



WP3: METHODS

DISCUSSION/DEBATE



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Presentation of method	
Title	Promoting Active and Responsible Citizenship through Discussion/Debates
Learning Objectives (dialogue/argumentation)	<ul style="list-style-type: none"> - Understanding the important role of discussion/debate in the context of active citizenship - Conceptualise the advantages of discussions, such as critical thinking and argumentative skills - Visualize practical tips and key elements of discussion for teachers
Description of Activities	<p>Definition</p> <ul style="list-style-type: none"> • Debate: • A discussion usually focused on two opposing sides • Main purpose: to convince others of your point of view • Competitive nature: may incite participants to engage in manipulative or selective use of information simply to win the argument • Argument-based discussion: • Focus: understanding the perspectives of others and engaging in collaborative reasoning • collaborative exploration of ideas: interaction in which the participants critically but constructively discuss each other's ideas <p>Classroom interaction</p> <p>Authoritative classroom interaction:</p> <ul style="list-style-type: none"> • focused on one specific point of view (usually determined by the teacher) • questions lead in this specific direction <p>Dialogic classroom interaction:</p> <ul style="list-style-type: none"> • open to different perspectives • students have the opportunity to bring in their own points of view and to alter the course of the discussion by bringing in content • This has consequences for the way teachers guide classroom discussion and influence its content ➤ Discussions in citizenship education focus on dialogic classroom interaction <p>Key Elements</p> <ul style="list-style-type: none"> • Discussion topic: Individual choice of topic vs. given topic by the teacher • Goal: understanding the perspectives of others and engaging in collaborative reasoning • Argumentative Dialogue: to present evidence or reasons to support a particular position • Exploring different perspectives: Students from different backgrounds learn together in groups • Active engagement: learner-centered setting, active participation of students



	<ul style="list-style-type: none">• Active listening: students listen actively to their fellow students perspective• Respond to each other: being responsive to different points of view and being able to respond to their fellow students with a different opinion even though they disagree with them• Critical Thinking: deep analysis of the issue, including appraisal, critique, and reasoning for a potential solution <p>Argumentation</p> <ul style="list-style-type: none">• Social activity aimed at justifying or defending a standpoint for an audience• Collaborative process of discussing contested issues by considering various perspectives in order to form opinions and guided judgement• Process of social construction of knowledge, in which people collectively discuss and decide on the construction of shared social knowledge• Argumentative practices can take many forms: random discussions, role-playing exercises, public debates, round tables discussions, competitive debates, formal debates,... <p>➔ All of these activities lead to exploring differing perspectives</p> <p>Argument</p> <p>Most demanding skill in discussion and debate is to respond to what other people have said, particularly if they are arguing against you:</p> <ul style="list-style-type: none">• involves listening, quick thinking as well as knowledge of the topic• For that you use arguments for or against a particular topic <p>Argument: articulating a point of view in favor of a certain position</p> <p>Counterargument: argument that represents a different position than the stated argument, a counter-assertion or contradiction</p> <p>Benefits</p> <p>ENHANCED CRITICAL THINKING SKILLS: ability to define problems; to select information for problem solving; to recognize assumptions; to formulate hypotheses; to draw conclusions; ability to analyze, evaluate, and conclude information logically and objectively</p> <p>IMPROVED COMMUNICATION SKILLS: To learn new ways of communication; role of body language in communication; importance of listening to different viewpoints; improve the ability/confidence to speak in front of a group of people</p> <p>COLLABORATION AND PERSPECTIVE-TAKING: learn to appreciate and respect differences of opinion; being responsible for their opinions; to collaborate with peers to share information and prepare for the debate</p> <p>ACTIVE ROLE IN THE LEARNING PROCESS: encourage productive classroom participation; encourages students to learn course content better, since they are engaged in the course content actively, broadly, deeply and personally</p>
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PROMOTES CIVIC KNOWLEDGE: classroom climate in which students feel encouraged to openly discuss political and social issues promotes civic knowledge (Schulz et al. 2010; Torney-Purta 2002) and civic participation

Benefits of discussions in the context of active citizenship

- Effectiveness of discussion and debate methods in improving **critical thinking skills** of students and **deeper understanding of democratic processes** in the context of citizenship education
- Opportunity of **active participation, sharing opinions** and **interacting** with classmates: Positive impact on students' motivation to study and deepens their understanding of citizenship
- Relevance of debates and discussions on **controversial topics**
→ Contribute to introducing students to societies with differing opinions
- Importance of discussing citizenship issues with people from **different backgrounds** in order to give space to every voice
- Essential that citizens learn how to argue and to **listen to and challenge the views of others**

Role of the teacher in classroom discussions

- Director of an **open-ended discussion** that is open for students to participate as equals
 - guiding the discussion process without regulating the content of the discussion
 - moderate students interactions: enable students to respond to one another's ideas
- **Co-regulation:** use the students perspectives and ideas to regulate the discussion
 - Making arguments in response to students' contributions; rephrasing students' contributions or asking students to respond to specific points made by other students
- Create the opportunity for all students to express their points of view, **leaving more control** to the students
- **Asking the right questions: Authentic questions** without prespecified answer vs. non-authentic questions as test questions with pre-scripted answers

Practical Tips

- Teachers as the facilitator of discussions, not defender of specific views
- With **little regulation** over the discussion, students have more room to advance their own opinions, and students are more likely to respond to each other
- In order to generate more productive discussions, students can **prepare** themselves by using different entry points (e.g. smaller activities so students have time to compose their thoughts)



	<ul style="list-style-type: none"> • Inclusive discussion environment: students will be more likely to contribute to a discussion if they feel they are in a safe, comfortable environment • Ground rules for participation in a discussion such as active listening, tolerating opposing viewpoints, being open-minded, importance of staying focused and expressing themselves clearly <p>Challenges</p> <ul style="list-style-type: none"> • Difficulties in managing discussions and debates to stay focused and productive • Successful use of discussion and debate methods is highly dependent on the skills of the facilitator or teacher • teacher must have a good understanding of this method and be able to lead discussions and debates well • Important to consider the context and characteristics of students in applying this method effectively • Laborious/arduous preparation and a source of frustration on the part of students when aims and objectives are not clear
<p>Best Practices (Examples)</p>	<ul style="list-style-type: none"> • Dialogue and Argumentation for Cultural Literacy Learning in Schools DIALLS Project https://dialls2020.eu/ • CIDEU https://www.fpce.up.pt/cideu/contactos.html; • COPPEECC: https://www.fpce.up.pt/ciie/?q=content/coppeecc-%E2%80%93construindo-pilares-do-projeto-europeu-com-educa%C3%A7%C3%A3o-cultura-e-cidadania. • Increasing democratic civic participation for citizens, refugees and migrants in the European Union http://civact.eu. • https://practice-school.eu/activity2-guided-debate/ • https://activeyouth4life.eu/ • Enhancing Active Citizenship through Debate https://sites.google.com/iseinaudipareto.edu.it/debateforactivecitizens/home?authuser=0 • Thinking and speaking a better world, in short @better
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- <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/facilitating-effective-discussions>



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WP3: ΜΕΘΟΔΟΙ

ΔΙΑΛΟΓΟΣ/ΔΗΜΟΣΙΑ ΣΥΖΗΤΗΣΗ



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[Αρ. Έργου: 2022-1-CY01-KA220-SCH-000089062].



