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Academic Debate, the *Ii-toko-dori* Way

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This paper reports on the development and implementation of the Academic Debate course in the ELA. The course provides students with opportunities to think critically, practice constructing arguments and learn the art of perspective taking. In designing the course, instructors drew on existing knowledge from other disciplines such as Sternberg's Triarchic Model for Successful Intelligence, the Karl-Popper Academic Debate format, students' written reflections, answers to an exit questionnaire given at the end of each term, and empirical observations collected over a period of two years.

Debate is often perceived by many students as one of those courses that people "have to do," but would be happier if they were not required to take it. For those who first encountered debate during their high school years in English-speaking countries for example, debate class often represented one's measure of popularity for a short period of time. Winning a debate meant being popular for a few days, and the enjoyment came from being described as having the ability to prove others wrong. In contrast, the experience of losing a debate was one of public humiliation, awkward and being inadequate. People who had bad experiences in debate classes often develop a dislike for the subject, and may never experience the benefits of knowing how to argue in order to an answer to a question or a problem.

Teachers of debate face an interesting challenge, and that is to change students' views about it. In our classes, that process starts with a reflection of what it means to debate and how people learn it. When we think about the way debate is introduced in schools, it is no wonder that many students develop negative attitudes precisely because they never learned any "purpose" besides "sinking another person's ideas. For his part, Gary Rybold reminds us that, "at the heart of debate is a sharing of ideas and information to open our world to knowledge" (Rybold, 2009, p.1). In contrast, not learning to see the purpose can cost people dearly. In his autobiography, Benjamin Franklin tells the story of how he became a famous debater during a short stay in London in 1724. While gaining popularity for his excellent debate skills, he also experienced isolation from his own success. At one point he noticed that few people would want to engage in discussions with him because they feared Franklin would prove them wrong.

The negative connotations that debate has among many students in English-speaking countries are not particularly different from those experienced by students where English is taught as a foreign-language. While the circumstances for second-language learners of debate are in many ways different (having to learn new vocabulary, new content, speaking in public), the negative effects are similar to those reported by learners in English-speaking countries. This suggests that there may be a problem in the way debate is introduced to young people. Many years ago, one of us worked as English teacher at several high schools in Yokohama. At that time, one required subject was "debate." In conversation with teachers who taught that

class, common complaints included, "students did not enjoy the class because they felt forced to speak in public, had no opinions of their own, and therefore, were prone to agree with the opposing team." Many of the teachers reported making efforts to concentrate on teaching their students the traditional rules of debate as presented in Policy debates or Lincoln-Douglas formats. Teachers added that they would spend a great deal of time stressing how important it was "to disagree" with their opponents, at all times and at all cost. Perhaps those teachers had not understood Rybold's advice.

At one time, one of us was invited to observe a *"Debate Concours*," a debate contest where the best students from two local high schools met in order to demonstrate their progress on tackling a given question. At first, everything seemed to go according to an established protocol, but after a few exchanges, things got out of hand, quickly degenerating into something short of a shouting match. The students began to literally scream at each other, and their rebuttals exhibited every effort to "sink" the opposing team. There seemed to be no aim at finding a good solution to the question posed at the beginning of the debate. In retrospect, we can say that two lessons are learned from this incident: On one hand, the students had achieved something important: they were not afraid of speaking their minds. However, they missed learning what is perhaps the most important lesson about Academic Debate, and that is, to learn the art of arguing our way to the best solutions.

Years later, we found ourselves teaching Academic Debate classes. In the next pages, we would like to share the process of how the Academic Debate class evolved, by applying knowledge borrowed from other disciplines such as Sternberg's Triarchic Model for Successful Intelligence, the Karl-Popper Academic Debate format, samples of answers to an exit questionnaire given to students at the end of each term, and our empirical observations gathered over a period of two years. It is our belief that participation in debate class can help students develop their ability to think critically and learn the value of showing respect for each other. In our debate classes, students learn to express their opinions without hesitation as they gain understanding of the purpose of debating, as a constructive academic activity that stimulates originality, independent thinking, and perspective taking. To attain this goal, we are practicing the Japanese cultural principle of *Ii-toko-dori*, that is, borrowing the best from existing models and sources, and turning that knowledge into something useful for one's current situation.

