"*DEBATE AS AN EDUCATIONAL METHODOLOGY*"

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CHAPTER 1. INTRODUCTION TO DEBATE AS AN EDUCATIONAL METHODOLOGY

Debate, as an educational methodology, includes structured discussions where participants have the chance to express and defend their perspectives on a specific topic. The goal of the methodology is to provide the right conditions for students to engage in challenging intellectual discussions, encouraging them to explore the topic, analyse evidence, and build convincing arguments. Throughout the process, students will be driven to develop key skills such as critical thinking, effective communication, and teamwork. Debate promotes an environment that fosters active learning by encouraging students to take charge and define the path of their education, actively participating in their own learning process.

1.1. Active learning

Active learning is a pedagogical method that prioritizes the process of learning, rather than just the content being learned. (White et al., 2015) This approach ensures that students are actively involved in the learning process, promoting more sophisticated cognitive processes that lead to a deeper grasp of concepts and the ability to apply knowledge in practical situations. It is a methodology that requires students to participate in their own learning process. It involves engaging students in activities that promote critical thinking, problem-solving, and collaboration. (Khan et al., 2017) This approach enables students to take ownership of their learning and become more self-motivated in achieving their goals.

There are several active learning strategies that can be used in the classroom, including (Patton, 2015):

1. Group work and collaboration: Assigning students to work in groups encourages collaboration, communication, and problem-solving, refining and enhancing skills related to teamwork and leadership.

2. Inquiry-based learning: This involves asking students to ask questions and conduct research to find answers, fostering critical thinking, analysis, and

problem-solving abilities.

3. Debates and discussions: Engaging students in debates and discussions encourages them to think critically, analyze different perspectives, and express their opinions, improving communication and reasoning skills.

4. Interactive lectures: This involves incorporating activities and discussions into traditional lectures to engage students in the learning process, promoting active listening, critical thinking, and retention of information.

5. Games and simulations: These activities provide a fun and engaging way for students to learn and practice new concepts, encouraging collaboration, critical thinking, and problem-solving skills.

Incorporating active learning strategies in the classroom can improve student engagement, motivation, and retention of information. It also helps to prepare students for real-world situations where critical thinking, collaboration, and problem-solving skills are essential.

1.2. Critical thinking in the classroom

Critical thinking is an essential skill for students to develop in the classroom. (Tiruneh et al., 2014) It is the ability to analyse, evaluate, and interpret information in a systematic and logical way. It encompasses actively and objectively evaluating information, arguments, or ideas by considering evidence, context, and perspective. Critical thinking allows individuals to reflect about their own beliefs and assumptions, question the validity of claims and arguments, and make well-informed decisions based on reasoned judgment (Santos, 2017).

The process of critical thinking involves several key steps, including:

1. Identifying the problem or question at hand.
2. Gathering information from a variety of sources.
3. Evaluating the credibility and relevance of the information.
4. Analysing and interpreting the information to identify patterns, connections, and relationships.
5. Drawing conclusions based on the analysis and evaluation of the information.
6. Reflecting on the process and considering alternative perspectives and solutions.

There are many ways of promoting and implementing critical thinking in the classroom, such as mentioned in the previous point. By encouraging cross-questioning, that allow students to foster a mindset of thinking critically, which promotes a deeper understanding of the subject matter; evaluating sources, allowing them to distinguish between reliable and unreliable sources and promotes a more thoughtful approach to research; applying problem-based learning; promote debate and discussion, that will help them to see different perspectives, think critically about their own beliefs, and express their ideas effectively; and analysing arguments, identifying premises, evaluating evidence, and judging the logic of the argument, that will lead students to assess arguments critically.

By promoting critical thinking skills in the classroom, students can develop the ability to think independently, evaluate information critically, and make informed decisions. These skills are essential for success in both academic and professional settings.

1.3. Academic debate and its usefulness in Higher Education Institutions (HEI) contexts

Academic debate is a structured discussion that involves presenting evidence, arguments and counterarguments on a particular topic or issue. It is a useful tool for HEI contexts for several reasons, namely:

1. Develops critical thinking skills: Debating requires participants to analyse and evaluate arguments critically. This promotes critical thinking skills and encourages students to question their assumptions and biases.

2. Enhances communication skills: Debating involves presenting arguments and counterarguments persuasively. This helps students improve their communication skills, including public speaking, active listening, and effective use of language.

3. Promotes teamwork and collaboration: Debating involves working with a team to develop arguments and counterarguments. This promotes teamwork, collaboration, and leadership skills.

4. Fosters engagement and motivation: Debating is an active and engaging form of learning that promotes student engagement and motivation. Students are more likely to retain information when they are actively involved in the learning process.

5. Prepares for real-world situations: Debating prepares students for real-world situations where critical thinking and communication skills are essential. Engaging in debates enhances students' readiness to navigate in practical scenarios.

To summarize, academic debate is a valuable tool for HEI contexts, fostering critical thinking, effective communication, teamwork, and active engagement. Moreover, it empowers students with the necessary skills to navigate real-world situations confidently and proficiently.

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Proposal for discussion

Proposal for discussion the topic "The Importance of Critical Thinking and Active Learning in Higher Education":

1.   Why do you think critical thinking and active learning are important in HEI? How can they help students succeed academically and professionally?

2.   How can professors promote active learning and critical thinking in their classrooms? What teaching strategies can they use to encourage students to think critically and engage actively with the course material?

3.   In what ways can academic debate be used as a tool for promoting active learning and critical thinking in HEI contexts? What are some of the benefits

and limitations of using debate as an educational tool?

4. How can HEI ensure that students are developing critical thinking skills and not simply dumping information? What are some effective methods for assessing critical thinking skills in students?

5. What are some of the challenges that students face when trying to develop critical thinking skills? How can HEI help students overcome these challenges?

6. What role does technology play in promoting active learning and critical thinking in the classroom? How can technology be used to enhance the educational experience for students?

7. What are some ways that students can continue to develop their critical thinking skills outside of the classroom? How can HEI support students in this process?

Curiosities

1. Did you know that active learning has been shown to improve student performance in both STEM and non-STEM subjects? A meta-analysis of over 200 studies found that students in active learning classrooms scored higher on exams and had better retention of course material than those in traditional lecture-style classes.

2. Critical thinking is not a new concept - it has been around for centuries! In ancient Greece, philosophers such as Socrates and Aristotle were known for their emphasis on critical thinking and the pursuit of truth.

3. Academic debate has a long and rich history in many cultures around the world. In ancient India, for example, scholars engaged in formal debates known as "vadas" to discuss philosophical and religious ideas.

4. Did you know that some HEI are now using virtual reality (VR) technology to enhance active learning and critical thinking in the classroom? By creating virtual environments that simulate real-world scenarios, students can practice critical thinking and decision-making skills in a safe and controlled setting.

5. The benefits of active learning and critical thinking extend beyond the classroom - they are also important for personal growth and development. By

cultivating these skills, individuals can become better problem-solvers, decision-makers, and communicators in all aspects of their lives.

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CHAPTER 2. WHY USE A DEBATE

In an environment like the one we live in that is highly changeable and that demands rapid adaptation processes and problem solving, the training of young professionals is becoming a real challenge.

In this sense, educational contexts must adapt to social and economic demands, and teachers must lead the processes by adopting pedagogical approaches that respond to the detected needs. Therefore, understanding that one of the skills that is most in demand in new professionals is critical thinking, the debate tool as an educational methodology to promote this skill and others such as teamwork or active listening, turns the debate in a priority practice in university environments.

Implications of the methodology of the Debate
Active participation of the student in his educational process based on internal motivation.
Organization of joint activities, emergence of interrelationships between the teacher and the students.
Ensure dialogical communication between students in   the process of obtaining new knowledge.

Debate is an educational methodology that combines the art of structured argumentation with dialogical discussions, which encourages meaningful dialogue and the productive exchange of ideas. In addition, it encourages participants to engage in respectful, constructive, and intellectually stimulating conversations.

Debate promotes active citizenship by encouraging participants to engage in discussions about social, political, and ethical issues. By exploring diverse perspectives and engaging in reasoned debates, students develop the ability to understand complex societal challenges and propose viable solutions. Debate prepares individuals to be informed and responsible citizens who can contribute to democratic processes, engage in public discourse, and advocate for positive change.

Debate serves as a powerful educational methodology for fostering dialogic discussions. By providing a structured framework for respectful and constructive dialogue, it enhances critical thinking, promotes active citizenship, and nurtures empathy and understanding. Through debate, participants learn the art of persuasive argumentation while engaging in meaningful exchanges of ideas. By embracing this methodology, educators can create an environment that fosters intellectual growth, encourages collaboration, and equips individuals with the skills necessary to navigate complex issues in an increasingly diverse and interconnected world.

2.1. Understanding Dialogic Discussions

Dialogic discussions, also known as dialogue, involve an open and collaborative exchange of ideas with the goal of mutual understanding and knowledge enhancement. Unlike debates that often focus on winning arguments, dialogic discussions prioritize active listening, empathy, and the exploration of diverse perspectives. By creating a supportive environment where participants can share ideas without judgment, formatted debate facilitates dialogic discussions that lead to enhanced critical thinking and deeper understanding.

Points explaining the importance of dialogic debates in university education:

- Skills in Discussing Ideas: Dialogic debates enhance students' abilities to analyse, criticize, and defend different ideas. These debates help students learn how to express their thoughts effectively, construct logical arguments, and understand the perspectives of the opposing side.

- Critical Thinking Skills: Dialogic debates contribute to the development of

students' critical thinking skills. During the discussions, students are required to support their arguments using evidence-based thinking, logical reasoning, and identifying contradictions. This helps improve their analytical and critical thinking abilities.

- Empathy And Understanding: Dialogic debates assist students in understanding different perspectives and developing empathy. In a debate where various viewpoints are presented, students try to understand the thought processes of others by putting themselves in their shoes. This enables students to gain a broader perspective and enhance their societal understanding.

- Confidence And Communication Skills: Dialogic debates increase students' self-confidence and enable them to acquire effective communication skills. Debate environments provide opportunities for students to express their thoughts clearly and coherently, present persuasive arguments, and improve their public speaking skills.

- Social Engagement: Dialogic debates encourage students to actively participate in society. Debates promote students' understanding and advocacy of democratic values, human rights, and justice. As a result, students engage actively in social issues and effectively participate in democratic processes.

For all these reasons, dialogic debates are an essential component of education at the university level.

2.2. Structured Argumentation

Formatted debate provides a structure for participants to present their arguments and engage in a systematic exchange of ideas. The use of rules and formats, such as time limits, turn-taking, and specific speech patterns, helps ensure equal participation and fairness. Participants are encouraged to present well-reasoned arguments supported by

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evidence, fostering critical thinking and the development of persuasive communication skills. This structured approach ensures that dialogic discussions remain focused and productive.

Here are some reasons for the importance of structured argumentation:

- Logical And Consistent Debate: Structured argumentation enables participants to organize their arguments by considering them. Presenting each argument with its reasons and consequences allows the debate to progress logically and ensures consistency between the parties. This results in a more efficient and effective discussion built on a solid foundation.

- Clarity İn Communication: Structured argumentation helps participants express their thoughts clearly and comprehensibly. Preparing and organizing each argument in advance reduces confusion and facilitates more effective communication of the message to others. This minimizes misunderstandings and communication problems, thus enhancing the efficiency of the debate.

- Evidence-Based Thinking: Structured argumentation encourages participants to gather and present evidence that supports their arguments. Evidence is crucial in enhancing the credibility of an argument and promoting a more objective progression of the debate. In a structured discussion, systematically presenting evidence makes it easier to identify false claims and recognize strong arguments.

- Mental Discipline and Critical Thinking: Structured argumentation enhances participants' skills in organizing, analysing, and critically evaluating their thoughts. Determining the justifications that support each argument requires mental discipline, as well as the ability to think from different perspectives and respond to challenging questions. This process strengthens participants' critical thinking skills and allows for the emergence of better knowledge and ideas.

2.3. Respectful and Constructive Dialogue

One of the key features of formatted debate is its emphasis on respectful and constructive dialogue. Participants are encouraged to listen actively, consider opposing

viewpoints, and respond thoughtfully. Through this process, individuals learn to appreciate the value of diverse perspectives and engage in civil discourse. By fostering an environment of respect, formatted debate creates space for collaboration, empathy, and the exploration of shared understanding.

Respectful and constructive dialogue awareness is the mutual respect and constructive communication between participants in a discussion. This awareness involves acknowledging that individuals may have different opinions and requires listening to these opinions with mutual understanding.

Respectful dialogue is based on principles of mutual respect, refraining from personal attacks, and avoiding judgment. During a discussion, people express their ideas while valuing and respecting the opinions of others. Respect ensures that the discussion is conducted in a fair and balanced manner, allowing participants to communicate effectively without displaying a hostile attitude towards each other.

