

Gestures Around the World

Digital Education and Learning Analytics (CS-411)

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[HTTPS://GITHUB.COM/JELENA-BANJAC/GESTURES-LESSON](https://github.com/JELENA-BANJAC/GESTURES-LESSON)

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1. Introduction

The gestures are form of nonverbal communication in which visible body actions are used to communicate important messages, either replacing the speech or in parallel with the spoken words [1]. They include movement of the hands, face, or other parts of the body. Gestures are culture-specific and can have different meanings in different social or cultural settings [2]. One gesture can have different significance in different cultural contexts, ranging from complementary to highly offensive [3].

1.1 Topic Discussion

Different cultures have different gestures that can have different meaning and this lead us to the idea of creating the lesson that will offer a solution for preventing a misunderstanding in an international environment. Using gestures while you speak not only helps others to remember what you say, it also helps you speak more *quickly* and *effectively*. Another benefit of learning gestures is that the nonverbal explanation in foreign country can help you *understand* and *communicate* more.

1.2 Target Audience

The target audience of our lesson can be anybody, but we decided to concentrate on undergraduate and graduate students that come from different cultures. The age range of our students is between 18 and 30 years-old. Regarding their prior knowledge, we expect that our student might have some opinion and knowledge about the gestures from his/her culture. They have to be fluent in English. In addition, their developmental skill level should include good collaborative, communication and reflective skills.



2. Learning Goals

In this section we show our learning objectives that will describe what students should know and be able to do at the end of the lesson that they were not able to do before.

At the end of the lesson we would like our students to be confident using different body gestures for specific situations in different cultures. We would also like them to be aware of the fact that there are some similar gestures in different countries that could have different meaning. Moreover, we would like them to be able to recognize the different gestures as well as be able to react accordingly in an international environment.

2.1 Bloom's Taxonomy

To determine our learning goals, we used Bloom's taxonomy [4] that is usually used to classify educational learning objectives into levels of complexity and specificity. The Bloom's taxonomy for our lesson is shown in Figure 2.1.

2.2 Learning Objectives

Therefore, in order to make our goals measurable, we define them as follows:

1. Identify and classify different gestures used for a specific situations in different cultures.
2. Identify and classify similar gestures in different used for a specific situations in different cultures.
3. Analyze and recognize different gestures and learn how to behave/react accordingly in the international environment.

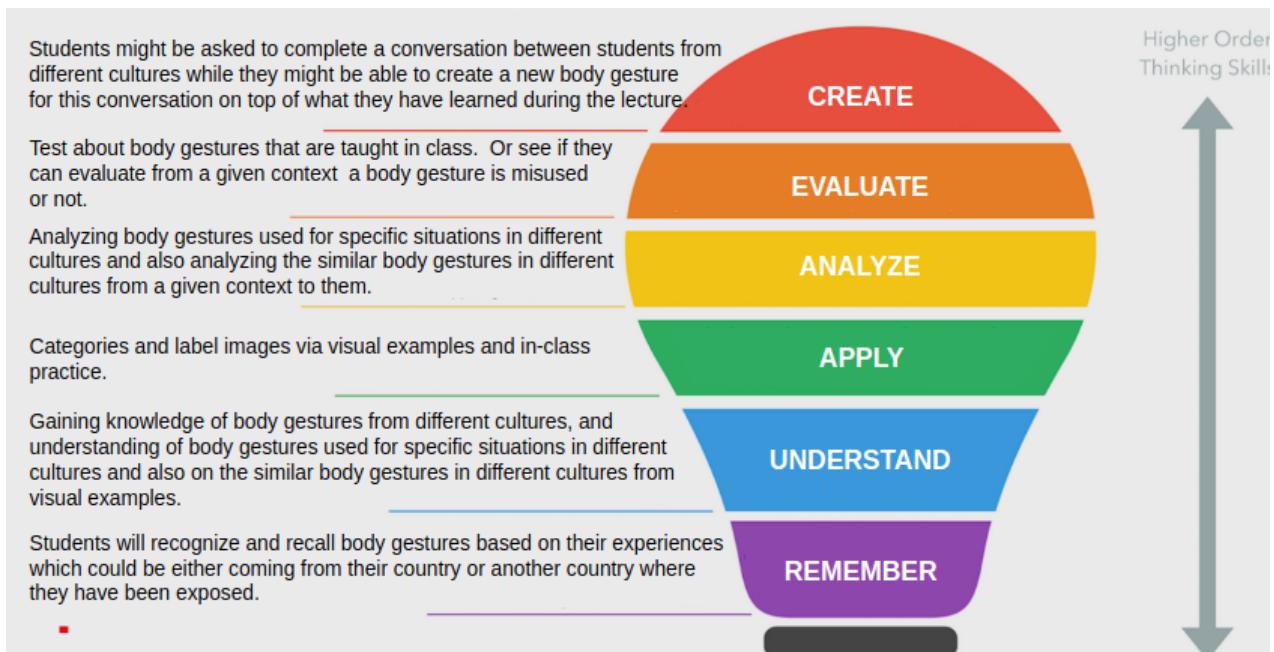


Figure 2.1: Bloom's taxonomy breakdown for the lesson *Gestures Around the World*. We can see six levels, where the lowest level (remember) represents the lowest order of thinking skills whereas the highest level (create) represents the highest order of thinking skills. For each of these six levels, we determined what would be the tasks for the students as well as what is expected from them on that level.



3. Task Analysis

In this section we will describe the task breakdown for our lesson. This includes the knowledge that will be gathered as well as steps that are needed to complete the tasks.