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Παρουσίαση μεθόδου	
Τίτλος	Πρωώθηση της ενεργού και υπεύθυνης πολιτειότητας μέσω διαλόγου και δημόσιας συζήτησης
Μαθησιακοί Στόχοι (διάλογος/επιχειρηματολογία)	<ul style="list-style-type: none"> - Κατανόηση του σημαντικού ρόλου της συζήτησης στο πλαίσιο της ενεργού πολιτειότητας - Κατανόηση των πλεονεκτημάτων της μεθόδου της συζήτησης όπως η κριτική σκέψη και οι δεξιότητες επιχειρηματολογίας - Παρουσίαση πρακτικών συμβουλών και βασικών στοιχείων συζήτησης για τους εκπαιδευτικούς
Περιγραφή Δραστηριοτήτων	<p>Ορισμός Δημόσια συζήτηση:</p> <ul style="list-style-type: none"> • Μια συζήτηση που επικεντρώνεται συνήθως σε δύο αντίπαλες πλευρές • Κύριος σκοπός: να πείσεις τους άλλους για την άποψή σου • Ανταγωνιστικός χαρακτήρας: μπορεί να ενθαρρύνει τους συμμετέχοντες να εμπλακούν σε χειραγωγική ή επιλεκτική χρήση πληροφοριών απλώς και μόνο για να κερδίσουν το επιχείρημα • Συζήτηση βασισμένη σε επιχειρήματα • Εστίαση: κατανόηση των προοπτικών των άλλων και συμμετοχή σε συλλογικό συλλογισμό • Συνεργατική εξερεύνηση ιδεών: αλληλεπίδραση κατά την οποία οι συμμετέχοντες συζητούν κριτικά αλλά εποικοδομητικά ο ένας τις ιδέες του άλλου <p>Αλληλεπίδραση στην τάξη Εξουσιοδοτημένες αλληλεπιδράσεις στην τάξη:</p> <ul style="list-style-type: none"> • επικεντρώνεται σε μια συγκεκριμένη άποψη (που συνήθως καθορίζεται από τον/την εκπαιδευτικό) • ερωτήματα οδηγούν σε αυτή τη συγκεκριμένη κατεύθυνση <p>Διαλογική αλληλεπίδραση στην τάξη:</p> <ul style="list-style-type: none"> • ανοιχτή σε διαφορετικές οπτικές γωνίες • Οι μαθητές/τριες έχουν την ευκαιρία να φέρουν τις δικές τους απόψεις και να αλλάξουν την πορεία της συζήτησης εισάγοντας περιεχόμενο • Αυτό έχει συνέπειες στον τρόπο με τον οποίο οι εκπαιδευτικοί καθοδηγούν τη συζήτηση στην τάξη και επηρεάζουν το περιεχόμενό της <p>➤ Οι συζητήσεις στην εκπαίδευση του πολίτη επικεντρώνονται στη διαλογική αλληλεπίδραση στην τάξη</p> <p>Βασικά Στοιχεία</p> <ul style="list-style-type: none"> • Θέμα συζήτησης: Ατομική επιλογή θέματος vs. θέμα που δίνεται από τον εκπαιδευτικό • Στόχος: κατανόηση των προοπτικών των άλλων και συμμετοχή σε συλλογικό συλλογισμό

- Επιχειρηματικός Διάλογος: να παρουσιάσει στοιχεία ή λόγους για να υποστηρίξει μια συγκεκριμένη θέση
- Διερεύνηση διαφορετικών προοπτικών: Μαθητές/τριες από διαφορετικά υπόβαθρα μαθαίνουν μαζί σε ομάδες
- Ενεργή δέσμευση: μαθητοκεντρικό περιβάλλον, ενεργή συμμετοχή των μαθητών/τριών
- Ενεργητική ακρόαση: οι μαθητές/τριες ακούν ενεργά την οπτική των συμμαθητών τους
- Να ανταποκρίνονται ο ένας στον άλλο: να ανταποκρίνονται σε διαφορετικές απόψεις και να μπορούν να απαντούν στους/στις συμμαθητές/τριες τους με διαφορετική γνώμη, παρόλο που διαφωνούν μαζί τους
- Κριτική σκέψη: βαθιά ανάλυση του ζητήματος, συμπεριλαμβανομένης της αξιολόγησης, της κριτικής και του συλλογισμού για μια πιθανή λύση

Διαφωνία

- **Κοινωνική δραστηριότητα που στοχεύει στη δικαιολόγηση ή την υπεράσπιση μιας άποψης για ένα κοινό**
- Συνεργατική διαδικασία συζήτησης αμφιλεγόμενων ζητημάτων εξετάζοντας διάφορες οπτικές γωνίες προκειμένου να σχηματιστούν απόψεις και καθοδηγούμενη κρίση
- Διαδικασία κοινωνικής δόμησης της γνώσης, στην οποία οι άνθρωποι συζητούν συλλογικά και αποφασίζουν για την κατασκευή κοινής κοινωνικής γνώσης
- Οι επιχειρηματολογικές πρακτικές μπορούν να λάβουν πολλές μορφές: τυχαίες συζητήσεις, ασκήσεις ρόλων, δημόσιες συζητήσεις, συζητήσεις στρογγυλής τραπέζης, ανταγωνιστικές συζητήσεις, επίσημες συζητήσεις.
- ➔ Όλες αυτές οι δραστηριότητες οδηγούν στην εξερεύνηση διαφορετικών προοπτικών

Επιχειρηματολογία

Η πιο απαιτητική δεξιότητα στο διάλογο σε μια συζήτηση είναι να απαντάτε σε αυτά που έχουν πει άλλοι άνθρωποι, ιδιαίτερα αν επιχειρηματολογούν εναντίον σας:

- περιλαμβάνει ακρόαση, γρήγορη σκέψη καθώς και γνώση του θέματος

Για αυτό χρησιμοποιείτε επιχειρήματα υπέρ ή κατά ενός συγκεκριμένου θέματος

Επιχείρημα : διατύπωση μιας άποψης υπέρ μιας συγκεκριμένης θέσης

Αντίλογος : επιχείρημα που αντιπροσωπεύει διαφορετική θέση από το δηλωμένο επιχείρημα, αντεπιβεβαίωση ή αντίφαση

Οφέλη

ΕΝΙΣΧΥΜΕΝΕΣ ΔΕΞΙΟΤΗΤΕΣ ΚΡΙΤΙΚΗΣ ΣΚΕΨΗΣ: ικανότητα ορισμού προβλημάτων· επιλογή πληροφοριών για την επίλυση προβλημάτων· αναγνώριση υποθέσεων· διατύπωση

υποθέσεων· διατύπωση συμπερασμάτων· ικανότητα ανάλυσης, αξιολόγησης και συμπερασμάτων, πληροφοριών λογικά και αντικειμενικά

ΒΕΛΤΙΩΜΕΝΕΣ ΔΕΞΙΟΤΗΤΕΣ ΕΠΙΚΟΙΝΩΝΙΑΣ: Εκμάθηση νέων τρόπων επικοινωνίας· ο ρόλος της γλώσσας του σώματος στην επικοινωνία. Η σημασία της ακρόασης διαφορετικών απόψεων· βελτίωση της ικανότητας/αυτοπεποίθησης όταν μιλάτε μπροστά σε μια ομάδα ανθρώπων

ΣΥΝΕΡΓΑΣΙΑ ΚΑΙ ΠΡΟΟΠΤΙΚΕΣ: εκτίμηση και σεβασμός διαφορές απόψεων· επίδειξη υπευθυνότητας για τις απόψεις τους· συνεργασία με συναδέλφους και διαμοιρασμός πληροφοριών για προετοιμασία για τη συζήτηση