Constructive dialogue aims to be solution-oriented and strives to achieve a common understanding during the process of discussion. Participants collaborate by creating a discussion environment that embraces diversity and richness instead of conflicting different ideas. Constructive dialogue encourages individuals to seek understanding of different perspectives, accept criticisms in a positive manner, and expand their knowledge with new information. Its purpose is to facilitate mutual learning and development.

These awarenesses help improve people's communication skills and enable them to contribute to discussion environments in a healthier, more productive, and collaborative manner. Respectful and constructive dialogue can enhance understanding among

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communities, be effective in resolving conflicts, and promote collaboration in achieving common goals.

2.4. Enhancing Critical Thinking

Formatted debate cultivates critical thinking skills by challenging participants to evaluate and analyse arguments from multiple angles. Through the examination of evidence, logical reasoning, and the ability to identify fallacies, participants develop a more nuanced understanding of complex issues. By engaging in dialogic discussions, students learn to question assumptions, develop well-grounded arguments, and critically evaluate their own beliefs and biases.

Steps and Tips for Structured Debate to Develop Critical Thinking:

- Understanding The Topic: It is important to have a good understanding of the topic you want to develop critical thinking about. Familiarize yourself with the details of the topic and grasp the arguments well.
- Analysing Arguments: It is important to understand and analyse the arguments of both sides. Evaluate the views advocated by both sides and identify common points or differences.
- Thinking logically: Organize your own thoughts and arguments logically. Provide evidence, statistics, or examples to support your thoughts. Evaluate the arguments of the opposing side logically and criticize them when necessary.
- Evidence and sources: Present evidence from reliable sources to support your arguments. Make use of sources such as scientific research, statistics, or expert opinions.
- Questioning and criticism: It is important to question and criticize the arguments of both sides during the debate process. Carefully listen to the arguments of the opposing side and respond appropriately. However, while making criticisms, strive to use respectful and constructive language.

- Original İdeas: Try to present original ideas and perspectives to develop critical thinking. Instead of just criticizing the arguments of the opposing side, convey and defend your own thoughts as well.

- Empathy: Try to understand the perspective of the opposing side during the debate process. Practising empathy provides a deeper understanding and creates a foundation for more effective discussions.

- Focus on the audience: Focus on the audience during the debate and try to communicate your message clearly. Good communication skills enable the effective sharing of critical thinking.

- Evaluation and feedback: Evaluate your own performance and arguments after the debate. Seek feedback from other participants and use this feedback to improve your shortcomings.

CHAPTER 3. PEDAGOGICAL TOOLS FOR USING DEBATE IN THE UNIVERSITY CLASSROOM

3.1. Argumentation

Argumentation could be defined as the 'logical or quasi-logical sequence of ideas that is supported by evidence' (Andrews, 2009: 16).

Argumentation is a dialogical activity based on two crucial principles, namely common beliefs and defeasibility (van Eemeren & Grootendorst, 2004). Arguments are based on premises, such as values, presumed causal relations, and commonly accepted definitions. Arguments are inherently defeasible, i.e., they are subject to default if one of the premises is challenged or refuted (Nussbaum & Edwards, 2011: 444). Thus, argumentation is essentially linked to the dialogical and dialectical practice of addressing a problematic issue, giving reasons to support and attack a point of view (Plantin, 2005).

The dialogic evaluation of a point of view or a statement leads interlocutors to reconstruct the implicit dimension of the discourse (Anscombre & Ducrot, 1983), detecting possible weaknesses and defending them by resorting to various types of support (Walton, 2006). Such analytical and dialectical activity can thus reveal background beliefs and correct them or develop the interlocutors' reasoning skills or their ability to use available evidence or knowledge (Baker, 2009). Argumentation can be considered one of the key instruments for the social construction of knowledge (Walton, 2006).

Argumentation has a fundamental role in teaching and learning (Erduran, Simon, & Osborne, 2004; Sandoval & Millwood, 2005). Teaching, as argumentative dialogue, aims to modify and develop students' understanding, revealing its limits and constructing new

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approaches (Chi & Roscoe, 2002; Simons, Morreale, & Gronbeck, 2011), using arguments.

The beliefs and prior knowledge on which students rely to construct their arguments can become the subject of future argumentative exchanges, aimed at providing reasons that show their shortcomings and are supported by the scientific method. For this reason, argumentation is critical both for improving students' critical thinking skills and for improving classroom interactions so that students' prior knowledge can be made more explicit, addressed, and developed into more elaborate theories (Carey, 2000; Osborne, Erduran, & Simon, 2004).

HOW TO USE ARGUMENTATION

ORAL MODE
1.- Argumentation in debates.
2.- Presentations.
3.- Dialogues that take place in tutorials.

WRITTEN MODE
4.- Applied in essays, portfolios, dissertations.
5.- Thesis approach.

Argumentation theory provides resources for improving argumentation in classroom interactions such as:

- Argumentative dialogical models (van Eemeren & Grootendorst, 2004; Walton & Krabbe, 1995), focused on the activity of supporting assertions by means of reasons.
- Logical argumentative structures (Hastings, 1963; Walton, Reed, & Macagno, 2008), focused on the construction of arguments.

The nature of classroom conversations has been explored considering argumentative practices such as providing evidence to support a point of view or refuting and

questioning other positions (Driver et al., 2000; Schwarz & De Groot, 2007). Under this view, dialogical argumentative activities can be seen as instruments to promote critical reasoning (Erduran et al., 2004; Koballa, 1992; Osborne, 2010; Pera & Shea, 1991).

There are four tasks that argumentation (or informal logic) performs: identification, analysis, evaluation and invention.

1. Identification task, the premises and conclusion of an argument as found in a text or discourse are pointed out. In addition, you determine whether a given argument found in a text conforms to an argument form (or argumentation scheme).

2. An analysis task, looking for implicit premises or conclusions in an argument that need to be made explicit to adequately evaluate the argument. Arguments tend to leave implicit some premises or, in some cases, the conclusion.

3. Evaluation task, it is determined whether an argument is weak or strong by the general criteria applied to it.

4. The invention task, new arguments are constructed that can be used to prove a specific conclusion.

On the part of the students, it requires a combination of knowledge and competencies in the discipline itself, as well as transversal skills, such as critical thinking, communication, creativity, documentation, teamwork, etc.

> ## BENEFITS FOR STUDENTS
>
> 1.- They learn to develop their thinking and argumentation skills.
>
> 2.- Improve their skills and knowledge of the topic they are arguing about.

3.1.1. Frequent Argumentation Schemes

Argumentation schemes are instruments for analyzing arguments that occur in ordinary and specialized discourse. Through the analysis of argumentation schemes, it is possible to identify argumentative profiles in candidates to an election considering their preferences on the types of arguments used (Macagno, Walton, & Reed, 2017).

3.1.2. Argumentative support models

The three most used models of argumentation are the Classical, the Toulmin and the Rogerian.

A.- The classical argumentation model

The Greek philosopher Aristotle developed what is known as the Aristotelian or classical argumentative method. In it, one's goal is to persuade one's audience or readers to adopt one's point of view. The classical argumentative scheme is composed of five components (Kurtz, 2021):

- Preamble: introduction.
- Narratio: context or background of the topic.
- Proposito and Partitio: assertion/posture and the argument.
- Confirmatio and/or Refutatio: positive and negative evidence of support.
- Peroratio: conclusion and call to action.

In modern writing, this structure has developed as follows:

1. Presentation of the problem. At the end of the introduction, the student presents his thesis or main point before further analysis.

2. Explanation of the problem. The student presents his/her case explaining the problem in detail and why something should be done or if a way of thinking does not work.

3. Opposition. The student addresses the opposition, pointing out and refuting their arguments.

4. Evidence. The student provides their evidence to support their case.

5. Conclusions. The student presents his or her conclusion, which should recall the main point or thesis and summarize the key points of his or her argument. If a student is advocating for some kind of change, this is a good place to give your audience a call to action, on what they could do to bring about change.

B. Toulmin's argumentation model

Toulmin's method provides an argument mapping and helps visualize the process. This map labels the parts of an argument. Using these labels, one can better develop one's argumentation map. The labels of Toulmin's method are as follows:

1. Assertion: The basic point of view presented by an arguer. Data: Evidence to support the claim.

2. Warrant: The justification for connecting data to a particular claim. The warrant also clarifies the assumptions underlying the argument.

3. Support: additional information is required if the warranty is not clearly supported.

4. Rebuttal: Conditions or points of view that point out flaws in the claim or alternative positions.

5. Qualifiers: Terminology that limits a point of view. Examples include the application of the terms "sometimes, seems, occasionally, none, always, never, etc." to any part of an argument.
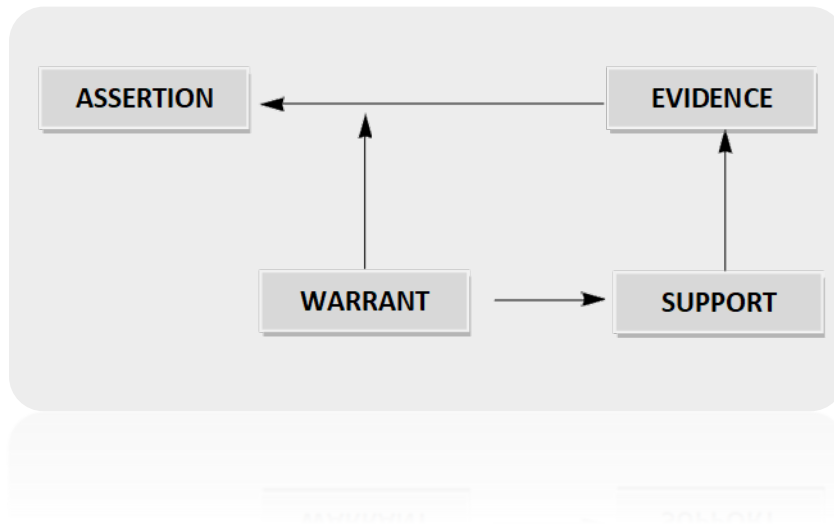
Cohesion, as well as clear connections between the different labels, is what distinguishes a "good" argument (Kurtz, 2021).

Rogerian Argumentation Model

Most argumentation schemes aim to support a statement or a set of statements. However, there are times when one can see valid points in the opponent's point of view. Carl Rogers, the clinical therapist who introduced the disciplines of psychology and education to the person-centred approach, proposed a method of argumentation that allows an arguer to hold firmly to his or her belief while recognizing that the opposing side has merit. When applied to argumentation, the Rogerian method examines counterarguments as improvements or concessions, rather than viewing them as complete opposites. Rogers' nonconfrontational method uses common feelings by making them the vehicle for developing shared understanding (Kurtz, 2021).

According to Young, et al (1970), the Rogerian method of argumentation can be considered as aiming at the following:

1. To convey to the reader/audience that they are understood.
2. Delineate the area within which they believe the reader/audience's position is valid.
3. Inducing themselves to believe that they and the writer/presenter share certain moral qualities.

3.2. Evidence

To validate an assertion and turn it into a considerable argument, it is required to be supported by proof or evidence.

Evidence is information from reliable sources that is used to support a claim. It can include data, such as observations and measurements, statistics, expert opinions and examples. It can be categorized into three different types of evidence, each with a diverse role within the argumentation process. These are fact, trial and testimony.

1. Fact is the most recognized and valuable evidence (e.g., facts, statistics or indisputable truths). Being linked to numbers and science, they are widely accepted. It is necessary to cite them in combination with an explanation of their significance to the argument and to give them context.

2. Testimony may be first-hand (e.g., eyewitness account) or second-hand (e.g., review by a recognized expert in the field). Since it involves an interpretation of the situation, it may lack objectivity.

3. Judgments are assumptions made by the arguer about the subject after careful consideration of the facts. Although it is the most misleading type of evidence, it also offers an original quality to the argumentation.

In the educational setting, the teacher should act as an "evidence inquirer," that is, he or she should ask students to provide evidence for their arguments.

Brookfield and Preskill (2005)

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3.2.1 Sources of information

A source is any piece of information that one uses as evidence to construct one's argument. In academia, students often use evidence from books, journal articles, conference proceedings, published theses, websites-including podcasts and videos, newspapers, personal experiences, etc., as sources for their argumentation. Sources can vary in their level of authority, accuracy, timeliness and bias. This is why one should be aware of these factors before selecting sources. By selecting appropriate sources, the author/presenter will demonstrate that he/she has conducted his/her literature review and will document his/her argument, giving it validity and credibility. Peer-reviewed sources, such as journal articles, tend to be the most credible sources because of the evaluation they have undergone for publication.