3.1 Goals and Objectives

The goal of our lecture is to teach students different gestures using a lot of visual material as well as team collaboration. We want them to be able to distinguish positive and negative meaning of gestures in different cultures. List of goals and objectives is summarized as following:

- Identify/Classify body gestures used for specific situations in different countries
- Identify/Classify **similar** body gestures in different cultures
- Analyze **different** gestures and learn how to behave in international environment

3.2 Rationale

Here we will answer the following questions: *Why* are we teaching this lesson? *Why* is it an important use of classroom time?

The answers are the following:

- Using gestures while you speak not only helps others **remember** what you say, it also helps you speak more **quickly** and **effectively**.
- Non-verbal communication in foreign country can help you **understand** more.

3.3 Procedure

The procedure is a list of the instructional activities used during the lesson. The procedure is the *How* portion of the lesson. Here, we will answer the question: *How* the tasks will be accomplished?

The content of our lesson is the following:

- We use visual material (photographs and videos/gifs) to explain the gestures. Each explaining different gestures from different countries with different meaning.

- The classification of the gestures is shown in Figure 3.1. In order to better organize our lecture and student's learning, we group the gestures based on different parameters: we select 15 different gestures and classify them in two groups: SGDM and DGSM. Within this classification, we have split the gestures based on part of the body used to express them (hands or head/body). Each of these 15 gestures are used in a different countries and have different meaning (countries and meanings are shown in Figure 3.1). The questions we designed to learn these 15 gestures can be seen in Appendix A.

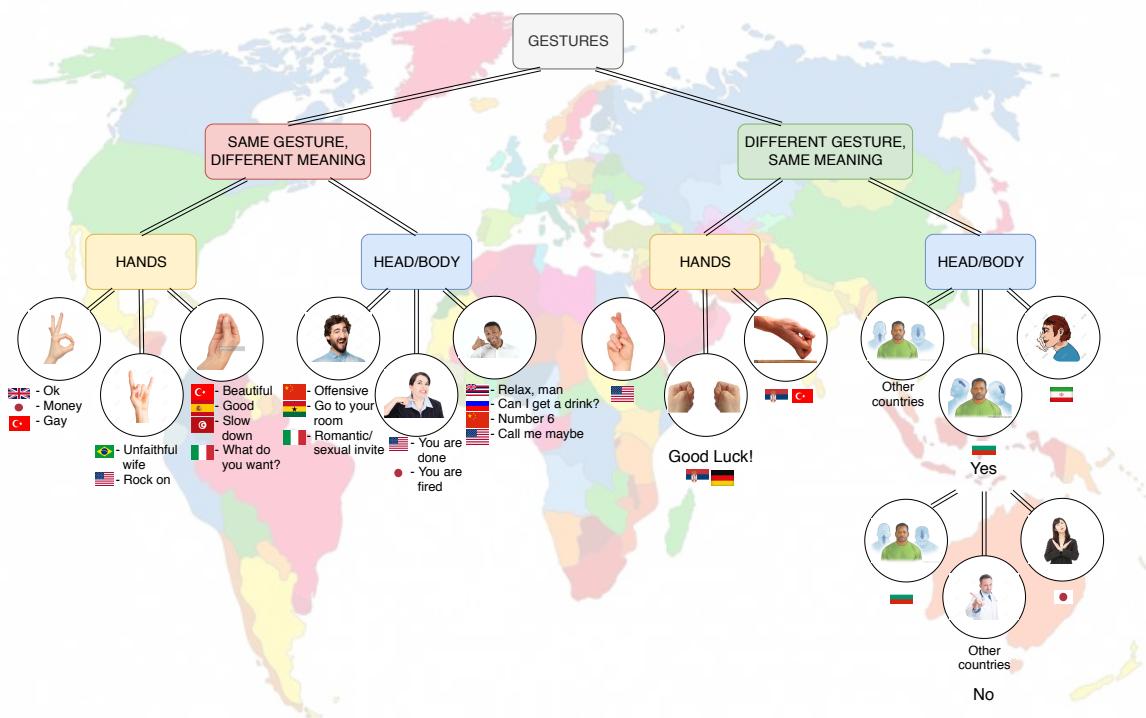


Figure 3.1: The general classification of the gestures we plan to teach. In order to structure our lesson, we split gestures in 2 main categories (SGDM and DGSM) where each has 2 sub categories depending on the body part used for performing the gesture.

3.4 Assignments

Here we will answer the question: *What* students will do?

- reading material** - students will be given the material containing the explanations of different gestures from different cultures in different situations/context and their corresponding meaning which they will quickly read individually.

3.5 Materials and Equipment Needed

Here we list what is needed for our lesson:

- Information sheet** - this sheet contains the general information about the lesson such as date, the things they need to bring to the lesson, as well as who is our target audience. In addition, we specify the seating rules which they would need to respect during the lesson.

- Internet access
- Projector
- Laptops
- We specify the general classification of the gestures. In order to structure our lesson, we split gestures in 2 categories: same gesture different meanings and different gestures with the same meaning. And then we have 2 sub categories in each: hand gestures and head/body gestures.
- In total we collected around 20 different gestures with the same and different meanings around the world.

3.6 Assessment Strategies

The method used to measure how much the students learned from the lesson are results of:

- **(individual) Pre-quiz** set of questions that will evaluate the knowledge the student already has.
- **(individual) Post-quiz** set of questions that will evaluate how much the student learned.
- **(group) SGDM¹ quiz** set of questions related to the *Same Gestures Different Meaning* topic that will evaluate the performance of collaborative learning.
- **(group) DGSM² quiz** set of questions related to the *Different Gestures Same Meaning* topic that will evaluate the performance of collaborative learning.