ΕΝΕΡΓΟΣ ΡΟΛΟΣ ΣΤΗ ΜΑΘΗΣΙΑΚΗ ΔΙΑΔΙΚΑΣΙΑ: ενθαρρύνει την παραγωγική συμμετοχή στην τάξη. ενθαρρύνει τους/τις μαθητές/τριες να μάθουν καλύτερα το περιεχόμενο του μαθήματος, καθώς ασχολούνται ενεργά, ευρέως, εις βάθος και προσωπικά με το περιεχόμενο του μαθήματος

ΠΡΩΘΕΙ ΤΗ ΓΝΩΣΗ ΓΙΑ ΕΝΕΡΓΗ ΠΟΛΙΤΕΙΟΤΗΤΑ: το κλίμα στην τάξη στο οποίο οι μαθητές/τριες αισθάνονται ενθαρρύνονται να συζητούν ανοιχτά πολιτικά και κοινωνικά ζητήματα προάγει τη γνώση των πολιτών (Schulz et al. 2010· Torney-Purta 2002) και τη συμμετοχή των πολιτών

Οφέλη από συζητήσεις στο πλαίσιο της ενεργού συμμετοχής στα κοινά

- Αποτελεσματικότητα των μεθόδων συζήτησης και συζήτησης για τη βελτίωση των δεξιοτήτων κριτικής σκέψης των μαθητών/τριών και τη βαθύτερη κατανόηση των δημοκρατικών διαδικασιών στο πλαίσιο της εκπαίδευσης του πολίτη
- Ευκαιρία ενεργού συμμετοχής, ανταλλαγής απόψεων και αλληλεπίδρασης με συμμαθητές: Θετικός αντίκτυπος στα κίνητρα των μαθητών/τριών να σπουδάσουν και εμβαθύνει την κατανόησή τους για την ιδιότητα του πολίτη
- Συνάφεια συζητήσεων και συζητήσεων για **αμφιλεγόμενα θέματα**
→ Συμβάλετε στην εισαγωγή των μαθητών/τριών σε κοινωνίες με διαφορετικές απόψεις
- Σημασία της συζήτησης για θέματα πολιτεότητας με άτομα από **διαφορετικά υπόβαθρα** προκειμένου να δοθεί χώρος σε κάθε φωνή
- Είναι απαραίτητο οι πολίτες να μάθουν πώς να διαφωνούν και να ακούν και να αμφισβητούν τις απόψεις των άλλων

Ο ρόλος του/της εκπαιδευτικού στις συζητήσεις στην τάξη

- Συντονιστής μιας **ανοιχτής συζήτησης** που είναι ανοιχτή για να συμμετάσχουν οι μαθητές/τριες ως ίσοι
 - καθοδήγηση της διαδικασίας συζήτησης χωρίς να ρυθμίζει το περιεχόμενο της συζήτησης
 - συντονισμένες αλληλεπιδράσεις μαθητών/τριών: δίνουν τη δυνατότητα στους/τις μαθητές/τριες να ανταποκρίνονται ο ένας στις ιδέες του άλλου

- **Συν-ρύθμιση** : χρησιμοποιήστε τις προοπτικές και τις ιδέες των μαθητών/τριών για να ρυθμίσετε τη συζήτηση
 - Προβολή επιχειρημάτων ως απάντηση στις συνεισφορές των μαθητών/τριών. αναδιατυπώνοντας τις συνεισφορές των μαθητών/τριών ή ζητώντας από τους/τις μαθητές/τριες να απαντήσουν σε συγκεκριμένα σημεία που έθεσαν άλλοι μαθητές/τριες
- Αναλάβετε την ευκαιρία για όλους/όλες τους/τις μαθητές/τριες να εκφράσουν τις απόψεις τους, **αφήνοντας περισσότερο έλεγχο** στους/τις μαθητές/τριες
- **Θέτοντας τις σωστές ερωτήσεις** : **Αυθεντικές ερωτήσεις** χωρίς προκαθορισμένη απάντηση vs. μη αυθεντικές ερωτήσεις ως δοκιμαστικές ερωτήσεις με προκαθορισμένες απαντήσεις

Πρακτικές Συμβουλές

- Οι εκπαιδευτικοί ως συντονιστές των συζητήσεων, όχι υπερασπιστές συγκεκριμένων απόψεων
- Με **λίγο συντονισμό της συζήτησης**, οι μαθητές/τριες έχουν περισσότερο χώρο να προωθήσουν τις δικές τους απόψεις και οι μαθητές/τριες είναι πιο πιθανό να απαντήσουν ο ένας στον άλλο
- Προκειμένου να δημιουργήσουν πιο παραγωγικές συζητήσεις, οι μαθητές/τριες μπορούν **να προετοιμαστούν** χρησιμοποιώντας διαφορετικά σημεία εισόδου (π.χ. πιο σύντομες δραστηριότητες, ώστε οι μαθητές/τριες να έχουν χρόνο να συνθέσουν τις σκέψεις τους)
- **Περιβάλλον συζήτησης χωρίς αποκλεισμούς** : οι μαθητές/τριες θα είναι πιο πιθανό να συνεισφέρουν σε μια συζήτηση εάν αισθάνονται ότι βρίσκονται σε ένα ασφαλές, άνετο περιβάλλον
- **Βασικοί κανόνες** για τη συμμετοχή σε μια συζήτηση, όπως η ενεργητική ακρόαση, η ανοχή σε αντίθετες απόψεις, το να είσαι ανοιχτόμυαλος/η, συγκεντρωμένος/η και να εκφράζεσαι ξεκάθαρα.

Προκλήσεις

- Δυσκολίες στη διαχείριση συζητήσεων και συζητήσεων για να παραμείνετε συγκεντρωμένοι και παραγωγικοί
- Η επιτυχής χρήση των μεθόδων συζήτησης και συζήτησης εξαρτάται σε μεγάλο βαθμό από τις δεξιότητες του/της συντονιστή/τριας ή του/της εκπαιδευτικού
- Ο/η εκπαιδευτικός πρέπει να έχει καλή κατανόηση αυτής της μεθόδου και να μπορεί να διευθύνει καλά συζητήσεις και συζητήσεις
- Είναι σημαντικό να ληφθούν υπόψη το πλαίσιο και τα χαρακτηριστικά των μαθητών/τριών κατά την αποτελεσματική εφαρμογή αυτής της μεθόδου
- Επίπονη προετοιμασία και πηγή απογοήτευσης εκ μέρους των μαθητών/τριών όταν οι στόχοι και οι στόχοι δεν είναι ξεκάθαροι