How the course Academic Debate came to be

ICU-ELA Academic Reform

The Academic Debate course was created as part of an academic reform that began in 2008 at International Christian University. One of the pillars of the ELA (English for Liberal Arts) program is to provide students with courses that help them learn the basis for practicing critical thinking. This goal continues to be reflected in the new courses. For example, each year during the Spring term, students learn the basics of argumentative reading and writing, and how to spot fallacies in arguments. In the Fall term, students take elective courses that expand on these strategies. As an elective course, Academic Debate supports other courses such as Academic Reading Content (RCA) and Academic Reading and Writing (ARW). The overall purpose of the Academic Debate course is to provide students with opportunities to practice critical thinking and the construction of arguments that can be used in essays, discussions, presentations, and basic debate situations. A pilot form of the new course was

first tried in 2012. Since then, instructors have been "tinkering" with the format of the course, making adjustments with the goal of creating a course that is useful and interesting for both students and teachers. At the end of each term, students fill out a questionnaire designed to elicit their reflections on the course.

Back in 2010, teachers met in groups and wrote lists that provided insight into the academic goals for the new courses. Preliminary lists highlighted two areas: a) Desired Learning Outcomes, and b) Desired Learning Outcome Indicators. Originally, the list of Desired Learning Outcomes was very extensive to say the least. This led us to adopt an "*Ii-toko-dori*" approach, reduce the number of items, and compare our initial ideas with existing models of Learning Outcomes such those proposed by Lesch (2009), The American Association of Law Libraries and the American Association of Colleges and Universities. The result was a much simpler, manageable list that we present here as Appendix A.

In addition to creating lists of Learning Outcomes and their respective indicators, course designers concentrated their efforts on establishing two kinds of goals: short- term and long-term goals. In the case of short-term goals, it was agreed that students would be provided with a series of tasks designed to help them internalize specific knowledge in a short period of time. For our purposes, we came up with a list of short-term goals that students would quickly recognize from their Spring term ELA classes:

1. Sharing information to improve understanding.
2. Finding reliable sources to support our ideas.
3. Developing arguments based on good reasons.
4. Finding flaws in arguments to avoid poor decision-making.
5. Respecting other people's opinions and being open minded.
6. Learning to ask intelligent questions.
7. Learning to organize information before presenting it.

As for the long-term goals, the rationale was clear: long-term goals should refer to the strategies students can continue to apply *after* they leave school. Andrew Delbanco defines long-term goals as, "the qualities of mind and heart for reflective citizenship" (Delbanco, 2012, p. 3). Long-term goals go beyond the academic strategies students learn in order to "survive" school and tend to be more "intangible." Examples of long-term goals include, empathy, responsibility, commitment to accomplish tasks, and learning for its own sake. These are the qualities that we observe in "successful people." In order to understand more about how successful people think we decided to explore an intelligence model that would provide students and teachers with the necessary vision for understanding the long-term goals of the course, not as a set of rules but rather as values gained from the experience of being in a debate class.

Sternberg and the Number Three

For those who are not familiar with Sternberg's Triarchic Model, we offer a short explanation. The Triarchic Model proposes the development of three areas of thinking ability that people use when they make intelligent decisions. The three thinking abilities are: Analytical, Creative, and Practical (1983, 1999). *Analytical Ability*, as the name suggests, is used when people analyze, evaluate, compare and contrast information. Examples of Analytical Ability are observed in the types of thinking required in university. *Creative*

Ability is activated when people invent, create or "uncover" thoughtful solutions to problems. We use the term uncover in lieu of discover, the more standard term for realizing something. Finally, the last item in the Triarchic Model is *Practical Ability*. People use their Practical Ability when they apply knowledge, put something learned into practice, or simply "use" what they have learned in a new situation. The development of Analytical, Creative, and Practical abilities is easily observed in the world outside university where people are expected to think in creative ways, demonstrating their ability to propose practical solutions (Sternberg & Grigorenko, 2000, p. 11).

Sternberg's Model and Academic Debate

In the Academic Debate class, the Triarchic Model can take place in three stages: First, students are expected to analyze sources, information, the values and beliefs of an author or a group of people. The development of Analytical Ability enables students to identify and explain what is acceptable or unacceptable at any particular point in time. In addition, gaining practice at analyzing sources helps students identify facts and information that they can use in the construction of arguments. We wanted students to be able to analyze the elements and characteristics of arguments considering every issue from contrasting perspectives (pro and con), in order to gain a global understanding of the topic.