Students must learn to evaluate sources of information in relation to their quality, authority and suitability for their argumentation.

This implies the implementation of critical thinking.

TYPES OF SOURCES

To defend a claim in a debate, evidence or sources must be presented in which sufficient information is provided to show that the claim is valid and true.

1 — PrimAry soUrcEs

It gives you direct access to the subject of your research and provide raw information and first-hand evidence

Examples include: interview transcripts, dissertations, manuscripts, statistical data, experiments and clinical data, among others

2 — SECONDArY soUrcEs

These types of sources are one or two steps removed from the event or occurrence
They are considered second-hand sources because they are based on the primary source
Thus, it describes, interprets or synthesizes primary sources.

Examples include:
Journal articles reporting original research, empirical data, statistics,
legal documents (laws and legislative hearings),
letters and correspondences.

From these two classifications, it is possible to decide which to use and which to discard because of the diverse information these pieces of evidence provide, as well as the correlation of each of them with each other

Primary sources are more credible evidence, but good research uses both primary and secondary sources

Students should be offered libraries and electronic databases where they can find quality sources.

SOURCE	DESCRIPTION
STATISTA statista.com	Online statistics portal that makes available relevant data from market and opinion studies, as well as economic indicators and official statistics.
EUROSTAT https://ec.europa.eu/eurostat	Includes data from the National Statistical Institutes of the Member States and EFTA.
ECB - EUROPEAN CENTRAL BANK https://www.ecb.europa.eu/ecb/html/index.en.html	Reports and statistics are available.
WORLD BANK https://www.worldbank.org/en/home	Open access data

Once the main sources of information have been found, it is necessary to use them in a way that supports and integrates them into the argumentation and builds the line of reasoning. It is necessary to synthesize different sources into a coherent statement. Finally, sources must be properly cited and referenced.

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CHAPTER 4. THE COMPETITION DEBATE

The introduction of debate in educational environments such as universities has led to the emergence of tournaments and competitions, and with it the creation of debate clubs.

These environments become a great opportunity not only to exchange ideas and reflections, but also for the participating students to develop competencies and skills related to public speaking or argument development. Without leaving aside its playful and pedagogical character.

Debate formats vary depending on the competition. In either case, two teams will face each other arguing on the same issue, usually one for and one against the proposition. The position is determined by drawing lots.

The discussion structures can be replicated in the classroom, adapting the intervention times to the objectives of the class, the characteristics of the group and the classroom.

The teams must prepare both positions (for vs. against). Therefore, they must research and document themselves on the topic, as well as elaborate an argument supported by data and evidence. The fact that teams must argue on a topic by positioning themselves at both extremes of opinion makes competitive debate a powerful tool for competence development.

The same amount of time for both positions.

Topic known to everyone well in advance.

In favour always first and last.

Source: Cirin (1999)

Image 1. Minimum criteria.
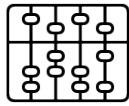
Analyze the debate premise

    a. We identify the main related themes

    b. What is known about the topic?

Research

    a. Consulting primary and secondary sources of information.

    b. Elaborating arguments supported by data and documented.

Developing an argument.

    a. Analysis of the arguments for and against.

    b. Sharing information, summarizing the arguments.

    c. Accompanying data and arguments that reinforce the argument.

Practice your speech and become familiar with the structure of the debate.

Source: Own elaborationReferences

Image2. How to prepare a debate tournament

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4.1. British Parliamentary (BP) debate format

What is British Parliamentary?

This is a popular format in the UK and is used by many university-run competitions. There are eight speakers in this format: two teams of two people on each side. Each speaker gives a speech of up to five minutes (sometimes, longer seven-minute speeches might be requested). The first and last minute are protected, but between these times points of information may be offered.

The debate consists of four teams: two government teams (referred to as "Opening Government" and "Closing Government") and two opposition teams (referred to as "Opening Opposition " and "Closing Opposition"). Each team consists of two speakers.
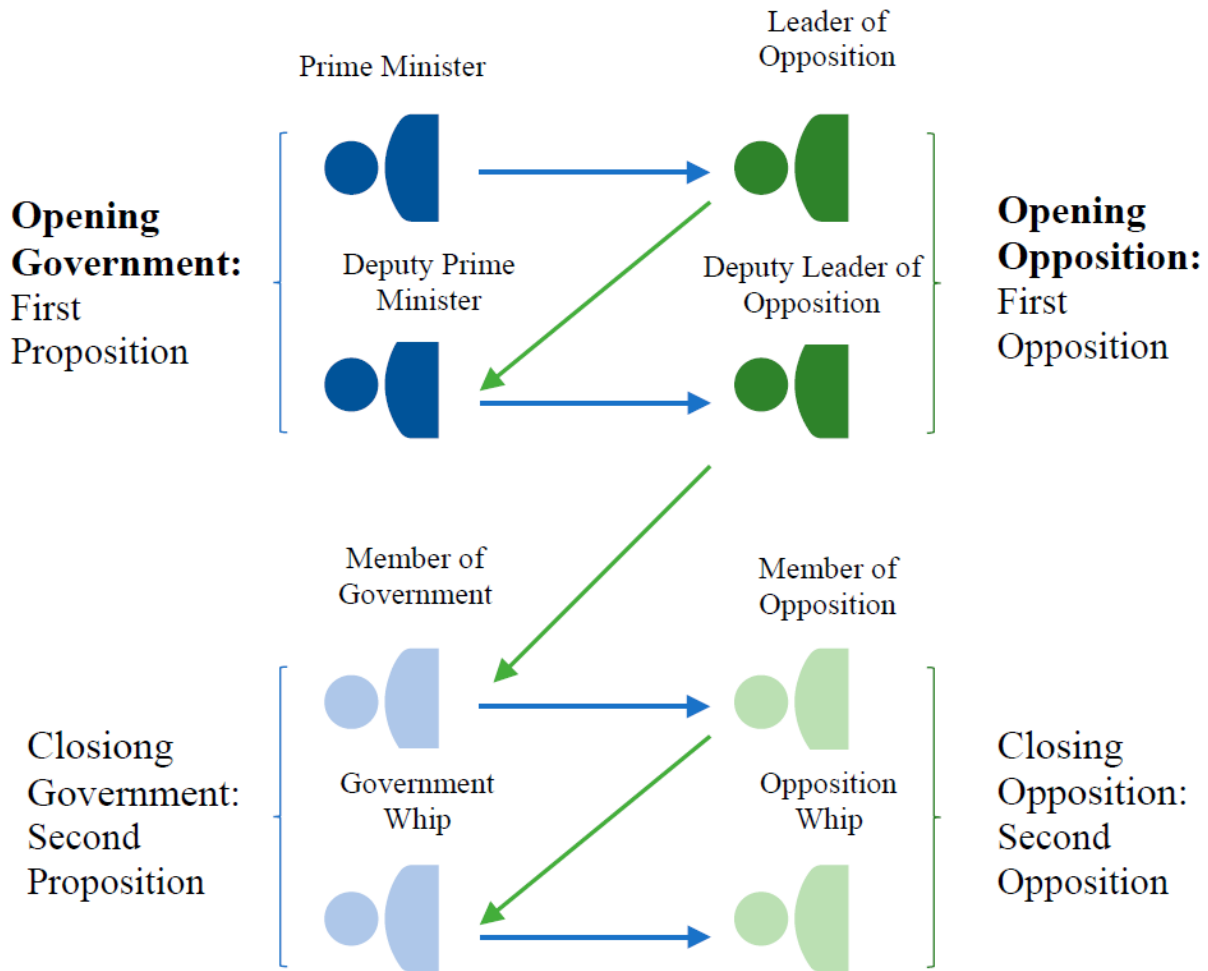
The speeches are given alternating between proposition and opposition, beginning with the first proposition team. The second teams on each side (the final four speakers) must take care to ensure that they offer new ideas to the debate -they cannot simply repeat what the team before them has already said. The final speaker on each side is the summary speaker: they cannot introduce completely new arguments (although they may give some new responses) and should summarize the debate so far.

Each team should prepare, and is judged, separately. This means at the end; they will be ranked from 1-4. It is entirely possible, for example, for one proposition team to come first whilst the other comes fourth.

Roles´ description:

OPENING GOVERNMENT (OG)	OPENING OPPOSITION (OO)
Prime Minister (PM) The job of the PM is to present a debatable, persuasive case in support of the motion. To this end, a speaker should: -**Define the motion.** This might include: defining specific terms in the motion, advocating specific policy change(s), and/or articulating the roles of relevant stakeholders. -**Provide a complete case.** Establish that a problem exists, and provide reasons why your team's advocacy resolves it. If necessary, signpost the new material your partner will add. -**Avoid being too clever.** Aim to set up a debatable case that supports the most obvious interpretation of the motion.	**Leader of Opposition (LO)** The Leader should oppose the motion and the case presented by the PM. -**Refute the PM's case.** Be specific. Criticize the case you've just heard. -**Oppose.** Why is the motion itself problematic? State your team's position and provide reasoning to support it. As you prepare for this speech, consider that the motion might possibly do more harm than good, foreclose better alternatives, or be tethered to a destructive worldview. -**Recognize** that the first two tasks on this list are not always separate. A good PM speech will allow you to oppose both at the same time.
Deputy Prime Minister (DPM) The DPM closes for the Opening Government, and should: -**Rebuild.** Defend your team's case by answering the LO's refutation. Reiterate the key elements of your team's position. -**Refute the LO's case.** Be specific. Criticize what you've just heard. Compare it to your team's position. -**Follow through on promises**. If your partner declared that you would present new material in support of your team's position, do so. At the very least, add depth to the original case by providing additional details, examples, or explanation.	**Deputy Leader of Opposition (DLO)** The DLO concludes the first half of the debate for the Opposition, and should: -**Rebuild.** Defend your partner's case from the DPM's refutation. Reiterate the key elements of your team's position. -**Refute.** Address new, relevant material presented by the DPM. Illustrate any important tension(s) between the PM & DPM speeches. Highlight LO refutation that was ignored or insufficiently covered by the DPM. -**Add depth.** Add something to your team's case. You can provide additional examples, explanation, or analysis to support a previous claim. You can present a new argument.

CLOSING GOVERNMENT (OG)	CLOSING OPPOSITION (OO)
Member of Government or extension speaker (MG) The Member of Government opens the second half of the debate, and should: **-Refute.** Address any new contribution(s) from the DLO. Consider engaging in holistic refutation of the OO, or even preempting what the CO is likely to claim. **-Offer an "extension."** Add something new. You might choose to present an entirely new argument, or you might opt to develop an important argument that the OG underdeveloped. **-Explain how the CG's position fits into the debate.** Avoid contradicting the OG case. Explain why what you're adding is important in relation to the OG case.	**Member of Opposition or extension speaker (MO)** The Member of Opposition should: **-Refute.** Answer the new material presented by the Member of Government. Consider engaging in holistic refutation of the entire Proposition bench. Look for and exploit contradictions/tensions between the OG & CG. **-Make a contribution.** Add something new. You might choose to present a new argument or to further develop an OO argument. **-Explain how the CO's contribution fits into the debate.** Illustrate why your position is important in relation to the OO case. Avoid contradicting the OO if you can.
Government Whip The Government Whip should: **-Identify the 2-3 most relevant concepts in the debate**. These concepts should serve as the main points of your speech. At some point, explain why your conceptual breakdown is the best way to view the debate. **-Sell the "extension."** Demonstrate how your team's material relates to other important content in the debate. Articulate why your position defeats the most important arguments presented by the Opposition. **-Refute.** Answer the contribution made by the Member of Opposition. Engage in holistic refutation of the Opposition. **-Avoid making new arguments.** You may, however, add details or examples in support of previous claims.	**Opposition Whip** The Opposition Whip closes the debate, and should: **-Identify the 2-3 most relevant concepts in the debate**. The CG will have just done this. Identify different concepts. Argue why your concepts are more relevant than the CG's concepts in understanding the competing claims. The concepts you identify should then serve as the main points of your speech. **-Sell your contribution.** Explain how your team's position relates to other important arguments in the debate. **-Avoid making new arguments.** You may, however, add details or examples in support of previous claims.

Speaking time:

Each speaker is typically allocated a specific time to deliver their speech. The speaking times may vary, but common time allocations are:

Constructive Speeches:

- Prime Minister (PM) - 7 minutes: The PM presents the opening arguments and defines the motion.

- Leader of the Opposition (LO) - 7 minutes: The LO presents the opening arguments from the opposing side.

- First Opposition Speeches:

- Deputy Prime Minister (DPM) - 7 minutes: The DPM responds to the LO's arguments and further develops the government's case.

- Deputy Leader of the Opposition (DLO) - 7 minutes: The DLO counters the government's case and presents alternative perspectives.