Βέλτιστες πρακτικές (Παραδείγματα)	<ul style="list-style-type: none">• Dialogue and Argumentation for Cultural Literacy Learning in Schools DIALLS Project https://dialls2020.eu/• CIDEU https://www.fpce.up.pt/cideu/contactos.html;• COPPEECC: https://www.fpce.up.pt/ciie/?q=content/coppeecc-%E2%80%93construindo-pilares-do-projeto-europeu-com-educa%C3%A7%C3%A3o-cultura-e-cidadania.• Increasing democratic civic participation for citizens, refugees and migrants in the European Union http://civact.eu.• https://practice-school.eu/activity2-guided-debate/• https://activeyouth4life.eu/• Enhancing Active Citizenship through Debate https://sites.google.com/iseinaudipareto.edu.it/debateforactivecitizens/home?authuser=0• Thinking and speaking a better world, in short @better
Βιβλιογραφικές αναφορές	<ul style="list-style-type: none">• Oros, A. L. (2007). Let's debate: Active learning encourages student participation and critical thinking. <i>Journal of Political Science Education</i>, 3(3), 293-311. https://doi.org/10.1080/15512160701558273• Black, E., Maudet, N. Parsons, S. (2021). Argumentation-based Dialogue. Dov Gabbay; Massimiliano Giacomin; Guillermo R. Simari; Matthias Thimm. <i>Handbook of Formal Argumentation, Volume 2</i>, College Publications, 2021. fahal-03429859f• Byrnes J, Dunbar K (2014) The nature and development of critical-analytic thinking. <i>Educ Psy chol Rev</i> 26477–493• Doody, O., & Condon, M. (2012). Increasing student involvement and learning through using debate as an assessment. <i>Nurse education in practice</i>, 12(4), 232-237.• Mayweg-Paus, E., Macagno, F., & Kuhn, D. (2016). Developing argumentation strategies in electronic dialogs: Is modeling effective?. <i>Discourse Processes</i>, 53(4), 280-297.• McLellan, G. (2022). How Debate Helps Promote Global and Intercultural Competence. In <i>Korea TESOL Journal Volume 17, Number 2, The Official Journal of Korea Teachers of English to Speakers of Other Languages</i> 17(2), p.135-160.• Mumtaz, S., & Latif, R. (2017). Learning through debate during problem-based learning: an active learning strategy. <i>Advances in physiology education</i>, 41(3), 390-394.• Najafi, M., Motaghi, Z., Nasrabadi, H. B., & Heshi, K. N. (2016). " Debate" Learning Method and Its Implications for the Formal Education System. <i>Educational Research and Reviews</i>, 11(6), 211-218.• Paradiba, E., & Tarisyah, S. (2023). The Use Of Discussion And Debate Methods In Learning Citizenship Education To Improve Critical Thinking Skills Of Elementary School STUDENTS.



	<p>International Journal of Students Education, 2(1), p. 56–59. Retrieved from https://journal.berpusi.co.id/index.php/IJoSE/article/view/264</p> <ul style="list-style-type: none">• Russo, N. (2022). Debate as a Practice of Active Citizenship. AGORA International Journal of Juridical Sciences, http://univagora.ro/jour/index.php/aijs, p.66-72.• Schuitema, J., Radstake, H., Pol, J. & W. Veugelers (2018). Guiding classroom discussions for democratic citizenship education, <i>Educational Studies</i>, 44:4, 377-407, DOI: 10.1080/03055698.2017.1373629• Zare, P., & Othman, M. (2013). Classroom debate as a systematic teaching/learning approach. <i>World Applied Sciences Journal</i>, 28(11), 1506-1513. DOI: 10.5829/idosi.wasj.2013.28.11.1809• https://citl.indiana.edu/teaching-resources/teaching-strategies/discussions/index.html• https://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf• https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/facilitating-effective-discussions
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WP3: METHODEN

DISKUSSION/DEBATTE



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- **SA:** Bearbeitungen müssen unter den gleichen Bedingungen weitergegeben werden.

Präsentation der Methode	
Titel	Förderung von Active Citizenship durch eine Diskussion/Debatte

Lernziele (Dialog/Argumentation)	<ul style="list-style-type: none"> - die wichtige Rolle von Diskussionen/Debatten im Rahmen von Active Citizenship zu verstehen - die Vorteile von Diskussionen, wie z. B. kritisches Denken und argumentative Fähigkeiten, zu erkennen - praktische Tipps und Schlüsselemente von Diskussionen für Lehrkräfte zu visualisieren
Beschreibung der Aktivitäten	<p>Definition</p> <p>Debatte:</p> <ul style="list-style-type: none"> ● Eine Diskussion, die sich i.d.R. auf zwei gegensätzliche Seiten konzentriert ● Hauptzweck: Andere von der eigenen Sichtweise überzeugen ● Wettbewerbscharakter: kann die Teilnehmenden zu einer manipulativen oder selektiven Nutzung von Informationen verleiten, nur um die Debatte zu gewinnen <p>Argumentative Diskussion:</p> <ul style="list-style-type: none"> ● Fokus: Verstehen der Perspektiven Anderer und gemeinsames Argumentieren ● Kollaborative Erkundung von Ideen: Interaktion, bei der die Teilnehmenden die Ideen der Anderen kritisch, aber konstruktiv diskutieren <p>Interaktion im Klassenzimmer</p> <p>Autoritäre Interaktionen im Klassenzimmer:</p> <ul style="list-style-type: none"> ● Konzentration auf einen bestimmten Gesichtspunkt (in der Regel von der Lehrkraft festgelegt) ● Fragen, die in diese spezifische Richtung führen <p>Dialogische Interaktion im Klassenzimmer:</p> <ul style="list-style-type: none"> ● offen für unterschiedliche Perspektiven ● Schüler:innen haben die Möglichkeit, ihre eigenen Standpunkte einzubringen und den Verlauf der Diskussion durch das Einbringen von Inhalten zu verändern ● Auswirkungen auf die Art und Weise, wie Lehrkräfte Diskussionen im Unterricht leiten <p>☐ Diskussionen in der demokratischen Bildung konzentrieren sich auf dialogische Interaktionen im Klassenzimmer</p> <p>Wesentliche Elemente:</p> <ul style="list-style-type: none"> ● Diskussionsthema: Individuelle Wahl des Themas vs. Vorgabe des Themas durch die Lehrkraft ● Ziel: Verstehen der Perspektiven anderer und kollaboratives Argumentieren ● Argumentativer Dialog: Beweise oder Gründe zur Unterstützung einer bestimmten Position vorbringen ● Erkundung unterschiedlicher Perspektiven: Schüler:innen mit unterschiedlichem Hintergrund lernen gemeinsam in Gruppen ● Aktives Engagement: lernzentrierte Umgebung, aktive Beteiligung der Schüler:innen

- **Aktives Zuhören:** Schüler:innen hören aktiv auf die Perspektive ihrer Mitschüler:innen.
- **Aufeinander eingehen:** auf unterschiedliche Standpunkte reagieren und in der Lage sein, auf die Meinung von Mitschüler:innen einzugehen, auch wenn sie nicht mit ihnen übereinstimmen
- **Kritisches Denken:** gründliche Analyse des Problems, einschließlich Bewertung, Kritik und Argumentation für eine mögliche Lösung

Argumentation

- **Soziale Aktivität, die darauf abzielt, einen Standpunkt vor einer Zuhörerschaft zu rechtfertigen oder zu verteidigen**
- Kollaborativer Prozess der Erörterung strittiger Fragen unter Berücksichtigung verschiedener Perspektiven zur Meinungsbildung und Urteilsfindung
- Prozess der sozialen Konstruktion von Wissen, bei dem Menschen kollektiv über die Konstruktion von gemeinsamem sozialen Wissen diskutieren und entscheiden
- Argumentative Praktiken können viele Formen annehmen: zufällige Diskussionen, Rollenspiele, öffentliche Debatten, Diskussionen am runden Tisch, Wettbewerbsdebatten, formale Debatten, ...
 - All diese Aktivitäten führen zur Erkundung unterschiedlicher Perspektiven

Argument

Die anspruchsvollste Fähigkeit in Diskussionen und Debatten ist es, auf das zu antworten, was andere gesagt haben, insbesondere wenn sie gegen einen selbst argumentieren:

- erfordert Zuhören, schnelles Denken und Wissen über das Thema
- Dazu verwenden Sie Argumente für oder gegen ein bestimmtes Thema

Argumentation: Darlegung eines Standpunkts zugunsten einer bestimmten Position

Gegenargument: Argument, das eine andere Position vertritt als das angegebene Argument, eine Gegenbehauptung oder ein Widerspruch

