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University of Graz

**Abstract Book TEPE Conference on Enhancing
the value of teacher education research: Implica-
tions for policy and practice**

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 **tepe** Teacher Education
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G R A Z

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IQ110 - a very unfair game about inequality of opportunity. Teacher design research as a bridge between policy and practice

Promoting inclusive school cultures and, more specifically, addressing inequality of opportunity is high on the European education agenda. Equipping teachers to be able to identify and address inequality of opportunity requires them to develop sensitivity, multi-perspectivity and agency, and these are complex attributes that require personal experiences and deep reflection.

Following the principles of design research, five Dutch teacher-researchers developed IQ110 - a game that does just that. It helps both beginning and experienced teachers reflect on the hidden mechanisms of inequality, particularly on the effects of socio-economic status (SES), and it stimulates them to address these mechanisms. In the card game, that is played by 3-5 teachers, each teacher first draws a persona card: each player becomes a pupil with a given SES-background. Then the players, in turn, draw situation cards. These situations have three possible outcomes, each resulting in getting green (positive) or red (negative) chips. For each situation the other players discuss the most likely scenario and thus determine the pupil's score. The persona cards are based on Bourdieu's ideas on economic, cultural and social capital. The situation cards and scores are informed by SES research.

The impact of the card game, both in terms of outcomes and its driving mechanisms, is now the subject of a study, funded by the Centre of Expertise Urban Education of the Amsterdam University of Applied Sciences. To this end, the canvasses on which the individual participants record their learning outcomes are analyzed, and there is a retrospective questionnaire that is filled in after having played the game.

The preliminary results are promising: especially identifying with low SES pupils and feeling the accumulation of negative experiences raises teachers' awareness. The participants report that through the individual and collective reflections afterwards they are better equipped to address the issue.

In our presentation we would first like to briefly demonstrate the game and then discuss the results and possible implications and applications. As we are now working on an international version of the game, we would also like to discuss with you the game's potential outside of the Dutch context.

Keywords: Inclusive school cultures; inequality of opportunity; design research; gamification