- Member's Speeches:

- Member of the Government (MG) - 7 minutes: The MG provides new arguments, responds to the opposition, and strengthens the government's position.

- Member of the Opposition (MO) - 7 minutes: The MO provides new arguments, responds to the government, and strengthens the opposition's position.

- Reply Speeches:

- Government Whip - 4 minutes: The Government Whip summarizes the government's case, rebuts the opposition's arguments, and delivers a persuasive closing statement.

- Opposition Whip - 4 minutes: The Opposition Whip summarizes the opposition's case, rebuts the government's arguments, and delivers a persuasive closing statement.

Points of Information (POIs)

During the speeches, members of the opposing teams may offer Points of Information to the speaker. The speaker has the choice to accept or reject these interruptions, which are typically brief and allow for interjections, questions, or challenges to the arguments being presented.

A.   PRIME MINISTER (PM) SPEECH

The Prime Minister (PM) is the first speaker for the Government in the British Parliamentary (BP) debate format. Here are some preparation strategies for their speech:

The Prime Minister (PM) is the Government's first speaker in the British parliamentary debate (BP) format. In preparing the speech, the following steps can be followed:

1. **Define the motion:** The PM explains the motion and introduces his or her arguments. He or she should also introduce the team and set the tone for the debate.

2. **Anticipate the opposition's arguments:** Predict what arguments the opposition will use to defend its position (the goal is to cover as much disagreement as possible with the government's position).

3. **Line of argument:** The government team should present the strongest line of argument it can think of to defend its position in the debate.

4. **Presentation of the position in the debate:** The PM presents his/her argumentation in favor of the motion presented (2 to 3 arguments) in a single sentence. Once the position is presented, the PM develops in more detail each of the arguments.

5. **Evidence:** The PM should support his/her arguments with examples, quotations, references, ...

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6. **Summary:** The PM ends his speech by summarizing his arguments and closing in a striking manner.

B.   LEADER OF THE OPPOSITION (LO) SPEECH

The Leader of the Opposition (LO) is the first Opposition speaker. In preparing and organizing his speech, the LO may follow the following steps:

1. **Present the opposition to the motion:** The LO should show his opposition to the debate motion and the arguments presented by the PM. The objective of his speech is to clearly express the Opposition's position in the debate.
2. **Rebuttal:** LO must refute the arguments presented by the PM in his intervention.
3. **Constructive Argumentation:** LO should present his arguments to demonstrate the falsity of the motion being debated.
4. **Anticipate the responses that the government may give:** the Opposition should be able to anticipate how the government will respond and anticipate by covering as many counter-arguments as possible.
5. **Have a solid line of argument**: the Opposition must defend its position in the debate with the best arguments it can muster.
6. **State the position in the debate:** LO presents 2-3 arguments that demonstrate the soundness of their position. Once presented in summary form, LO will develop its line of argument.
7. **Evidence:** LO shall present evidence that gives solvency to its line of argument.

C. DEPUTY PRIME MINISTER (DPM) SPEECH

To prepare the speech of the Deputy Prime Minister (DPM), we can follow the following steps:

1. **Analyze the LO's speech:** DPM should understand the points presented by the LO and further develop the arguments presented by the PM.
2. **Reconstruct arguments:** DPM must reconstruct the government team's position by responding to the LO's rebuttals and expanding on the arguments presented by

the PM.

3. **Introduce new arguments:** DPM must introduce new arguments to further justify and reinforce the government's position.

4. **Respond to the opposition:** DPM should respond to the arguments presented by the Opposition team by questioning their validity.

5. **Closing the intervention:** DPM shall make a strong conclusion summarizing the position defended by the Government team, demonstrating why its position is the most successful in this debate.

D. DEPUTY PRIME LEADER OF THE OPPOSITION (DLO)

The Deputy Leader of the Opposition (DLO) is the second Opposition speaker. In preparing the speech, the following steps can be taken:

1. Recapitulate the opposition's arguments: DLO should summarize the line of argument defended by the opposition team that started by presenting the LO.

2. Respond to the government team: DLO should continue to refute the arguments presented by the government team after the intervention of the DPM.

3. Reconstruct the opposition's arguments: DLO must respond to the rebuttals launched by the DPM in its intervention by providing additional evidence.

4. Introduce new arguments: DLO should introduce new arguments to further strengthen the position presented by the opposition.

5. Closing the intervention: DLO should conclude its intervention by summarizing the arguments presented by the opposition team and closing in a strong way to receive the strong support by providing two main forms of support, such as examples, philosophical points or quotations.

E. MEMBER OF THE GOVERNMENT (MG)

These are the steps we can follow to prepare the Government Member's (GM) speech:

1. Summarize the Government's arguments: MG should recapitulate the arguments

presented by the PM and DPM in their interventions.

2. Reconstruct: MG should reconstruct the government's position after the interventions of the LO and DLO, providing new information.

3. Contribute new arguments: MG must introduce new arguments that reinforce the position defended by the government.

4. Challenging the opposition: MG must refute the arguments presented by the opposition team throughout the debate.

5. Conclude convincingly: MG must close his intervention by summarizing the government's line of argument and demonstrating why his position is the most appropriate.

F. MEMBER OF THE OPPOSITION (MO)

Steps to prepare an opposition member's speech (MO):

1. **Recapitulate the opposition's arguments:** MO summarizes the arguments presented by the opposition team throughout the debate.

2. **Reconstruction:** MO responds to the rebuttals launched by the GM and the government team throughout the debate, providing new data that reinforce the opposition's line of argument.

3. **Argumentation:** introducing new arguments to reinforce the opposition's proposal.

4. **Rebuttal:** MO questions the arguments presented by the GM and the government team throughout their interventions.

5. **Closing:** Conclude the intervention by summarizing the line of argument and asking for support for the position defended by the opposition.

An example of a MO speech:

"Thank you very much to the GM for his intervention. Next, I will summarize the line of argument defended by the opposition team throughout this debate, where it has been clear that (summary line of argument). Responding to the comments made by the government team to the line of argument defended by the opposition in this debate, (mention arguments and our reconstruction). To strengthen the position of the opposition in this debate (introduce new arguments and their evidence). Let me now question some of the points mentioned by the government in its interventions (rebuttals). To conclude, we mention how we have demonstrated the solvency of the opposition's line of argument (summary of the line of argument) and ask for support for the position defended by the opposition team."

G. GOVERNMENT WHIP (GW)

Steps to prepare the GW speech:

1. **Recap the government's arguments:** GW summarizes the arguments presented by the government team throughout the debate.

2. **Refute the opposition:** GW challenges the arguments presented by the opposition throughout the debate.

3. **Summarize the debate:** GW makes a detailed summary of what happened during the debate, highlighting the key points made by both sides, emphasizing the strength of their arguments and the flaws in the Opposition's case.

4. **Close the debate:** GW is responsible for closing the debate on behalf of the government team. It must therefore offer a strong conclusion that reinforces the Government's position and highlights why the Government has won the debate.

Please note that the GW is not allowed to introduce new arguments in their speech.

H. OPPOSITION WHIP (OW)

Steps to prepare the Opposition Whip (OW) speech, last speaker of the opposition:

1. **Recap:** summarize the arguments presented by the opposition team throughout the debate 2. Summarize by highlighting the key points and evidence presented.

2. **Refute:** Refute the arguments presented by the government team throughout the debate, identifying the weak points and providing solid counterarguments.

3. **Summarize:** In detail the main arguments presented by both teams, highlighting the strengths of the Opposition's line of argument and the weaknesses of the Government's line of argument.

4. **Conclusion:** End the speech with a strong conclusion highlighting the opposition's position and highlighting why it is stronger. Ask for support for the position defended by the opposition throughout the debate.

Examples of the different speeches along the debate:

	GOVERNMENT		OPPOSITION
PM	"We consider the motion before us today to be of great importance. Our team will argue that [idea we are advocating]. We think the opposition will argue [arguments/ideas we believe the opposition will use to defend their position]. However, we will demonstrate that we have the best arguments to defend our position. First, [argument 1 + evidence]. Second, [argument 2+ evidence]. In conclusion, we have demonstrated that [summary of arguments presented in the intervention]. We ask the jury and the audience to support our position in the debate."	LO	"We believe that the motion before us today is of the utmost importance. Our team will challenge the arguments presented by the Government and show an alternative scenario. First, I will show my opposition to the motion proposed in this debate and the arguments presented by the PM. Second, I will rebut the arguments presented by the PM. For example, (rebuttal 1). Third, I will present the arguments defending our position in the debate. First, (argument 1+evidence). Second, (argument 2+evidence). As a conclusion to my intervention, to say that we have demonstrated that (summary of the arguments presented). So, we ask that you support our position and put to the motion. presented by the government."
DPM	"I would like to thank the LO for his intervention. We in the government consider that, contrary to the position defended by this government, the arguments just presented to us by the LO are not entirely correct. First, I am going to respond to the issues presented by the opposition for which I will summarize the arguments presented by the PM and expand on them. For example, (argument 1: reconstruction). Secondly, I will present new arguments that contribute to further strengthen the position defended by this government (new argument with evidence). Third, I will provide a response (rebuttal) to the arguments presented by the VPM. In conclusion, the government team has demonstrated (summary of the arguments presented by the government bench). Therefore, we invite you to support the proposal presented by this government team."	DLO	"I would like to thank the DPM for his intervention. First, I will recapitulate the arguments put forward by the opposition group in this debate. We have shown that (summary of the arguments presented by the LO). Secondly, I will proceed to refute the arguments presented by the government team following the intervention of the DPM. The government team has commented that (argument presented by the government), sine [insert rebuttal 1]. I will then develop the opposition's arguments by providing additional arguments and evidence. For example, [insert argument 1]. We predict that the government will argue [insert expected arguments]. However, we have the best possible arguments to support our position. Second, [insert argument 2]. We will provide support for our arguments by [insert support 1] and [insert support 2]. In conclusion, we have demonstrated that [insert summary of arguments]. Therefore, we urge you to support our position and vote against the motion."

MG	"After the intervention of the government and opposition opening teams, I am going to recapitulate the arguments presented by this government team. Throughout the debate we have demonstrated that (summary of the line of argument put forward by the government team). Responding to the comments launched by the opposition team, comment that (argument and its response to the comments of the opposition. We provide additional information). To reinforce the position of this government (introduce new argument with its evidence). In relation to the arguments presented by the opposition team (rebuttal to the opposition's line of argument). To close my intervention, to comment that we have demonstrated that (summary of the government's line of argument). Therefore, we ask for support in favor of the proposal presented by this government. "	MO	"Thank you very much to the GM for his intervention. Next, I will summarize the line of argument defended by the opposition team throughout this debate, where it has been clear that (summary line of argument). Responding to the comments made by the government team to the line of argument defended by the opposition in this debate, (mention arguments and our reconstruction). To strengthen the position of the opposition in this debate (introduce new arguments and their evidence). Let me now question some of the points mentioned by the government in its interventions (rebuttals). To conclude, we mention how we have demonstrated the solvency of the opposition's line of argument (summary of the line of argument) and ask for support for the position defended by the opposition team."
GW	"Good morning. I would like to begin my intervention by summarizing the arguments presented by this government. First, the government's opening team argued that (summary of the arguments presented by the government's opening team, and how the rebuttals launched by the opposition have been answered to demonstrate their soundness). The government extensionist contributed valuable ideas that further strengthened the government's position. For example, (mention the arguments presented by the extensionist) This argument adds an additional layer of support to the case defended by the government team in this debate (justify how the argument presented by the extensionist contributes to reform the government's position). Regarding the arguments presented by the opposition team in the debate, LO mentioned in his intervention that (argument). However, this argument does not consider (rebuttal). On the other hand, DLO claimed that (mention argument). But this argument does not consider that (rebuttal). MO argued that (mention argument) but did not consider (rebuttal). As you can see, it is clear why the government's arguments are still valid and why the opposition's position is invalid. Therefore, we ask you to support our	OW	"Good morning. I would like to begin my intervention by summarizing the arguments presented by the opposition. First, the opposition's opening team argued that (summary of the arguments presented by the opposition's opening team, and how the rebuttals launched by the government have been answered to demonstrate their soundness). The opposition extensionist contributed valuable ideas that further strengthened the opposition's position. For example, (mention the arguments presented by the extensionist) This argument adds an additional layer of support to the case defended by the opposition team in this debate (justify how the argument presented by the extensionist contributes to reform the opposition's position). Regarding the arguments presented by the government team in the debate, PM mentioned in his intervention that (argument). However, this argument does not consider (rebuttal). On the other hand, DPM claimed that (mention argument). But this argument does not consider that (rebuttal). MG argued that (mention argument) but did not take into account (rebuttal). As you can see, it is

	proposal."		clear why the opposition's arguments are still valid and why the government's position is invalid. Therefore, we ask you to support our proposal."