Vorteile

VERBESSERTE KRITISCHE DENKFÄHIGKEIT: Fähigkeit, Probleme zu definieren; Informationen zur Problemlösung auszuwählen; Annahmen zu erkennen; Hypothesen zu formulieren; Schlussfolgerungen zu ziehen; Fähigkeit, Informationen logisch und objektiv zu analysieren, zu bewerten und Schlussfolgerungen zu ziehen

VERBESSERTE KOMMUNIKATIONSFÄHIGKEITEN: Neue Kommunikationsformen erlernen; Rolle der Körpersprache in der Kommunikation; Bedeutung des Zuhörens unterschiedlicher Standpunkte; Verbesserung der Fähigkeit/des Selbstbewusstseins, vor einer Gruppe von Menschen zu sprechen

ZUSAMMENARBEIT UND PERSPEKTIVENÜBERNAHME: lernen, Meinungsverschiedenheiten zu schätzen und zu respektieren; Verantwortung für die eigene Meinung übernehmen; mit Gleichaltrigen zusammenarbeiten, um Informationen auszutauschen und sich auf die Debatte vorzubereiten

AKTIVE ROLLE IM LERNPROZESS: Ermutigung zur produktiven Teilnahme am Unterricht; ermutigt die Schüler:innen, den Kursinhalt besser zu lernen, da sie sich aktiv, umfassend, tiefgründig und persönlich mit dem Kursinhalt beschäftigen

FÖRDERT BÜRGERLICHES WISSEN: Ein Klassenklima, in dem sich die Schüler:innen ermutigt fühlen, offen über politische und soziale Themen zu diskutieren, fördert bürgerliches Wissen (Schulz et al. 2010; Torney-Purta 2002) und bürgerliches Engagement

Vorteile von Diskussionen im Kontext von Active Citizenship

- Verbesserung der **Fähigkeiten zum kritischen Denken** von Schüler:innen und zum **besseren Verständnis demokratischer Prozesse** im Kontext von Active Citizenship
- Möglichkeit der **aktiven Teilnahme**, des **Meinungsaustauschs** und der **Interaktion** mit Mitschüler:innen
- Relevanz von Debatten und Diskussionen über **kontroverse Themen**
- Beitrag zur Einführung der Schüler:innen in Gesellschaften mit unterschiedlichen Meinungen
- Bedeutung der Diskussion von Fragen zu Citizenship mit Menschen aus **unterschiedlichen Hintergründen**, um jeder Stimme Raum zu geben
- Es ist wichtig, dass die Bürger:innen lernen, zu argumentieren und **anderen zuzuhören und ihre Ansichten zu hinterfragen**

Brainstorming Aktivität:

Was sind Beispiele für interessante Diskussionsthemen im Kontext von Active Citizenship im Unterricht?

Die Rolle der Lehrkraft bei Diskussionen in der Klasse

- Moderation einer **ergebnisoffenen Diskussion**, an der die Schüler:innen gleichberechtigt teilnehmen können
- Steuerung des Diskussionsprozesse, ohne den Inhalt der Diskussion zu regulieren
- Moderation von Schüler:innen-Interaktionen: Ermöglichen Sie den Schüler:innen, auf die Ideen der Anderen zu reagieren.
- **Koregulierung:** Nutzung der Perspektiven und Ideen der Schüler:innen, um die Diskussion zu steuern
- Argumente als Antwort auf die Beiträge der Schüler:innen liefern; Umformulierung der Beiträge der Schüler:innen oder Aufforderung an die Schüler:innen, auf bestimmte Punkte anderer Schüler:innen zu reagieren
- Allen Schüler:innen die Möglichkeit geben, ihre Meinung zu äußern, und ihnen **mehr Kontrolle** überlassen

	<ul style="list-style-type: none"> • Stellen Sie die richtigen Fragen: Authentische Fragen ohne vorgegebene Antwort vs. nicht-authentische Fragen als Testfragen mit vorgeschriebenen Antworten <p>Praktische Tipps</p> <ul style="list-style-type: none"> • Lehrkraft als Vermittler:in von Diskussionen • Wenig Steuerung der Diskussion seitens Lehrkraft • Vorbereitung auf die Diskussion • Integrative Diskussionsumgebung • Grundregeln <p>Herausforderungen</p> <ul style="list-style-type: none"> • Schwierigkeiten bei der Steuerung von Diskussionen und Debatten, um konzentriert und produktiv zu bleiben • Der erfolgreiche Einsatz von Diskussions- und Debattenmethoden hängt in hohem Maße von den Fähigkeiten der Moderator:in oder Lehrkraft ab • Die Lehrkraft muss ein sicheres Verständnis der Methode haben, um in der Lage zu sein, Diskussionen und Debatten gut zu leiten • Wichtig, den Kontext und die Eigenschaften der Schüler:innen zu berücksichtigen, um die Methode effektiv anzuwenden • Mühsame Vorbereitung und eine Frustrationen seitens Schüler:innen, wenn die Ziele unklar sind
<p>Bewährte Praktiken (Beispiele)</p>	<ul style="list-style-type: none"> • Dialogue and Argumentation for Cultural Literacy Learning in Schools DIALLS Project https://dialls2020.eu/ • CIDEU https://www.fpce.up.pt/cideu/contactos.html; • COPPEECC: https://www.fpce.up.pt/ciie/?q=content/coppeecc-%E2%80%93-construindo-pilares-do-projeto-europeu-com-educacao-c3%A7%C3%A3o-cultura-e-cidadania. • Increasing democratic civic participation for citizens, refugees and migrants in the European Union http://civact.eu. • https://practice-school.eu/activity2-guided-debate/ • https://activeyouth4life.eu/ • Enhancing Active Citizenship through Debate https://sites.google.com/iseinaudipareto.edu.it/debateforactivecitizens/home?authuser=0 • Thinking and speaking a better world, in short @better
<p>Quellen</p>	<ul style="list-style-type: none"> • Oros, A. L. (2007). Let's debate: Active learning encourages student participation and critical thinking. <i>Journal of Political Science Education</i>, 3(3), 293-311. https://doi.org/10.1080/15512160701558273 • Black, E., Maudet, N. Parsons, S. (2021). Argumentation-based Dialogue. Dov Gabbay; Massimiliano Giacomin; Guillermo R. Simari; Matthias Thimm. Handbook of Formal



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- Paradiba, E., & Tarisyah, S. (2023). THE USE OF DISCUSSION AND DEBATE METHODS IN LEARNING CITIZENSHIP EDUCATION TO IMPROVE CRITICAL THINKING SKILLS OF ELEMENTARY SCHOOL STUDENTS. *International Journal of Students Education*, 2(1), p. 56–59. Retrieved from <https://journal.berpusi.co.id/index.php/IJoSE/article/view/264>
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- <https://citl.indiana.edu/teaching-resources/teaching-strategies/discussions/index.html>
- https://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf
- <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tips-heets/facilitating-effective-discussions>





WP3: METODI

DISCUSSIONE E DIBATTITO



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Presentazione del metodo	
Titolo	Promuovere la cittadinanza attiva e responsabile attraverso la discussione/il dibattito
Obiettivi di apprendimento	<ul style="list-style-type: none">- Comprendere l'importante ruolo della discussione/dibattito nel contesto della cittadinanza attiva.- Concettualizzare i vantaggi delle discussioni, come il pensiero critico e le capacità argomentative- Visualizzare i suggerimenti pratici e gli elementi chiave della discussione per gli insegnanti
Descrizione delle attività	Definizione Dibattito: <ul style="list-style-type: none">● Discussione solitamente incentrata su due parti opposte

- Scopo principale: convincere gli altri del proprio punto di vista.
- Natura competitiva: può spingere i partecipanti a fare un uso manipolativo o selettivo delle informazioni solo per vincere la discussione.
- Discussione basata sull'argomentazione:
- Focus: comprendere le prospettive degli altri e impegnarsi in un ragionamento collaborativo.
- Esplorazione collaborativa delle idee: interazione in cui i partecipanti discutono in modo critico ma costruttivo le idee degli altri.