¹Same Gestures Different Meaning

²Different Gestures Same Mearning



4. Lesson Design and Activities

In this section we describe the way we align the lesson with the learning goals using different activities. Before going into detail in each activities we first point out the learning theories that we have seen in class in order to give a clear idea about why we chose these activities in the given order.

The learning theories such as Skinner's Behaviorism, Vygotsky's Socio-cultural theory, and Piaget's Constructivism that we have seen in class can be summarized as in Figure 4.1 [5] below.

	Behaviorism	Cognitivism	Social Constructivism
What is knowledge?	Patterns of practically-tested associations between stimulus and response	The state of understanding the real world through processing and integrating pieces of information into cognitive schemas	Socially-negotiated meanings in a social community
What does it mean that knowledge is context-irrelevant?	The stimuli-response association does not lead to expected consequences (rewards) or brings about undesirable outcomes (punishments)	<ul style="list-style-type: none">• Invalid cognitive schema• Interfering knowledge: knowledge that interferes cognitively with new knowledge	The meaning that is not legitimized in the social community
Centrality of context-irrelevant knowledge	<ul style="list-style-type: none">• The extent to which the behavioral association is unconsciously, repeatedly exercised	<ul style="list-style-type: none">• To what extent the cognitive element has established links with other cognitive elements	<ul style="list-style-type: none">• To what extent the meaning is legitimized as the a core belief
Agency and mechanisms of IU	<ul style="list-style-type: none">• Extinction of an irrelevant association• Inhibition of irrelevant association by a new association• Parenthetic learning (building a meta-cognition for intentionally not applying irrelevant associations)	<ul style="list-style-type: none">• Critical reflection and feedback• Conceptual change (accommodation)• Switching from automatic to active thinking	<ul style="list-style-type: none">• Socio-cognitive conflicts• De-legitimization

Figure 4.1: Theoretical insights of behaviorism, cognitivism, and social constructivism on Individual Learning (IU).

In the beginning of the lesson, we give a theory introduction about the definition of gestures and their purpose of use in different contexts. Then we let students to study materials individually and then to learn in a group environment while discussing with their teammates. These activities can be seen as parts of Vygotsky's Social Constructivism theory, since we facilitated collaborative learning guided by us. We apply behaviorist point of view on assessing students in the end of the lecture with a multiple choice quiz. We also have pre-assessment quiz before the lecture which corresponds to a behaviorist's point of view.

4.1 Descriptive Data

This section details the date and subject matter for this lesson. The lesson description is the following:

- 20 minutes for the lesson
- 23 students
- ask all students to bring their laptops
- ask all students to sit in group of 2 or 3 people that we specify beforehand
- date of the lesson is December 10th
- learning environment: classroom, teams

4.2 Activities

The activities that will be covered in this lesson are following:

- **Theory Introduction:** Short introduction of the gestures including their explanation as well as why would students need them in their real-life situations.
- **Pre-Quiz:** The quiz that will be filled in individually by each student in order to measure their initial knowledge on the topic.
- **Meet the Team:** Students meet their team-members that were assigned to them before the lesson started. Around 10 teams of 2-3 members and 2 types of teams (same and mixed nationality teams).
- **Study Resources (SGDM):** This is one of the core course materials given to students in the beginning of the class. During 3 minutes, we let them study the material about the Same Gesture Different Meanings topic individually.
- **Discuss with the team (SGDM):** First group quiz. After studying the material individually, students are asked to solve the quiz with their teammates. Also, they are allowed to use chat box on FROG, but since we wanted them to sit next to each other team member, they did not use the chat a lot. Actually, that was the idea, we want them to communicate easily and interact each other while answering the quiz.
- **Study Resources (DGSM):** This is the following and the last lecture material, which is about Different Gestures Same Meaning, given to students. During 3 minutes, we let them study the material individually.
- **Discuss with the team (DGSM):** Second group quiz that tests the group knowledge on the topic studied in the previous activity. Also, they are allowed to use chat box on FROG, but since we wanted them to sit next to each other team member, they did not use the chat a lot. Actually, that was the idea, we want them to communicate easily and interact each other while answering the quiz.
- **Gestures Map:** Individual quiz that requires matching the gesture with its context to the country.

- **Post-Quiz:** Quiz that has the same questions as the Pre-Quiz and will be used to compare how much did students managed to learn during the lesson.

4.3 Timeline

The timeline of the lesson should fit into 20 min and the organization is following:

- **Theory Introduction:** 2 min
- **Pre-Quiz:** 2 min
- **Meet the Team:** 1 min
- **Study Resources (SGDM):** 3 min
- **Discuss with the team (SGDM):** 3 min
- **Study Resources (DGSM):** 3 min
- **Discuss with the team (DGSM):** 3 min
- **Gestures Map:** 1 min
- **Post-Quiz:** 2 min



5. Experimental Design

5.1 Research Question

Would it be better to group students in teams with mixed cultures instead of group them in the team with the same culture in order to learn body gestures under the condition that the same instructions will be given to them?

5.2 Research Design

Experimental design: we want to do a *between subjects design*, not within subjects. Since our experimental research question investigates whether mixed-culture group perform better than same-culture group in terms of learning body gestures under the condition that the same instructions will be given to them.

In order to answer the experimental research question, we will create two types of teams. The first type (i.e. **same** team) includes people coming from a same cultural background and the second type (i.e. **mixed** team) includes the people coming from a different cultural background. To estimate what team structure is better, we plan to measure it using the quiz results which will be held on a team-level. The quiz includes the photographs and videos of different gestures and its context environment shown on the class projector. Each question will have around 4 proposed answers. Every student will be able to vote for the option they think is the best. In the quiz, students will be using their laptops for voting. We estimate that the quizzes will have between 5 and 10 questions.