4.2 Lincoln-Douglas (LD) debate format

A.   *What is Lincoln-Douglas?*

The basic format of the LD debates has long been used as a debate format in competition and in classrooms. The LD debate format is a one-to-one debate, in which two sides of an issue are debated. It starts with a statement of purpose/policy. (For example, School uniforms should be required in all schools. Which is Better, Anarchy or Tyranny? or, Is Multi-culturalism Good or Bad? or, Is the Death Penalty Just?) What the resolutions usually boil down to is a conflict between the rights of one individual or group of individuals pitted against the rights of some other individual or group of individuals. What the debaters try to look for in developing their cases is the greatest inherent value of either the affirmative or negative, that is, the underlying reason for their position—values are an extremely important concept in LD, and they include such abstract ideas as justice, freedom, and equality. Debaters defend the value on their side, while attacking the value on their opponent's side (or at least the way the opponent is attempting to achieve that value). And the thing is, there's no objective right or wrong on any resolution, which makes the entire enterprise boil down to one thing: who did the best arguing.

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B. Debate structure

The debater who agrees with the statement (the Affirmative) begins the debate, which is structured in this way:

CONSTRUCTUVE SPEECHES

Affirmative (AC)	6 minutes
Cross-examination by negative (CX)	3 minutes
Negative (NC)	7 minutes
Cross-examination by affirmative (CX)	3 minutes

REBUTTAL SPEECHES

Affirmative (1AR)	4 minutes
Negative (NR)	6 minutes
Affirmative (2AR)	3 minutes

C. Constructive speeches

The purpose of the constructive speeches in the Lincoln-Douglas debate format is to present arguments and evidence in support of or against the resolution. The affirmative constructive (AC) speech is given by the debater who argues in favor of the resolution, while the negative constructive (NC) speech is given by the debater who argues against the resolution.

The AC speech presents a value premise, which is a statement about what is important or valuable in the context of the resolution, and a value criterion, which is a standard or principle that is used to evaluate the value premise. The AC speech also presents contentions, which are arguments that support the value premise. The goal of the AC speech is to persuade the judge that the resolution is true.

The NC speech restates the value premise presented in the AC speech and presents a

value criterion to judge the value premise. The NC speech also presents contentions, which are arguments that challenge the value premise. The goal of the NC speech is to persuade the judge that the resolution is false.

A breakdown of the typical structure and content of each constructive speech:

Affirmative Constructive (AC)	Negative Constructive (NC)
Introduction: Use the introduction to grab the audience's attention and introduce the topic.	**Introduction:** Use the introduction to grab the audience's attention and introduce the topic.
Value premise: Present the value premise that you will be using to argue in favor of the resolution.	**Restate the value premise:** Restate the value premise that the affirmative debater presented in their AC speech.
Value criterion: Present the value criterion that you will be using to judge the value premise.	**Present the value criterion:** Present the value criterion that you will be using to judge the value premise.
Contentions: The contentions are the arguments that support the value premise. There should be two or three strong contentions that are relevant to the value premise and the value criterion. Use evidence to support your contentions and persuasive language to make your arguments more compelling.	**Contentions:** The contentions are the arguments that challenge the value premise. There should be two or three strong contentions that are relevant to the value premise and the value criterion. Use evidence to support your contentions and persuasive language to make your arguments more compelling.
Conclusion: The conclusion should summarize your arguments and restate your value premise and value criterion. Use persuasive language to make your conclusion more memorable.	**Conclusion:** The conclusion should summarize your arguments and restate your value premise and value criterion. Use persuasive language to make your conclusion more memorable.

C.1. The affirmative constructive (AC)

In a LD debate, the Affirmative Constructive (AC) speech is the first speech given by the affirmative side. It allows the affirmative side to lay the foundation for their position, define key terms, establish a value to defend, and present their main contentions and supporting arguments. It is an opportunity for the affirmative to present a clear and persuasive case that sets the stage for the subsequent speeches in the debate.

The speaker presents a main idea, called **the value premise**, which represents an important principle or belief related to the resolution. It's like the overall moral or philosophical goal they want to achieve.

To support their value premise, the affirmative also presents a **value criterion**. This criterion is like a measuring stick that helps evaluate how well the value premise is met. It provides a specific standard or guideline to determine if the arguments presented by the affirmative align with the main idea they are defending. The role of the value premise and value criterion in the AC speech is to provide a framework for the debater's arguments and to help the judge evaluate the strength of the debater's case. Here is an example to illustrate the role of the value premise and value criterion:

- Value Premise: Democracy is the most important value.

- Value Criterion: The principle of representation should be used to judge the value of democracy.

In this example, the affirmative debater is arguing that democracy is the most important value. The value criterion that the debater is using to judge the value of democracy is the principle of representation, which means that individuals should have the right to elect representatives who will make decisions on their behalf. The debater might develop contentions such as the importance of individual rights, the dangers of government overreach, and the benefits of a democratic society. The debater would use evidence to support their contentions and persuasive language to make their arguments more compelling.

Imagine the following resolution:

"The EU countries should lower the voting age to 16"

The affirmative debater might argue that democracy requires that all citizens have the right to vote, and that the value criterion of representation should be used to judge the value of democracy. The debater might develop contentions such as the importance of youth engagement in politics, the benefits of early civic education, and the dangers of disenfranchising young voters. The debater would use evidence to support their contentions and persuasive language to make their arguments more compelling.

Value Premise: Youth empowerment is the most important value.	**Value Premise:** Democratic participation is the most important value.
Value Criterion: The principle of representation should be used to judge the value of youth empowerment.	**Value Criterion:** The principle of inclusivity should be used to judge the value of democratic participation.
The affirmative debater is arguing that youth empowerment is the most important value. The value criterion that the debater is using to judge the value of youth empowerment is the principle of representation, which means that young people should have the right to elect representatives who will make decisions on their behalf. The debater might develop contentions such as the importance of youth engagement in politics, the benefits of early civic education, and the potential for young people to bring fresh perspectives to political issues. The debater would use evidence to support their contentions and persuasive language to make their arguments more compelling.	The affirmative debater is arguing that democratic participation is the most important value. The value criterion that the debater is using to judge the value of democratic participation is the principle of inclusivity, which means that all members of society should have the right to participate in the democratic process. The debater might develop contentions such as the importance of expanding the electorate, the benefits of engaging young people in politics, and the potential for young people to bring new ideas and perspectives to political issues. The debater would use evidence to support their contentions and persuasive language to make their arguments more compelling.

Imagine the following resolution:

"*The government should prioritize renewable energy sources over fossil fuels.*"

Value Premise: Environmental protection is the most important value.	**Value Premise:** Economic prosperity is the most important value.
Value Criterion: The principle of sustainability should be used to judge the value of environmental protection.	**Value Criterion:** The principle of efficiency should be used to judge the value of economic prosperity.
The affirmative debater is arguing that environmental protection is the most important value. The value criterion that the debater is using to judge the value of environmental protection is the principle of sustainability, which means that resources should be used in a way that meets the needs of the present without compromising the ability of future generations to meet their own needs. The debater might develop contentions such as the importance of reducing carbon emissions, the benefits of renewable energy sources, and the dangers of climate change. The debater would use evidence to support their contentions and persuasive language to make their arguments more compelling.	The affirmative debater is arguing that economic prosperity is the most important value. The value criterion that the debater is using to judge the value of economic prosperity is the principle of efficiency, which means that resources should be used in the most effective way possible to achieve the desired outcome. The debater might develop contentions such as the benefits of renewable energy sources for job creation, the economic costs of climate change, and the potential for renewable energy sources to reduce dependence on foreign oil. The debater would use evidence to support their contentions and persuasive language to make their arguments more compelling. Overall, the value premise and value criterion are important components of the affirmative constructive speech in a LD debate. They provide a framework for the debater's arguments and help the judge to evaluate the strength of the debater's case. By choosing a strong value premise and value criterion, and developing strong contentions supported by evidence and persuasive language, the debater can prepare a strong affirmative constructive speech.

By utilizing the value premise and value criterion, the affirmative debater constructs a persuasive case that emphasizes the importance of environmental sustainability and argues that prioritizing renewable energy sources aligns with those principles. They aim to convince the audience that their position is valid, beneficial, and in line with the broader values and criteria being discussed in the debate.

Here is a breakdown of the typical structure and content of an AC speech:

The typical structure and content of an affirmative constructive (AC) speech in a LD debate is as follows:

1. Introduction (30 seconds): The purpose of the introduction to grab the audience's attention and introduce the topic. A good introduction should be clear, concise, and relevant to the resolution. It should grab the audience's attention and introduce the topic.

2. Value Premise (30 seconds): State the value premise that it will be arguing for. The value premise is the overarching value that the debater is arguing for. It should be clear, concise, and relevant to the resolution.

3. Value Criterion (30 seconds): State the value criterion that it will be using to judge the value premise. The value criterion is the standard by which the value premise should be judged. It should be specific, measurable, and relevant to the value premise.

4. Contention 1 (1-2 minutes): Present the first contention, which is an argument that supports the value premise. The contentions are the arguments that support the value premise. There should be two or three strong contentions that are relevant to the value premise and the value criterion. Evidence must be used to support the contentions and persuasive language to make arguments more compelling.

5. Contention 2 (1-2 minutes): Present the second contention, which is another argument that supports the value premise.

6. Contention 3 (1-2 minutes): Present the third contention, which is another argument that supports the value premise.

7. Conclusion (30 seconds): Summarize the arguments and restate the value premise and value criterion. The conclusion should summarize the arguments and restate the value premise and value criterion. Persuasive language must be used to make conclusions more memorable.

C.2. Cross-examination by negative (CX)

In a LD debate, the negative debater has the opportunity to ask questions during the cross-examination (CX) period of the affirmative constructive (AC) speech. The CX period is a time for the negative debater to clarify the affirmative debater's arguments, challenge their evidence, and test the strength of their case.

How to prepare for the CX

AFIRMATIVE	NEGATIVE
Know the arguments: The affirmative debater should be familiar with their arguments and evidence so that they can answer questions effectively during the CX period.	**Listen carefully:** The negative debater should listen carefully to the affirmative debater's arguments during the AC speech and take notes on key points.
Anticipate questions: The affirmative debater should anticipate the types of questions that the negative debater might ask and prepare responses in advance.	**Anticipate weaknesses:** The negative debater should anticipate weaknesses in the affirmative debater's arguments and prepare questions that challenge those weaknesses.
Stay calm and focused: The affirmative debater should remain calm and focused during the CX period, even if the negative debater asks challenging questions.	**Use the CX period strategically:** The negative debater should use the CX period to challenge the affirmative debater's evidence, clarify their arguments, and set up their own arguments for the next speech.
Use the CX period to your advantage: The affirmative debater should use the CX period to clarify their arguments, challenge the negative debater's evidence, and set up their own arguments for the next speech.	**Stay calm and focused:** The negative debater should remain calm and focused during the CX period, even if the affirmative debater responds defensively or aggressively.

Types of questions that can be used in the CX

During the cross-examination (CX) in a LD debate format, the negative debater can use different types of questions to challenge the affirmative debater's arguments and evidence. Here are some examples of questions that the negative debater can use during the CX:

1. **Clarification questions:** The negative debater can ask the affirmative debater to clarify their arguments or evidence to ensure that they understand the affirmative debater's position.

2. **Evidence questions:** The negative debater can ask the affirmative debater to provide evidence to support their arguments and challenge the validity of that

evidence.

3. **Hypothetical questions:** The negative debater can ask the affirmative debater to consider hypothetical scenarios that test the limits of their arguments.

4. **Comparison questions:** The negative debater can ask the affirmative debater to compare their arguments to alternative positions or evidence.

5. **Strategy questions:** The negative debater can ask the affirmative debater about their overall strategy for the debate and how they plan to respond to potential challenges.

Overall, the negative debater can use a variety of questions during the CX period to challenge the affirmative debater's arguments and evidence. By doing so, the negative debater can test the strength of the affirmative debater's case and prepare for their own constructive speech.

Here are some examples of the different types of questions that the negative debater could use during the CX period for the motion "The EU countries should lower the voting age to 16":

1. **Clarification question:** Can you clarify what you mean by "lowering the voting age to 16"? Are you suggesting that 16-year-olds should be allowed to vote in all elections or just certain ones?

2. **Evidence question:** What evidence do you have to support the claim that 16-year-olds are mature enough to vote? Have there been any studies or research conducted on this topic?

3. **Hypothetical question:** If 16-year-olds are allowed to vote, what would prevent other groups, such as 14-year-olds or non-citizens, from demanding the right to vote as well?

