

Teaching guideline: Create your own dilemma-session

Goal:

In this exercise, you will engage the students in a thought-provoking process of identifying and collecting dilemmas from various contexts.

Before class begins:

Ask the students in groups or individually to collect dilemmas – e.g. by interviewing practitioners from business.

The students upload dilemmas on canvas or send them directly to you-

Select three dilemmas to be discussed in class. Or create a poll, so that the students select the dilemmas to be discussed.

Invite guests from the business community to discuss the dilemmas. Make sure to prioritize diversity in your selection.

Make an agreement in advance with a student or several students to moderate the debate

In class:

1. Be clear about the purpose of the exercise

Here is a formulation I used in my teaching:

"The purpose of this assignment is to enhance your ability to think creatively and demonstrate how knowledge from the subject can be utilized to formulate questions and capture experiences. This skill is also relevant as you prepare to enter the workforce. Additionally, this exercise aims to help you practice for your upcoming exams".

2. Introduce the panel

Here is an example of how you can present the panel in the class:

We have invited a diverse group of professionals from various sectors to engage with us on the dilemmas you've collected. Each panelist brings unique perspectives and experiences that enrich our discussions.

- [Panelist Name]: With a background in [industry/role], [he/she/they] offers valuable insights into
- [Panelist Name]: As a leader in [another industry/role], [he/she/they] will help us understand the ethical challenges faced in [relevant context].

- [Panelist Name]: Representing ..., [he/she/they] will contribute a fresh viewpoint on how ...

This diverse selection not only reflects different industries and experiences but also ensures a rich dialogue that highlights various cultural and ethical considerations. We will gain a broader understanding of the dilemmas at hand and the multifaceted nature of decision-making in today's world.

3. Ask a student to come to the "stage" and moderate the debate