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CHAPTER 1. INTRODUCTION

Critical thinking is one of the most demanded competencies in organizational environments. Mainly because of its close relationship with skills such as leadership, teamwork, communication, analysis and synthesis of information, among others.

This scenario, added to the high rates of youth unemployment, raises the need to implement training programs that promote the development of critical thinking. Thus, contributing to the formation of more competent young people to face the challenges posed by the political, economic and social environment.

Debate is proposed as a working methodology for competence development. As it is a playful activity, students are invited and motivated to become more involved in their learning process.

CHAPTER 2. STUDENT PROFILE

This teaching guide is aimed at guiding and promoting the competence of critical thinking and associated skills such as public speaking and reasoned argumentation in young people at university and higher education levels. Understanding the need to develop soft skills, improving their personal and professional profile.

CHAPTER 3. SUBJECT DESCRIPTION AND CONTENT

This training guide explores critical thinking as an essential tool for application in various contexts, especially in the business environment. It is important in negotiation and decision-making processes.

For this reason, it is essential that young people, in the midst of training for the labour market, understand the importance of thinking for oneself, free from the distortions of the different sources of communication, prejudices or the social, economic or political pressures to which our way of thinking is continually subjected.

To do so, students must learn how to manage different models of argumentation, evaluate and analyse these arguments, present their conclusions and finally be able to debate any refutation of them in an objective and clear manner while showing respect and professionalism. Furthermore, they must be able to handle different channels of information transmission and communication: online and offline.

CHAPTER 4. OBJECTIVES AND LEARNING OUTCOMES

Students participating in this training programme will acquire theoretical and practical knowledge related to:

- Interpret current social, economic, political, technological and legal issues, in accordance with different geographical contexts. Special attention will be paid to business reality and the current labour market.
- To develop an interest in the areas of academic knowledge related to theoretical models of argumentation.
- Develop the capacity for analysis, concentration and critical attitude for logical reflection and the generation of coherent, solid and accurate criteria.
- Encourage the use of human values and responsible ethical behaviour both with individuals and in various contexts such as business and society as a whole.
- Analyse and synthesise information from different fields and sources.
- Ability to size up and analyse a problem and make decisions after reasoning and analysing the facts.
- Generate and organise their own ideas, defend their opinion by means of original comparisons and conclusions obtained after analysing and relating different elements to each other.
- Knowing how to interpret available information on a given subject in order to develop a relevant argument, adapting it to the target audience.
- To develop a global vision and active listening in order to be enriched by opposing positions to their own and to develop a critical thinking. To develop empathic capacity.
- Being able to question the data in texts, articles, reports and verify and question the sources exposed in them, avoiding generalities, differentiating opinions and facts until they are contrasted.
- Knowing and managing different communication channels: on-line and off-line, developing communication skills to transmit efficient messages regardless of the context and channel used.

CHAPTER 5. COMPETENCES

- a. Ability to interpret current social, economic, political, technological and legal issues, with emphasis on the current business reality and labour market.
- b. Ability to analyse and synthesise information from different fields and sources.
- c. Ability to work in uncertain, highly changeable and pressurised environments.
- d. Ability to extract the appropriate rational and emotional arguments based on a specific business and market situation.
- e. Knowing how to present, argue and defend ideas in different environments and with different audiences, maximising the effectiveness of interpersonal communication.
- f. Ability to develop a spirit of quality, self-demand and excellence.
- g. To develop an interest in furthering academic knowledge.
- h. Ability to focus and critical attitude for reflection and generation of coherent criteria.
- i. Ability to design, carry out and exploit a scientific information search process.
- j. Ability to handle various digital tools.

CHAPTER 6. TRAINING ACTIVITIES

A training programme with a variety of activities is proposed in order to make it dynamic and proactive. This variety allows the work dynamics to be adapted to the specific characteristics of the working groups.

Preparation of theoretical content

This training activity brings together the work involved in assimilating the teaching material available and provided for following the subjects. The content will include the more theoretical approaches to the development of reasoned arguments.

Search for additional information

This activity involves the search for complementary information and documentation through the use of reliable scientific sources specialised in original content issued by the scientific community. This activity can be carried out individually or in groups. The

activities and exercises will mainly deal with the various types of information sources.

Group work

The development of work through a search for bibliographical information, selection of material, structuring of content, analysis and discussion. This activity can be complemented with an oral presentation or the production of a short film of social impact by the students.

Debate and constructive criticism

This activity will focus on current issues related to the subject under study. The subject will be proposed by the teacher, who will also act as moderator of the debate, encouraging participation and encouraging the emergence of different perspectives and points of view aimed at constructive criticism of the different opinions expressed in the debate.

Academic tutorials

Meeting times previously requested by the students individually or in groups through the appropriate channel and during the period in which the training programme is in progress.