In order to form these teams, we needed to collect what the class profile is in terms of different cultures of students.

5.3 Variables

- **Independent variable** (*what we are changing?*): The independent variable of this experiment will be the group forming. In detail, we will make several groups of people coming from the same and different countries and analyse which group making gives us better success points.

- **Dependant variable** (*what we are measuring?*): The dependent variable of this experiment will be the success points that students get from quizzes. We will also answer the following question: Is success related to group forming? Moreover, we may able to see if there is an interaction effect between the group forming.
- **Control variable** (*what we are holding steady?*): The control variables are the lesson contents that will be presented to the students. They will be given the same amount of time.
- **Intermediate variables** (*are there any factors that we think our independent variable is influencing that may actually be impacting our dependant variable?*): The nationalities of group members can be our intermediate variable. For example, being in a mixed group may be more motivating than being in the same group. As a result, students who are more motivated have higher test scores.

5.4 Data Collection

We plan to collect the performance data depending on the type of the team (mixed or same nationality). We plan to collect the individual performance data of each team member. We want to give them a mini quiz at the beginning of the lesson so we have an insight on what they know so far. In order to prepare for the lesson, we collected the nationalities of each student beforehand in order to manually create the teams that were comprised of people from same nationality as well as the teams with mixed nationality members. The nationality distribution of the students can be seen in 5.1 and it helped us better form teams. We put most frequent nationalities into *same type* teams, and others are randomly assigned a *mixed type* team. The final structure of teams can be seen in Figure 7.1.

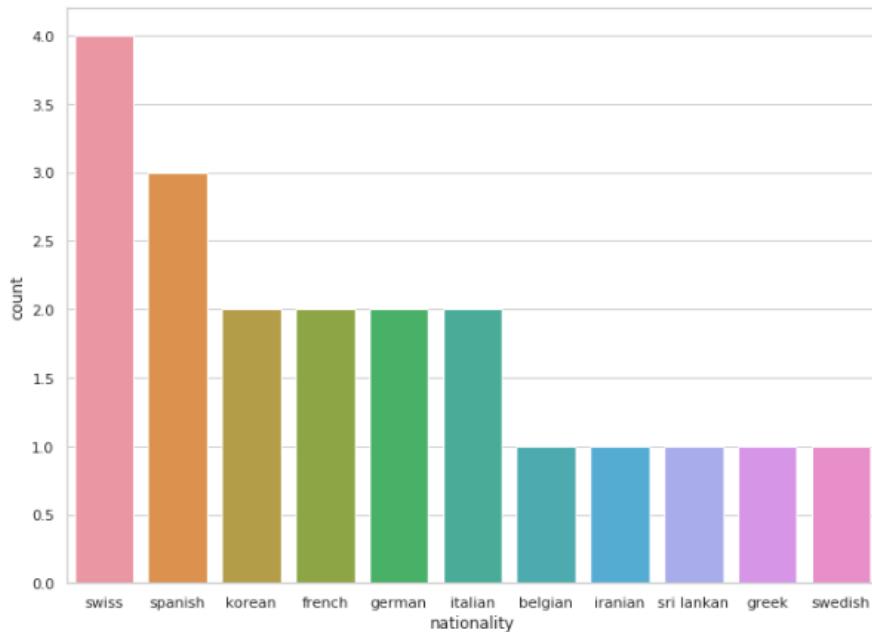


Figure 5.1: Nationality distribution of students attending the lecture



6. FROG Graph Design

6.1 Orchestration Graph

Our lecture is designed in FROG, and it consists of several activities which can be found in the section 4.2.

The Orchestration Graph (OG) of our lesson can be found in Figure 6.1



Figure 6.1: The orchestration graph of our lesson

- **Social operator:** We only used one social operator which helps us to assign the students into their appropriate teams. The fact that we defined the groups before the class, we did not let FROG to choose students randomly and assign them into groups which is the main and normal behaviour of the social operator in FROG. Thanks to this new functionality, we were able to define our own groups with respect to our research question.
- As seen in OG discuss with the teams activities in the group level, we would like to observe the group forming effects in the results of the quizzes. That is our main goal to investigate during the experiment. In addition to that, we would like to see if there is any interaction effect after grouping the students by looking at their pre-quiz and post-quiz results.



7. Participants, Data and Analysis

7.1 Participants

During the experiment, we had 20 students participating. We ended up with 4 same-culture teams and 5 mixed-culture teams. In order to be able to collect meaningful data, we slightly reorganized the team structure and the final team organization can be seen in Figure 7.1.

