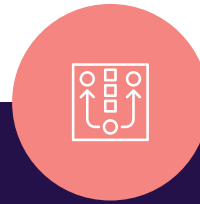
1. Learning Objectives

After completing this Learning Module, the students will be able:



To understand

what gastronomy is and its significance as a cultural element of a community;



To appraise

how environmental and cultural aspects influence gastronomic specificities;



To explore

ways by which gastronomic traditions can be preserved within a contemporary and innovative context;



To enhance

appreciation for and respect towards different gastronomic traditions.

2. Contextualization

Gastronomy is not easy to define, as can be seen from the number of authors who have declined to attempt definition. There are difficulties in applying the term and consequently there are difficulties in the application of gastronomic values to the alimentary experiences and to the hospitality industry in general (Gillespie, 2001). Gastronomy can be perceived as a love and true appreciation of good food and wine, two of the pleasures of life which when supported by good service and jovial company help to create a truly great meal experience (Cracknell and Nobis, 1985). Gillespie (2001) adds to this definition in that gastronomy is the enjoyment of good food and good beverage, in good company.

Scarpato (2002) argues that contemporary gastronomy is culture and that gastronomy has become a medium of cultural tourism. Gastronomy is a part of the culture that cultural tourists have come to explore as such as any other aspect of the way of life of a given place. Gastronomy represents one of the most easy and available ways for not merely viewing a culture with the tourism gaze but for engaging in a cultural dialogue with a place's hosts. As such, gastronomy can be an important bridge for cultural understanding and shared experience between hosts and visitors to a particular culture. Visitors can learn about and appreciate a different culture based on travel experiences with local gastronomy. In addition to food itself, the experience of the culture that food belongs to also directs people to rural areas, regions, and countries that makes

food an essential attraction for tourism (Polat and Aktaş-Polat, 2020).

In fact, there are several elements that can be developed in the context of cultural sensitivity and awareness. On the one hand, an awareness, deeper understanding and engagement of visitors to the local culture. On the other hand, an appreciation of the diversity in which a connection between innovation and tradition is put forward.

Moreover, two different perspectives can be considered:

- *The visitor perspective:* The visitor would understand the food and drinks they are having, how these are prepared, what are the territorial characteristics, what is the story of this dish, how and why it became part of the tradition and how and why it is so enrooted in a certain culture;
- *The host perspective:* The host would consider that what is tradition, normal and even good and important for them, might not be understood by others. Hosts could then have different strategies to deal with this, which can even lead to innovation in gastronomic terms.

Tourism preferences have moved toward interest in cultural tourism, including inter-cultural experiences, and gastronomy is one of the principal elements that define any living culture (Moulin, 2000). Furthermore,



This learning module contains material with a focus on gastronomy. It features case studies on gastronomy as local identity and as a bridge for understanding local cultures.

new trends resulting from evolving attitudes of tourists place gastronomy as a vital element for exploring a given destination.

Even before the pandemic came along, the concepts of heritage and authenticity were being questioned by our youth. Cuisine influenced by tradition is losing much popularity amongst this type of consumer. The younger generations express less appreciation for culinary traditions based on cultural influences and more appreciation for more innovative cooking, aligned to special dietary preferences, particularly toward healthier eating, which we label as gourmet food and which may be referred to as masterchefisation. Whereas in culinary traditions the focus is on the culture of food, today's more ambitious cooking is about the chef and the artistry in the transformation of the food. Thus, gastronomy needs to reflect not only on its sourcing, preparation, cooking and eating, but also in broader perspectives that incorporate everything food is a part of, including tourism.

Food is an integral part of the human being. Gastronomy is a development of this need into a more complex set of actions, attitudes, tools, foods, as well as part of the cultural, social and economic fabric. Tensions and misunderstandings might arise. And sometimes talking through them is not possible. Therefore, awareness is important.

This learning module contains material with a focus on gastronomy. It features case studies on gastronomy as local

identity and as a bridge for understanding local cultures. The videos touch upon gastronomy of Sibiu (Romania) and Minho region (Portugal) and on locals living in Finland.

