

Online & Blended DEBATES!

There are four stages to any debate:

1. Debate topics as proposition statements & forming student groups
2. Structuring and having the debate
3. How students learn from the debate
4. Students' final product

INSTRUCTOR DECISIONS

Use various inputs, such as course level, learning outcome(s), mode of delivery, and your workload to guide you in making choices along a 'low' to 'high' spectrum for:

Group Work

- It's easier to work together in F2F mode of delivery
- Consider group exposure: to what extent is there an audience? (see* below)

Research

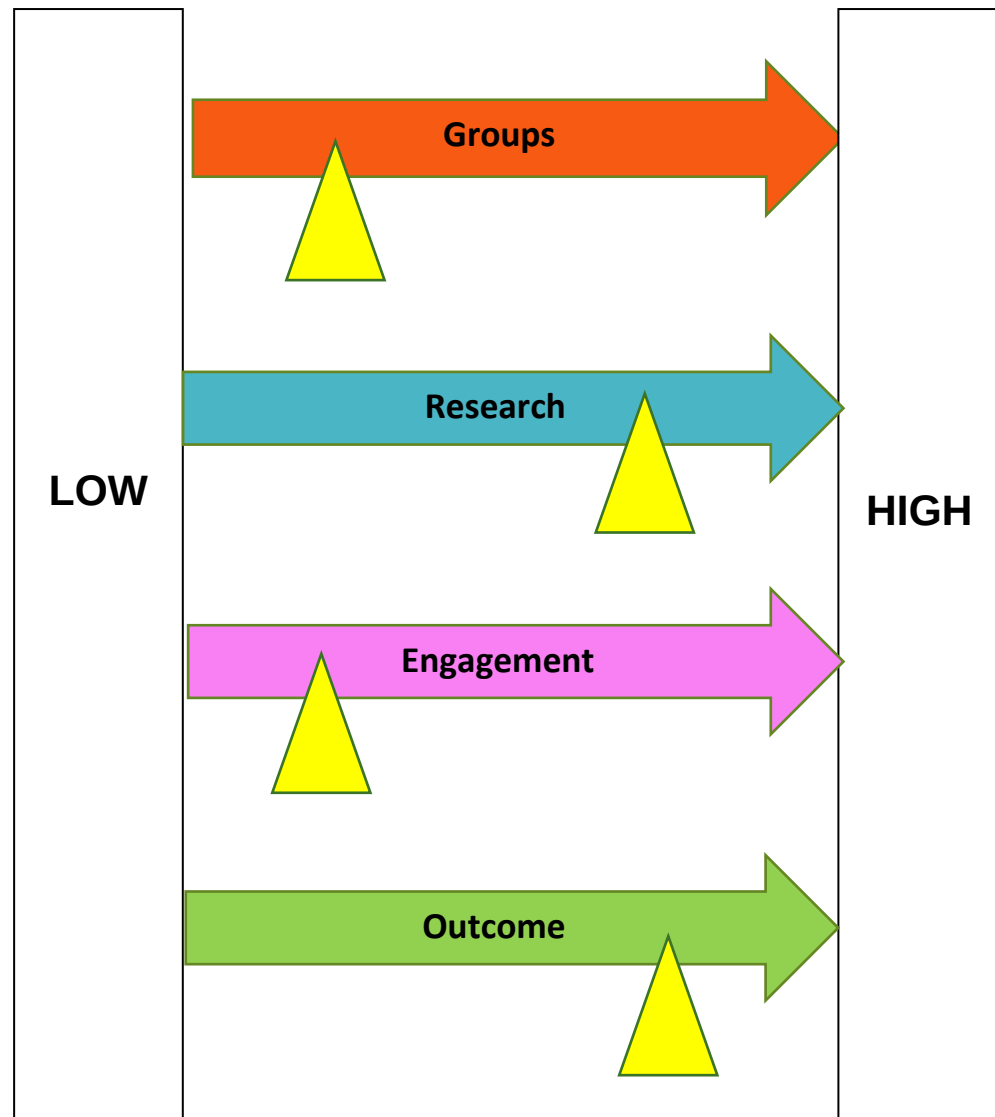
- Curated versus independent or collaborative

Engagement

- Expectations (inter-group and/or whole class)