Same Nationality Teams		Mixed Nationality Teams	
Same 1 (same1) Swiss (3 members)	Peter Oriane Irène (oriane_peter)	Mixed 1 (mixed1) Iranian French American	Farivar Kiarash (kiarash_farivar)
	Clivaz Antoine Pascal (antoine_clivaz)		Renaud Ambroise Serge Alain (ambroise_renaud)
Same 2 (same2) French (2 members)	Sicard Guilhem Robin Sliman Wojtek (guilhem_sicard)	Mixed 2 (mixed2) Korean French	Lowin Joshua Montagne (joshua_lowin)
	Barthas Johan Laurent Robin (johan_barthas)		Kevin Kim (kevin)
Same 3 (same3) Spanish (3 members)	Amayuelas Fernández Alfonso (alfonso_fernandez)	Mixed 3 (mixed3) Belgian Sri Lankan Swiss	Louis Faucon (louis)
	Granero Moya Marcel (marcel_moya)		De Loose Lukas (lukas_deoose)
	Gullón Altés Natalia (natalia_gullon)		Wickramasinghe Thanuditha Ruchiranga (thanuditha_wickramasinghe)
Same 4 (same4) Italian (2 members)	Alliata Giacomo (giacomo_alliata)	Mixed 4 (mixed4) South Korea Swiss	Garin Arnaud Michel (arnaud_garin)
	Sergi Guido (guido_sergi)		Hae Eun Kim (kim_haeeun)
Same 5 (same5) German (2 members)	Schnaubelt Max (max_schnaubelt)	Mixed 5 (mixed5) Greek Swedish	Conti Rossini Graziano Adriano Dieter (graziano_rossini)
	Muhamedagic Anel (anel_muhamedagic)		Kypraiou Sofia (sofia_kypraiou)
			Fristedt Andersson Anna Vera Linnea (anna_andersson)

Figure 7.1: Split in teams we proposed to the class.

7.2 Learning Analytics: Individual Level

In this part we wanted to find out if the students (individually) managed to learn the gestures based on their performance in pre and post-quiz. We do not split questions with respect to their types, instead we consider a student's performance on all of the questions in both quizzes. Pre and post quiz have the same questions, therefore we may make inference on the learning rate.

Question 1: Did the students learn the gestures with respect to their performance on Pre and Post Quiz in the lecture ? From the Figure 7.2.

Answer: As observed, the success ratio and the average correct answers out of 6 questions in the post quiz are nearly three times more than pre quiz results. Since the standard deviations are close for pre and post quiz, we performed Paired Student's T-Test on the means to see if there is a significant difference between them. We observed that the p-value is 1.28e-9 in 95% confidence interval. We can confidently state that the students learned the gestures at the end of the lecture. In Figure 7.3 we can see the density distribution of pre-quiz results w.r.t. post-quiz results. We notice that the majority performance was concentrating around 20% correct answers, whereas, in the post-quiz their performance increased to around 80%.

Statistics for pre and post quiz results can be seen in the table below.

	Mean	Std. Dev.
Map Quiz	1.95	0.94
Map Quiz (Norm.)	65%	31.4%
Pre Quiz	1.45	0.88
Pre Quiz (Norm.)	24.1%	14.7%
Post Quiz	4.7	0.97
Post Quiz (Norm.)	78.3%	16.3%

Question 2: We did not do any splitting on pre and post quiz questions in Question 1. Let us observe how do following features affect the student performance: team type (SAME, MIXED), quiz type (pre-quiz, post-quiz), and lesson content type (SGDM, DGSM) by splitting pre and post questions according to those features. The visual representation can be seen in Figure 7.4.

Answer: We can observe that students from the MIXED teams (15.15% on DGSM content and 45% on SGDM content) initially performed better than the students that are from SAME teams (3.7% on DGSM content and 29.63% on

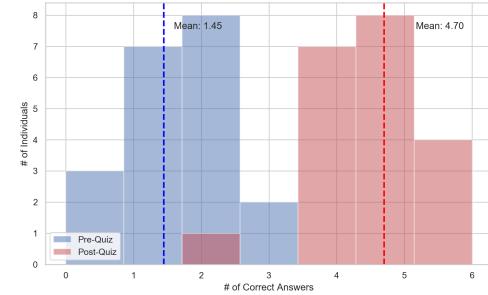


Figure 7.2: Histograms of individual results w.r.t. pre and post quiz.

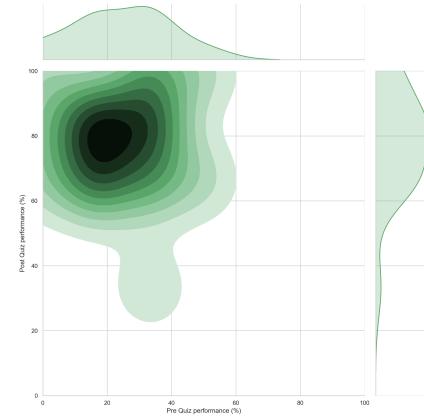


Figure 7.3: Density Distribution of Pre vs. Post Quiz

SGDM content). However, at the end of the lesson, we can observe that people that were in the SAME teams, individually outperform the students that belonged to the MIXED teams in both types of lesson.

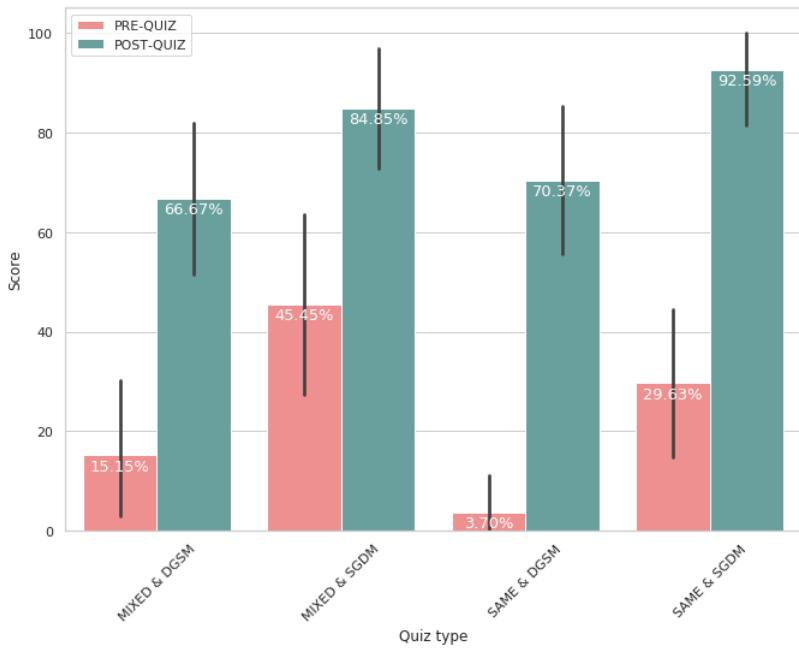


Figure 7.4: Effect of quiz type, lesson content type, and team type on the individual score.