In this module, students will answer questions such as: "Have you experienced a situation with a different gastronomy that surprised you? In which way? Did that experience influence the way you now look at the gastronomic traditions from different traditions? What main elements of your gastronomic region stand out? Are these gastronomic elements related to the region's traditions? How can tourists' perception about local gastronomy be enhanced? How can local communities participate in this process? How can food and gastronomic experiences be communicated in order to be better understood?"



Photo by CultSense Project Team

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3. CultSense Resources

For the development of the module, the following CultSense resources are suggested:



Case Studies

Photo by CultSense Project Team

Gastronomy as a bridge for understanding local cultures

Summary: This case study focuses on the local gastronomy perception of visitors. Through an analysis of Catalan gastronomy (Spain), including its traditional dishes and products of local cuisine, the aim is to show how gastronomy is integrated into local culture. Gastronomy is part of the cultural heritage of a destination and is part of the identity of the place, how do visitors perceive this fact? Can gastronomy act as a bridge to present the local identity and traditions? How to make the visitor aware of the traditional values of the local cuisine? The present case

study compares the perception of local gastronomy of local students with the perception of international students visiting and experiencing Catalan gastronomy for the first time.

Aulet, S., Rodrigues, G. F. & Majó, J. (2022). Gastronomy as a Bridge for Understanding Local Cultures. In Engberg, M., Björkroth, P. & Marques, L. (2022). *Creating Cultural Understanding Through Travel. CultSense Case Collection* (pp. 28–37). Arnheim: ATLAS / CultSense Project. <https://www.cultsense.com/academicpublications/casestudies/>

Gastronomy as Local Identity: The Case of 'Sarrabulho' in Minho

Summary: This case study focuses on Minho's gastronomy, particularly the peculiar speciality 'Sarrabulho', and how traditional food can simultaneously enable preserving local traditions and allow tourists to have a positive and memorable experience.

Local gastronomy and peculiar traditions are not always easily understood by outsiders and foreigners. Therefore, if not to be appreciated, at least to be understood and respected, efforts must be made to explain its origins and to celebrate its role as part of local culture.

How can we communicate food culture and gastronomic experiences so they can be better appreciated by tourists/foreigners? How can tourists' perception of local gastronomy be enhanced? What features should be included in a gastronomic experience? What characteristics determine a gastronomic region?

If a region aims to be acknowledged and respected by its gastronomy, conditions must be created to facilitate its perception and enhance tourists' experience. The case study highlights the relevance of storytelling when communicating culinary traditions and local food, and suggests some initiatives which are believed would improve tourists' perception of gastronomy.

Silva, G., Correia, A., Fernandes, C. & Oliveira, M. (2022). Gastronomy as Local Identity: The Case of Sarrabulho in the Minho. In Engberg, M., Björkroth, P. & Marques, L. (2022). *Creating Cultural Understanding Through Travel*. CultSense Case Collection (pp. 38–44). Arnhem: ATLAS / CultSense Project. <https://www.cultsense.com/academicpublications/casestudies/>

Photo by [Lindsay Moe](#)



If a region aims to be acknowledged and respected by its **gastronomy**, conditions must be created to facilitate its perception and **enhance tourists' experience**.

Photo by [Lindsay Moe](#)