Interazione in classe

Interazione autorevole in classe:

- focalizzata su uno specifico punto di vista (di solito determinato dall'insegnante)
- le domande portano in questa specifica direzione

Interazione dialogica in classe:

- aperta a diverse prospettive
- gli studenti hanno l'opportunità di portare i propri punti di vista e di modificare il corso della discussione apportando contenuti.
- Ciò ha conseguenze sul modo in cui gli insegnanti guidano la discussione in classe e ne influenzano il contenuto.
- Le discussioni nell'educazione alla cittadinanza si focalizzano sull'interazione dialogica in classe

Elementi chiave

- Argomento della discussione: Scelta individuale dell'argomento rispetto all'argomento dato dall'insegnante
- Obiettivo: comprendere le prospettive degli altri e impegnarsi in un ragionamento collaborativo.
- Dialogo argomentativo: presentare prove o ragioni a sostegno di una particolare posizione.
- Esplorazione di prospettive diverse: Studenti con background diversi imparano insieme in gruppo
- Impegno attivo: impostazione centrata sul discente, partecipazione attiva degli studenti
- Ascolto attivo: gli studenti ascoltano attivamente il punto di vista dei loro compagni di scuola.
- Rispondere l'uno all'altro: essere reattivi ai diversi punti di vista ed essere in grado di rispondere ai compagni con un'opinione diversa anche se in disaccordo con loro
- Pensiero critico: analisi approfondita del problema, compresa la valutazione, la critica e l'argomentazione di una potenziale soluzione.

Argomentazione

- Attività sociale volta a giustificare o difendere un punto di vista per un pubblico.
- Processo collaborativo di discussione di questioni controverse attraverso la considerazione di diverse prospettive al fine di formare opinioni e giudizi guidati.
- Processo di costruzione sociale della conoscenza, in cui le persone discutono collettivamente e decidono sulla costruzione di una conoscenza sociale condivisa.
- Le pratiche argomentative possono assumere molte forme: discussioni casuali, esercizi di gioco di ruolo, dibattiti pubblici, tavole rotonde, dibattiti competitivi, dibattiti formali, ecc.
- Tutte queste attività portano all'esplorazione di prospettive diverse.

Argomentare

- L'abilità più impegnativa nella discussione e nel dibattito è quella di rispondere a ciò che gli altri hanno detto, in particolare se stanno argomentando contro di voi:
- implica l'ascolto, la rapidità di pensiero e la conoscenza dell'argomento.
- Per questo si utilizzano argomentazioni a favore o contro un determinato argomento.

Argomentazione: articolazione di un punto di vista a favore di una certa posizione

Controargomentazione: argomentazione che rappresenta una posizione diversa da quella dichiarata, una controinformazione o una contraddizione.

Benefici

MIGLIORAMENTO DELLE CAPACITÀ DI PENSIERO CRITICO: capacità di definire i problemi; di selezionare le informazioni per la risoluzione dei problemi; di riconoscere le ipotesi; di formulare ipotesi; di trarre conclusioni; capacità di analizzare, valutare e concludere le informazioni in modo logico e oggettivo.

MIGLIORARE LE CAPACITÀ DI COMUNICAZIONE: Apprendere nuove modalità di comunicazione; ruolo del linguaggio del corpo nella comunicazione; importanza dell'ascolto di punti di vista diversi; migliorare la capacità/fiducia di parlare di fronte a un gruppo di persone.

COLLABORAZIONE E PRESA DI PROSPETTIVE: imparare ad apprezzare e rispettare le differenze di opinione; essere responsabili delle proprie opinioni; collaborare con i compagni per condividere le informazioni e prepararsi al dibattito.

RUOLO ATTIVO NEL PROCESSO DI APPRENDIMENTO: incoraggia una partecipazione produttiva in classe; incoraggia gli studenti ad apprendere meglio i contenuti del corso, poiché sono impegnati in modo attivo, ampio, profondo e personale.

PROMUOVE LA CONOSCENZA CIVICA: un clima in classe in cui gli studenti si sentono incoraggiati a discutere apertamente di questioni politiche e sociali

promuove la conoscenza civica (Schulz et al. 2010; Torney-Purta 2002) e la partecipazione civica.

Vantaggi delle discussioni nel contesto della cittadinanza attiva

- Efficacia dei metodi di discussione e dibattito nel migliorare le capacità di pensiero critico degli studenti e la comprensione dei processi democratici nel contesto dell'educazione alla cittadinanza.
- Opportunità di partecipazione attiva, condivisione di opinioni e interazione con i compagni di classe: Impatto positivo sulla motivazione allo studio degli studenti e approfondimento della loro comprensione della cittadinanza.
- Rilevanza dei dibattiti e delle discussioni su argomenti controversi
- Contribuiscono a far conoscere agli studenti società con opinioni diverse
- Importanza di discutere di questioni di cittadinanza con persone provenienti da contesti diversi, per dare spazio a tutte le voci.
- È essenziale che i cittadini imparino ad argomentare, ad ascoltare e a mettere in discussione le opinioni altrui.

Ruolo dell'insegnante nelle discussioni in classe

- Regista di una discussione aperta, in cui gli studenti possono partecipare alla pari
- guidare il processo di discussione senza regolamentarne il contenuto
- moderare le interazioni degli studenti: consentire agli studenti di rispondere alle idee degli altri.
- Co-regolazione: utilizzare le prospettive e le idee degli studenti per regolare la discussione.
- argomentare in risposta ai contributi degli studenti; riformulare i contributi degli studenti o chiedere agli studenti di rispondere a punti specifici sollevati da altri studenti
- Creare l'opportunità per tutti gli studenti di esprimere il proprio punto di vista, lasciando agli studenti un maggiore controllo.
- Porre le domande giuste: Domande autentiche senza risposte prestabilite vs. domande non autentiche come domande di prova con risposte prestabilite.

Suggerimenti pratici

- Insegnanti come facilitatori di discussioni, non difensori di opinioni specifiche
- Con una scarsa regolamentazione della discussione, gli studenti hanno più spazio per esprimere le proprie opinioni e sono più propensi a rispondere gli uni agli altri.
- Per generare discussioni più produttive, gli studenti possono prepararsi utilizzando diversi punti di ingresso (ad esempio, attività più piccole in modo che gli studenti abbiano il tempo di comporre i loro pensieri).

