

The material in this unit is designed to assist you guide students through a discussion about their stances and behaviours, when faced with social/cultural dilemmas. The process is mainly self-paced discussion, allowing you time to observe and listen. The final section of the allocated time is to a general discussion, which you lead. A number of questions you can use at this time are included at the end of this information sheet.

Goals for this tutorial

Contributing to the discussion, and working together in this session will help students -

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

Time plan [for a one hour seminar]

5 mins	Introduction and overview
30 mins	Teams play “Yes! No! Maybe!” - according to the rules in the Student handout and on page ** here.
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. They have prepared summary comments of their discussion and your task is to ensure all opinions are heard.
10 mins	Making adjustments – accounting for diversity. This final session, led by you, is a time to help them build strategies for future use if 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 instructions on Page ** set out how the teams complete the initial discussion activity. Direct the students’ attention to these and after ensuring everyone has the relevant materials, stand back and allow the discussions to take their course.
- Wander around and listen for interesting stories, key points and comments to refer to during the final large group discussion.
- When it comes time for the large group discussions use the notes on pages ** and ** to help you prepare yourself and lead the conversations.

Pre-reading and Resources

There are no particular pre-readings required for this unit of study.

The following resources are provided in the EAC 6 Resources file

- A playing board for each group of 3 or 4 students –use either the single sheet or one each of the 3 separate pages
- Dilemma cards – a set of 7 cards for each student - use the same numerical sets for each table
- Copies of the Students notes – especially the game rules and Worksheet for each student.

YES! NO! MAYBE!

INSTRUCTIONS FOR PLAY

Overview

Before class begins: arrange desks to seat three / four students in groups. Distribute a playing board (see unit 6 resources) to each table and a set of cards for each player at the table. There are 21 items in the “Dilemmas” list (see unit 6 resources) and each group needs to receive sets of the same seven cards. Thus some groups get cards 1 - 7, others get 8 – 14 and others get 15 – 21.

When students arrive arrange the class into groups of three or four – depending on the total number in the class. Distribute a playing board to each team. Ensure all players have a set of seven playing cards, and a Worksheet for their notes.

Note that this is a kind of game – without specific winners – and with scope for playing with ideas and thoughts.

Process

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

Draw attention to the instruction sheet and check that everyone understands the rules which are -

- 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
 - i. note their decision on the worksheet and write a short note about their reasons, then
 - ii. 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 they have 5 minutes to summarise what was observed and discussed during play. During the large group discussion ask the groups to report on what they noted.

Check that groups are maintaining the schedule. At the end of the seventh round ask all teams to focus on the large group discussion and lead the discussion on the different types of dilemmas, focusing on how different people responded, the comments made in the small groups and the larger lessons may be learned from engaging in this activity.

Discussion

For the first round of discussion invite each group to refer to their notes and report on their discussions. As groups have different sets of Dilemmas ask them to read some of the dilemmas they talked about and what was the range of answers. Then ask them to describe what kinds of issues emerged as they discussed their answers.

Make use of your own observations to extend the discussion. Drawn attention to times when you noticed wide differences, as well as when you observed close agreement. Ask individual and groups to restate their position on particular Dilemmas – this is especially useful when group members found here were very wide difference in their votes or when the discussion was especially animated around particular items. Ask them to describe some of the personal experiences or knowledge that influenced their answers.

Ask what factors might have influenced the behaviour described in some of the Dilemmas and what might be the ‘next event’ following on from the actions described. For example the person to whom Item 4 actually happened did report the incident and found – to their dismay – that the person who had illegally returned to the bar and used the premises was a close friend and co-worker who lost their job as result of being reported and admitting to the action.

Invite students to suggest why the situation might have arisen in the first place, and how they can try to ensure they do not create such dilemmas for themselves.

Invite them to tell their own Dilemmas [and perhaps use these for future uses of this activity].

Making adjustments – accounting for diversity

In this final session invite the students to discuss how to build strategies for their own future use when similar dilemmas may be encountered in real life.

- Ask them to identify what kinds of actions will fit most closely with their own values.
- Have them suggest what will make it easiest to stick to enacting these.
- Help them explore why there are such widely different perspectives on social/cultural behaviours.
- Work with the students to create a list of the kinds of actions that will be most likely to help them operate effectively in different cultural contexts.