Final product

- Minimum: Reflection on learning
- Standard: Final position on the proposition statement
- Could be an essay
- Independent versus group submission



**Step #1:
Topics and
Groups**

**15 minutes
fill out this
text box:**



**See notes
below:**

Course Name:

Course Topic/Chapter/Lesson:

Identify Debate Topics and develop concise and controversial draft Proposition Statements

1

2

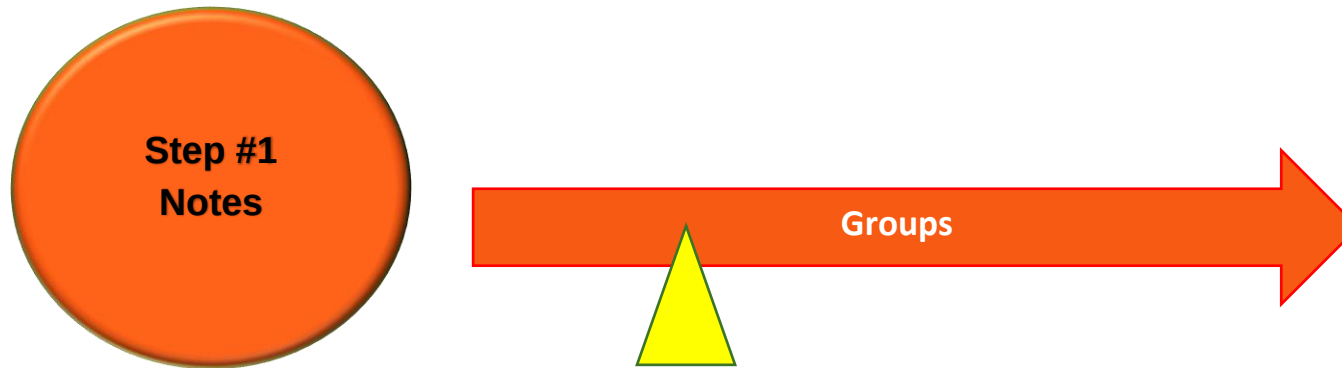
3

4

5



Organize students into groups, share flowchart and rubric(s)



Less work	More work	Moodle Work
Create proposition statements and give them to the students	Open suggestions round; you turn ideas into proposition statements; students vote on most popular; then Group Choice	1. Participants/Create Groups & Grouping (min 6-7 students), 2. Group Choice activity
	Questionnaire tool	

**Step #2:
Research**

**10 minutes
fill out this
text box:**



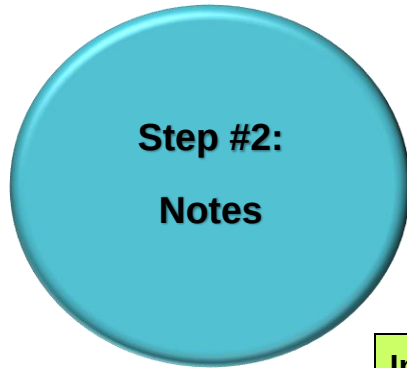
**See notes
below:**

Choose one: Individual assignment Group assignment

Choose one: Curated literature Students find literature

If curated:	PRO sources	CON sources
Debate topic 1		
Debate topic 2		
Debate topic 3		
Debate topic 4		
Debate topic 5		

☐ Drop box; collect and grade research assignments



Independent	Collaborative	Moodle Work
Individual	Group	Create a Moodle assignment drop box.
Curated	Library Search	
Students read curated scholarly literary sources	Students find their own scholarly literary sources	
Annotated bibliographies, literature reviews, etc.		
Options: • Create a list/table with subordinate points and 'pro' and 'con' argument • Scaffolding (permalinks, what is scholarly evidence (...))		

Step #3:

THE DEBATE!

