

Dilemma:

“I feel like I’m only getting 80 per cent of the lessons.”

Each group has a host.

This dilemma card is for the host and contains:

- A host guide
- A dilemma
- Fact boxes
- A question guide for dialogue one and dialogue two

Host guide As a host, your role is to facilitate a good, constructive dialogue where everyone gets to speak. Your role is not to participate by sharing your own perspective, but you are welcome to put your perspective into play by phrasing it as a question (“What if they ...?”).

Try to be curious (“Why do you think that?”) and investigative (“What if they react differently than you assume?”).

Aim to make it safe for participants to say or share something vulnerable by making it clear that different perspectives are welcome and that everyone should be respectful.

The dialogue is divided into two parts.

The first part is about giving advice to the person who posed the dilemma, and the second part is about the theme of the dilemma from the perspective of the panellists and their experiences at DTU.

On pages 3 and 4, you will find questions and data, which you can use to qualify the dialogue.

After reading this guide and skimming the question guide, please read out the dilemma to the panel. Give them a moment to reflect on the dilemma. Then initiate dialogue one.

Dilemma:

Weronica moved to Denmark last semester to study at DTU. She has settled in nicely and her academic competencies are growing—exactly as she wanted. But there is one thing that bothers her and which—in her opinion—puts her at a disadvantage compared to Danish-speaking students: Some points are not translated into English during lessons.

She says that she has attended lectures, where someone asks a question in Danish, which the lecturer then answers in Danish ... and then simply moves on. Without translating.

If it was a rare occurrence, it would be fine, but it happens often, and it is not just about one lecturer.

Weronica doesn't like speaking in front of a large group of people and struggles to raise her hand and point it out when it happens. She also knows that neither the Danish-speaking students nor the lecturer are doing it deliberately, and that they can't do anything about it if they are not made aware of it.

Weronica would like your thoughts on what to do. She asks whether the only solution is to either force herself to mention it in front of everyone every time it happens or to just to let it go? Or is there something else she can do that will result in a more long-term solution?

1

What advice does the panel give?

Dialogue one:

- [Start by hearing each panellist's thoughts on the dilemma so everyone gets the chance to speak from the start]
- "What could the underlying cause(s) for the dilemma be?"
- "What do you think of the options stated by the person who posed the dilemma?"
- "The lecture is supposed to be in English, so is there anything you could do to nudge lecturers to remember to answer in English, so that all the students are included?"
- [Feel free to use the data from the boxes to boost the discussion]
- [Other investigative questions]
- "We have to come up with an answer, but you don't all have to agree. What does each of you think the person who posed the dilemma should do?"

*DTU has students from
approx. 114 countries*

Nearly half of DTU's master's students and 60 per cent of the PhD students come from other countries.

2 Dialogue two:

What do you do, and what could you do?

This part of the dialogue focuses on the panellists' own experiences at DTU.

Start dialogue two by telling the panel that the focal point is still the theme of the dilemma, but now they should look at the conditions in their own unit as well as considering other solutions.

Please note that dialogue two may be a bit more sensitive. Aim to create a safe and respectful space for everyone. The goal is still not to agree on everything, but to learn more about each other's perspectives.

- "Do you recognize the dilemma or parts of it, either on a personal level or through observation?"
- "Have you ever experienced a situation where Danish was spoken in the presence of non-Danish speakers?" (or other languages)
- "Do you do anything to avoid excluding someone because of a language barrier?"
- "Is there a part of the advice you gave that you practise in your unit? If yes, what? If no, would that be possible?"
- "What else could you do? At individual, group, and organizational level?"
- [Other investigative questions]
- "What will each of you take with you, either as a point of attention or as possible solutions related to the theme of the dilemma?"