Once students have analyzed contrasting sources, the next task is to find creative, thoughtful solutions to problems. Problem solving is best exemplified when people are able to assume the responsibility to move from a problem-situation to finding and presenting a possible solution to an Academic Debate question. In Academic Debate class, such responsibility takes the form of three Burdens: The Burden of Proof, the Burden of Refutation, and the Burden of Rejoinder. Burden of Proof requires Academic Debaters to "provide reasons and proof that their opinion is right" (Rybold, 2006, p. 12). The Burden of Refutation asks from debaters to insist that their counterparts respond to points raised during the debate. Similarly, the Burden of Refutation teaches debaters that they must prepare themselves to provide clear answers to the questions they may face during a debate. In this way, debaters learn the value of finding thoughtful solutions to problems. In order to activate and get the most of their Creative Ability, students are reminded to practice other skills they already possess, including both linguistic and non-linguistic skills. As for linguistic skills, students are reminded that they are "professional practitioners" of language learning. The third burden, or the Burden of Rejoinder demands of debaters that they "answer the answer." In other words, students take the steps to demonstrate that an idea or argument presented by the opposing team is wrong, or flawed (ibid, p. 13). The Burden of Rejoinder requires debaters to pay attention to the ways in which they practice listening, speaking, writing, note taking, asking for confirmation and being able to explain something in two or more ways. Finally, we ask students to make use of their knowledge of teamwork. More specifically, we ask students to remember how they learned to work in teams during their high-school years. For example, one student may speak while another takes notes. Meanwhile, a third member does research using an iPad, for example.

Advocates of Sternberg's model argue that intelligence should be developed based on the study of real-life problems. "If problem-solving skills is an important part of intelligence, students should be given experiences that can improve their performance." (Eggen & Kauchak 1994, p. 153-154). Our experience teaching the Academic Debate class consistently shows that students can benefit extensively by being confronted with contrasting information,

encountering situations that require them to propose creative and thoughtful solutions to problems, while establishing connections to previous knowledge and/or experiences.

Selecting the Debate Topics

After studying how the Triarchic Model would support the overall design of the course, we proceeded to consider what topics would provide students with opportunities to activate and develop their Analytical, Creative, and Practical abilities while meeting the Desired Learning Outcomes. At this point, teachers met once again and formulated a series of values that would be desirable in the selection of topics:

1. The topics must be socio-culturally relevant to students.
2. The topics must provide students with opportunities to attain background knowledge to analyze real world problems.
3. The topics selected should encourage students to explore the reasons behind contrasting views and values.

Once again, teachers met and discussed potential topics that met the criteria stated above. In addition, teachers took into consideration the readings that first-year students follow in their ARW and RCA classes. The selection of topics for the nine weeks that comprise the Fall term include: a) University Students and Part-Time Jobs; b) Perceptions of Self and Charged Language: Women in the Workplace; and c) Business Ethics and Human Rights: Outsourcing. For the Winter term, the topics are: a) Bioethics and Organ Transplants; b) Human Security: the Pros and Cons of Nuclear Energy; and c) Is Democracy the Best System for the Next 30 Years?

Adopting and Adapting a Debate Format

The selection of topics as outlined in the criteria above led us to search for a debate format that would give students plenty of opportunities to experience all the stages of collecting information, constructing arguments, and engaging in debate-like situations. We studied existing formats such as Policy Academic Debate, Lincoln-Douglas, Parliamentary, Public Forum, and Karl-Popper Academic Debate. All formats share the same principles of having an affirmative and a negative team. All formats provide participants with equal amount of total speaking time. However, after some discussion, we considered the Karl-Popper format to be the best to satisfy the needs of our students. The most attractive feature in the Karl-Popper format is that each team includes three members, something that provides each novice student with more opportunities to speak during a debate. The speaking order and time limit in the Karl-Popper format are as follows:

Affirmative Constructive	6 minutes
First Negative Cross-Examination	3 minutes
Negative Constructive	6 minutes
First Affirmative Cross-Examination	3 minutes
First Affirmative Rebuttal	5 minutes
Second Negative Cross-Examination	3 minutes

First Negative Rebuttal	5 minutes
Second Affirmative Cross-Examination	3 minutes
Second Affirmative Rebuttal	5 minutes
Second Negative Rebuttal	5 minutes

Preparation Time: Each team is allowed a total of eight minutes of preparation between speeches. Source: (Rybold, 2006, p. 52).

