

The Inclusive Education Dilemma Game

IDEA (Inclusion, Diversity, Equity
and Access) Center, EUR



The Goal



- The game aims to initiate discussions among participants about issues related to inclusive education, and to help them find solutions together.
- It is a conversation starter that encourages participants to think about a real-life dilemmas from the perspective of 'an educator' in a learning environment and think of a possible solution.
- There is no right or wrong solution. The game provides an opportunity to exchange ideas or experiences and help find a common ground on certain principles.



How to play?



- Dedicate 60 minutes to the game.
- Make a team of 10 participants (max).
- Each card has a title so the participants can choose which topic they'd like to discuss.
- Participants can pick a card, read the dilemma and the solutions aloud and mention their preferred solution to the team.
- A facilitator can ensure every participant gets to choose a card.
- Be compassionate, respectful and listen to each other.



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 let other students know that they can also mention their preferred pronoun, if they want to.
- C. You start using gender-neutral language in all you communications.

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. 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 believe that ensuring psychological safety of all students is not possible and therefore you chose to not respond to the student.

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 introduce another activity instead of group assignments.



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 which is important according to you.
- 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. Offer the student to take the exam later.
- C. You make a note of all the religious holidays in your calendar and be mindful of them while scheduling exams or deadlines.



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. Let the students know that you respect their silence and you're not judging their understanding of the topic.
- C. Make them speak and 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 reflect on your curriculum design and see what you can change in it.
- 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 an issue like this in the classroom.
- B. Tell the student to stop wearing the niqab in the classroom.
- C. Communicate with the student and give them solutions on how to participate better in classroom discussions with their religious dress code.