

Cases for Applying SDT & Social Integration

CASE A

You know that Student A has learning challenges and tends to drop out of the course after initial difficulties and re-enroll in the course later. That's why he's been working on his bachelor's degree at Aalto for six years. In your course, it is student A's turn to be responsible for the learning situation of a small group (choosing a topic/ article, leading a discussion), about which the small group has been well informed. Student A arrives but has not prepared for the situation in any way and has not informed anyone about it. The fellow students are visibly irritated by the wasted time and the situation. You don't want Student A to throw in the towel again, only to re-enroll in the same course again next semester.

CASE B

Student B arrives at the first meeting of the course, throws her bag loudly on the table, sits in the corner with her hands crossed over her chest and announces after the class that she is not going to participate in pair or group work because she wants to complete everything independently. Because team working skills are critical in future working life, they are one of the ILOs and much practiced in your course. Student B says she hates a society that works on extroverts' terms and doesn't realize that not all people work that way. Likewise, she states that she is unable to accept any feedback on the course assignments because she knows that it will be of no use to her learning. In your course, students submit a draft of their written assignment, which they revise into a final version based on the feedback received from the teacher. Your course also provides plenty of structured peer feedback. You know that Student B is likely to drop out without appropriate support.

CASE C

You supervise student C, who has learning challenges, in his bachelor's thesis. You have not received a draft of his text from the student on time as you agreed, but the student comes to the agreed meeting even though he has not progressed at all in his work. You feel that your time is being wasted. You try to determine how to proceed and agree on the next supervision meeting. The student is not dyslexic. The situation described above repeats itself, i.e., there is no text from the student, but he comes again even though he has not progressed in his work from where you left off. The student says that he is not interested in his field at all, and that he is only interested in the engineer's good salary. The student also says that he no longer has friends because everyone has already graduated and that he doesn't know how to collaborate with others.

CASE D

Fully aware of Aalto Equity, Diversity, Inclusion (EDI) policy, you want to provide an equitable and accessible learning environment of involvement and respect in which your students will have equal opportunities to learn, be their true selves and feel a sense of belonging. You ask student D an open-ended question about the course content you have just taught them. The student answers 'yes'. You make sure that the student understood that it was not a yes-no question, so you ask the question a second time. The student answers 'yes' again and thinks his actions are funny. In class, the student repeatedly acts this way also towards his fellow students when they ask something from him. Fellow students roll their eyes and some start to show signs of irritation towards student D's behavior. Student D repeats the same behavior throughout the 12-week course, which has a negative effect on the other students' attitude towards him.