**A: Individual PRO
and CON
Arguments**

**B: Group Back-
and-forth**

20 minutes

**fill out this
text box:**



**See notes
below:**

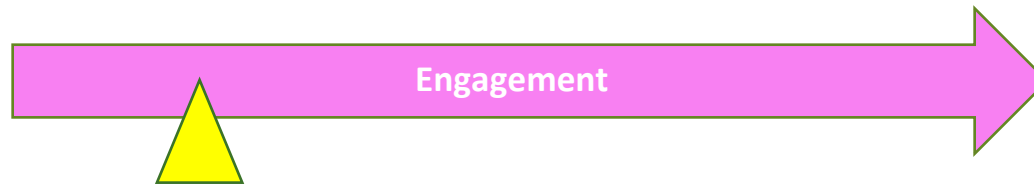
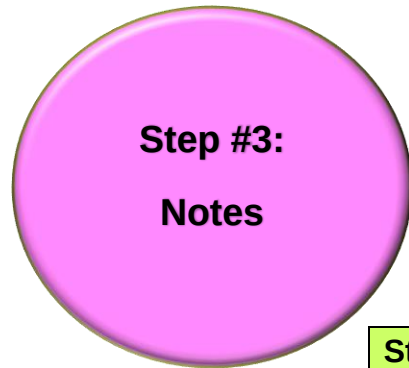
DEBATE STRUCTURE AND GRADING DECISIONS:

Online, face-to-face (f2f), both? (A online, B online or A online, B f2f ...)

How long will students debate? (one day for A, two days for B ...)

How many words should student posts if online, how many minutes if f2f?

How will the grading work in the A and B parts of this debate? (Graded in a discussion forum; a form to copy and paste plus fill in and submit to a drop box after; a combination?)



Steps A & B	Expectations & Decision Considerations
A: Individual, required first post in the debate forum by X day at X am/pm. Copy and paste proposition statement at the top of each post. One 'pro' 150-word argument; one 'con' 150-word argument. Bibliography with hyperlinks.	If Q&A forum, please remind students that after they post, they can see others' posts in 45-minutes; Students are not allowed to reply until B starts Tip: one iteration of the debate design maximizes individual work with virtually no dependence on others for assessments. This was found to work best for online learning. It is nonetheless important to emphasize and incentivize group interaction in the actual debate.
B: Group engagement Required to post, back and forth, starting at the same X day at X am/pm (when the Moodle helpdesk is open) Reply to others at least 3 times within 12 hours; six times before the end	Make sure there is a penalty and it is clear that this is an event and when students are part of a group. Group members rely on one another. If face-to-face, invite students to share their final positions.

Moodle setup task and decision		
Create the debate forum	If a QandA forum, post a question in the forum; include proposition statements	Tip: The Debate Discussion Forum, type: QandA; *Separate/Visible Groups; Forced Subscription; Opens 1 week before, closes at endpoint (48-hours later)
Student guidance		
Post instructions, dates and deadlines	Student flowchart	Grading: in DF or form, break-down & rubric(s)
Explain the debate process	Make a video in the student view	BBB, in your Virtual Classroom, or, Kaltura
Create opportunities to learn skills: • Posting to a QandA forum • Creating library article permalinks	Practice forum requiring a permalink. Give them the library research guide "Creating links to library resources" (https://libguides.tru.ca/links)	Practice Discussion Forum, type: QandA

**Step #4:
Reflection**

**15
minutes**



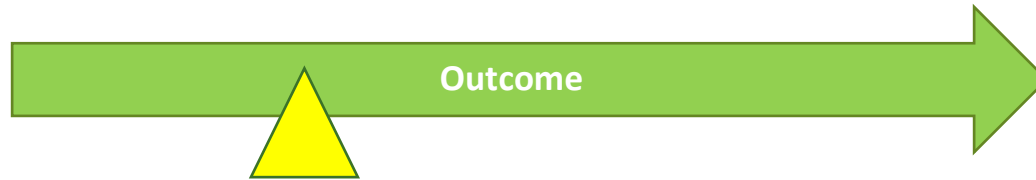
**See notes
below:**

How will you invite students to reflect and document what they learned?

(An actual reflection, telling a story about the debate, and/or articulating a final position in the form of: an individual essay, blog post, e-portfolio, journal entry which includes debate statements ...)