We decided to adopt the basic protocol used in the Karl-Popper format and created a format of our own. The main reason for adopting a modified version of the Karl-Popper format is that we wanted to provide students with more opportunities to speak. The following outline represents the Academic Debate format that is currently used in Academic Debate courses in the ELA:

Affirmative Constructive	3 minutes
Negative Constructive	3 minutes
First Affirmative Rebuttal	3 minutes
First Negative Rebuttal	3 minutes
Second Affirmative Rebuttal	3 minutes
Second Negative Rebuttal	3 minutes
Affirmative closing remarks	1 minute
Negative closing remarks	1 minute
Total Time	20 minutes

This format is given to students during the second week of the nine-week course. A copy of the actual document that is given to students is included as Appendix B.

To Speak or to Think

"To speak in English is not always equivalent to *think* in English," is the motto we use to welcome our students to the nine-week period that they spend with us learning the basics of Academic Debate. In the Spring term, students take a compulsory course called, "Listening and Speaking," and experience setting and leading discussions. In the Fall term, those who take Academic Debate go one step further and practice evaluating the elements and characteristics of arguments. In order to do so, we stress that the distinction between being able to speak and being able to think and communicate effectively should be clear to all.

At the beginning of the term, we provide students with a syllabus that exemplifies the distinction:

1. Learning to participate in debate is part of learning to think critically. By thinking critically, one can practice asking questions, evaluate answers and learn to keep an open mind about other people's view.
2. Learning debate helps people learn to look for reliable sources and point out fallacies in the development of arguments.
3. Learning to debate is a way to learn to find the best possible solutions to problems. By examining various options, one can find reasons for making decisions in particular ways.
4. Participating in debate is a way to practice asking well-designed questions, as well as answers.

5. Note Taking: Proficient debaters are good at note taking. Knowing how to take notes is an essential part of university education.
6. Organizing documents, essays and information: In Academic Debate class, one needs to know how to retrieve sources. This is an important skill that is useful for academic and post-academic life.
7. Listening: Debate is, in many ways, an exercise in careful listening. When other people speak, one will need to listen very carefully and take notes so that one can give the best possible response.
8. People Skills: Academic Debate is about learning to see and appreciate other views and perspectives on issues that affect us. In contrast, Academic Debate is not about showing other people that we know more, nor is it about attacking another person's way of thinking. It is rather a joint exercise in which we try to find good reasons and evidence that can help us understand our thinking and make better decisions.

Throughout the term, we remind students that debate is not about forcing other people to accept ideas, or doing everything possible to "win" an argument and making other people look bad. On the contrary, we put emphasis on creating environments where other values such as respect are practiced and promoted.

Class Description

3 + 3 + 3

Typically, each year, between eighty to ninety students sign up to take Academic Debate either in the Fall and Winter. Having such a number of students requires the ELA office to create four or five sections. Thus, each section or class has about twenty students. Each term, the nine-week course is divided into segments of three weeks each, organizing the course into three modules of three weeks each. During the three weeks that comprise each module, students practice three stages of debate. The first stage is the research stage where students use their time to develop background knowledge on the topic, and construct the basis for their arguments. Students are given contrasting readings, often presenting opposite opinions and evidence on a given topic, and they are expected to practice developing arguments for and against a given question or proposition. The reason for providing students with either contrasting or conflicting information is deliberate. We want them to learn to distinguish solid arguments from weak ones, and more importantly, we want them to put into practice the educational values they learn in the Spring term. To that effect, the articles are selected with the purpose of stimulating their thinking so that they will experience forming rational opinions based on solid evidence. Naturally, for some students it is very confusing to encounter conflicting ideas. We encourage them to meet and converse throughout the week to better understand and take a stance on the topic, keeping in mind that other opinions and evidence may be available. As homework for the second week, students are asked to write a list of possible points that may be brought by the pro or con group and bring them to the next class.

In the second week of each module, students discuss the reading materials, and share sources they collected. In addition, they practice mock debate exercises. Students are expected to bring relevant articles and other sources that may assist them in refining and strengthening their arguments. During the second week, teachers assign students to take either

side of the topic with the purpose of practicing perspective taking. As students engage in mock debates, instructors observe and advise them, pointing out flaws in the arguments presented. In order to make efficient use of their time, students are provided with a Debate Flow Chart (see Appendix B). Homework after the second week requires students to refine their pro and con arguments, reflecting on the experience gained during the mock debates in class. At this time, the instructor provides additional readings.