4. **Comparison question:** How does lowering the voting age to 16 compare to other proposals for increasing youth engagement in politics, such as expanding civics education or creating youth councils?

5. **Strategy question:** How do you plan to address potential concerns about the

maturity and knowledge of 16-year-old voters in your next speech? What arguments do you plan to make to counter these concerns?

Here are some examples of the different types of questions that the negative debater could use during the CX period for the motion "The government should prioritize renewable energy sources over fossil fuels":

1. **Clarification question:** Can you clarify what you mean by "prioritizing renewable energy sources"? Are you suggesting that the government should invest more money in renewable energy research or that they should mandate the use of renewable energy sources in certain industries?

2. **Evidence question:** What evidence do you have to support the claim that renewable energy sources are more effective than fossil fuels? Have there been any studies or research conducted on this topic?

3. **Hypothetical question:** If the government prioritizes renewable energy sources, what would prevent other countries from taking advantage of the situation and increasing their use of fossil fuels?

4. **Comparison question:** How does prioritizing renewable energy sources compare to other proposals for reducing carbon emissions, such as carbon taxes or cap-and-trade policies?

5. **Strategy question:** How do you plan to address potential concerns about the cost and reliability of renewable energy sources in your next speech? What arguments do you plan to make to counter these concerns?

C.3. The negative constructive (NC)

Next up is the negative to make the opposing argument. Again, we'll probably start with a quote, then perhaps new definitions if for some reason negative feels that the affirmative's definitions are inadequate or misleading, followed perhaps by more observations. Then there's negative's value/criterion, which may be the same or different from affirmative's. Next negative argues against the resolution with two or three contentions, as did affirmative. When the negative is finished its contentions, negative then goes on to refute the affirmative case, point by point. In other words, now the argument begins. Negative has seven minutes altogether to present the negative side and refute the affirmative, and usually divides the time roughly half and half.

Imagine the following resolution:

"The EU countries should lower the voting age to 16"

Value premise: Responsibility. The negative debater could argue that 16-year-olds are not responsible enough to vote and that lowering the voting age could lead to negative consequences.	**Value premise:** Fairness. The negative debater could argue that the voting age should not be lowered to 16 because it would be unfair to other age groups who are not given the same privilege.
Value criterion: Maturity. The negative debater could use the value criterion of maturity to argue that 16-year-olds lack the maturity necessary to make informed decisions in the democratic process.	**Value criterion:** Equality. The negative debater could use the value criterion of equality to argue that all age groups should be treated equally in the democratic process.
Contentions: • Lowering the voting age to 16 could lead to negative consequences due to the lack of responsibility of 16-year-olds. • 16-year-olds lack the maturity necessary to make informed decisions in the democratic process. • Lowering the voting age to 16 could lead to uninformed voting and a decrease in the quality of vote choice.	Contentions: • Lowering the voting age to 16 would be unfair to other age groups who are not given the same privilege. • Lowering the voting age to 16 would not promote equality in the democratic process. • Lowering the voting age to 16 could lead to uninformed voting and a decrease in the quality of vote choice.

Imagine the following resolution:

"The government should prioritize renewable energy sources over fossil fuels"

Value premise: Environmental Protection. The negative debater could argue that the environment is the most important value in the context of the resolution.	**Value premise:** Economic Feasibility. The negative debater could argue that the most important value in the context of the resolution is economic feasibility.
Value criterion: Practicality. The negative debater could use the value criterion of practicality to argue that prioritizing renewable energy sources over fossil fuels is not practical or economically feasible.	**Value criterion:** Cost-effectiveness. The negative debater could use the value criterion of cost-effectiveness to argue that prioritizing renewable energy sources over fossil fuels is not cost-effective.
Contentions: • Renewable energy sources are not yet advanced enough to replace fossil fuels on a large scale. • Prioritizing renewable energy sources over fossil fuels could lead to higher energy costs for consumers. • Fossil fuels are still necessary for certain industries and applications. The negative debater could argue that prioritizing renewable energy sources over fossil fuels is not practical or economically feasible due to the limitations of renewable energy technology, the potential for higher energy costs, and the continued need for fossil fuels in certain industries and applications. The negative debater could use persuasive language and evidence to support their arguments and prepare for the next speech in the debate.	Contentions: • Prioritizing renewable energy sources over fossil fuels could lead to higher energy costs for consumers. • Renewable energy sources are not yet advanced enough to replace fossil fuels on a large scale. • Fossil fuels are still necessary for certain industries and applications. The negative debater could argue that prioritizing renewable energy sources over fossil fuels is not cost-effective due to the potential for higher energy costs, the limitations of renewable energy technology, and the continued need for fossil fuels in certain industries and applications. The negative debater could use persuasive language and evidence to support their arguments and prepare for the next speech in the debate.

Breakdown of the typical structure of the NC

Here is a breakdown of the typical structure and content of a negative constructive (NC) speech in the LD debate format: Structure:

1. Introduction: Use the introduction to grab the audience's attention and introduce the topic.

2. Restate the value premise: Restate the value premise that the affirmative debater presented in their affirmative constructive (AC) speech.

3. Present the value criterion: Present the value criterion that you will be using to

judge the value premise.

4. Contention 1: Present your first contention, which is an argument that challenges the value premise.

5. Contention 2: Present your second contention, which is another argument that challenges the value premise.

6. Contention 3: Present your third contention, which is another argument that challenges the value premise.

7. Conclusion: Summarize your arguments and restate your value premise and value criterion.

Difference between the AC and the NC

The main difference between the affirmative constructive (AC) and the negative constructive (NC) in the LD debate format is the position that each debater takes on the resolution. Here is a breakdown of the differences:

1. Position: The affirmative debater takes the position that the resolution is true, while the negative debater takes the position that the resolution is false.

2. Value premise: The AC speech presents a value premise, which is a statement about what is important or valuable in the context of the resolution. The NC speech restates the value premise and challenges it.

3. Value criterion: The AC speech presents a value criterion, which is a standard or principle that is used to evaluate the value premise. The NC speech presents a value criterion that is used to judge the value premise.

4. Contentions: The AC speech presents contentions, which are arguments that support the value premise. The NC speech presents contentions that challenge the value premise.

5. Persuasive language: Both the AC and NC speeches use persuasive language to make their arguments more compelling. However, the AC speech uses persuasive language to support the value premise, while the NC speech uses persuasive language to challenge it.

D.   *Cross-examination by the affirmative (CX)*

At the conclusion of the NC, the affirmative debater will grill the negative, just like affirmative was grilled by negative before. Same no-rules apply.

Cross-examination (CX) is a period of time between speeches where opponents ask each other questions to clarify and better understand each other's case. Here are some do's and don'ts of questioning during CX:

Do's:	Don'ts:
Ask open-ended questions that require a detailed response.	Ask leading questions that suggest a particular answer.
Use evidence to support your questions.	Use CX to make arguments or present new evidence
Ask follow-up questions to clarify your opponent's position	Interrupt your opponent or be disrespectful.
Use CX to set up your own arguments for the next speech.	Waste time with irrelevant or unimportant questions.

CX is an important part of the LD debate format that allows debaters to clarify their arguments and evidence. By following the do's and don'ts of questioning, debaters can use CX effectively to set up their own arguments and challenge their opponent's arguments.

E.   Rebuttal Speeches

The purpose of the rebuttal speeches in the Lincoln-Douglas debate format is to answer the arguments of the opponent and build upon the materials from the constructive speeches. The rebuttal speeches are an opportunity for debaters to address each of the opponent's contentions and explain why they are flawed or incorrect. The debaters use evidence to support their rebuttal and persuasive language to make their arguments more compelling. The rebuttal speeches are an important part of the Lincoln-Douglas debate format because they allow debaters to respond to their opponent's arguments and strengthen their own arguments. By addressing each of the opponent's contentions and explaining why they are flawed or incorrect, debaters can persuade the judge that their position is correct. The rebuttal speeches require debaters to think critically and respond quickly to their opponent's arguments, making them a challenging and exciting part of the debate.

E.1. First affirmative rebuttal (1AR)

The purpose of the 1AR is to respond to the arguments presented by the negative debater in the First Negative Constructive (1NC) speech and to strengthen the affirmative debater's own arguments. The 1AR speech is given by the affirmative debater and is considered the hardest speech in the debate because it must cover the long 1NC speech. Here are some ways in which the 1AR speech serves its purpose:

- The 1AR speech allows the affirmative debater to respond to the negative debater's arguments and to address any weaknesses in their own arguments. The affirmative debater can use the 1AR speech to refute the negative debater's arguments and to present new evidence that supports their position.

- The 1AR speech is an opportunity for the affirmative debater to build upon the materials from the Affirmative Constructive (AC) speech. The affirmative debater can use the 1AR speech to strengthen their own arguments and to present new evidence that supports their position.

- The 1AR speech requires the affirmative debater to think critically and respond quickly to the negative debater's arguments. The affirmative debater must be able to identify the weaknesses in the negative debater's arguments and to present persuasive rebuttals.

For example,

- If the negative debater argued that fossil fuels are still necessary for certain industries and applications, the affirmative debater could use the rebuttal speech to present evidence that renewable energy sources can be used in these industries and applications.

- If the negative debater argued that prioritizing renewable energy sources over fossil fuels could lead to higher energy costs for consumers, the affirmative debater could use the 1AR speech to present evidence that renewable energy sources are becoming more cost-effective and that they will ultimately lead to lower energy costs.

- If the negative debater argued that renewable energy sources are not yet advanced enough to replace fossil fuels on a large scale, the affirmative debater could use the rebuttal speech to present evidence that renewable energy technology is advancing rapidly and that it is already being used on a large scale in some countries.

Breakdown of the typical structure and content of the 1AR speech:

1. **Introduction:** The introduction is used to grab the audience's attention and introduce the topic.

2. **Restate the value premise:** Restate the value premise that presented in the AC speech.

3. **Rebuttal:** The rebuttal is a response to the negative debater's contentions. The debater should address each of the negative debater's contentions and explain why they are flawed or incorrect. Evidence must be used to support the rebuttal and persuasive language to make arguments more compelling.

4. **Rebuild:** The rebuild is an opportunity to strengthen the arguments presented in the AC and present new evidence. The rebuild must be used to address any weaknesses in the AC speech and to present new evidence that supports the position.

5. **Conclusion:** The conclusion should summarize the rebuttal and rebuild and restate the value premise. Persuasive language is recommended to make the conclusion more memorable.

E.2. Negative rebuttal (NR)

The NR speech is an opportunity for the negative debater to respond to the affirmative debater's arguments and to strengthen their own arguments. The 1NR speech typically includes a rebuttal of the affirmative debater's arguments and a rebuild of the negative debater's own arguments. The negative debater should address each of the affirmative

debater's contentions and explain why they are flawed or incorrect. The negative debater should also present new evidence that supports their position and strengthens their own arguments.

Here are some tips and steps to follow to prepare a good NR speech:

1. **Introduction:** The introduction must be used to grab the audience's attention and introduce the topic. Restate the value premise that the affirmative debater presented in their AC speech.

2. **Rebuttal:** The rebuttal is a response to the affirmative debater's contentions. Address each of the affirmative debater's contentions and explain why they are flawed or incorrect. Use evidence to support the rebuttal and persuasive language to make arguments more compelling.

3. **Rebuild:** The rebuild is an opportunity to strengthen the arguments presented in the NC and present new evidence. The rebuild must be used to address any weaknesses in the NC speech and to present new evidence that supports the position.

4. **Conclusion:** The conclusion should summarize the rebuttal and rebuild and restate the value premise. The use of persuasive language is recommended to make conclusion more memorable.

E3. The second affirmative rebuttal (2AR)

To make up for the apparent time imbalance, affirmative gets the last word in the 2AR. This is only three minutes, and affirmative is not allowed to bring up any new arguments (it wouldn't be fair, since negative can't respond to them). Affirmative usually uses the time to summarize the round, crystallizing the key voting points and, of course, urging an affirmative ballot.

Here are some tips and steps to follow to prepare a good 2AR speech:

1. **Introduction:** the introduction must be used to grab the audience's attention and introduce the topic. Restate the value premise that you presented in the Affirmative Constructive (AC) speech.

2. **Summary:** The summary is a brief overview of the affirmative debater's arguments. Summarize the main points of the AC speech and the 1AR speech.

3. **Refutation:** The refutation is a response to any remaining arguments made by the negative debater. Each of the negative debater's contentions must be addressed and the reasons why they are flawed or incorrect. Evidence must be used to support the refutation and persuasive language to make arguments more compelling.

4. **Conclusion:** The conclusion should summarize the summary and refutation and restate the value premise. Persuasive language must be used to make conclusion more memorable.

CHAPTER 5. DEBATE EVALUATION

Assessing debates in Higher Education Institutions is of several importance as it fosters intellectual growth, critical thinking, and overall academic development among students.