Videos 

CultSense Resources

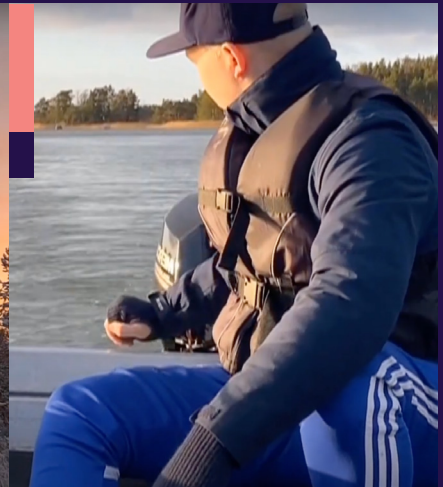
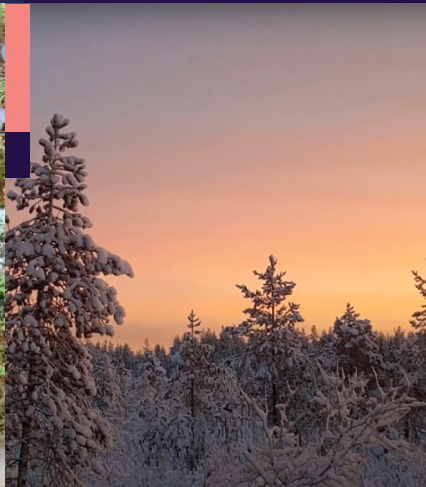


Photo by frimufilms



Videos by CultSense

Sensitizing young travellers for traditional food ([WATCH HERE](#))

Summary: Filmed in Ponte de Lima (Northern Portugal) in 2021, the video invites the viewer to learn about gastronomic traditions and local foods of the region. The video invites a reflection on roots and identity, which are not always evident for visitors, explaining the importance of meat and Sarrabulho in particular, for rural areas. The video presents a perspective of students from the Instituto Politécnico de Viana do Castelo (IPVC) in dialogue with scholars, and culture and tourism stakeholders. Music is also from a local folk musician.



The City of Sibiu, a surprising destination ([WATCH HERE](#))

Summary: This video aims to be an open door to what it means to be a European tourist city that offers tourists a multitude of events starting with the cultural, gastronomic, etc. and ending with the artistic ones. Events with FITS, Sibiu - European gastronomic region, the International Photography Festival, Sibiu International Street ART Festival are presented in accordance with what the new challenges of COVID entailed. In the second part, we can see an interesting dialogue between 2 students who are concerned with discovering opportunities to spend their free time in Sibiu and how they can do so safely against the COVID pandemic.



Living Like a Local in Finland ([WATCH HERE](#))

Summary: Some things in Finnish culture and traditions, like ice-swimming, can seem a little odd to foreigners but if you want to learn to live like a local and understand more about the Finnish culture, plunge right in. This video was created by a group of students from Finland and Germany. They wanted to explore some aspects of the life of a local in Finland and they focused on the following: picking mushrooms, fishing, experiencing a traditional Finnish sauna and exploring some magic in Lapland.



4. Activities



Photo by Jennifer Pallian

In this section, detailed and specific guidelines to specific learning activities and to promote students' interaction with each other, will be presented. The purpose and importance of each activity needs to be made clear to students and the content of the module needs to be explained and connected to the learning objectives.

Therefore, for this module the following activities are suggested:

- 4.1 Focus groups
- 4.2 Video sessions
- 4.3 Field work

4.1 Focus groups 

Focus groups, including Erasmus students (if possible): encourage students to research the gastronomic offer and its origins; explore how to translate/explain gastronomy to visitors/tourists.

Duration: 45 minutes

Preparation: None

Step 1

Possibility to start with the presentation of one of the videos or case studies; or invite people with experiences in different countries to share cultural differences and advice about avoiding disrespectful behaviours when it comes to food culture (storytelling); or invite students who were studying abroad to share their experiences when they were in different countries for the first time;

Step 2

Divide the students into small groups (5-6 students). Each group should have a spokesperson and someone who takes notes;

Step 3

Students should reflect on the questions proposed below;

Step 4

Discuss the results of all the groups in a plenary session.

Alternatively, depending on the time available, groups of questions can be formed and the groups can rotate, keeping one person for continuity.

Note: If it is a small group of students, you may choose to have an open discussion.

Topics for discussions:

- Have you experienced a situation with a different gastronomy that surprised you? In which way? Did that experience influence the way you now look at the gastronomic traditions from different traditions?
- What main elements of your gastronomic region stand out? Are these gastronomic elements related to the region's traditions?

- How can tourists' perception about local gastronomy be enhanced? How can local communities participate in this process?

