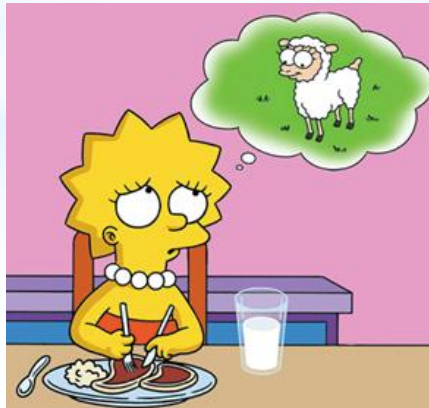


GCRN2017

Developing cross-cultural confidence by using  
the case study teaching and training

Rev. Dong Huh, Ph.D.



# The case study teaching & training

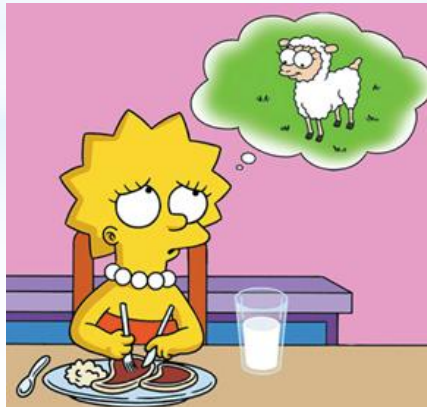
## Research:

Developing Cross-cultural confidence: Using the case method approach in highly focused cultural awareness courses”

(Ph.D. dissertation at Biola University, 2009)

- 37 (29 undergrad & 8 graduate) students
- In 3 courses at 2 schools (GMU & BCU)
- Both qualitative & quantitative methods.

## Practice:

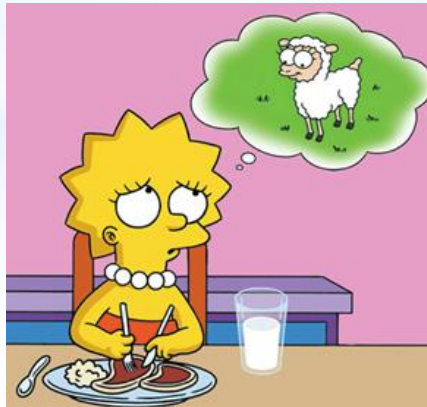


# The case study teaching & training

Research: 2009

Practice: 2005-2017

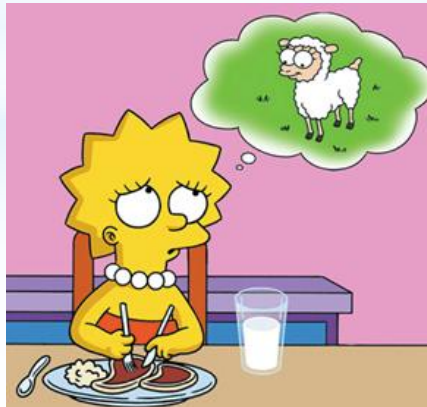
- Teaching classes at GMU, BCU, PTSA, WMU for 13 years (5 years before the research & 8 years after research)
- Training missionary candidates at GMI, MTM, etc.
- Training for missions at churches (YoungNak Presbyterian Church, Siloam Church, etc.)



# The case study teaching & training

## What is a case ?

- A carefully written description of an actual situation or event fraught with ambiguity in which a person or persons must make a decision based upon the information at hand (Neely, 1995, p.14)



# YONA'S DELEMMA: RAMADAN IN ALBANIA



Missionary Yona had an uncomfortable, eerie feeling. Although days had passed, the alleys of Tirana, the capital of Albania, remained bloody. Evidence of Ramadan practices remained in the blood streams from sacrificed lambs. Some say that in Albania Ramadan practices have become a traditional celebration rather than an authentic practice of Muslim faith. There were few Muslims who actually practiced the Ramadan fast. Some were forced to keep their faith under communist Albania's persecution. Yet despite the absence of an authentic Muslim faith, people continued to butcher lambs and hang bloody parts of the lamb on their door frames expecting protection from evil spirits.





