

Goals for this tutorial

Contributing to the discussion, and working well together on the tasks in this session will help you -

1. Gain insight into your personal stance on issues – at this time
2. Identify how such stances differ and can support – or collide – with each other
3. Develop a more thoughtful approach to stating and living your values and cultural traditions
4. Generate possible alternative means of responding to social/cultural dilemmas
5. Learn to evaluate your stance against that of others and of wider social/cultural contexts

Time plan [for a one hour seminar]

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| 5 mins | Introduction and overview |
| 30 mins | Teams play “Yes! No! Maybe!” according to the rules on the next page |
| 20 mins | Sharing ideas - learning together. Teams have worked on different sets of dilemmas. This is a broader discussion of the kinds of dilemmas the groups have discussed |
| 10 mins | Making adjustments – accounting for diversity. A final session, led by the tutor, this is a time to build strategies for future use when similar dilemmas are encountered in real life. |

Graduate Qualities

Sessions in this series address capabilities required by competent and proficient engineers.

This session addresses Graduate Capabilities of

Being Responsible = Appreciate and respect diversity. Act with integrity as part of local, national, global and professional communities. Given an ethical conundrum, describe & justify the ‘right’ course of action, and explain how to act to maintain a position of trust with society.

Being an independent learner = engage with new ideas and ways of thinking, and critically analyse complex issues. Design a structured approach to researching a question. Propose new directions for research based on findings.

Using effective communication = articulate ideas and convey them effectively using a range of media. Work collaboratively and engage with people in different settings. Recognise how culture can shape communication.

Activities in this Session

The key purpose of this Session is to extend individual awareness of how culture and preferences influence choices and opinions in regard to behaviour in social contexts.

During this session you will:

- *Draw on your own current beliefs and values to indicate how you will respond to a number of social dilemmas.*
- *Work with a team to explore individual and group responses to situations that may occur in possible social contexts*
- *Practice skills involving analysis of social/cultural issues and expressing personal positions in a clear and concise manner*
- *Demonstrate cultural awareness via sensitive responses to differing reactions to the dilemmas*

Pre-reading and Resources

There are no particular pre-readings required for this unit of study. Instead your own experiences, and that of others will be used to develop a basis for discussion and exploration of complex contexts for which there is no single or absolutely correct response.

YES! NO! MAYBE!

INSTRUCTIONS FOR PLAY

Overview

This is a kind of game – without specific winners – but with scope for playing with ideas and thoughts.

The tutor will arrange the class into groups of three or four. Each team has a playing board with three playing spaces called YES! NO! MAYBE! There is a set of cards and a Worksheet for each player.

Process

The cards are numbered on the back and are played in numerical order – lowest to highest. There is no need to conceal them, as all cards are the same.

Play proceeds as follows.

- 1 One member of the team volunteers/is selected to be timekeeper. There is four minutes per round and to ensure time to complete the entire activity, it is important for teams to stick to this timing.
- 2 Players identify their cards and arrange them in the order of lowest to highest card
- 3 When ready to begin, players read the lowest numbered card, decide how they want to respond and
 - a. note their decision on their worksheet and write a short note about their reasons, then
 - b. place it, face up, on the playing space that corresponds to their decision
- 4 Once all players have placed their card, they discuss the reasons for the placement. This is a time to explain what was written on the worksheet, tell of similar instances or experiences you have had or know about, which influenced your thinking. There is no effort made to convince anyone else of the 'rightness' of any particular placement. The goal is to listen carefully and try to understand why others have different ideas about the issue.
- 5 The timekeeper advises when four minutes is up.
- 6 Players may make a short note about any new ideas or thoughts they have about the issue before moving onto the next card.
- 7 Play then moves to the next card.
- 8 Each card is played in the same way.
- 9 There is 30 minutes to complete discussion of the issues on all seven cards on the deck.
- 10 Once all seven cards are played you have 5 minutes to summarise what you have observed and learned during play. During the large group discussion the tutor will ask you to report on what you noted.

At the end of the seventh round the tutor will ask all teams to focus on the large group discussion and will lead a discussion about the different types of dilemmas, how different people responded to them,

comments made in the small group discussions and larger lessons that may be learned from engaging in this activity.

WORKSHEET

Yes! No! Maybe!

| Card Write here the numbers on the cards you are dealt | Yes! | No! | Maybe! | Don't know! | Comments |
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| <p>Group Discussion</p> <p>Our thoughts on the values and beliefs that emerged in this activity.</p> | <p>The notes made here are for reporting to the large group discussion. Summarise what you talked about and what come to mind as you played your cards and discussed your different response.</p> |
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