In the third week, students engage in actual debate exchanges in teams of three, four, or five students per group. The exercise is repeated twice. If time allows, the instructor leads a class discussion where students share reflections on what they learned, and what they need to improve.

Time for Reflection

At the end of the third week of each module, students are asked to submit a one-page reflection, discussing their experience in the class. The purpose for such report is simple: to provide an opportunity for introspective thinking. Following is an example written by a student after a three-week module on democracy:

> The word "democracy" appeared even in junior high school, but I realized still I did not understand it enough. In my instant interpretation before taking the Academic Debate class, democracy would be good, because political policy is based on our opinion, and we seem to build any government as we like. I did not think any other or hidden possibility of democracy, but now, I am not sure about the goodness of democracy. In the article given in class, we can find some possible problems of democracy. As a result of this I realized the further thinking is necessary, we should think more seriously and carefully about worldwide problem, the position of ourselves in the world. Not thinking is same to paying no attention or ignoring, it is needed for us to know the variety of aspects of facts. . . .Thinking is sometimes tiring but crucial because there is no certification. Choosing a way to live includes taking a responsibility for life. This class gave me such an opportunity to think about that. I sometimes felt the poorness in my English, but I found it was not always true. When the teacher asked me "What is your most important thing in life?" I could not answer. At that time there were full of thoughts in my mind, but I could not respond clearly. I thought this was because I was poor at English. It might actually be true, but in addition, it was also difficult to answer even in Japanese. I noticed it in the time I reconsidered the given question at home.

Questionnaire

In the last week of the term, we asked students to fill out an end-of-term questionnaire. As stated earlier, we would like to obtain as much qualitative information from students as possible. The information that appears below is a selection of answers provided by many students over a period of two years. The complete questionnaire is included as Appendix C.

Question 4: What did you find most challenging about Academic Debate class?

- To make con-side opinion about things which I usually take pro position.
- Thinking of ideas about topics I am not familiar with.
- I am not good at speaking, so I had difficulty conveying my ideas.
- I had a trouble in making opposing comments in the five-minute interval.
- As the Academic Debate goes, our claim and its source became weaker and weaker. We should have researched more to find good evidence.

Question 5: What did you find most useful?

- In daily life, rebuttal is not so common, so it was a good experience.
- By experiencing Academic Debate, I learned to think the problem from neutral position.
- I could find the way of expressing my opinion clearly.
- Writing reports after Academic Debates was very useful because it made the points clear to see and I found it easy to reflect what I talked about in class.
- To know how to Academic Debate was very useful.

Question 6: What did you learn about yourself?

- I need to improve my English.
- My opinion was much stronger than I had expected.
- I would like to improve my Academic Debate skills more.
- I need to think more deeply to understand the topic, and I realized I don't know about the topic so much in the first place, so I should research more.

Question 7: What would you say to other people who might take this class in the future?

- You can get the skill of expressing your opinion clearly.
- The class gives you the great opportunities to Academic Debate in English.
- Training in Academic Debate is as useful as you learn how to read texts or how to write essays. Preparing for a Academic Debate takes shorter than you prepare for writing an essay, so take more chance and learn from it.

Creating Harmony

In music, the word "harmony" corresponds to the combination of three or more different voices (triads or chords) in order to achieve a balanced acoustic effect. The combination of sounds is not limited to horizontal lines. It also includes vertical relationships that support each other without overpowering or imposing a particular voice over the others. When a conductor stands in front of a group, the task is to create balance among the different voices, so that the average listener will experience hearing various sounds interacting with one another, creating the sense of the sound moving forward. Thus, producing harmony involves listening, providing support and ultimately creating in the minds of participants the "we did it" effect.

In the Academic Debate class, something similar to creating harmony takes place. While we do not produce songs, we are interested in the intellectual growth that students may experience as they learn to refine their thinking by consciously practicing the strategies presented in this article. At a different level, teachers would like students to realize that learning to debate is a life-long process.

By reading students' reflections, we have been able to gain insight into their experiences. One common comment from students is that they feel the need to increase their vocabulary. To address that point, we explain that each topic, each discipline, requires people to learn a particular type of vocabulary, and that it is not their fault that they do not know all

the words used in a particular discipline. Instead, they should look at this as a positive challenge.

A second, widely held opinion is that it is difficult to avoid showing support for the opposing side. The most common reason provided is putting aside personal opinions, something many students have never done before. In class, we explain that such discomfort can be overcome by learning to analyze sources, breaking the information into many parts and examining the relationships between all the parts. For such students, the mock debate situations provide a chance to gain experience of keeping an open mind while searching for the best argument for the side they must support. We consider this a major gain in learning to think critically.