Seminars, Workshops, Masterclasses and Conferences

It is possible to organise other complementary training activities, lasting between two and five hours, aimed at reinforcing complex concepts and showing broad or professional approaches.

CHAPTER 7. EVALUATION SYSTEMS

The assessment system applied is continuous assessment. In addition to working on communicative skills and competences, in which practice is fundamental, attendance at the training sessions is compulsory.

For this reason, a minimum attendance rate of 85% is recommended. It will be necessary for the teaching staff to have a roll call and to keep track of both attendance and student

progress. It is recommended to monitor both group and individual development and performance.

Proposed evaluation systems:

- Evaluation of problems and case studies
- Discussion activities.
- Active participation.

Evaluation System	Evaluation Activity	Nature
Evaluation of problems and case studies.	<p>A case is proposed and the students, in groups, must analyse it and come up with a consensual solution that they must defend before the audience.</p> <p>For proper assessment, all students must have successfully passed at least one case. Such tests will be carried out in the last working sessions.</p> <p>Various cases will be proposed and resolved in order to assess student progress.</p>	<p>Evaluation rubric. It will be evaluated:</p> <ol style="list-style-type: none"> 1. Argumentative quality. 2. Consultation of various sources of information. 3. Development of <i>soft skills</i> such as: teamwork, empathy, 4. Ability to analyse and synthesise information.
Debate.	<p>A topic for discussion (current, relevant and controversial) is proposed.</p> <p>Students are asked in groups to prepare arguments for and against the debate premise. Prior to the debate, the position to be defended by each group will be determined by drawing lots.</p> <p>Following an academic debate format, students defend their positions according to an established structure.</p> <p>On-line and face-to-face formats will be used, with the aim of enhancing communication skills in a variety of contexts.</p> <p>Several discussions will be held to assess the students' progress.</p>	<p>Evaluation rubric. It will be evaluated:</p> <ol style="list-style-type: none"> 1. Argumentative quality. 2. Consultation of various sources of information. 3. Development of <i>soft skills</i> such as: teamwork, empathy, digital skills and competences. 4. Ability to analyse and synthesise information.
Active participation.	<p>Use an absence list or class diary to monitor the follow-up of the actions programmed in the classroom sessions.</p> <p>Participation will be positively valued, due to the collaborative nature of the training.</p> <p>It understands the importance of individual contributions of knowledge for collective learning to take place.</p>	<p>Evaluation of proactivity and participation in the various actions programmed in the classroom.</p> <p>Check-list Participation in the collaborative and discussion tool by providing various arguments from different information sources.</p>

In order to guarantee the correct participation of the students, and that the promotion of skills and competences is greater, it is proposed that, in the group activities, the students form working teams of a maximum of 4 members.

In general terms, the objective of the various activities is to search for information in multiple ways, analyse this information and select what is really relevant, present both positions with their strengths and weaknesses and then present the conclusions, trying to find a rapprochement of positions (area of understanding). The students will be divided in both positions, where all the members of the group will work on the conclusions together.

Students will use various complementary tools that will help them to handle and understand the appropriate and critical use of digitisation.

CHAPTER 8. PROGRAMME OF THE SUBJECT

8.1. Analytical programme

1. Value and Reasons for a critical thinking
2. Methodological tools of the critical thinking
3. Strategy for the development of an ethical and responsible critical thinking.
4. Structure of the critical thinking.
5. Debate and discussion.

8.2. Programme developed

The programme presented below is subject to change depending on the progress of the course, as well as the normal development of the classes, all with the aim of obtaining maximum learning and usefulness of the subjects described in it.

UNIT 1. THE VALUE OF CRITICAL THINKING

- What is critical thinking.
- Free debate: elements that favour and limit critical thinking.

UNIT 2. METHODOLOGICAL TOOLS FOR CRITICAL THINKING

- Disciplines for critical thinking.

- Concepts related to critical thinking: business and market context seen from a critical perspective.

UNIT 3. STRATEGY FOR THE DEVELOPMENT OF AN ETHICAL AND RESPONSIBLE CRITICAL THINKING

- Key aspects for learning, making better decisions and solving problems: Clear thinking, discerning what is relevant, asking key questions and being reasonable.
- Cognitive and meta-cognitive strategies, skills and techniques associated with critical and ethically responsible thinking.
- Techniques for the development of specific skills to aid problem solving, reasoning, decision making, analysis and evaluation of results.
- Search for evidence and arguments: Biases, fallacies and inconsistencies, as well as their relevance and irrelevance.

UNIT 4. STRUCTURE OF CRITICAL THINKING

- Models of argumentation: the role of inductive, deductive and abductive argumentation; predicting hypotheses from arguments.
- Evaluation and analysis of deductive and inductive arguments and common business and market errors.

UNIT 5. DEBATE AND DISCUSSION

- Debate techniques.
- Presentation and initiation of a debate.
- Refutation and conclusions.
- Staging.
- Feedback and constructive criticism.