	<ul style="list-style-type: none"> ● Ambiente di discussione inclusivo: gli studenti saranno più propensi a contribuire a una discussione se sentono di trovarsi in un ambiente sicuro e confortevole. ● Regole di base per la partecipazione a una discussione, come l'ascolto attivo, la tolleranza di punti di vista opposti, l'apertura mentale, l'importanza di rimanere concentrati e di esprimersi chiaramente. <p>Sfide</p> <ul style="list-style-type: none"> ● Difficoltà nel gestire discussioni e dibattiti per rimanere concentrati e produttivi ● Il successo dell'uso dei metodi di discussione e dibattito dipende in larga misura dalle capacità del facilitatore o dell'insegnante ● L'insegnante deve avere una buona comprensione di questo metodo ed essere in grado di condurre bene discussioni e dibattiti. ● È importante considerare il contesto e le caratteristiche degli studenti per applicare questo metodo in modo efficace. ● Preparazione laboriosa e fonte di frustrazione da parte degli studenti quando gli scopi e gli obiettivi non sono chiari.
Buone pratiche (esempi)	<ul style="list-style-type: none"> ● Dialogue and Argumentation for Cultural Literacy Learning in Schools DIALLS Project https://dialls2020.eu/ ● CIDEU https://www.fpce.up.pt/cideu/contactos.html; ● COPPEECC: https://www.fpce.up.pt/ciie/?q=content/coppeecc-%E2%80%93-construindo-pilares-do-projeto-europeu-com-educa%C3%A7%C3%A3o-cultura-e-cidadania. ● Increasing democratic civic participation for citizens, refugees and migrants in the European Union http://civact.eu. ● https://practice-school.eu/activity2-guided-debate/ ● https://activeyouth4life.eu/ ● Enhancing Active Citizenship through Debate https://sites.google.com/iseinaudipareto.edu.it/debateforactivecitizens/home?authuser=0 ● Thinking and speaking a better world, in short @better
Riferimenti	<ul style="list-style-type: none"> ● Oros, A. L. (2007). Let's debate: Active learning encourages student participation and critical thinking. <i>Journal of Political Science Education</i>, 3(3), 293-311. https://doi.org/10.1080/15512160701558273 ● Black, E., Maudet, N. Parsons, S. (2021). Argumentation-based Dialogue. Dov Gabbay; Massimiliano Giacomin; Guillermo R. Simari;



	<p>Matthias Thimm. Handbook of Formal Argumentation, Volume 2, College Publications, 2021. fahal-03429859f</p> <ul style="list-style-type: none">• Byrnes J, Dunbar K (2014) The nature and development of critical-analytic thinking. <i>Educ Psy chol Rev</i> 26477–493• Doody, O., & Condon, M. (2012). Increasing student involvement and learning through using debate as an assessment. <i>Nurse education in practice</i>, 12(4), 232-237.• Mayweg-Paus, E., Macagno, F., & Kuhn, D. (2016). Developing argumentation strategies in electronic dialogs: Is modeling effective?. <i>Discourse Processes</i>, 53(4), 280-297.• McLellan, G. (2022). How Debate Helps Promote Global and Intercultural Competence. In <i>Korea TESOL Journal</i> Volume 17, Number 2, <i>The Official Journal of Korea Teachers of English to Speakers of Other Languages</i> 17(2), p.135-160.• Mumtaz, S., & Latif, R. (2017). Learning through debate during problem-based learning: an active learning strategy. <i>Advances in physiology education</i>, 41(3), 390-394.• Najafi, M., Motaghi, Z., Nasrabadi, H. B., & Heshi, K. N. (2016). " Debate" Learning Method and Its Implications for the Formal Education System. <i>Educational Research and Reviews</i>, 11(6), 211-218.• Paradiba, E., & Tarisyah, S. (2023). THE USE OF DISCUSSION AND DEBATE METHODS IN LEARNING CITIZENSHIP EDUCATION TO IMPROVE CRITICAL THINKING SKILLS OF ELEMENTARY SCHOOL STUDENTS. <i>International Journal of Students Education</i>, 2(1), p. 56–59. Retrieved from https://journal.berpusi.co.id/index.php/IJoSE/article/view/264• Russo, N. (2022). Debate as a Practice of Active Citizenship. <i>AGORA International Journal of Juridical Sciences</i>, http://univagora.ro/jour/index.php/aijs, p.66-72.• Schuitema, J., Radstake, H., Pol, J. & W. Veugelers (2018). Guiding classroom discussions for democratic citizenship education, <i>Educational Studies</i>, 44:4, 377-407, DOI: 10.1080/03055698.2017.1373629• Zare, P., & Othman, M. (2013). Classroom debate as a systematic teaching/learning approach. <i>World Applied Sciences Journal</i>, 28(11), 1506-1513. DOI: 10.5829/idosi.wasj.2013.28.11.1809• https://citl.indiana.edu/teaching-resources/teaching-strategies/discussions/index.html• https://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf• https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/facilitating-effective-discussions
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WP3: MÉTODO

Atividades de Debate & Argumentação como uma ferramenta eficiente para o Ensino da Cidadania Ativa e Responsável



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Método	
Título	Debate & Argumentação
Descrição de Atividades	<p>Atividades de Aprendizagem baseada em Debate & Argumentação como uma ferramenta eficiente para o Ensino da Cidadania Ativa e Responsável</p> <p>Definição de Aprendizagem baseada em Debate & Argumentação:</p> <ul style="list-style-type: none">● Debate:<ul style="list-style-type: none">a) Uma discussão normalmente foca-se em dois lados opostosb) Principal propósito: convencer os outros do seu ponto de vistac) Natureza competitiva: pode incitar os participantes a envolverem-se num uso manipulador ou seletivo de informação simplesmente para ganhar o argumento● Discussão baseada em argumentos:<ul style="list-style-type: none">a) Foco: compreender as perspetivas dos outros e envolver-se em raciocínios colaborativosb) Exploração colaborativa de ideias: interação na qual os participantes discutem as ideias uns dos outros de forma crítica mas construtiva● Interação autoritária na sala de aula:<ul style="list-style-type: none">a) Foco num ponto de vista específico (normalmente determinado pelo/a professor/a)b) As questões conduzem nesta direção específica● Interação dialógica na sala de aula:<ul style="list-style-type: none">a) Aberto a perspetivas diferentesb) Os alunos têm a oportunidade de invocar os seus pontos de vista e, ao fazer isso, alterar o curso da discussãoc) Isto tem consequências para a forma como os professores guiam a discussão na sala de aula e influenciam o seu conteúdod) Discussões na educação para a cidadania focam-se na interação dialógica na sala de aula <p>Elementos-chave:</p>

- **Tópico de discussão:** Escolha individual do tópico vs. tópico determinado pelo/a professor/a.
- **Objetivo:** compreender as perspetivas dos outros e envolver-se no raciocínio colaborativo.
- **Diálogo Argumentativo:** apresentar provas ou razões para sustentar uma determinada posição.
- **Explorar diferentes perspetivas:** Alunos de diferentes origens aprendem juntos em grupos.
- **Envolvimento ativo:** ambiente centrado no aluno, participação ativa dos alunos.
- **Escuta ativa:** os alunos ouvem ativamente a perspetiva dos seus colegas.
- **Responder uns aos outros:** ser sensível a diferentes pontos de vista e ser capaz de responder aos colegas que têm uma opinião diferente, mesmo que discordem deles.
- **Pensamento Crítico:** análise profunda da questão, incluindo avaliação, crítica e raciocínio para uma potencial solução.

Argumentação:

- Atividade social destinada a justificar ou defender um ponto de vista perante uma audiência.
- Processo colaborativo de discussão de questões contestadas, considerando várias perspetivas, a fim de formar opiniões e orientar o julgamento.
- Processo de construção social do conhecimento, no qual as pessoas discutem e decidem coletivamente sobre a construção do conhecimento social partilhado.
- As práticas argumentativas podem assumir muitas formas: discussões aleatórias, exercícios de interpretação de papéis, debates públicos, mesas redondas, debates competitivos, debates formais,...

Todas estas atividades levam a explorar diferentes perspetivas.

Argumento:

- A habilidade mais exigente na discussão e no debate é responder ao que outras pessoas disseram, especialmente se estiverem a argumentar contra si:
 - a) Envolve escuta, raciocínio rápido, bem como conhecimento do tema.
 - b) Para isso, use argumentos a favor ou contra um determinado tópico.