It was a tough day for missionary Yona. A heated debate rose about Ramadan and its celebration in a missionary meeting that Monday. All foreign missionaries in Tirana regardless of denominations gathered together in this customary meeting. Albania was a tough place to survive alone without cooperation and partnership of other missionaries. During that meeting, missionaries were in sharp disagreement on receiving and consuming butchered lamb from Ramadan practices. They couldn't come to an agreement whether Albanian Christians should follow such Ramadan practices of the lamb. It seemed that the issue of Ramadan festival and practices in Albania seemed to be a challenge to Christian missionaries.

It is Albanian custom following Ramadan for families to have reunions. During this celebration and fellowship, lamb is one of the traditional foods consumed.



Since Albanian Christians still follow and enjoy this tradition, some missionaries raised their voices to ban this practice. On the other hand, other missionaries argued it was permissible because it was only a form of tradition with no religious significance. Another hot concern in this meeting was what Albanian missionaries should do when served Ramadan foods (lamb, etc .) by their Albanian friends.

Yona's heart and footsteps were heavier than ever. As a single missionary living in an Albanian house, it was inevitable she would have to partake in this food fellowship. "Knock, knock." Mrs. Aspiri, the landlord, knocked on Yona's door. Mr. Riu, a friend of Yona, stood by Mrs. Aspiri. "Hello, Mr. Riu," said Yona. Mr. Riu was Yona's Albanian friend who helped her to adjust to Albanian life from the very beginning.

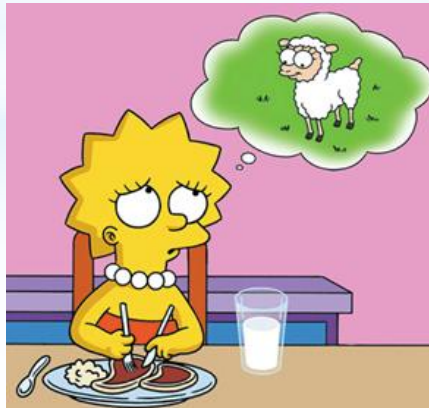


He helped her find housing and work out her visa situation among other things. Although he was a Muslim, he had no hard feelings against missionaries but was very kind and accommodating. They had a good relationship.

\*Mr. Riu said, “Would you like to come to my house tomorrow for dinner? My son and daughter are back from other foreign countries. I would like to invite you to my family reunion because you are special to us.” Yona pondered a while. She was also invited by Mrs. Aspi, who had no Islamic faith but followed the Ramadan tradition of sacrificing and enjoying lamb. However, Mr. Riu was a hard core Muslim who strictly followed Islamic practice during Ramadan. Yona even knew that he was doing the Ramadan fast.



If she were to accept Mr. Riu's invitation, she would be served Ramadan foods which were sacrificed for Islamic practices. Yet, rejecting the invitation meant a disconnection of fellowship with Mr. Riu. It was apparent that it would negatively affect her life and ministry in Albania. With an innocent smile, Mr. Riu waited for Yona's response. After taking a long breath, Yona started saying...