7.3 Learning Analytics: Team Level

Question 1: Which type of gestures is harder to learn: SGDM or DGSM? From the Figure 7.5.

Answer: From the plot we can see that students performed better on the quiz related to the SGDM type of question, whereas, the results on DGSM were 10% lower. We can speculate that the reason is the amount of material

they needed to read in the same amount of time. The SGDM had 8 slides, whereas the DGSM has 12 slides. Another reason could be the order of these actions: the SGDM lesson was given before DGSM.

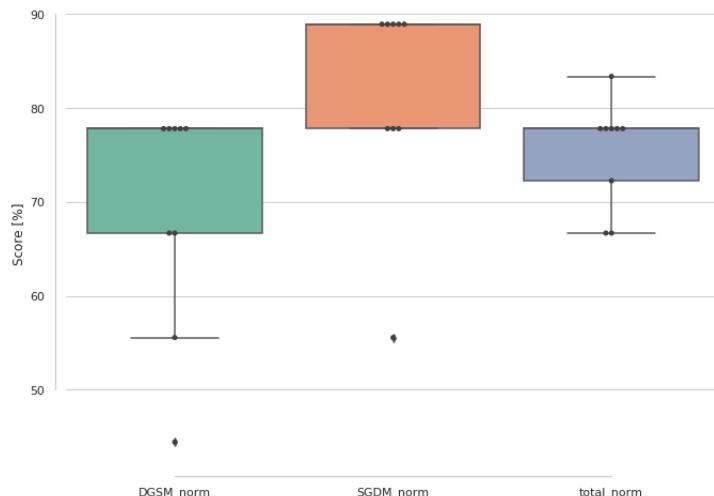


Figure 7.5: Box plots of team results w.r.t. topic learned.

Question 2: Our research question concentrates on exploring whether the team structure has an influence on the quizzes' performance. Hence in order to check the difference between groups, we want to look at the interaction between the variables that we are looking at. We will do a two-way anova test, and our result parameter in this test will be students' learning gain (which is calculated as post-quiz score minus pre-quiz score then scaled by the total number of questions) for each student and each type of knowledge.

Answer: We use ANOVA (aov function) in R with the result parameter being the learning gain and independent variables are the content type and the team type. In addition to that we also look at the effect of both variable together. From the Figure 7.7, we observed that neither the content type nor the team type nor both independent variables together are significant in order to explain the students learning gain in 95% Confidence Interval (CI). However, the Figure 7.6 tells us that the SAME team type had higher learning than the MIXED team type. We can

also see that the students performed better on the DGSM content type than the SGDM content type. All in all, when those effects were combined, the contentType:teamType (interaction effect) tells us that there is no significant difference in terms of learning among group forming to learn a content, hence we can not say whether or not one of the type of team learned a type of content better than the other, however it seems from the Figure 7.7 that the team type is marginally significant with having p-value equals 0.0576 (in 99% CI).

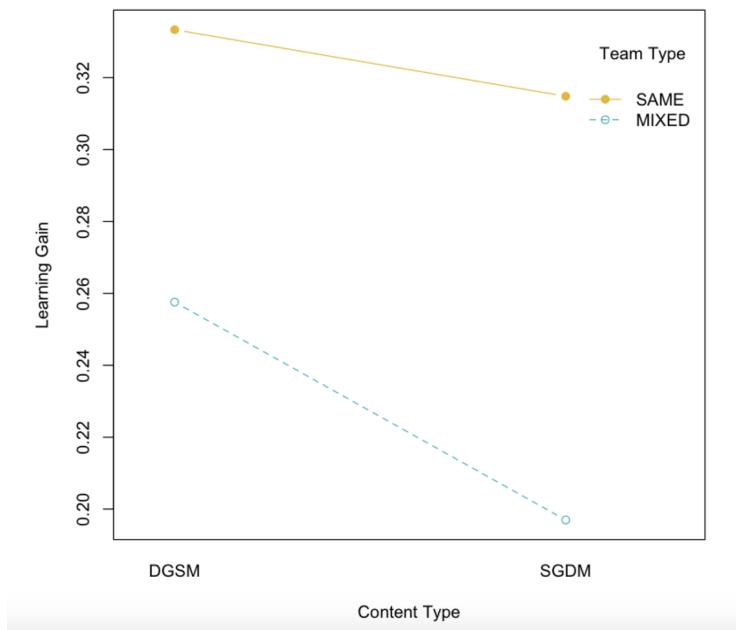


Figure 7.6: Interaction effect of content type and team type.