Assessing debates in Higher Education Institutions is vital as it encompasses various crucial aspects. Firstly, evaluating students' understanding of the motion and their ability to develop coherent arguments following the debate methodology used. Secondly, assessing the relevance and credibility of information presented ensures that students rely on reliable sources and factual data. Thirdly, scrutinizing argumentation and refutation helps in honing critical thinking abilities and logical reasoning. Moreover, evaluating oratory, style, and persuasion enables students to improve their communication progress and impact. Lastly, observing teamwork showcases students' collaborative abilities, essential in professional settings, and fosters a cooperative learning environment.

The assessment we propose is an evaluation of each team. As can be observed in the different charts, there is one column for the team in favor of the motion and another for the against team. All items are evaluated from 1 to 5. Where 1 would be very unfavorable and 5 would be excellent.

The maximum score is 60 points.

5.1. Understanding of the motion and development of the Debate

The debate motion is the topic we have decided to discuss in class.

Understanding the motion of the debate is key to responding to the issue being debated, helping to focus the conversation and giving focus to the research that will help create good arguments.

We followed 5 steps to understand the motion:

- Read he motion a few times
- Identify the key terms and concepts
- Consider the context and scope
- Analyse the structure of the motion (main proposition and implied tension)
- Explore different interpretations and angles

ITEMS	For	Against
Adjustment of contextualization, definitions and argumentation to the issue raised in the debate.		
Anticipation of rebuttal. It is noted that the team knows the weak points of its position and the strong points of the opposing position and refers to them in its speech.		
The team concludes by synthesizing the points of encounter and disagreement in the debate.		

5.2. The relevance of the information presented

The relevance of the information presented in a debate is determined by various factors:

- -The relevance of the evidence provided to support the reasons given to support the position of the team.
- -The sources used to support the information provided.

The activity "best project to get the 1.000.000€ grant" showed how the relevance of the information presented can influence the decision of which project is the best.

In the "would you rather activity", where participants have to convince someone from the other group to change position, the relevance of the information presented was key.

2) THE RELEVANCE OF THE INFORMATION PRESENTED. The identification, classification, selection and critical use of information is evaluated. This usually appears more frequently in the contextualization turn.		
ITEMS	For	Against
Relevance of the information provided to support the line of argument.		
Justification of the reliability of the sources.		

5.3. Argumentation and refutation

To prepare the arguments for a debate we used the ARE model:

- -Affirmation: what are we suggesting?
- -Reasons: why our suggestion is relevant?
- -Evidence: How can we prove the relevance of our reasons?

The purpose of the refutation is to identify and show the error or inadequacy of the arguments presented by the other team.

Understanding the debate topic and actively listening to the arguments provided by the other team are key to prepare a good rebuttal.

To work this part, we did the "inner and outer circle" and "the best project to get the 1.000.000€ grant" activities.

3) ARGUMENTATION AND REFUTATION. Aspects such as the reasoning used, the connection between the premises and the conclusion, active listening and understanding of the other discourse are evaluated in a comprehensive manner. Argumentation and refutation may appear throughout the debate but tend to be more explicit in the evaluation and conclusion turns.		
ITEMS	For	Against
Quality of the argumentation.		
Quality of the rebuttal.		

5. 4. Oratory, style and persuasion

Non Verbal Communication (NVC) refers to the transmission of messages or signals through nonverbal platform such as body language, facial expressions, and gestures.

It plays a crucial role in conveying messages and building relationships, making it essential to understand and improve our nonverbal communication skills.

NVC activities can be used effectively as icebreakers or team building exercises, as they promote collaboration, improve interpersonal skills, and help participants understand the importance of nonverbal cues in communication.

Links to activities:

- https://www.theatrefolk.com/blog/nonverbal-communication-exercises/.

- https://www.businesstopia.net/communication/non-verbal-communication-activities.

- https://www.creducation.net/resources/nonverbal_communication/classroom_activity_ideas.html.

4) ORATORY, STYLE AND PERSUASION.

It is analyzed if the team's speeches have been exposed in an adequate and persuasive way for the transmission of the message. This includes an analysis of non-verbal body communication (gestures, gaze, posture, physical contact, etc.) and paralinguistic communication (diction, accentuation, rhythm and tone of voice). The order of the speeches, the use of educational lexicon and non-discriminatory language are also evaluated.

ITEMS	For	Against
Vocalization, modulation and intonation.		
Reading.		
Eye contact.		
Adequacy of gestures.		

5.5. Teamwork

Teamwork in debate fosters collaborative efforts among students, promoting a supportive learning environment. By working together, students can pool their diverse perspectives and strengths, enhancing argumentation, critical thinking, and communication skills. Through effective teamwork, they develop a deeper understanding of complex issues and deliver more compelling and comprehensive debates.

5) TEAMWORK.

The ability to cooperate, spontaneity, adaptation to the discursive circumstance, the assumption of different roles in work teams, the attitude towards teammates and the opposite team, showing empathy and recognizing their contributions are evaluated.

ITEMS	For	Against
Ability to work as part of a team		

Here you can find a proposal for assessing the debates on Google Forms:

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CHAPTER 6. SUPPORT MATERIAL. LABORATORIES

Activity 1. Knowledge café
What it consists of

The Knowledge Café is a conversational process that brings together a group of students to share experiences, learn from each other, build relationships and understand the topic being discussed in class.

The objectives of the Café are to bring out the collective knowledge of the group, learn from each other, share ideas and insights, deepen understanding of a topic and the issues it raises, and explore possibilities. It can also be used to help connect people, improve interpersonal relationships, break down silos, and improve trust and commitment.

The purpose

To bring collective knowledge to the surface, encouraging the exchange of ideas and promoting a deeper understanding of the subject.

Key aspects

Flexibility: It is a simple and flexible method that allows adapting to the reality of the classroom and the subject matter to be worked on in class.

No decision making: The purpose of the activity is not to make decisions or reach consensus but to share ideas, knowledge, reflections, doubts....

Commitment: The activity encourages the active participation and commitment of all participants, helping everyone to have a voice and contribute with their contributions to deepen on the topic.

Questions: Questions play a central role in the activity, as they stimulate conversation.

How to develop the activity

The class is organized into stations. Each station is assigned a question related to the topic being worked on.

Divide the class into as many groups as stations we have created. Each group is assigned a station.

Allow time for each group, at their station, to talk about the question and write down their answers, impressions, doubts, and comments about the question on the station sheet.

After the allotted time (5-10 minutes), the groups rotate. When they arrive at the new

station they read the comments, questions and answers of the previous group and enrich the sheet with their reflections, comments, answers and new questions.

As many rotations are made as many stations have been created. Once all the groups have gone through all the stations, the groups return to their station of origin and, after reading the reflections, comments, questions and answers, prepare a presentation for the rest of the class with the conclusions to the question.

The groups make their presentations and end with a plenary discussion on the general conclusions on the proposed topic.

Activity 2. Would you rather?

What it consists of

"Would you raher?" consists of using this question to present a dilemma that students must answer based on their preferences. In addition to being a fun and engaging activity that generates space for conversation, it encourages critical thinking and decision making.

The purpose

To encourage critical thinking in students. By using "would you rather?" questions, we force students to think critically and weigh the pros and cons of each option. This can help them develop their analytical skills.

Key aspects

Flexibility: the activity can be developed in different ways and can be adjusted in terms of space (moving to one side or the other of the classroom, standing up or sitting down), time (one or several questions) and number of students (everyone participates actively).

Encourages critical thinking: students have to make decisions weighing the pros and cons of each option.

Thematic variety: "would you rather?" questions can be adapted to the specific topic we are working on in class.

Student engagement: Using "would you rather?" questions helps students connect in a different way with the academic content.

Brain breaks: Being a fun activity, they provide the perfect, light-hearted break that is needed when working with rigorous content.

How to develop the activity

The activity can be worked in the classroom in different ways:

As an icebreaker: The question "would you rather?" is presented for students to interact with each other.

As a written exercise: The question "would you rather?" is presented and students are asked to write about their choice and justify it.

As a debate or discussion activity: We ask the class a question such as "Would you rather?" and ask them to position themselves in one part of the classroom or another according to their preferences. Once positioned, we allow time for each group to prepare a justification for their position to present it to the rest of the class with the aim of convincing someone to change their position.

Activity 3. Create your own motions

Creating good motions or debate topics is key to the success of the debate activity in the classroom. A good debate motion provides a balanced argument, promotes critical thinking and analysis, fosters engagement and participation, encourages research and preparation, and improves communication and public speaking skills. Motions influence the conversation that is generated in class since they:

Set the tone	Debate motions set the tone. Debate topics can shape the direction and focus of a debate by setting the tone for the discussion. They establish the seriousness and level of engagement required from the participants. -"	"Should schools teach abstinence instead of sexual education?" sets a serious tone and requires participants to engage in critical thinking and research. A debate topic such as "Should students be allowed to wear hats in class?" may not set a serious tone and may not require participants to engage in critical thinking.
Determine the scope of the debate	Debate topics determine the scope of the debate and the issues that will be discussed.	A debate topic such as "Is human cloning ethical?" determines the scope of the debate and the issues that will be discussed by defining the ethical considerations of human cloning. This debate topic sets the scope of the debate by defining the parameters of the discussion. A debate topic such as "What is the best color?" may not determine the scope of the debate and may not lead to a productive discussion. This debate topic does not determine the issues to be discussed.
Promote critical thinking	Debate motions encourage critical thinking by requiring participants to research, analyze, and present differing perspectives on complex issues. Students must research and analyze information from various sources to support their arguments, which promotes critical thinking skills.	A debate topic such as "Should schools be allowed to teach critical race theory?" encourages participants to consider multiple perspectives and engage in critical thinking. The search results show that critical race theory is a complex and controversial topic that requires students to think critically about issues related to race, equity, and justice. A debate topic such as "Which is better: cats or dogs?" may not promote critical thinking and may not encourage participants to consider multiple perspectives. While it is possible to argue for or against cats or dogs, the topic is subjective and may not require extensive research or analysis.
Facilitate respectful debate	Debate topics can facilitate respectful debate by setting ground rules for respectful debate, such as avoiding personal attacks and focusing on the issue at hand. Debate motions facilitate	A debate topic such as "Are standardized tests effective?" can be debated in a respectful manner by adhering to ground rules for respectful debate. A debate topic such as "Which is better: pizza or hamburgers?" may not facilitate respectful debate and may lead to

	respectful debate by providing a structured and civil discussion that involves at least two sides to an issue, focuses on substance, features time limits for each side, and compels speakers to persuade an audience about how to make informed choices, incorporate new information, and identify ways to reach consensus.	personal attacks.

Steps to create debate motions

Step 1: Generate a **list of broad subject areas** you are interested in debating, such as politics, technology, environment, or social issues that you are interested in debating with your students. Broad subject areas are overarching categories that encompass a wide range of related topics. These broad subject areas serve as a high-level classification or thematic framework for organizing discussions or debates. Examples of broad subject areas include politics, technology, environment, or social issues. These subject areas provide a starting point for generating more specific topic ideas.

Step 2: Gather a **wide range of general topics within these subject areas**. General topics are more specific areas of focus within the subject areas. Topics like "Government surveillance," "Artificial intelligence and job displacement," "Climate change and renewable energy," or "Gender equality" can be general topics within the subject area of politics.

Step 3: Create **topic maps**. Take the broad subject areas and organize them into a visual map. Write down the main subject areas in the center (e.g., politics, technology) and create branches or columns extending from each area.

Step 4: Create **debate motions**. Identify specific debate topics on the branches. The branches serve as a way to categorize and organize the various topics that fall under the broader subject areas. For example, debate motions that could result from the subject area "Technology," and the general topics "artificial intelligence" and "university":

- Universities should integrate AI into their curriculum to prepare students for the future job market.

- Universities should use AI in the university admission process.

- Universities should prioritize funding and research in the field of artificial intelligence to drive innovation and technological advancements.

Activity 4. Understand the debate motion

Understanding the debate motion is key to preparing for a debate. It provides clarity, helps make the arguments responsive to the premise of the debate, facilitates research, and contributes to a richer debate. We worked through the steps to understand the debate motion with the motion:

"Universities should prioritize online education over traditional classroom learning".

Step 1: read and understand the motion to determine what it proposes, what it highlights, and what elements it is contrasting or comparing.

- Central proposition: The motion suggests that universities should give more importance to online education instead of traditional classroom learning.

- Specific focus: The motion emphasizes the prioritization of online education in the context of universities.

- Implied comparison: The motion implies a comparison between online education and traditional classroom learning, highlighting the need to prioritize one over the other.

