

EDEL 102 Debate Presentation Guidelines

The purpose of this assignment is to provide you with an opportunity to explore a controversial topic in the field of educational psychology and then to collaborate with peers in preparing and sharing what you have learned with the class. On the day of your presentation, in your groups, you will be responsible for presenting the main ideas (and guiding class discussion) for each side of the debate in class. The audience (class members) will have read the selections from the "Taking Sides" text (in the reader), but will not be required to have read anything else on the topic.

You will have a *great deal of flexibility* in how you design the content of your debate/presentation. The degree of effort that you put into it will likely be reflected in the final presentation that you produce. Please plan for 15-25 minutes for the presentation. Depending upon time, we may follow up with 10 minutes of further discussion/questions.

Format/Style: You may be creative in how you present the material (within professional reason☺). You may use skits or other creative ideas to illustrate your points. Please make your best effort to keep the presentation **research based, interesting, focused, original, and engaging**. You may wish to take advantage of using powerpoint as a tool for providing key ideas visually to your peers in the class. On the day of the debate, each group should provide 30 copies of a **1-2 page summarized outline** of the main points in their presentation with information/references cited throughout (and at the end in APA reference style). You are encouraged to make your presentations interactive, whereby you involve the entire class in a discussion or solicit student's ideas to illustrate the information that you provide. You can choose to do demonstrations to make a key point in the debate as well.

Content: Presentations should include basic ideas on the debates described in the Taking Sides chapters from the reader. **However, you are expected to research the topic and present information that goes beyond the material in our reader. Please base the additional core content on empirical research articles related to the topic, professional position papers, policy papers, government documents, etc. and not on personal opinions or anecdotes.** Please provide references for at least four *additional* resources that you gathered in presenting the material. You are also encouraged to make historical and/or theoretical connections, and recommendations (*based on research*) for how these ideas apply in the classroom. **Be sure to provide strong evidence for your arguments.**

The following might serve as a guide for you as you plan and organize your presentation. Remember that you are *not required* to follow this format. However, it would be helpful for you to cover some or most of this information in your presentation.

- 1) What is/are the *main idea(s)/arguments* on either side of the debate?
- 2) Discuss the evidence or facts that are commonly used to support these arguments.
- 3) List or discuss any new terms or concepts that were discussed in the article and make sure to provide a definition if some words might be new or vague to most students.
- 4) Discuss any examples of bias or faulty reasoning that you might find on either side of the issue.
- 5) What limitations exist in the research on this topic? Think critically about the research you read in terms of its strengths, limitations, measures, and generalizability.
- 6) Discuss how the topic relates to teaching and learning from an educational psychology perspective.
- 7) Discuss any ethical or legal issues that are relevant to the debate.
- 8) Identify future trends and practice implications of the material covered in the articles.