

IDEA Center

The Inclusive Education Dilemma Game

Inspired by the Dilemma Game of the EDI Office, Utrecht
University.



The Goal



- The purpose of the game is to initiate conversation among participants on topics pertaining to inclusive education and develop a better understanding of the subject from various standpoints.
- It helps participants reflect and articulate strategies as solutions to some of the common dilemma situations in the classroom.
- It offers an opportunity for the participants to empathize with different roles (educator or student) and facilitates the sharing of views, experiences, and good practices.



How to play?

- Allocate 45 minutes for the game.
- Form teams comprising no more than 10 individuals.
- Each card is titled to allow participants to select the topic they wish to explore.
- Participants may draw a card at random, read the dilemma and potential solutions (aloud), and share their preferred solution with the group.
- A facilitator should oversee that each participant gets an opportunity to choose a card.
- Approach the game with empathy, maintain respect, and actively listen to one another.



INCLUSIVE COMMUNICATION



Dilemma: You address your class as ‘boys and girls’. A student who identifies as non-binary corrects you and says they feel excluded in your class. What would you do?

- A. Acknowledge the student’s concern and tell them that you’ll be more mindful of pronouns.
- B. Share your preferred pronoun in the class and invite others to share theirs, if they wish to.
- C. Adapting to they/them pronouns may initially confuse some students, so you consider whether to take further action or not.

COMMUNITY BUILDING



Dilemma: You notice that in your class there are students from different ethnic backgrounds. However, students from similar backgrounds stay together, leading to groupism and segregation. What would you do?

- A. Let students chose what makes them more comfortable.
- B. Encourage intermixing of groups through assignments and other classroom activities.
- C. Create an open learning environment by giving students the opportunity to talk about their culture and normalize sharing cultural differences (to learn better about themselves and others).

SAFE SPACES



Dilemma: During a classroom discussion, one of the students made a racist remark. You receive a feedback from another student afterwards that they felt unsafe in your classroom because you allowed the other student to share their opinion. How would you respond?

- A. You tell the student that you acknowledge their feeling, and you will establish classroom norms for discussions on sensitive topics.
- B. You tell the student that everyone should be able to speak freely at the university.
- C. You suggest that the two students speak to each other and come to a better understanding of their respective perspectives.

INCLUSIVE GROUPWORK



Dilemma: In group assignments, some students complain that not every member contributed equally and still everyone has received the same grade. What would you do?

- A. Nothing, because it's not possible to monitor the contribution of individual students in group assignments.
- B. You propose that students receive an inclusive groupwork training so they can understand their individual strengths and contribute better.
- C. You speak to the students who did not contribute enough to the assignment and try to understand if they're struggling with something.





INCLUSIVE CONTENT

Dilemma: A few students in your class are concerned that the teaching material lacks diversity of global perspectives and its too western oriented. What would you do?

- A. You decide to not change the teaching material as it includes literature that students in Europe should familiarize themselves with.
- B. You work with the students to create a more diverse reading list for your course.
- C. You ask the library to provide help in finding more diverse literature.

INCLUSION AS PRACTICE



Dilemma: A group of Muslim students from your class requested you to change the date of an exam as it coincides with the festival of Eid. What would you do?

- A. It would be a lot of work to reschedule the date, so you deny the request.
- B. Reschedule the exam and become more mindful of religious holidays in the future.
- C. You suggest the examination board to consider major religious holidays as 'no exam days'.



CULTURALLY RESPONSIVE TEACHING



Dilemma: You notice in your class that a few students do not participate in the classroom discussion actively. You're concerned whether they're following everything or not. What would you do?

- A. Speak to them with an open mind and try to understand the reason behind their silence. Encourage them to ask questions and to think critically.
- B. Respect their silence without making assumptions about their understanding of the topic.
- C. Encourage them to participate by directly asking questions to them.





CATERING TO DIVERSE NEEDS

Dilemma: A student in the class keeps asking questions. You notice that this student finds it difficult to understand concepts that other students do not usually struggle with. What would you do?

- A. Acknowledge the needs of the student and ask them how can you best help them.
- B. You ask the student to not interrupt the class.
- C. You tell the student to send the questions afterwards in an email to you.

CULTURAL SENSITIVITY



Dilemma: In an online class, a student wears Niqab (face covering) because of religious reasons. It's difficult to hear the student clearly during classroom discussions. What would you do?

- A. Tell the faculty management that there's a situation like this in the classroom.
- B. Suggest the student to not wear the niqab in the online class.
- C. Communicate with the student and give them solutions on how to participate better in classroom discussions with their religious dress code.