

The inclusive environment

The study group discussion game

The game was developed on the background of the findings in Case Study no: 3, IO no: 05 in the Erasmus+ project

Mobile Ethical Laboratory Global Hospitality

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About 75 % of the work students do at the Social Education is conducted in study groups. Therefore, the making and stability of the groups are important for the learning environment to be inclusive. Also, the problems in making and the stability of these groups influence the students work and their overall life as a student.

The case study investigates the possibilities for teachers to help, to mediate, to rescue the study groups when they run into trouble. The 'catch 22' in the situation is that the students are adults and therefore are expected to fend for themselves. But at the same time, they are also students in a vulnerable situation where they are learning and developing, and therefore do not have the excess energy to accept each other all the time and 'when the going gets tuff'.

The case study is working on the basis of focus group interviews with students and staff. Our method of discussions and investigations are based on Forum Play inspired by theatre practitioner, drama theorist, and political activist Augusto Boal.

The case study shows that students act on preconceived ideas of each other that they make in the first year of the course. It leads to two things. One: It is hard for the students with a bad reputation to change it and second: The maintenance of study groups in the first year is important to prevent the preconceived ideas.

Problems in study groups

There are generally three different types of problems in the study groups:

- 1. My way or the highway** - One student is very dominant in the group and the other students feel run over.
- 2. Where are you?** - A group member does not participate in the groupwork.
- 3. The invisible** - One member of the group feels overlooked and ignored.

The most important issue is to prevent victimization where someone takes the role of the oppressed and someone is deemed the oppressor.

Thereby not said that the feeling of being wronged should not be recognized and acknowledged but to look behind the actions that leads to the feelings and thereby being able to change the actions and move forward. When the problems arising in the study groups gets so sincere that involvement by a teacher is necessary, it is important to hear all members of the group in the same physical meeting to avoid the possibility of misinformation and misunderstanding.

The tool and its purpose:

The purpose of the game is to expose educators, to some of the mechanisms that are at play when the study group collaborate. Through conversations based on important subjects the educator will also have at specific focus on a specific behavior.

The goal is to experience the behavior both in yourself and in your fellow colleges and thereafter explore the possible steps to improve collaboration having had the experience.

The game is not intended to be dictating, scolding or directional. But the game should help to expose participants in a way that leads to a mentalization that educators can use in the maintenance of study groups.

How to use the tool.

The game is a conversation game where you in groups of four discuss a specific topic. You can change the topics according to the group playing as long as the contradiction between the topic and the focus is maintained.

There are three topics: Care, Learning and Outreach. Each player will have a certain focus in the conversation. There is a time limit to the phases of the game therefore a timer must be observed. It is recommended that you play the topics in the proposed order.

How to play:

The cards are divided in four stacks according to the number of the cards and placed with numbers topside. The players must not read each other's cards.

Select a color to begin the game. All members of the group find their card, read the back side to themselves and place the card with the number topside on the table visible to the other players.

For all arounds the same procedure is applied:

Topic: the concept to be discussed

The focus for the conversation: on each card there is a focus to which you must act accordingly, while your discussing the topic.

Discuss the topic for 5 min. You can maybe start by taking a short round so all states their initial thoughts on the topic.

After the 5 min. discussion you have 1 min. each to share with each other what you noticed in the group conversation (feelings, frustrations, etc.).

Max. 10 min conversation in the group. If you encounter these mechanisms in a study group, how can you as a teacher help the study group to have better collaboration, now that you have felt it yourself?



Caring

1

Topic:

Caring is a concept that is important in the relationship professions. You must now talk about care and try to find a common understanding for your perception of the concept.

Talk about the topic for 5 min.

Caring

3

Topic:

Caring is a concept that is important in the relationship professions. You must now talk about care and try to find a common understanding for your perception of the concept.

Talk about the topic for 5 min.



Caring

2

Topic:

Caring is a concept that is important in the relationship professions. You must now talk about care and try to find a common understanding for your perception of the concept.

Talk about the topic for 5 min.

Caring

4

Topic:

Caring is a concept that is important in the relationship professions. You must now talk about care and try to find a common understanding for your perception of the concept.

Talk about the topic for 5 min.

Your focus for the conversation: You need to argue professionally for your views. You think the player who has number 4 has particularly interesting views.

Hints: You can say yes to all suggestions that player 4 comes up with. You can nod appreciatively every time player 4 says something.

After the conversation: Share with each other what you noticed in the group conversation. 1 min talk time for each.

Max. 10 min together: If you encounter these mechanisms in a group, how can you as a teacher / leader help the group to have a better collaboration, now that you have felt it yourself?

3

Your focus for the conversation: You must ignore the player who has No. 3. You do not listen to the person, you can talk about him / her and his / her views are not taken seriously.

Hints: You can interrupt 3 and say you want to hear player 1 and 4's opinion.

After the conversation: Share with each other what you noticed in the group conversation. 1 min talk time for each.

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Your focus for the conversation: You must ignore the player who has No. 3. You do not listen to the person, you can talk about him / her and his / her views are not taken seriously.

Hints: You can stop looking at player 3. You can say player 3 will have to wait to say something if he/she tries to enter the conversation.

After the conversation: Share with each other what you noticed in the group conversation. 1 min talk time for each.

Max. 10 min together: If you encounter these mechanisms in a group, how can you as a teacher / leader help the group to have a better collaboration, now that you have felt it yourself?

2

Learning



1

Topic:

Learning is a concept that is important in an educational context. You must now talk about learning and try to find a common understanding of your perception of the concept.

Talk about the topic for 5 min.

Learning

3

Topic:

Learning is a concept that is important in an educational context. You must now talk about learning and try to find a common understanding of your perception of the concept.

Talk about the topic for 5 min.



Learning

2

Topic:

Learning is a concept that is important in an educational context. You must now talk about learning and try to find a common understanding of your perception of the concept.

Talk about the topic for 5 min.

Learning

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Topic:

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Talk about the topic for 5 min.

Your focus for the conversation: You want to be right in all your views, whether you then have to go after the others personally and not the topic, to get it right.

Hints: You can criticize the way others argue. You can criticize their clothes, hairstyle or word choice if you run out of professional arguments for your opinion. You are allowed to be rude.

After the conversation: Share with each other what you noticed in the group conversation. 1 min talk time for each.

Max. 10 min together. If you encounter these mechanisms in a group, how can you as a teacher / leader help the group to have a better collaboration, now that you have felt it yourself?

3

Your focus for the conversation: You must argue professionally for your opinion.

Hints: Take the time to listen to the opinions of others. If you are in doubt about whether your professional knowledge is valid, pretend it is - it is a game so all tricks apply.

After the conversation: Share with each other what you noticed in the group conversation. 1 min talk time for each.

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2



Outreach

1

Topic:

How can being outreach contribute to educational benefits? You must now talk about being outreach and try to find a common understanding of your perception of the concept.

Talk about the topic for 5 min.

Outreach

3

Topic:

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Talk about the topic for 5 min.



Outreach

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Topic:

How can being outreach contribute to educational benefits? You must now talk about being outreach and try to find a common understanding of your perception of the concept.

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Outreach

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4

Your focus for the conversation: You do not actively participate in the conversation, you only say something if you are asked.

Hints: You can leave the table at some point without saying why. You can use your phone to check facebook, watch a cat video, send messages etc.

After the conversation: Share with each other what you noticed in the group conversation. 1 min talk time for each.

Max. 10 min together. If you encounter these mechanisms in a group, how can you as a teacher / leader help the group to have a better collaboration, now that you have felt it yourself?

2