CHAPTER 9. TIMELINE

WEEK	DESCRIPTION
1	Unit 1 + presentation of the training programme.
2	Unit 1.
3	Debate.
4	Unit 2.
5	Unit 2.
6	Case resolution.
7	Unit 3.
8	Unit 3.
9	Debate.
10	Unit 4.
11	Unit 4.
12	Case resolution.
13	Unit 5.
14	Unit 5.
15	Debate.

This timetable is merely indicative and is subject to the different academic activities of the school that may be programmed throughout the semester, as well as other eventualities.

CHAPTER 10. RECOMMENDED SOURCES OF INFORMATION

10.1. Teaching Support Material: Basic Bibliography

- Steve Allen: Master your mind, how to use critical thinking, scepticism and logic to think clearly and avoid being manipulated: Decision making; Createspace editions, 2017.
- Ángel José Olaz Capitán: Guía para el análisis de problemas y toma de decisiones; ESIC Editorial, 2018.

10.2. Further Reading

- Critical Thinking: Tools for Taking charge of Your Professional and Personal Life, 2nd Edition, Publisher Pearson, 2013
- García Aller, Marta: El fin del mundo tal y como lo conocemos, 3rd edition, Planeta, 2018.
- Senge, Peter: The V discipline, the art and practice of the learning organisation, Granica, 2012.
- Moore, Brooke Noel and Parker, Richard: Critical Thinking, McGraw-Hill, 2014.
- Saiz Sánchez, Carlos: Pensamiento Crítico y Eficacia, Pirámide, 2018.
- Antoni Santisteban Fernández, Juan José Díaz Matarranz and Áurea Cascajero Garcés: Medios de comunicación y pensamiento crítico; Editorial Univ. De Alcalá, 2013.

10.3. BiblioWeb

<https://www.debateproject.eu>.

<https://www.fundacionactivate.org>.

<https://www.portaleducativo.net/tercero-medio/16/modelo-toulmin>.

<https://psicologiaymente.net/inteligencia/pensamiento-critico>.

<https://www.gestiopolis.com/sinopsis-de-la-quinta-disciplina-de-peter-senge/>.

<https://www.criticalthinking.org/>.

www.pensamientocritico.org.

<https://www.harvard-deusto.com/>.

ANNEX. EVALUATION

DEBATE EVALUATION: The following is an evaluation of the performance of students who have participated in a debate in the Rector format. In this format the aspects to be evaluated that are privileged are: strategy (1), content (2), style (3).

SCORING: All items are evaluated from 1 to 5. Where 1 would be very unfavourable and 5 would be excellent. The marks for Strategy represent 40% of the mark, for Content another 40% and for Style 20%.

1. **Strategy:** The ability to bring only the most important arguments further into the debate.

ITEMS	For	Against
Role: Ensures speakers fulfil assigned tasks in each debate step, including defining the motion, presenting arguments, and rebutting opponents.		
Definition: Provides a clear and fair interpretation of the motion, crucial for facilitating a balanced debate.		
Consistency: Requires maintaining a cohesive argument throughout the debate, reflected in a consistent case-line.		
Teamwork: Encourages collaborative argumentation, effective division of arguments among team members, and active participation by all.		
Points of Information (PoI): Short interjections used judiciously to offer additional arguments or challenge opposing points, subject to specific rules.		
Organization of Argument: Emphasizes structuring speeches effectively with clear introductions, arguments, and conclusions, along with managing time efficiently.		

2. **Content:** Involves presenting well-supported arguments with factual evidence and logical coherence, evaluating evidence to persuade the audience, effectively challenging opponents' arguments (rebuttal), and managing speaking time efficiently.

ITEMS	For	Against
Quality of information: Supported by facts and examples, with an emphasis on logical coherence and source citation.		
Quality of Analysis: Evaluation of the logical connections and evidence provided to support arguments, aiming to persuade the audience.		
Rebuttal: Crucial part of debate speeches, involving challenging opponents' arguments and defending one's own case effectively.		
Timing: Effective management of speaking time to avoid speaking too briefly or excessively, ensuring each part of the speech is adequately addressed without rushing or repetition.		

3. **Style:** Style in classroom debate refers to how speakers present their arguments and interact with the audience, incorporating confidence, pace, pitch/volume, and politeness.

ITEMS	For	Against
Confidence: Speakers rely on brief notes while maintaining eye contact and engaging the audience, avoiding reading directly from notes.		
Pace: Speakers maintain a steady and easily understandable speaking speed, neither too fast nor too slow.		
Pitch/Volume: Speakers vary pitch to keep audience engaged and maintains an appropriate volume, avoiding monotone or excessive loudness.		
Politeness: Speakers maintain civility, refraining from using bad language or personal attacks on other speakers, with severe penalties for breaches of politeness.		