- How can food and gastronomic experiences be communicated in order to be better understood by (international) tourists?

4.2 Video sessions



Preparation: Before the class, students are asked to fill a questionnaire about a specific place's gastronomy (e.g. to get their first impressions/perceptions about this place's traditions). An example of a questionnaire is in the appendix.

Duration: 45 - 120 minutes

Step 1

Showcase national/regional gastronomy through videos. Films where gastronomy has an important role, for example, "Eat Pray Love", analysing how food is presented. Food is presented, sometimes, from a stereotyped point of view that afterwards can be discussed and analysed. Videos of countries/regions that are promoting their gastronomy and of others' perceptions before and after visiting countries.

OR. . . Students brainstorming before watching the videos (or analysing the case studies) focused on what they know about local traditions. In the case of the "Sensitizing young travellers for traditional food", they can identify positive and negative behaviours to use this information to make suggestions on how negative behaviours should be avoided and positive should be adopted; to propose guidelines on how traditions could be communicated to tourists.

Step 2

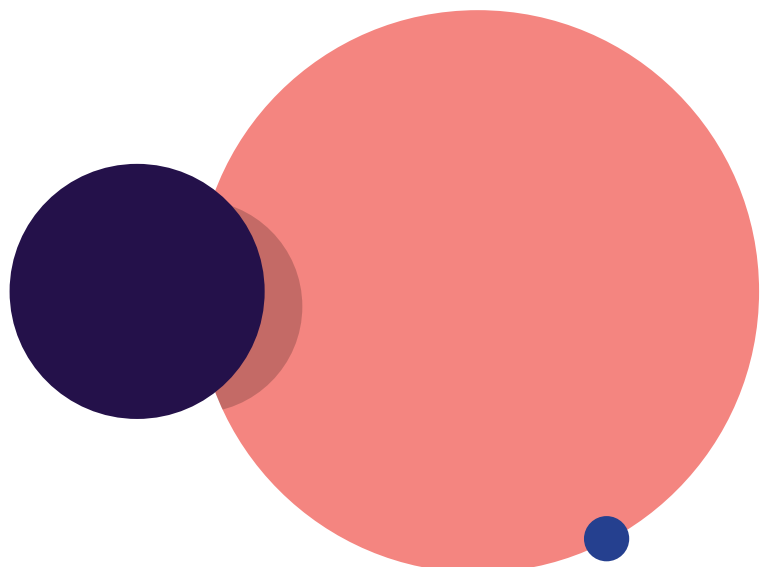
After watching the videos, students are asked to fill the questionnaire again.



Photo by CultSense Project Team

Step 3

Discuss if and how their preconceptions changed. You can show the students results of the questionnaire.



4.3 Field work **Duration:** Activity-dependent**Preparation:** None

Step 1 ————— Step 2 ————— Step 3

Exploratory visits (autonomous or guided with storytelling) to local markets, restaurants, and cooking workshops with chefs acknowledged as innovative. These visits will also allow students to get knowledge about and contact with traditions, landscape, crafts, wine;

During the visit, students can be asked to observe the behaviour of other visitors and reflect on their own impressions and experiences;

After the visit, a short group discussion can be organised to facilitate brief individual reflections (max. 500 words) from students in which they explore the differences in their experiences and observations.

In case this activity cannot be done outside of the classroom and depending on the time available, an alternative in-door activity can be: Tasting local products/dishes in the class, where students bring local/regional products and present them to the class. If there are international students in the group or even students from different cultural backgrounds, a practical session on sharing local gastronomy can be organised in collaboration with local traditional restaurants. Each student can be asked to prepare a traditional recipe of their country or region of origin.

Students present the different recipes, explaining the key information/history of the dish, the ingredients used and how this relates to local cultures.

At the end of all presentations, the food can be shared and tasted.



Learning Module 1 

5. Assessment

5.1 Self-reflection

A reflection on how visitors can adapt to a different gastronomic culture, providing examples/suggestions derived from the discussion/own experience. This method of assessment can include the creation of a **portfolio** by the student and an **oral presentation**.