# Yona's Dilemma





# Tirana, Albania

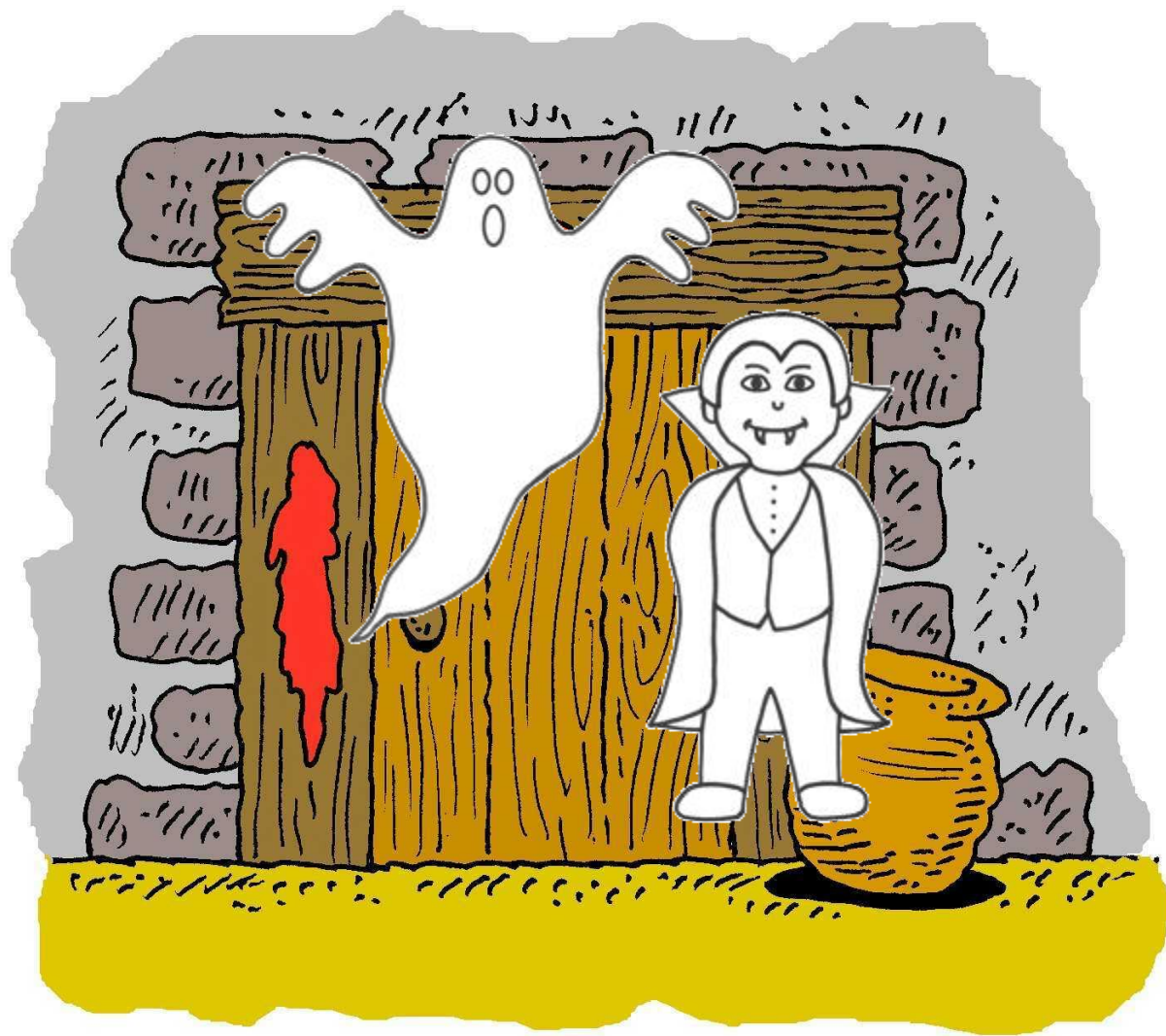




# Ramadan















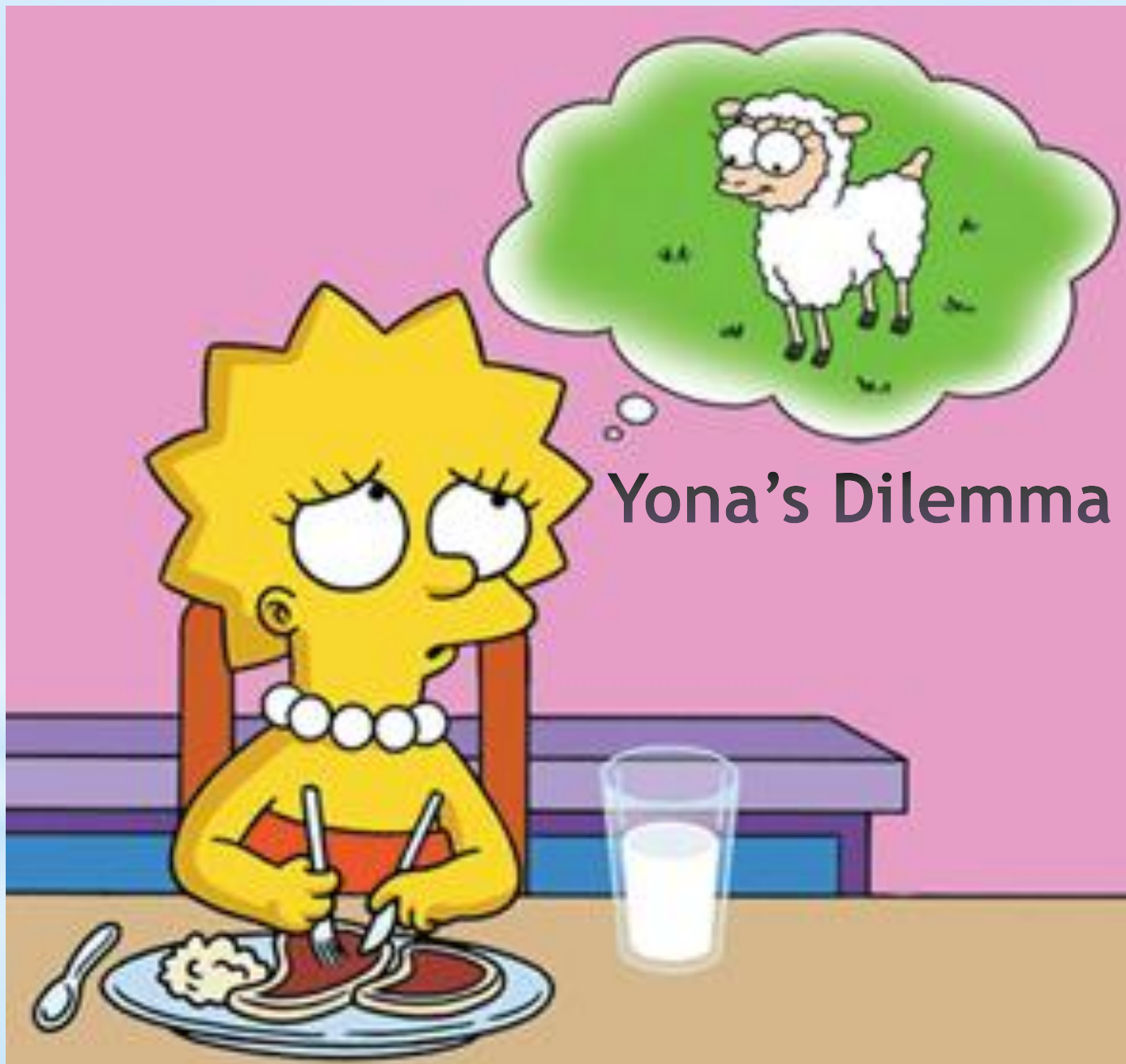




**Mr Riu**

**Mrs Aspiri**





## Yona's Dilemma

# Issues

“Some say that in Albania Ramadan practices have become a traditional celebration rather than an authentic practice of Muslim faith.”

Cultural Issue

“... People continued to butcher lambs and hang bloody parts of the lamb on their door frames expecting protection from evil spirits.”

Ramadan is a practice of Muslim faith.

Religious / Spiritual issue

“Another hot concern in this meeting was what Albanian missionaries should do when served Ramadan foods (lamb, etc.) by their Albanian friends.”

### Theological Issue

“If she were to accept Mr. Riu’s invitation, she would be served Ramadan foods which were sacrificed for Islamic practices. Yet, rejecting the invitation meant a disconnection of fellowship with Mr. Riu.”

### Social Issue

“Mr. Riu was Yona’s Albanian friend who helped her to adjust to Albanian life from the very beginning. He helped her find housing and work out her visa situation among other things... It was apparent that it would negatively affect her life and ministry in Albania.”

### Ministry Issue



# Possible Outcomes

## Accept Mr. Riu's invitation

### Pros

- Keep fellowship with Mr. Riu/ Mrs Aspiri
- Build closer fellowship as a result
- Her ministry likely continues / stay in Albania