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
quiz_type	1	0.0174	0.01736	0.720	0.4018
team_type	1	0.0928	0.09277	3.847	0.0576 .
quiz_type:team_type	1	0.0044	0.00438	0.182	0.6724
Residuals	36	0.8681	0.02411		
<hr/>					
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1					

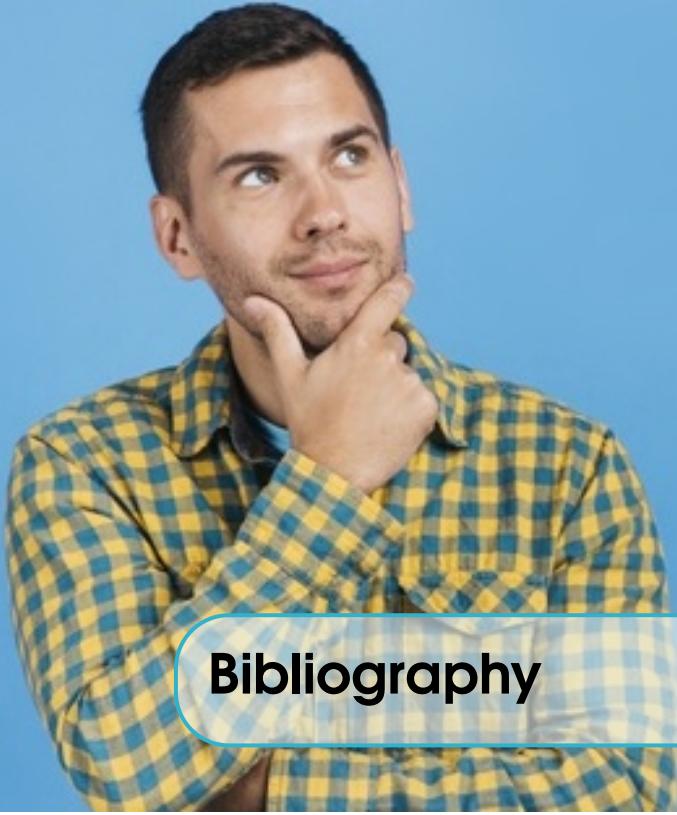
Figure 7.7: Summary of two-way ANOVA test.



8. Conclusions and Reflection

Although our experiment is done with 20 students, we extracted some useful insights. Based on our individual and team level analysis;

- We can confidently state that the students learned the gestures at the end of the lecture.
- As it will be seen in the Question 2 of the part 7.2, we can see an interaction effect after grouping the students in different teams. The performance of students is changed based on their group forming; at first students coming from MIXED teams performed better on each contents (SGDM, DGSM), however after grouping them, students coming from SAME teams got better results.
- While we were investigating which material is harder to learn during the team level analysis, we came up with the idea that the order of the given material might affect the outcome. Since that was not our purpose of the research question, we did not measure the effect of the order of the given materials. That could be also a research question itself.
- At the end of our analysis, we concluded that grouping students into MIXED or SAME has no significant effect. Grouping them is basically canceled out the variations in the outcomes when we remove the content type from our query. This is logic, since in one of the topics SAME teams performed well, in the other MIXED teams performed well.



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A. Appendix: Quiz Questions

- The following questions are asked to students in Pre-quiz and Post-quiz (same questions as in the Pre-quiz) activities, and during the team level activities based on the contents SGDM and DGSM:

Gestures Around the World (pre-quiz)

Question 1:

Which gesture do west African parents use to imply that their children should leave the room when they have guests?

- neck slide
- wink
- call me
- thumbs up

Figure A.1: First question of the pre-quiz and post-quiz.

Question 2:

The "OK" hand gesture considered as an insult in ?



- England
- Italy
- Mexico
- Venezuela

Figure A.2: Second question of the pre-quiz and post-quiz.

Question 3:

What are you going to lose in Japan, if someone does "the neck slide" gesture to you:



- Your family
- Your life
- Your job
- Your money

Figure A.3: Third question of the pre-quiz and post-quiz.

Question 4:

You are in Sweden and you are listening to a very interesting story from a friend about their internship they had abroad. To show them you are on the same page as them and don't want to interrupt the flow of the conversation, you would do what?

- Say "I agree"
- Nod and smile
- Make a sharp sucking noise

Figure A.4: Forth question of the pre-quiz and post-quiz.

Question 5:

Waving goodbye is considered awful in



- Turkey
- Cyprus
- Bulgaria
- Sri Lanka

Figure A.5: Fifth question of the pre-quiz and post-quiz.

Question 6:

'Pressing thumbs' in some German speaking countries traces back to



- Ancient Pagan religions
- Ancient Romans
- Norse clans

Figure A.6: Sixth question of the pre-quiz and post-quiz.

Discuss with the Team - Same Gestures Different Meaning

Please select the option that seems correct.

Question 1:



You may have been told when you were younger that you shouldn't talk with your mouth full. Eating habits are viewed very differently by different cultures. At a British dinner table it would be seen as rude to slurp your food and drink. In which country is slurping a compliment?

- France
- South Africa
- America
- Japan

Figure A.7: First question of the SGDM Quiz on team level.

Question 2:



When taking a picture you may see people motioning the "rabbit ears" sign behind another person's head. In countries such as Britain this is done in a harmless, playful manner. However, when done to a Brazilian man what are you seen to be suggesting? (Hint: Horn sign we saw in class)

- That he is evil
- That he has an adulterous wife
- That he is balding
- That he is very physically unattractive

Figure A.8: Second question of the SGDM Quiz on team level.

Question 3:

The "OK" sign made by forming a circle with your thumb and forefinger is generally used by Britons and Americans to tell each other that everything is fine. What less flattering symbol would a Kuwaiti take this gesture to be?

- The evil eye
- Poverty in life
- A destructive black hole
- Their emptiness in love

Figure A.9: Third question of the SGDM Quiz on team level.

Question 4:

The "OK" hand gesture in Western Culture, means what in Japan ?

- Screw you !
- Money.
- I am OK.
- Thank you!

Figure A.10: Forth question of the SGDM Quiz on team level.

Question 5:

What act, seen as homosexual in westernized countries, is a very common sign of friendship in India, Muslim countries and African countries?