Step 2: Identify the key terms and concepts. We can identify three key terms in our motion:

- "Universities": the motion refers to higher education institutions that offer degree programs and various disciplines.

- "Online education": involves the delivery of academic courses or programs through digital platforms, enabling remote learning and collaboration.

- "Traditional classroom learning": the conventional mode of education where

students physically attend classes on campus.

Step 3: Consider the context and scope:

- **Assess the current landscape:** Consider the prevailing circumstances, such as the increasing integration of technology in education, advancements in online learning platforms, or the impact of the COVID-19 pandemic on education delivery.

- **Scope within higher education**: Focus on how the motion specifically relates to universities, where a broader range of disciplines and advanced studies are offered.

Step 4: Analyze the structure of the motion.

- Identify the **main proposition**: The motion proposes that online education should be prioritized over traditional classroom learning in universities.

- Explore the **implied tension**: Recognize the inherent tension between the prioritization of online education and the potential implications for the role of physical campuses, face-to-face interactions, and experiential learning.

Step 5: Explore different interpretations and angles.

- Efficiency and accessibility: Consider arguments that prioritize online education for its potential to increase access to education, reach a wider audience, and accommodate diverse learner needs.

- Quality and engagement: Explore counterarguments that emphasize the unique value of traditional classroom learning, such as interactive discussions, hands-on experiences, and the formation of interpersonal connections.

Activity 5. Which is the best option?

What it consists of

The which is the best option activity challenges students to compare their proposal with ones presented by their peers. Listening to other alternatives, identify strengths and weaknesses and persuasive communication are some of the skills that can be worked in this activity. The activity encourages students to focus not only to identify what makes their proposal strong but also to listen and question the strengths and weaknesses of other proposals.

The purpose

In debating between two sides it's not enough to argue that something is 'good' or 'bad'. Speakers must always remember **to be comparative**, and so to ask 'Is this better than the other side? Is this more important?' This exercise will help students to practice this and explore its importance.

Key aspects

Persuasive communication to convince the audience that the team´s proposal is the most convenient one.

Listening skills: understand other teams´ proposal in order to use comparison to highlight the strengths of the proposal.

Gamification: competition engages students in the

activity. The teams that gets the higher number of votes wins the contest.

How to develop the activity

Introduce the context of the activity to the class: "The government has announced that there is a million euro of extra money available to be spent in the local region. Students are representing advocacy groups supporting different proposals for how to spend this money.

Give each student/group a proposal like the ones on the list below, or let them choose their own:

- More teachers.
- Build a new park with a football pitch/athletics track.
- Put on local events e.g. music festivals or fairs.
- Free entry to local leisure centre/swimming pool.
- More nurses.
- Increased city centre parking.
- Reduce income tax
- Every school age student gets a musical instrument.
- More bike lanes.
- More money for libraries so they can stay open/have more staff or facilities.
- More support for homeless people.

Round 1: In this round each advocacy group will write and deliver a short speech about **why their proposed spending is best** within a certain category of their choice (the benefits of your proposal).

So, for **example**, 'spending on more nurses' might want to argue that their proposal would 'save most lives'; 'provide increased city centre parking' might claim that their proposal would 'boost the economy most'.

Round 2: Each proposal may be best at something, but **this doesn't yet allow us to choose which is best overall**. In this round the advocacy groups will argue that their policy should be selected by the government. In order to do this they will have to argue not only that they are better than the others at something, but **also explain why that means that overall they are best choice for spending**. So now it is not enough to explain why you are best at 'x' but also why this is more important than the benefits of other proposals. For example, someone defending 'more nurses' might suggest that 'saving more lives' is more important than 'boosting the economy most'.

Round 3: Teams must tell the 2 best options for them and justify (we introduce the concept of evaluation through debate). We select the top 2 proposals and have a final round where they must argue directly against each other in a final pair of speeches.

Activity 6. The inner and outer circle
What consist of

Emulating a speed networking activity, students present their arguments on the suggested motion to different peers. Students change positions, both physical and "ideological", in each round. The activity allows students to enrich their arguments after practicing their speech in each round and to learn from the constructions and perspectives used by their peers.

The purpose

To give students the opportunity to work their argumentation skills by creating pro and con arguments and use and enrich them in short exchange rounds. Students can practice the ARE model :

The **ARE** (Affirmation, Reason, Evidence) model is a useful tool for creating persuasive arguments in debates. Imagine the motion: "This house believes that social media has a negative impact on society":		
A	R	E
Affirmation: The affirmation is the students´ point of view on the issue. It is the statement that the students are trying to prove or disprove. In debates, the affirmation is usually the motion being debated. The affirmation should be clear and concise, and it should express the students´ stance on the issue. For example, "We strongly believe that social media has a negative impact on society."	**Reason:** The reason is the justification for the students´ point of view. It is the explanation for why the writer believes what they do. The reason should be logical and coherent, and it should support the affirmation. In debates, the reason is usually the argument that the writer is trying to make. For example, "Social media has been shown to be addictive and can lead to negative effects on mental health, such as anxiety and depression."	**Evidence:** The evidence is the support for the students´ reason. It is the proof that the students use to back up their argument. The evidence should be factual and relevant, and it should support the reason. In debates, the evidence is usually the examples, statistics, or other data that the students use to support their argument. For example, "Studies have shown that excessive use of social media can lead to negative effects on mental health, such as anxiety and depression."

Key aspects

Dynamic: students move and talk with different peers.

Reflective: students can learn by verbalizing their arguments and listening to their peers' arguments.

How to develop the activity

Classroom Set up: place the chairs in two circles- one outer circle and one inner circle. Face these chairs towards each other so opponents can argue face-to-face.

Those students within the inner circle will argue FOR the topic and those in the outer circle will argue AGAINST the topic.

Pose a debatable topic and give them time to prepare their arguments following the ARE model.

Set a time limit for each side to pose arguments (1 minute). After the time is up, ask students to stand and switch places with their partner. Those within the inner circle are

now in the outer circle and vice versa.

Debate motions:

- Film and television studios should significantly increase the number of female villains in their productions.

- Government economic policy should prioritize the collective happiness and well-being of the population over economic growth.

7. ARTIFICIAL INTELLIGENCE ON CLASSROOM DEBATES

Artificial intelligence (AI) is an increasingly important technology in our daily lives. It has the potential to transform many everyday fields, including education, where it facilitates personalized and adaptive learning and offers students learning support tools. But the implementation of these tools in education leads to certain challenges and debates, such as concerns about data privacy, misguided trust in the results provided by these tools, lack of critical thinking and empathy, and even the need to ensure equity and inclusion in access to these technologies for all students, regardless of their origin and location. Artificial Intelligence (AI) has nowadays become increasingly prevalent in various aspects of education, including classroom debates. This chapter aims to explore the multifaceted impact of AI on classroom debates, considering its influence on information access, critical thinking, diversity of perspectives, feedback mechanisms, ethical considerations, preparation and practice, and instructor support.

7.1. The Advantages of AI on classroom debates

Nowadays, integrating AI technology grows rapidly in education. AI can assist and make daily tasks easier. With a proper prompt, any activity that one wishes to get done will be accomplished in a matter of seconds. Below is a short list with the main advantages of AI on classroom debates:

Here are several ways in which AI might influence classroom debates:

- Access to Information: AI can provide students with access to vast amounts of information, enabling them to gather relevant data and evidence to support their arguments more easily. This can lead to more informed and substantive debates.

Tools like search engines, databases, and AI-powered research assistants enable students to explore diverse sources and perspectives efficiently. This abundance of information enhances the depth and breadth of debates, empowering students to construct well-informed arguments.

- Facilitation of Research: AI-powered research tools can assist students in finding scholarly articles, relevant studies, and other resources to bolster their arguments. This can save time and encourage deeper exploration of topics.

- Enhanced Critical Thinking: Engaging with AI technologies can challenge students to think critically about the sources and validity of information they encounter. They may need to assess the credibility of AI-generated content and consider biases in algorithms. They must discern between reliable and biased sources, considering the ethical implications of AI algorithms. Classroom debates on AI ethics foster discussions on topics such as bias, privacy, and societal impact, cultivating ethical awareness and critical thinking skills among students.

- Diverse Perspectives: AI can help diversify the perspectives represented in classroom debates by presenting a wide range of viewpoints from various sources. Students encounter perspectives they might not have considered, enriching discussions and promoting empathy and open-mindedness. However, educators must ensure that AI algorithms prioritize balanced representation and mitigate echo chamber effects.

- Real-time Feedback: AI-powered tools can provide real-time feedback on students' arguments, helping them refine their debating skills and construct stronger arguments. This immediate feedback loop can enhance learning outcomes. Virtual debate platforms and simulations enable students to practice in a controlled environment, fostering confidence and proficiency. Additionally, AI assists instructors in managing debates, automating tasks such as topic selection, participation tracking, and assessment.

- Ethical Considerations: Classroom debates about AI can raise ethical questions regarding the use of AI technologies, their impact on society, and issues such as bias and privacy. These discussions can deepen students' understanding of ethical dilemmas in technology.

- Preparation and Practice: AI-based simulations and virtual debate platforms can offer students opportunities to practice debating skills in a controlled environment. This can help build confidence and proficiency before engaging in live debates.

- Instructor Support: AI tools can support instructors in managing and accessing classroom debates more efficiently. They can automate tasks such as organizing debate topics, tracking participation, and evaluating arguments, allowing instructors to focus more on facilitating discussions. Using AI in Education can also reduce the cost of education from an educational institution's perspective, and quite significantly if used to its potential. AI can automate a number of tasks assigned to administration, teachers, IT, and more. For example, AI can take on daily tasks such as grading, scheduling, data management, and even tutoring. With AI in education, educational institutions can save on budget by cutting down resources required to operate efficiently, thereby increasing cost-effectiveness.

Overall, the integration of AI into classroom debates has the potential to enhance learning experiences, promote critical thinking, and foster more engaging and productive discussions among students. However, educators must navigate ethical considerations and ensure that AI enhances, rather than replaces, human interaction and decision-making. By leveraging AI effectively, educators can cultivate engaging and productive debate environments that foster intellectual growth and skills development among students.

7.2. Disadvantages of AI on classroom debates

As mentioned above, introducing AI into classroom debates can have several potential drawbacks:

- Dependency: Students might become overly reliant on AI for generating arguments or rebuttals, diminishing their critical thinking and research skills. They may begin to rely more on the AI's suggestions rather than formulating their own ideas. In the long run, this dependence could result in the neglect of important traditional teaching methods and the development of critical thinking and problem-solving skills.

- Bias: AI systems, like any technology, can be prone to biases based on the data they are trained on or the algorithms used to generate responses. This could lead to skewed perspectives or reinforcement of existing biases in debates.

- Lack of Creativity: AI may not be able to generate truly innovative or creative arguments, as they are limited by the data they are trained on and the algorithms used. This could result in debates becoming repetitive or lacking in original ideas.

- Loss of Human Interaction: Debating is not just about presenting arguments but also about engaging with and responding to the perspectives of others. Over-reliance on AI could diminish the interpersonal aspect of debates, reducing opportunities for students to develop communication and negotiation skills.

- Technical Issues: Dependence on AI in the classroom could lead to technical issues such as system failures, connectivity problems, or glitches, disrupting the flow of the debate and causing frustration among students and teachers.

- Ethical Concerns: There may be ethical considerations surrounding the use of AI in education, particularly if it involves storing and analysing students' personal data or if there are concerns about privacy and security.

- Resource Dependence: Implementing AI systems in classrooms requires resources in terms of both finances and technical support. Schools with limited resources may struggle to adopt and maintain AI technology for debating purposes.

- Threat to Teacher's Job Security: It is a concern that the advancement and adoption of AI could impact the need for certain job roles in education. The way AI continues to automate more aspects of the education process, there may be fewer demands for human educators, which could lead to both improved productivity and potential job loss.

Addressing these concerns requires careful planning, implementation, and ongoing evaluation to ensure that AI enhances rather than detracts from the educational experience.

7.3. Human Intervention: The Roles of Teachers

Now the question is, what important role should teachers be taking to ensure AI usage for education among students is still in moderation?

Teachers and AI can collaborate in co-teaching scenarios, where AI systems may assist in instruction, assessment, and real-time feedback & tutoring, while teachers offer guidance, interpretation, and deeper engagement with the material. The role of teachers as mentors, motivators, and facilitators of learning will remain essential. Teachers bring human connection, empathy, social-emotional skills, and the ability to foster creativity and critical thinking, which cannot be replicated by AI. The teacher-AI collaboration will harness the power of technology while upholding the invaluable human elements of education. As simple as it looks, teachers can still have the power to set rules and boundaries in class. Set a strict rule of prohibiting the usage internet in any face-to-face class activities and allow students to think freely and creatively using their gained knowledge from past lessons.