Assessment rubric:
see appendices

In order to assess the achievement of the different learning objectives, please choose one or more of the assessment forms, depending on the type of class, the activities employed and assessment needed.

5.3 Case study analysis (critical reading and writing)

Preparation: Prepare and understand the case study (cf. Resources).

Process: In a case study analysis, there should be 3 main points addressed:

- The challenge(s) description,
- Possible solutions,
- Outcomes (real and/or foreseen).

5.2 Essay

Students individually write an essay in which they propose guidelines on how traditions could be communicated to tourists; Tensions in gastronomy experiences: how to deal with diverse perceptions and sensibilities? Students could also present on how gastronomy and gastronomic experiences have been approached in the literature. This method of assessment can include the creation of a **portfolio** by the student and an **oral presentation**.



Students should deliver the analysis in a paper/report format with several components:

- Description of the problem;
- Possible ways out;
- Results and/or forecasts.

An oral presentation can also be included.



Structure guideline for the case study:

Introduction

Identify the key problems and issues in the case study;

Background

Set the scene: background information, relevant facts, and the most important issues;

Evaluation of the Case

Outline the various pieces of the case study that you are focusing on; Evaluate these pieces by discussing what is working and what is not working; State why these parts of the case study are or are not working well.

Proposed Solution/Changes

Provide specific and realistic solution(s) or changes needed. Explain why this solution was chosen. Support this solution with solid evidence, such as: Concepts from class (text readings, discussions, lectures); Outside research; and Personal experience (anecdotes).

Recommendations

Determine and discuss specific strategies for accomplishing the proposed solution. If applicable, recommend further action to resolve some of the issues. What should be done and who should do it?



Photo by Sam Moghadam Khamseh

6. To explore

Videos 

Gaston Acurio, TED talk 'Can home cooking change the world?'

([WATCH HERE](#))



Aparna Pallavi, TED talk 'Why we need to reclaim vanishing food cultures'

([WATCH HERE](#))



Sean Sherman, TED talk, 'Why aren't there more Native American restaurants?'

([WATCH HERE](#))



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6.2 References

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6.3 Other documents

Online interviews & travel blogs: have a look at online travel blogs and other sources, and analyse what topics and themes are brought up by the writers. How are the food cultures of different cultures described?

Local initiatives: review different local initiatives, in which locals provide dinners for guests. Students can have a look at their local examples. For inspiration, they can have a look at these initiatives from Portugal:

[Portuguese Table \(www.portuguesetable.com\)](http://www.portuguesetable.com)

Website on which local hosts introduce visitors to Portuguese cuisine and host dinners.

[Eat with locals \(www.eatatalocals.com/en\)](http://www.eatatalocals.com/en)

Website where local chefs advertise their living room restaurants

6.4 Films, documentaries & series

Archer, Dane and Jon Silver. (2000). *A World of Food: Tastes & Taboos in Different Cultures*.

Documentary that examines some of the attitudes that make food a fascinating focus of powerful cultural and individual differences. In this film food choices are divided into 7 primary categories and a variety of individuals from various cultures and ethnic and religious affiliations are interviewed concerning what they are willing to eat and why.

Nosrat, Samin. (2017/2018). *Salt Fat Acid Heat* (Book and Netflix series)

Documentary series in which cook Samin Nosrat explores the four essential elements of cooking: salt, fat, acid, and heat, by travelling to four different locations: Mexico, Japan, Italy, and the USA.

Gelb, Davis. (2015). *Chef's Table*. Netflix

Chef's table is a Netflix documentary series focusing on renowned chefs from different countries all over the world. You'll learn about each chef's philosophy and approach to cooking.

Bourdain, Anthony (2005). *No reservations*. Travel Channel. Parts also available on Netflix/Hulu.

Documentary series on food and travel, hosted by the late Anthony Bourdain.

6.5 E-book: "Creating Cultural Understanding Through Travel: CultSense Case Collection"

Engberg, M., Björkroth, P. & Marques, L. (2022). *Creating Cultural Understanding Through Travel*.

