

Debate Across the Curriculum at James Madison University



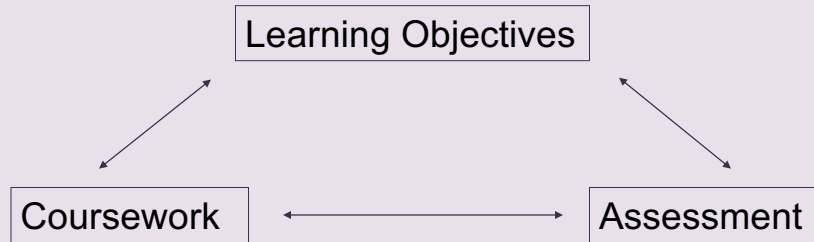
Today

Participants will make progress towards:

- Identifying ways in which incorporating debate in the classroom and other learning spaces can add rigor and innovation, and
- Creating classroom activities and assessments that engage students in debate as part of a coherent pedagogical approach.

Course Design Framework

L. Dee Fink's *Creating Significant Learning Experiences*



Learning Objectives

Critical Thinking
 Argumentation
 Public Speaking
 Advocacy
 Information Literacy
 Teamwork

Research
 Writing Research Briefs
 Civic Engagement
 Empathy
 Cultural Acceptance
 Content Expertise

Coursework

Lectures
 Written exercises
 In-class debates
 Role-playing exercises
 Student teaching

Simulations
 Podcasts
 Video debates
 Community engagement
 Blog posts

Assessments

Papers
 Exams
 Peer review
 Ballots
 Bibliographies
 Reflection
 Portfolios

Pre/post: knowledge
 civic attitudes
 public speaking
 written communication
 perspective taking
 information literacy
 argumentation

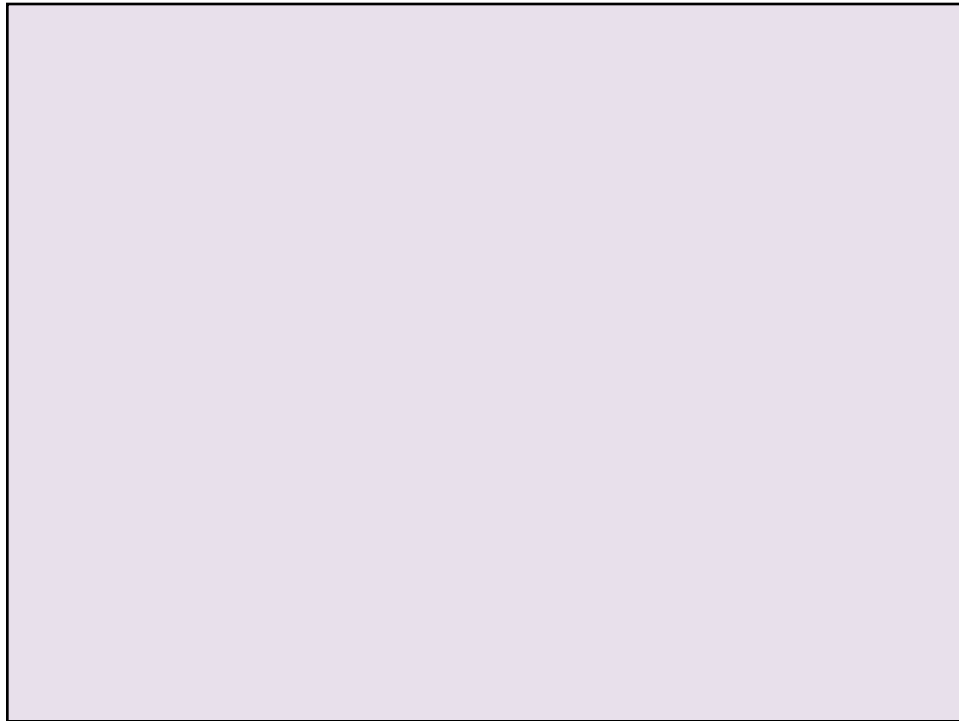
Debate Across Curriculum Impact

The debate or argumentation activities (n=323):	Strongly agree/agree	Neither agree/disagree	Strongly disagree/disagree
added to my learning and understanding of the course.	66%	19%	16%
were helpful in understanding the concepts debated.	73%	12%	14%
made the course more interesting and enriching.	50%	24%	17%
make me see the real-world relevance of the concepts better.	72%	18%	10%
will help me get a better grade in this course.	46%	40%	14%
may not help be get a better grade but they helped me learn more about the course concepts.	57%	28%	14%
helped me improve my research skills.	62%	23%	15%
taught me to think more critically.	66%	23%	10%
helped me learn how to analyze a real-world issue and how to draw meaningful conclusions.	73%	17%	10%
promoted collaborative learning.	80%	13%	7%

Course Design Approaches

Approaches to Sustainability Content Integration in Course Design By Ed Brantmeier © 2011