A third common response is that for some students their difficulties in speaking during debate situations arise not from lack of English vocabulary; rather, for these students awareness of their limited knowledge of the topics, combined with a lack of practice at organizing thoughts during debate exercises is their main concern. We consider such realization a positive step on the development of attitudes and motivations to learn foreign languages for communication and understanding.

Finally, some students report that an important lesson they learned in Academic Debate class is that every situation can be seen from at least two different perspectives. Taking both sides of an argument helps students practice the art of perspective taking. Perspective taking refers to "seeing the world through someone else's eyes" (Casanave, 2009). In Academic Debate class, this means that students explore both sides of each argument in order learn to see differently, to see outside of themselves, "often as a way to understand conflict, stereotyping, and human relationships" (ibid, 2009).

Concluding Thoughts

In many ways, the experience of participating in an Academic Debate class is akin to playing in an orchestra or singing in a choir. In music, one needs to learn to listen both vertically and horizontally. Similarly, in Academic Debate class, vertical listening implies the notion that ideas are built on previous knowledge and are the result of values acquired over time. In other words, students of Academic Debate gain practice at listening to how currently held values are derived and how they are based on previous interpretations of the world. By learning to listen to the verticality of ideas, students can gain a deeper understanding how people's values, including their own, are formed.

In addition to learning to listen vertically, learning to debate also requires students to learn to listen and think horizontally. Horizontal listening and thinking implies the awareness that the interpretation of ideas has consequences and can be a major factor in ensuing successful interactions with other people.

In Academic Debate class, ideas need to be presented with clarity, without hesitation. Knowing how to present ideas requires more than a basic knowledge of the subject at hand. It also implies knowing how to choose words. As in music, knowing how to present ideas in language that is clear contributes to create a climate of understanding where quarreling or disrespect for other perspectives does not take place. We believe this is how we open our world to knowledge. The idea of opening our world to knowledge is echoed by other believers of a liberal arts education. While delivering the commencement speech at Sarah Lawrence College, Fareed Zacharia, CNN's host of Global Public Square reminded attendees

that one of the strengths of a liberal arts education "is that it teaches you how to learn." We hope these values stay with our students for a very long time.

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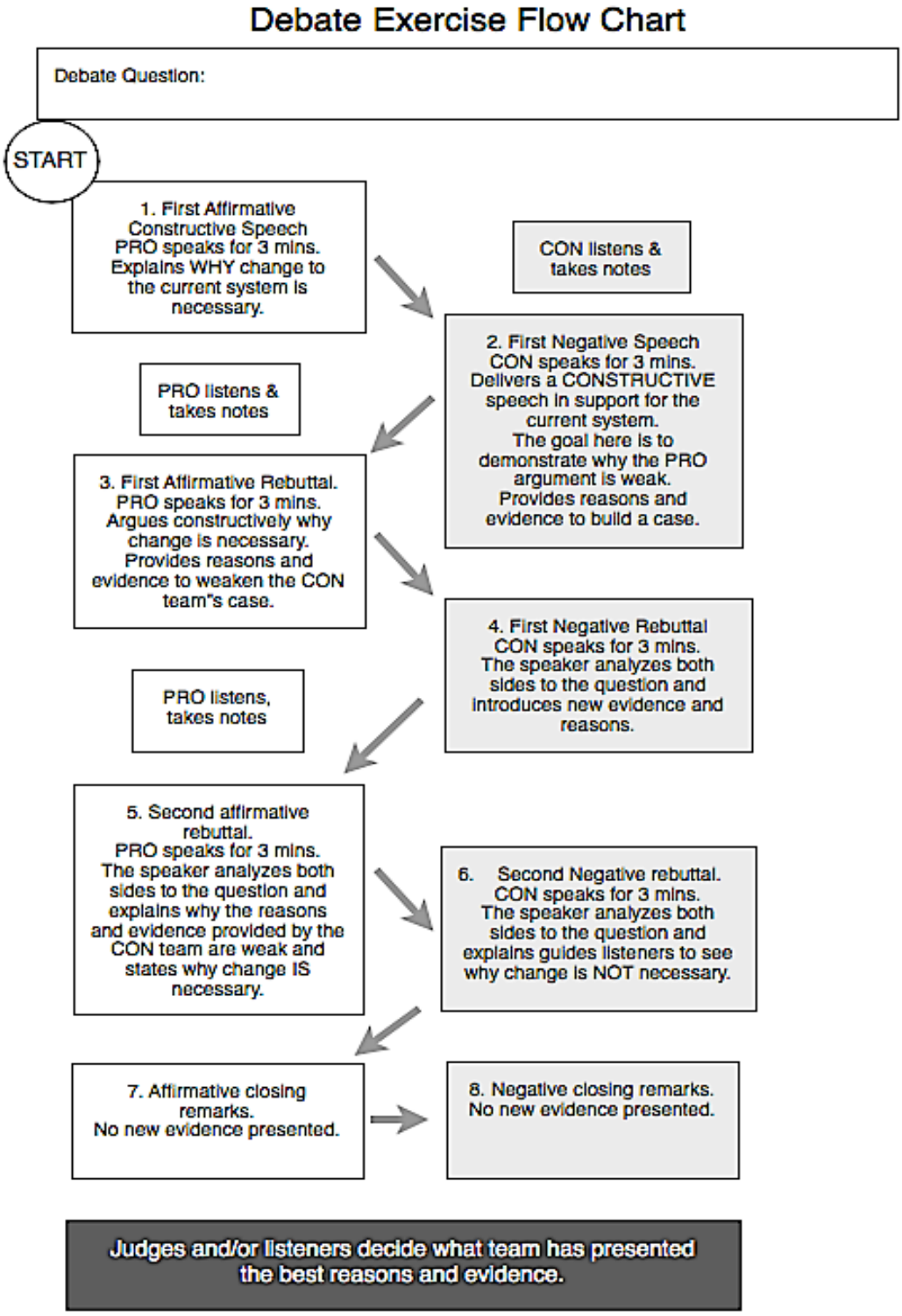
Appendix A: Desired Learning Outcomes and Desired Learning Outcome Indicators.

