Fuel Student Engagement with Slow-Motion Debates

Conference on Higher Education Pedagogy

Virginia Tech
02/10/22
Session Objectives

- Define SCD
- Explore Potential / Drawbacks
- Describe Challenges in Today's Classrooms
- Slow-Motion Debating - Lessons Learned
- Demonstrate Tools and Techniques
Structured Classroom Debating

- Organized
- Collaborative
- Constructivist
Structured Classroom
Debating Works
Because...

PollEv.com/jdesantis
Debating Boosts Students':

- Critical Thinking
- Collaboration
- Communication
- Creativity
How Does It Work?

Disequilibrium
Structured
Classroom
Debating

DOESN'T
WORK

Because...

PollEv.com/jdesantis
Debating Drawbacks

Instructional Time 🕒

Anxiety 😞

Resistance 🔇
Online / Asynchronous = End of Debating?
Master's Students, by Mode of Instruction

- In-person only
- Some distance courses
- Yes, program was entirely distance education

Share of master's students

NPSAS survey year

---|---|---|---|---
87% | 82% | 75% | 57% | 48%
5% | 7% | 10% | 23% | 31%
8% | 11% | 15% | 20% | 21%

https://www.insidehighered.com/quicktakes/2018/12/12/masters-degrees-more-popular-increasingly-online
Figure 4. Proportion of Graduate Institutions Conducting Master’s and Doctoral Courses Entirely Online, Before and After COVID-19*

https://www.norc.org/PDFs/GraduateStudies%20COVID/NORC_COVID_WhitePaper_2021_FINAL.PDF
Slow Motion Debating: A Potential Path Forward?
The age of the lesson plan is over. Welcome personalized learning!

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<thead>
<tr>
<th>Issue</th>
<th>Motion Statement</th>
<th>Group Members / email addresses</th>
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Phase 2
Team Presentation Development
Phase 3
Slow-Motion Debate
HENWAY AWARD

FOR MERITORIOUS AND ENGAGING DEBATE PERFORMANCE RESULTING IN YOUR METAPHORICAL ANNIHILATION AND/OR RUINATION OF YOUR OPPONENTS DURING THE IN-CLASS DEBATE SERIES

Josh DeSantis

DR. JOSH DESANTIS

***THE HENWAY IS NOT REDEEMABLE FOR CASH. IT MAY BE ELIGIBLE FOR BOOKSTORE CREDIT – WHO KNOWS? GIVE IT A SHOT. FLAMMABLE. MAY CAUSE DROWSINESS, SUSHI ALLERGY, RELATIONSHIP DISCORD. PLEASE CONSULT A ‘REAL’ DOCTOR IF YOU EXPERIENCE SWOLLEN EGG, AN IRRATIONAL AND/ OR UNCONTROLLABLE URGE TO KICESTAND, OR AN OVER-INFLATED SENSE OF SELF-WORTH. PLEASE RECYCLE AND HAVE YOUR CHICKENS SPAYED OR NEUTERED.
Data Collection / Analysis
What changes do graduate students report in their understanding of course content following participation in an online and asynchronous debate?

Does participation in an online and asynchronous debate affect graduate students’ perspectives of the utility of asynchronous and online debating pedagogy?
Population

Students enrolled in graduate education programs at York College of Pennsylvania completing a *Curriculum Trends and Issues* course.
Assessments

• The Debate Concepts Self-Assessment (DCSA) - Fifteen Likert-scaled items was created for this investigation and designed to assess the degree to which candidates report success at achieving each of the five course learning objectives designated for the asynchronous online debate.

• Debate Effectiveness Reflection (DER) - The DER included 12 Likert-scaled designed to gather participants’ perceptions of the efficacy of asynchronous online debates.
Protocol

- Recruitment - All students enrolled in two sections of a graduate Curriculum Trends and Issues course.
- Assessment Round 1 - All consenting participants completed the DCSA and DER.
- Debate - All students enrolled in the courses (including consenting participants) completed the debate project
- Assessment Round 2 - All consenting participants completed the DCSA
RQ #1 - Outcome

What changes do graduate students report in their understanding of course content following participation in an online and asynchronous debate?

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<th>Mean</th>
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<td>Pre-DCSA</td>
<td>21</td>
<td>3.68</td>
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<td>Post-DCSA</td>
<td>21</td>
<td>4.36</td>
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Paired-sample t-test comparison of the Pre- and Post-debate DCSA scores

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<td>0.68</td>
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RQ #2 - Outcome

Does participation in an online and asynchronous debate affect graduate students’ perspectives of the utility of asynchronous and online debating pedagogy?

### Pre- and Post-Debate DER Data

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<tr>
<td>Post-DER</td>
<td>21</td>
<td>3.88</td>
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### Paired-sample t-test comparison of the Pre- and Post-debate DER scores

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<td>20</td>
<td>0.68</td>
<td>4.85</td>
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Key Finding

Engaging in Slow-Motion Debate Pedagogy enhanced students' perceptions of their own understanding of course content and their perceptions of the efficacy of debating pedagogy.
Let's Try One!

tinyurl.com/VTSDM
Technologies Used

- Poll Everywhere (PollEv.com)
- Vidgrid (Vidgrid.com)
- Flipgrid (Flipgrid.com)
- Canva (Canva.com)
References

Contact

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