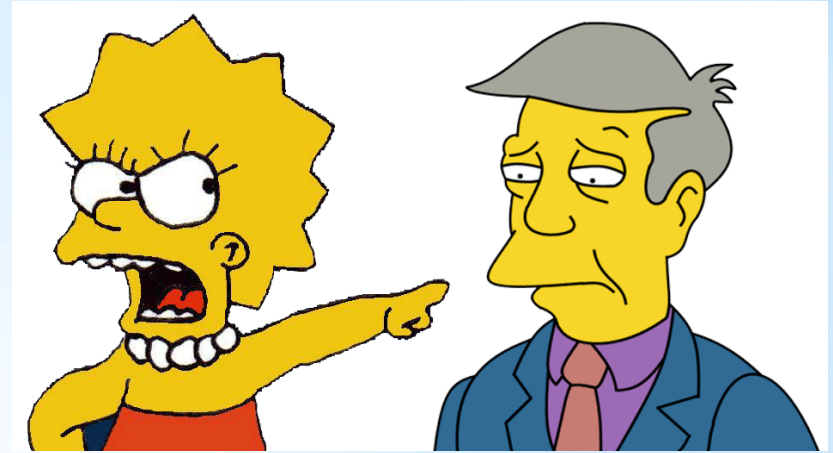
### Cons

- Send wrong message about Ramada. The practice of Ramadan for Muslim faith is acceptable by Christians.
- May lose support from foreign missionaries
- "God will be upset" - Aliyah
- Open to spiritual attacks to weaker Christians (eating the food)





# Reject Mr Riu's Invitation with an explanation



## Pros

- Clearly send a message that Ramadan is not an acceptable practice
- May maintain support through foreign missionaries

## Cons

- Lose fellowship with Mr Riu / Mrs Aspiri
- Lose future support from Mr Riu / Mrs Aspiri which may negatively affect long term ministry in Albania
- Rejection may send unintended messages.
  - “not what you say, but how you say it”
  - By rejecting you may unintentionally say, “We do not tolerate, have fellowship with sinners.”

Accept the invitation but do not eat the Ramadan food.



Pro

- Better chance to maintain fellowship, yet sends a clear message regarding Ramadan practices.
  - Don't hate sinner, but hate sin
- Chance to evangelize regarding the issue of Ramadan with a positive tone.
- Friend support / Ministry Support is preserved

Con

- May still be offended
- May promote legalism
  - By not eating Ramadan food, it may send a message that the type of food matters to God.
- You will be hungry

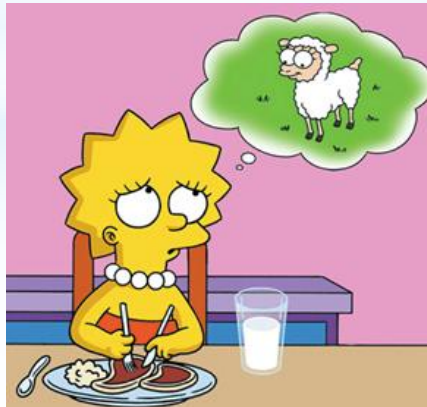


# The case study teaching & training

## What is the case study?

## Why case study teaching for cross-cultural awareness & evangelism?

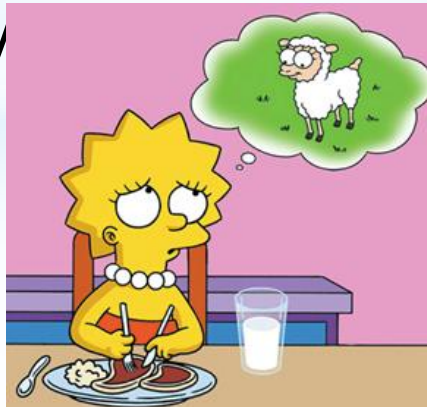
- Experiential learning & cognitive learning
- Learn by knowing & learn by doing (Kolb, 1984)
- Case study, discussion & presentation
- Weaknesses & strengths of the case study approach



# The case study teaching & training

## Weaknesses

- Less effective in teaching theories and facts
- A danger of over-generalizing the context
- Can every teacher teach?
- Lack of available cases
- Taking more time and efforts
- Need for disengagement from the case
- Maintaining privacy

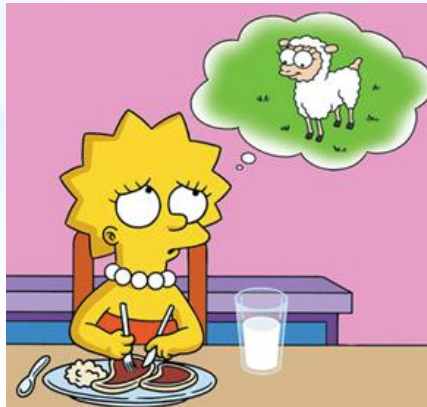




# The case study teaching & training

## Strengths

- Integration of theory and practice
- Problem solving in a non-threatening setting
- Making learning fun and interesting
- The teacher's unique role
- Encouraging group learning and participation



# The case study teaching & training

Challenges for evangelism & missions in my church & ministry?