Type of Approach	Brief Description	Examples	Benefits of approach	Challenges of approach
Additive	Sustainability content added to normal course content	Topic, unit, modules, or case study <u>approaches</u> .	Easy and quick way to infuse content	Without deep integration, it may lack depth
Integrative	Sustainability concepts integrated within course learning goals	Course goals changed, pedagogy, learning process, and assignments change	Sustainability concepts shift course focus overall objectives	Requires course redesign, rethinking assignments
Transformative	Sustainability thematic transformation of entire course	Sustainability concept changes curriculum, instruction, and assessment	Alter the core course themes, learning goals, pedagogies, and assessment of course	Requires course redesign efforts, within guidelines of broader course learning goals
Engaged	Experiential approach to social and ecological change	Service learning, campus and community partnerships and projects related to local, regional, global problems	Real world engagement for change, mastery learning	Beyond brick and mortar walls of schooling; requires cultivation of campus and community partnerships



Learning Objective Examples

Demonstrate knowledge of controversial health issue from multiple perspectives

Identify, use and evaluate health information resources

Synthesize perspectives, information and relevant resources to make informed decisions

Demonstrate ability to advocate on behalf of one's self, their agency and/or a constituency

Compare and contrast approaches to research

Coursework Examples

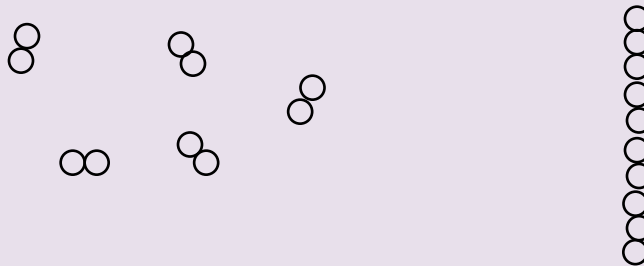
Fiscal Management Town Hall Advocacy & Decision-making Exercise

Each student will role-play as a key fiscal management stakeholder, advocating on behalf of a given position, and fiscal management decision-maker, reaching a decision on a controversial fiscal management issue.

Participants:

5 teams of two, each team represents a specific stakeholder

1 jury of ten decision-makers, representing the key decision maker



Coursework Examples

Fiscal Management Town Hall Advocacy & Decision-making Exercise

Format: One 2 hour 20 minute class session

25 minutes: each team of two will present their 5-minute case for/against

10 minutes: the jury of decision makers will ask questions of the 5 teams

10 minutes: the 5 teams may take turns asking questions of each other and the jury

5 minutes: break – during which the 5 teams should work on last speech

10 minutes: each team of 2 will present their last 2-minute pitch to the jury

CLASS BREAK: 10-20 minutes?

XYZ minutes: jury finishes deliberation, delivers and explains their decision

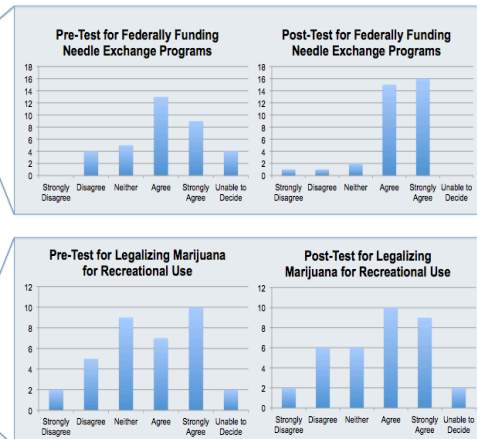
XYZ minutes: entire class discussion on the debate, decision and activity

Assessment Examples

Results

35 students participated in the study. Survey responses included separate sections for rating topics based on personal opinions, opinions based on societal importance, and identification of the most important issue. These results reflect just the personal opinions of participants on these topics.

Topic	Rate of Change
Needle Exchange Programs should be federally funded	26%
The legal drinking age should remain 21	23%
Drug users should be jailed	23%
Stimulants should not be used to treat children with attention deficit hyperactivity disorder (ADHD)	23%
Pharmaceutical companies should be allowed to advertise their products	20%
College campuses should be tobacco-free	17%
All health insurance plans should cover at least 90 days of drug rehabilitation programs	17%
The Food and Drug Administration (FDA) should tighten the regulation of dietary supplements	14%
Marijuana should be legalized for recreational use	9%
Antibiotics should be allowed in the meat and poultry industry	6%



Critical Pivot Points

- Curricular alignment
- Scaffolding
- Class-time
- Group selection
- Format
- Topic selection

- Team collaboration
- Audience role
- Instructional needs
- Grading
- Scholarship opportunities
- Reflection

Resources

Debate Across Curriculum Faculty Associates

- Individual consultations
- Classroom lectures

Debate Across Curriculum Website

- Discipline specific scholarship
- Classroom examples

Communication Center

- Direct student support via consultations
- Faculty & course support via fellows

JMU Debate Team

Debate Across Curriculum Faculty Cohort