Using Speed Rounds to Balance Classroom Debate Participation across Personality Types

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Why Use Debates?

- Active learning
- Oral communication skills
- Critical thinking skills
- Academic grasp of timely topics
- Mastery of oral content
Reaching for Higher Levels

Bloom’s Taxonomy

- **Remember**: Recall facts and basic concepts (define, duplicate, list, memorize, repeat, state)
- **Understand**: Explain ideas or concepts (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate)
- **Apply**: Use information in new situations (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch)
- **Analyze**: Draw connections among ideas (differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test)
- **Evaluate**: Justify a stand or decision (appraise, argue, defend, judge, select, support, value, critique, weigh)
- **Create**: Produce new or original work (design, assemble, construct, conjecture, develop, formulate, author, investigate)
Obstacles

• Few students involved (between 2 and 6, Kennedy (2007))

• Energy and learning limited to a few students

• Large class size
Before the Debate

• Generate several ideas prior to class

• Polling software (Poll Everywhere)

• Small groups of students prepare an opening statement for debate (in and out of class)

• Individual assignment prior to debate
Start of Debate

- First Round: Opening statement delivered by a randomly selected small group
- Students note the key points made by either side
- Small groups decide which key points they would like to debate
- Key points are written on the board (Padlet, Google Docs)
Word of the day: fascinate

Tim
Harry Potter books are very fascinating.

Anton
I have always been fascinated by the Japanese culture.

Jennifer
The magician fascinated the audience.

Corinne
Walt Disney world has

Tarun
Our fascination with technology is not good for our health.

Roger
The Pyramids of Egypt are still very fascinating.

Carol
Martin Luther King Jr.
Carol, fascinated is a verb. You need to use the adjective form of

Jose

Sasha
Discovery channel some fascinating shows.

Patrick
My 1 year old brother finds the vacuum cleaner very interesting.
What is a Speed Round?

• Students are given a predetermined time (20-30 seconds) to respond to a specific key point made by opposing team

• Sit or Stand (circle)

• Instructor alternates the side that they select to speak

• Once a student has spoken in the speed round, they cannot speak again until everyone has a chance to speak or another speed round begins
Speed Round

• Students must respond to the key point on the board
• Once no one raises their hand, a new key point can be opened for speed round debate
• Keeps debate on topic
• Can be inserted between traditional debate rounds or after the traditional debate is over
• Works in large classes (n=110)
IRB-approved Survey

- 400-level U.S. Agricultural Policy course
- 104 students (69 male, 35 female)
- Two semesters
- Students self-identified as either introverts, extroverts or in-between (ambiverts)
IRB-approved Survey
Pre and Post Debate Questions

• Rate your knowledge of the debate topic on a scale of 1-10, one being not very informed and 10 being very informed.

• What was your view on the debate statement? Score this on a 1-10 scale, 1 being you strongly disagree with the statement, 10 being that you strongly agree with the statement.

• Does the debate format give you anxiety? Score this on a 1-10 scale, 1 being you are very anxious, 10 being you are completely comfortable.

• How likely are you to speak during the debate? (1-10; 1 being extremely unlikely, 10 being extremely likely).

• How likely are you to speak during a typical class? (1-10; 1 being extremely unlikely, 10 being extremely likely).
Knowledge Differences

- Students reported significant knowledge gains following the debate

- Probability of Difference: $p<0.01$

- Effect Size = +0.86
  - Mean difference divided by pooled group standard deviation ($>0.5 = \text{large effect}$)
Personality Characteristics

Personality Characteristics

<table>
<thead>
<tr>
<th>Extrovert</th>
<th>Ambivert</th>
<th>Introvert</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>55</td>
<td>28</td>
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Extroverts Rate Themselves as Significantly More Likely to Speak in a Typical Class

<table>
<thead>
<tr>
<th>Self/Introvert Comparison</th>
<th>Difference Between Means</th>
<th>Simultaneous 95% Confidence Limits</th>
</tr>
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</table>
| extrovert - ambivert      | 2.3333                    | 0.3976                           | 4.2691 **  
| extrovert - introvert     | 2.7372                    | 0.5454                           | 4.9290 **  
| ambivert - extrovert      | -2.3333                   | -4.2691                         | -0.3976 **  
| ambivert - introvert      | 0.4038                    | -1.4816                         | 2.2893  
| introvert - extrovert     | -2.7372                   | -4.9290                         | -0.5454 **  
| introvert - ambivert      | -0.4038                   | -2.2893                         | 1.4816  |
Debate Anxiety Given Personality Characteristics
Extroverts Rate Themselves as More Likely Than Introverts to Participate in the Debate

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>extrovert - ambivert</td>
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<td>-0.8635</td>
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<tr>
<td>extrovert - introvert</td>
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<tr>
<td>introvert - ambivert</td>
<td>-1.0695</td>
<td>-2.3376</td>
</tr>
</tbody>
</table>
1. The number of times a student spoke during the debate was not statistically different across personality types.

2. This is true even though Extroverts were more likely than Introverts to say that they would speak during the debate.
Debate View

• Students did not report a significant change in their debate view following the debate

• Drawback of the debate
  – Debriefing

• Structured Controversy
Contact Information

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Please contact me with questions, comments, or ideas for collaboration!