Desired Learning Outcomes		Desired Learning Outcome Indicators	
Area	**Students will learn...**	**Students demonstrate ability to...**	**How?**
Critical Thinking	to evaluate and determine reliable sources of information.	gather evidence from various sources and compare different arguments.	- By using Internet databases. - Using the school library.
	to develop strong arguments and find flaws in weak arguments.	present the best possible argument for their side, as well as being able to point out the weaknesses in their opponents' or their team's arguments.	- By comparing reasons and evidence. - By evaluating the presentation of arguments.
	how to solve problems.	find the best solutions to problems.	- By comparing reasons and evidence.
Speaking	how to ask and answer questions.	focus on the central points of issues and ask or answer questions with clarity	- By learning and using appropriate debate vocabulary.
Note Taking	to document the flow of arguments presented in a debate.	produce detailed and structured records of the arguments presented in a debate.	- By taking notes that are concise, precise and clear.
Organizing	how to organize information and evidence.	organize information in ways that are clear to an opposing team as well as the audience.	- By organizing evidence and arguments. - By gaining practice at developing debate flowsheets.
Research	- to gather reliable sources and evidence to support arguments. - to evaluate and organize sources.	- differentiate between amount and quality of evidence. - develop well-structured research plans.	By conducting: - Brainstorming sessions - Library and internet searches
Writing	to write *briefs* and statements that explain issues/viewpoints clearly.	organize evidence so that it can be presented effectively in a debate round.	- By learning to write debate briefs.
Listening	to listen to what is said and respond accordingly.	be critical listeners: to listen to what is being said in connection to what is being debated.	- By taking notes and documenting what is said.
Teamwork	to work with partners	share information, talk and listen to other people.	- By proposing strategies for the next stage of the debate.
Perspective Taking	to view and consider issues from different / opposite perspectives.	distance themselves from personal opinions and values and focus on the issues in an objective manner.	- By displaying a conduct that shows the use of reason and evidence over emotions.

Appendix B: Academic Debate format.



Appendix C: End-of-term questionnaire.

Academic Debate

Questionnaire

1. What is your opinion about the topics selected for the term?
2. If you were to teach this class to other ICU students, what would you repeat and what would you change?
3. If you were to make changes to the class format (3 week modules, for example), what would you change? Please provide reasons.
4. What did you find most challenging about Academic Debate class?
5. What did you find most useful?
6. What did you learn about yourself?
7. What would you say to other people who might take this class in the future?

THANK YOU