CultSense Case Collection. Arnhem: ATLAS / CultSense Project. <https://www.cultsense.com/academicpublications/casestudies/>

6.6 YouTube channel "CultSense Project"



7. Appendices

Appendix A



CultSense Tastes of Culture Questionnaire (Example)

Note: This questionnaire is free to use, however acknowledgement to the CultSense project should be included. You can use different platforms such as Survey Monkey, Google Forms, Qualtrics, etc. You might want to check the use of such tool with the Ethics Committee of your university.

Q1 When you hear the word “Portugal”, what is the first thing that comes to your mind?

☐ Beach / Lakes /
Water Sources

Q2 How strong is your intention to visit Portugal, from 0 - Not at all to 10 - Definitely visit

Q5 Which of the following images do you associate the most with Portugal?

Q3 Have you ever travelled to Portugal?

(6 images with different landscapes were used)

- ☐ No, never
- ☐ Yes, 1 time
- ☐ Yes, 2 or 3 times
- ☐ Yes, more than 3 times
- ☐ Yes, I consider myself a regular visitor (nearly every year)

Q4 Based on what you know at this moment, which words would you use to describe Portuguese culture? Select all that apply.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Traditional | <input type="checkbox"/> Kissing |
| <input type="checkbox"/> Modern | <input type="checkbox"/> Handshaking |
| <input type="checkbox"/> Warm | <input type="checkbox"/> Partying |
| <input type="checkbox"/> Cold | <input type="checkbox"/> Eating & drinking |
| <input type="checkbox"/> Rural | <input type="checkbox"/> Sport |
| <input type="checkbox"/> Urban | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Exciting | <input type="checkbox"/> Spirituality |
| <input type="checkbox"/> Boring | <input type="checkbox"/> Exotic |
| <input type="checkbox"/> Adventure | <input type="checkbox"/> Uninteresting |
| <input type="checkbox"/> Quietness | <input type="checkbox"/> Cosmopolitan |
| <input type="checkbox"/> Historic | <input type="checkbox"/> Open |
| <input type="checkbox"/> Nature | <input type="checkbox"/> Close |

Q6 In your opinion, which of the following attitudes would you expect from local people in Portugal?

	1	2	3	4	5	
Politeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rudeness
Friendliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unfriendliness
Treat me like a local	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Treat me like an outsider
Understand my attitudes and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Would not understand my attitudes and beliefs
Love and affection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hatred and violence
Trust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Distrust
Tolerance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intolerance

Q7 Which pictures would you associate with Portugal? Select all that apply.

(6 different images related to food and drinks were chosen, including traditional dishes and fast food)

Appendix B

Assessment Rubric Essay

Each teacher should define the structure and criteria for writing and assessment. Below is a suggested assessment rubric.

Criteria	Excellent	Good	Sufficient	Fail
	<i>The essay is a very well-constructed argumentative piece.</i>	<i>The essay is a well-constructed argumentative piece.</i>	<i>The essay is a sufficient argumentative piece.</i>	<i>The essay is a poor argumentative piece.</i>
The topic/problem at hand should be clear and relevant within the field of tourism studies.	The topic is clear and very relevant to the field of tourism studies.	The topic is clear and very relevant to the field of tourism studies.	The topic is clear and relevant to the field of tourism studies.	The topic is not clear or not very relevant to the field of tourism studies.
The arguments are clearly articulated and relevant.	The arguments are excellent, and very clearly articulated, connected and relevant.	The arguments are solid, and well-articulated, connected and relevant.	The arguments are sufficient and mostly relevant. Arguments sometimes lack articulation between them.	The arguments are poor and often not relevant. Arguments lack articulation between them.
Academic sources are used sufficiently, relevant and temporally representative to backup arguments, analysis, recommendations.	Academic sources are very relevant and used profusely in a well written text that is articulated in all its parts.	Academic sources are mostly relevant and used well.	Academic sources are relevant and used sufficiently.	Academic sources are somewhat relevant but insufficient to back up the arguments.
The text is clearly articulated in all its parts.		The text is mostly well articulated. Connections between some parts could have been improved.	Connections between some parts could have been improved.	Connections between the different parts of the text are poor.
The conclusions are thorough and in line with the rest of the text.	Conclusions are strong and totally in line with the previous parts.	Conclusions are well done and in line with the previous parts.	Conclusions are sufficient and mostly in line with the previous parts.	Conclusions are poor and not fully aligned with the previous parts.
Max. 1500 words (plus references).	Writing style is appropriate, grammar and spelling are excellent, and references complete. It respects the word limit.	Writing style is appropriate, grammar and spelling are mostly well done, and references complete. It respects the word limit.	Writing style is mostly appropriate. Sometimes there are grammar and spelling mistakes and some incomplete references. It respects the word limit.	Writing style is rather poor or inappropriate. There are grammar and spelling mistakes, as well as mostly incomplete references. It fails to respect the word limit.

