



All Inclusive

DILEMMA

You have chosen a specific exam format that allows you to test if your students have reached their learning objectives, however, you realize that exchange students fail more often.

You have prepared an entire course with extensive groupwork activities when you realize that three of your students have no previous experience with groupwork.

Students seek your advice on how to tackle group work as a fellow student dominates the conversation and workflow, while another rarely contributes and never takes initiative.

You struggle to facilitate an inclusive learning environment where religious and scientific worldviews collide.

You have a class of 200 students and for practical purposes you practice random group allocation. A female student expresses their wish to only work with other female students.

You have a dialogical approach towards teaching, however, there is a large group of students who ask for less discussion and more traditional lecturing.

A colleague asks for your guidance on handling students who enter her course lacking the necessary foundational knowledge.

You are teaching philosophy of science and critical thinking in STEM. The students submit negative evaluations, claiming that your teaching is too political.

Your course is mandatory for certain students, while it's an elective for others. This results in students taking very different approaches and attitudes towards their studies.

A student requests to switch groups, citing linguistic challenges as a barrier to collaboration.

You are instructing a hybrid course and have found an exceptional demonstration experiment. However, it is less than ideal for those attending online.

A colleague seeks your advice for managing a very diverse student cohort. She argues that she has too much content to cover to allow time for using inclusive teaching methods.

You are running a project-based course where students are divided into groups of four. Three of your students refuse to work in groups, as they struggle with group dynamics and work better on their own.

A student expresses dissatisfaction with the use of peer feedback. They perceive this teaching method as an absence of instruction and guidance.

You teach a class online, 30% of your students never turn on their camera or participate in the group discussions.

Only a handful of extroverted students actively engage in class discussions. However, you recognize that many others have the potential to offer substantial contributions to the conversation.

You receive excellent evaluations on your course and try to understand why 30% of your students continue to drop out over the first month.