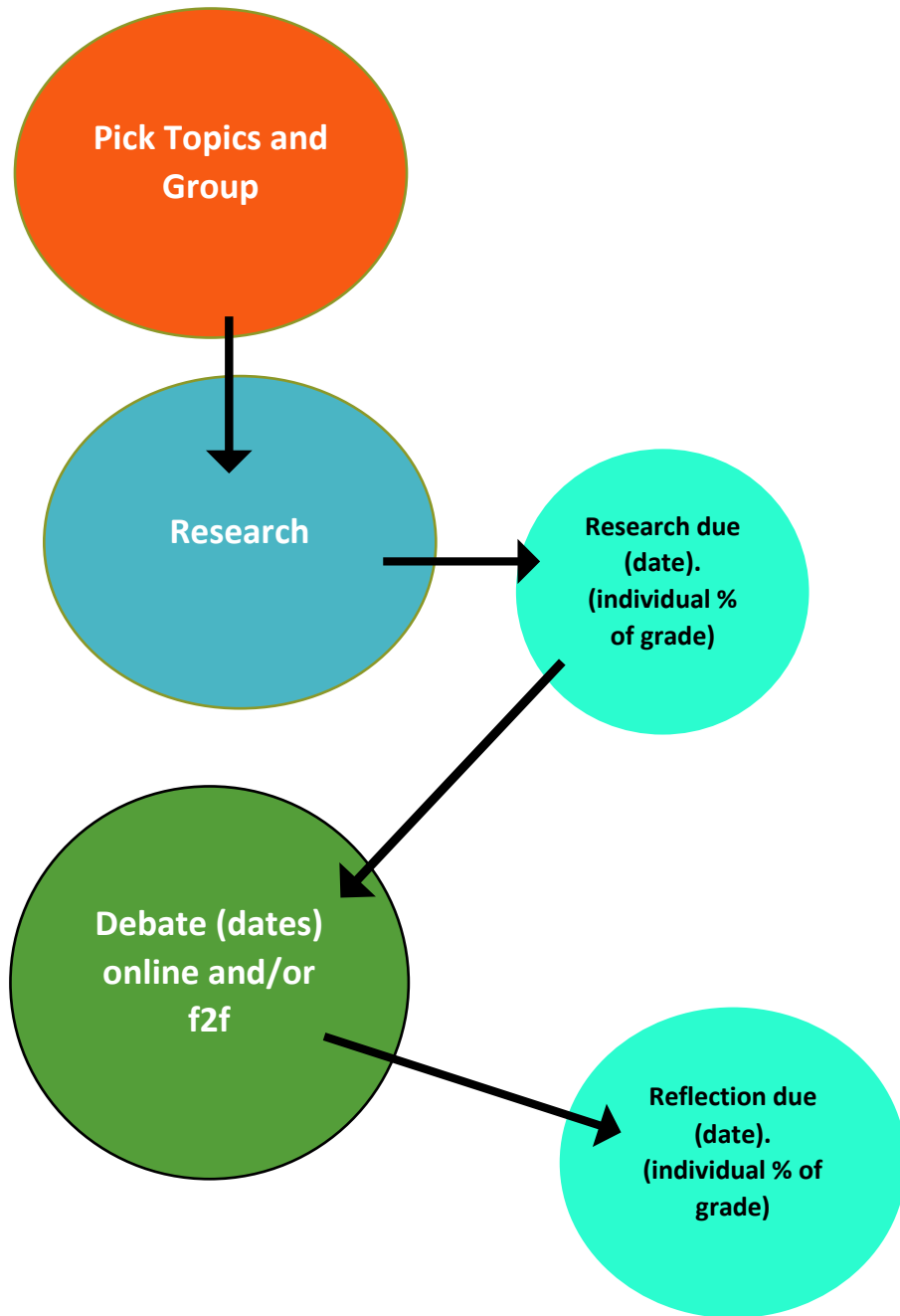


Drop box; collect and grade reflection assignments



Sample Rubric						
ONLINE DEBATES RUBRIC	Individual or Group	% of overall grade	Exemplary	Accomplished	Developing	Emerging
Research (and sub-issues)		30%	Demonstrates thorough investigation of debate topic. (...)			
Debate (?)		20%				
Reflection (+)		50%				

Your Rubric						
ONLINE DEBATES RUBRIC	Individual or Group	% of overall grade				
Research						
Debate (?)						
Reflection (+)						



Student Flowchart:

Create a flowchart for your students, customizing the diagram on the left. You can then take a 'photo' ('snip it' on TRU desktops) and paste it in Moodle. (It's a good idea to make a video for them as well.)

Your Notes and/or Scholarly Teaching Practice Space

Scholarly Teaching phases

Document

Reflect

Modify

(Please share 😊) Tip: <https://cricket.trubox.ca/>

Repeat