Appendix C 

Assessment Rubric Oral presentation

Element	Criteria	Points (100)
Topic and relevance	Relevant topic for analysis, critical assessment of the case chosen.	20
Analytical depth	Quality of the analysis, convincing interpretation of the problem, logical and coherent arguments, integration of different perspectives, references to existing studies.	50
Discussion points	The arguments are excellent, and very clearly articulated, connected and relevant.	20
Form	Academic sources are very relevant and used profusely in a well written text that is articulated in all its parts.	10

Appendix D

Assessment Rubric Case Study

Each teacher should define the structure and criteria for writing and assessment. Below is a suggested assessment rubric.

Criteria	Excellent	Good	Sufficient	Fail
	<i>The case study is a very well-constructed text.</i>	<i>The case study is well-constructed.</i>	<i>The case study is sufficient.</i>	<i>The case study is poor.</i>
The topic/problem at hand should be clear and relevant within the field of cultural management.	The topic is clear and very relevant to the field of cultural management.	The topic is clear and relevant to the field of cultural management.	The topic is clear and somewhat relevant to the field of cultural management.	The topic is unclear and fails to justify its relevance to the field of cultural management.
The case is clearly described and relevant.	The case is described in an excellent way and it is very relevant.	The case is described in a strong way and it is relevant.	The case is sufficiently described, although some important details are missing.	The case is insufficiently described, lacking important details.
Academic sources are used sufficiently to illustrate and analyse the case at hand.	Academic sources are very relevant and used profusely to illustrate and analyse thoroughly the case at hand.	Academic sources are mostly relevant and used well to illustrate and analyse.	Academic sources are relevant and used sufficiently to illustrate and analyse.	Academic sources are somewhat relevant but insufficient to illustrate and analyse the case.
The text is clearly articulated in all its parts.	The text is very well written and is very articulated in all its parts.	The text is mostly well written text and is articulated in most of its parts.	The text is sometimes poorly written and parts are not always well articulated.	The text is poorly written and parts are not always well articulated.
The conclusions are thorough and in line with the rest of the text.	Conclusions are strong and totally in line with the previous parts.	Conclusions are well done and in line with the previous parts.	Conclusions are sufficient and mostly in line with the previous parts.	Conclusions are poor and not fully aligned with the previous parts.
The case study includes 2-4 questions for debate.	The case study includes 2-4 questions that are critical and relevant and reflect very well the topics approached in the case.	The case study includes 2-4 questions that are relevant and reflect well the topics approached in the case.	The case study includes some questions, but these are not very relevant to the topics approached in the case.	The case study fails to include questions, or these are not very relevant to the topics approached in the case.
Max. 2000 words (plus references).	Writing style is appropriate, grammar and spelling are excellent, and references complete. It respects the word limit.	Writing style is appropriate, grammar and spelling are mostly well done, and references complete. It respects the word limit.	Writing style is mostly appropriate. Sometimes there are grammar and spelling mistakes and some incomplete references. It respects the word limit.	Writing style is rather poor or inappropriate. There are grammar and spelling mistakes, as well as mostly incomplete references. It fails to respect the word limit.

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