Argumento: articular um ponto de vista a favor de uma determinada posição.

Contra-argumento: argumento que representa uma posição diferente do argumento declarado, uma contra-afirmação ou contradição.

Benefícios das discussões no contexto da cidadania ativa:

- Eficácia dos métodos de discussão e debate na melhoria das **capacidades de pensamento crítico** dos alunos e no **aprofundamento da compreensão dos processos democráticos no contexto da educação para a cidadania.**
- Oportunidade de **participação ativa, partilha de opiniões e interação com os colegas: Impacto positivo na motivação dos alunos para estudar e aprofundamento da sua compreensão da cidadania.**
- Relevância dos debates e discussões sobre **temas controversos.**
- Contribuir para introduzir os alunos a sociedades marcadas por opiniões diferentes.
- Importância de discutir questões de cidadania com pessoas de **diferentes origens** para dar espaço a cada voz.
- É essencial que os cidadãos aprendam a argumentar, **a ouvir e a contestar os pontos de vista dos outros.**

Papel do/a professor/a nas discussões de sala de aula:

- Condutor de uma **discussão aberta** na qual os alunos podem participar como iguais
- Orientar o processo de discussão sem regular o conteúdo da discussão.
- Interações moderadas dos alunos: Permitir que os alunos respondam às ideias uns dos outros.
- **Co-regulação:** utilizar as perspetivas e ideias dos alunos para regular a discussão:
- Argumentação em resposta às contribuições dos alunos; reformular as contribuições dos alunos ou pedir aos alunos que respondam a pontos específicos apresentados por outros alunos.
- Criar oportunidade para todos os alunos expressarem os seus pontos de vista, **deixando maior controlo aos alunos.**
- **Fazer as perguntas certas: perguntas autênticas** sem resposta pré-especificada versus perguntas não autênticas como perguntas de teste com respostas pré-determinadas.

Dicas Práticas:

- Os/as professores/as como facilitadores/as de discussões, não defensores/as de visões específicas.

	<ul style="list-style-type: none"> • Com pouca regulamentação sobre a discussão, os alunos têm mais espaço para avançar as suas próprias opiniões, e estarão mais disponíveis para responder uns aos outros. • A fim de gerar discussões mais produtivas, os alunos podem preparar-se usando diferentes pontos iniciais (por exemplo, atividades mais curtas para que os alunos tenham tempo de desenvolver os seus pensamentos). • Ambiente de discussão inclusivo: os alunos terão maior probabilidade de contribuir para uma discussão se sentirem que estão num ambiente seguro e confortável. • Regras básicas para participar numa discussão, como escuta ativa, tolerância a pontos de vista opostos, mente aberta, importância de manter o foco e expressar-se claramente. • É importante que o/a professor/a seja um/a observador/a ativo/a de discussões em pequenos grupos para dar orientação sobre o tempo das tarefas ou informações úteis adicionais que os alunos possam ter negligenciado (Bender, 2012). <p>Desafios:</p> <ul style="list-style-type: none"> • Dificuldades em gerir discussões e debates para manter o foco e a produtividade. • O uso bem-sucedido de métodos de discussão e debate depende muito das competências do/a facilitador/a ou professor/a. • O professor deve ter uma boa compreensão deste método e ser capaz de conduzir bem as discussões e os debates. • É importante considerar o contexto e as características dos alunos na aplicação eficaz deste método. • Preparação trabalhosa/árdua e uma fonte de frustração por parte dos alunos quando as metas e objetivos não são claros.
<p>Melhores Práticas</p>	<p>Dialogue and Argumentation for Cultural Literacy Learning in Schools DIALLS Project https://dialls2020.eu/; CIDEU https://www.fpce.up.pt/cideu/contactos.html; COPPEECC: https://www.fpce.up.pt/ciie/?q=content/coppeecc-%E2%80%93-construindo-pilares-do-projeto-europeu-com-educa%C3%A7%C3%A3o-cultura-e-cidadania; Increasing democratic civic participation for citizens, refugees and migrants in the European Union http://civact.eu; https://practice-school.eu/activity2-guided-debate/ https://activeyouth4life.eu/;</p>

	<p>Enhancing Active Citizenship through Debate https://sites.google.com/iseinaudipareto.edu.it/debateforactivecitizens/home?authuser=0; Thinking and speaking a better world, in short @better.</p>
<p>Referências</p>	<p>Oros, A. L. (2007). Let's debate: Active learning encourages student participation and critical thinking. <i>Journal of Political Science Education</i>, 3(3), 293-311. https://doi.org/10.1080/15512160701558273.</p> <p>Black, E., Maudet, N. Parsons, S. (2021). Argumentation-based Dialogue. Dov Gabbay; Massimiliano Giacomin; Guillermo R. Simari; Matthias Thimm. <i>Handbook of Formal Argumentation, Volume 2</i>, College Publications, 2021. fahal-03429859f</p> <p>Byrnes J, Dunbar K (2014) The nature and development of critical-analytic thinking. <i>Educ Psychol Rev</i> 26477–493</p> <p>Doody, O., & Condon, M. (2012). Increasing student involvement and learning through using debate as an assessment. <i>Nurse education in practice</i>, 12(4), 232-237.</p> <p>Mayweg-Paus, E., Macagno, F., & Kuhn, D. (2016). Developing argumentation strategies in electronic dialogs: Is modeling effective?. <i>Discourse Processes</i>, 53(4), 280-297.</p> <p>McLellan, G. (2022). How Debate Helps Promote Global and Intercultural Competence. In <i>Korea TESOL Journal Volume 17, Number 2, The Official Journal of Korea Teachers of English to Speakers of Other Languages</i> 17(2), p.135-160.</p> <p>Mumtaz, S., & Latif, R. (2017). Learning through debate during problem-based learning: an active learning strategy. <i>Advances in physiology education</i>, 41(3), 390-394.</p> <p>Najafi, M., Motaghi, Z., Nasrabadi, H. B., & Heshi, K. N. (2016). " Debate" Learning Method and Its Implications for the Formal Education System. <i>Educational Research and Reviews</i>, 11(6), 211-218.</p> <p>Paradiba, E., & Tarisyah, S. (2023). THE USE OF DISCUSSION AND DEBATE METHODS IN LEARNING CITIZENSHIP EDUCATION TO IMPROVE CRITICAL THINKING SKILLS OF ELEMENTARY SCHOOL STUDENTS. <i>International Journal of Students Education</i>, 2(1), p. 56–59. Retrieved from https://journal.berpusi.co.id/index.php/IJoSE/article/view/264.</p> <p>Russo, N. (2022). Debate as a Practice of Active Citizenship. <i>AGORA International Journal of Juridical Sciences</i>, http://univagora.ro/jour/index.php/aijjs, p.66-72.</p> <p>Schuitema, J., Radstake, H., Pol, J. & W. Veugelers (2018). Guiding classroom discussions for democratic citizenship education, <i>Educational Studies</i>, 44:4, 377-407, DOI: 10.1080/03055698.2017.1373629.</p> <p>Zare, P., & Othman, M. (2013). Classroom debate as a systematic teaching/learning approach. <i>World Applied Sciences Journal</i>, 28(11), 1506-1513. DOI: 10.5829/idosi.wasj.2013.28.11.1809.</p>



	<p>https://citl.indiana.edu/teaching-resources/teaching-strategies/discussions/index.html.</p> <p>https://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf.</p> <p>https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/facilitating-effective-discussions.</p>
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