- Two men kissing
- Two men in a car with each other
- Two women eating together
- Two men holding hands

Figure A.11: Fifth question of the SGDM Quiz on team level.

Question 6:

When an Arabic person brings the tips of all fingers and thumb together and bobs the hand up and down, this means...

- Calm down
- Hurry up
- Get lost

Figure A.12: Sixth question of the SGDM Quiz on team level.

Question 7:

Which one of the following gestures is an insult to a cheated husband?

- Shaka sign
- Horn ears
- Wink

Figure A.13: Seventh question of the SGDM Quiz on team level.

Question 8:

What are you going to lose in Japan, if someone does "the neck slide" gesture to you:

- Your life
- Your job
- Your money

Figure A.14: Eighth question of the SGDM Quiz on team level.

Question 9:



Different version of the same gesture may have different meanings even in the same country. When Ronnie James Dio, a rock legend, popularizes the following gesture in heavy metal community by seeing his grandmother doing the same gesture implying ...

- Warding off the evil eye
- Something is beautiful
- Relax yourself

Figure A.15: Ninth question of the SGDM Quiz on team level.

Discuss with the Team - Different Gestures Same Meaning

Please select the option that seems correct. True

Question 1:

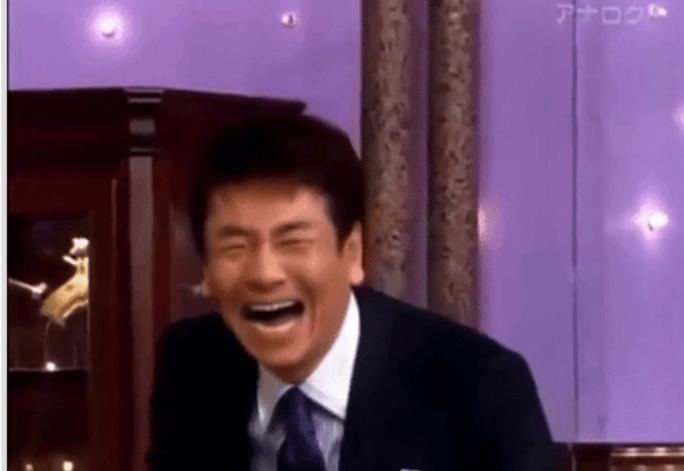


In Western cultures, mutual eye contact is a sign of respect. In some Caribbean and South Asian countries, also Australian Aboriginal culture, it is a sign of respect to not make eye contact with superiors and elders.

- True
- False

Figure A.16: First question of the DGSM Quiz on team level.

Question 2:



In Japan, high-pitched laughter indicates:

- Happiness
- Lying
- Nervousness

Figure A.17: Second question of the DGSM Quiz on team level.

Question 3:

The Middle Finger comes from Ancient Greece.

- True
- False

Figure A.18: Third question of the DGSM Quiz on team level.

Question 4:

If your Persian friend gives you the "Thumbs up" gesture, he means



- Good luck !
- Good!
- Up yours !
- You're dead !

Figure A.19: Forth question of the DGSM Quiz on team level.

Question 5:

Surely a nod is a universal sign for "yes"? No. In Bulgaria only a downward nod means yes and an upward nod accompanied by a sucking or clicking sound means no. So careful when answering questions! What other gesture in Bulgaria can be used to say "yes"?

- Taking a bow
- Clenching your teeth and hissing
- Clapping frantically
- Tilting your head from side to side

Figure A.20: Fifth question of the DGSM Quiz on team level.

Question 6:

Which of the following gestures traces back to Catholicism, and means wishing for luck in the United States ?

- Crossed fingers
- Thumbs up
- The "V" sign
- Sign of the horns

Figure A.21: Sixth question of the DGSM Quiz on team level.

Question 7:

Which gesture is equivalent to 'Pressing thumbs in Germany' in Croatia and Romania ?

- Knocking on wood
- Crossed fingers
- Mano a borsa
- "Call me" hand gesture

Figure A.22: Seventh question of the DGSM Quiz on team level.

Question 8:

Which physical gesture, commonly recognized in the western world as an affirmative, can be found vulgar and offensive in places such as Russia, the Middle East and even parts of Greece?

- A downward nod
- The thumbs-up
- Clapping your hands
- An open smile

Figure A.23: Eighth question of the DGSM Quiz on team level.

Question 9:

'Pressing thumbs' in some German speaking countries traces back to

- Ancient Pagan religions
- Ancient Romans
- Norse clans

Figure A.24: Ninth question of the DGSM Quiz on team level.



Figure A.25: Overview of the map quiz.



Figure A.26: First question of the map quiz.

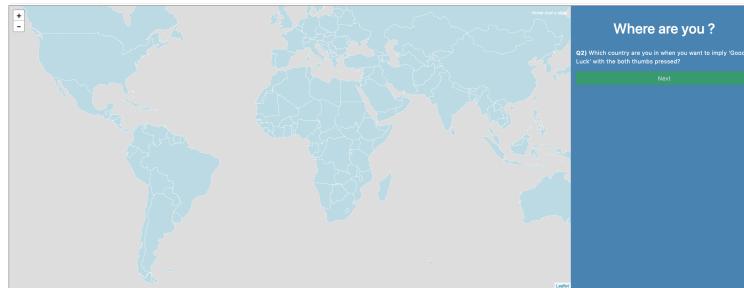


Figure A.27: Second question of the map quiz.



How well did you do in the previous quiz ?

Question 1:

Please select your score in the previous test below.

- 0
- 1
- 2
- 3

Figure A.29: Result quiz after the map quiz.