



EIU Best Practices Series No. 12

# The Internet Debate and Deliberation (IDD) Model: An Education Tool for Fostering International Understanding in Secondary Schools

EIU Best Practices 2009



United Nations  
Educational, Scientific and  
Cultural Organization

## APCEIU

Asia-Pacific Centre of  
Education for International Understanding  
under the auspices of UNESCO



# Foreword

As a regional centre mandated to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region, Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has been engaged in various endeavors aimed at fulfilling its mandate since its inception. APCEIU launched the EIU Best Case Studies in 2006 as an Experiential Learning Programme (ELP) in cooperation with the Member States in the region to encourage local initiatives on EIU. In 2009, it was renamed EIU Best Practices.

EIU aims to promote, in particular, “Learning to Live Together”, among the four pillars of education set forth in the Delors report, through participatory learning and critical thinking. EIU Best Practices brings and explores various efforts in the region geared to foster “Learning to Live Together”.

Asia and the Pacific region, with some of the major flashpoints of the world, have long been plagued by a history of socio-political conflicts often intersected by challenging ethnic, cultural and religious issues. In the era of globalization, ensuring education towards a culture of peace and a sustainable future has become critical more than ever for a common prosperous future of all humanity. Launched against this background, EIU Best Practices is an outreach effort that seeks to encourage and further local initiatives on peace, human rights, intercultural understanding and sustainability in different social and cultural contexts.

This series no. 12 introduces a case of the internet-based debate and deliberation with an aim to strengthen critical and integrated thinking among high school students from various countries. The case demonstrates that the school in case has been making a devoted effort to develop effective methods of communication among young people with different cultural backgrounds and perspectives. We hope this effort will eventually lead to the development of educational content that will enable young learners to critically reflect on highly contending issues of EIU. We believe that teachers in language education may find the methods useful.

I hope that through this endeavor, various EIU Best Practices can be shared among educators, scholars and activists who are committed to promoting a Culture of Peace in the region. I expect this project can provide a platform to share and exchange our experiences and perspectives.

I would like to extend my heartfelt appreciation to the National Commissions for UNESCO, in particular, Japanese National Commission, and Fukiai High School for their kind cooperation in sharing their experiences.

December 2009



LEE Seunghwan  
Director

## EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a culture of peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and disseminate them throughout the region.

The programme is conducted through the following steps: 1) Announcement: APCEIU sends announcement letters along with application forms and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and MOU partners of APCEIU in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected case to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout the Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region and the support from the National Commissions for UNESCO, APCEIU wishes to expand on the positive momentum built thus far and further its efforts for the coming years.

APCEIU encourages educators, scholars and activists from Asia and the Pacific region to apply and share their experiences and perspectives. The centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the whole region, thus contributing towards achieving a Culture of Peace.





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# The Internet Debate and Deliberation (IDD) Model : An Education Tool for Fostering International Understanding in Secondary Schools

## 1. Introduction

“Education for international understanding is crucial in building a culture of peace.” Hardly anyone would disagree with this statement. For many teachers, however, it opens a door leading to questions regarding teaching and learning practices they have to adapt in order to achieve the desired objective. The first question is probably “How?” This paper addresses that question in the form of a model that combines the characteristics of a debate and deliberation, and uses the ubiquitous Internet as the platform for learners in different parts of the world.

### 1.1. Definition

The key terms and their definitions, as used in this paper, are given below:

1. Education for International Understanding (EIU) - an educational movement and nonviolent force for the building of a culture of peace in all spheres of life, from local and national to international and global levels. EIU must foster values, awareness, knowledge, and skills to move towards a nonviolent, just, compassionate, and sustainable world. (“Education for International Understanding Towards a Culture of Peace: A Conceptual Framework” by Dr. TOH Swee-Hin, *Sangsaeng* Autumn 2001)

2. IDD (Internet Debate and Deliberation) Model - a teaching model using a student-centered approach that combines the characteristics of a debate and deliberation. With the Internet as the

medium of communication, it is designed to enable high school students in different parts of the world to exchange opinions and ideas despite time differences, varying school curricula and calendars, technical support, and computer skills. Teachers serve as facilitators, coaches, coordinators, supervisors, advisers, or managers.

3. Deliberation - a form of discussion aimed at exploring different approaches, testing ideas, and considering other possibilities. It can help people think beyond conventional viewpoints and consider new options. It can also provide an opportunity for people to make a connection between local and global issues. It may not produce a consensus, but it can produce a collective insight and judgment reflecting the thoughts of the group as a whole.

4. Debate - a contest where two teams present their arguments intended to persuade

5. Base School (BS) - the host school of the IDD

6. Partner School (PS) - schools participating in the IDD other than the base school

7. Online discussion board - discussion site on the Internet that can be accessed by participating schools using a user ID and a password

### 1.2. Model's Focus

Although both the process and the content are considered vital in any educational endeavor, the model focuses primarily on the process for two main reasons: first, the subject of international understanding

is vast as it can encompass any aspect of human conduct in any part of the world; and second, the model aims at developing students' autonomy and therefore allows them to assume certain amount of autonomy and responsibility for their own learning, including the choice of content or topics to be covered.

As a reference, a list of topics that may be covered when applying the model is given in Appendix A. No attempt is made to categorize them since many are interrelated and can be placed under two or more EIU themes on global issues, social studies, cultural diversity, sustainability, human rights, and moral and religious values, among others.

## 2. Background

### 2.1. Purpose

For many years, students and teachers at Kobe Municipal Fukiai High School (Refer to Appendix B for school profile) have been involved in various formats of debates in the classroom. In an IA (International Affairs) class, a student-centered format (Appendix C) that could accommodate a class of 40 students and required each student to take the role of a debater, moderator, timekeeper, or judge in each session was devised. It was observed that students were exceptionally enthusiastic in these classes and the feedback and self-evaluation essays from students showed a great appreciation of the experience that involved them from the preparatory activities to the actual debates themselves. This observation led to the belief that debates could be made even more interesting and meaningful if it could be accomplished in collaboration with students in other countries.

The idea of gathering students from various parts of the world for the debate seemed ideal, but the logistics of organizing it was too time-consuming and expensive, not to mention the additional burden for the teachers. The next best option was having real-time debates online. However, this, too, meant taking into consideration time differences that would make it difficult to find schools that could participate. An Internet debate model that could overcome these obstacles was, therefore, deemed necessary. Consequently, a proposal (Refer to Appendix D) for an asynchronous online debate programme was submitted to Fukiai's school authorities and was approved in February 2008.

## 2.2. Initial Trial

The model was used for the first time in the IS (International Studies) class, an elective subject for the 11th graders of Fukiai High School's international course. The students were told about the experiment at the beginning of the first term (April~ July) of the 2008-2009 school year. The students showed great enthusiasm regarding the chance to debate with students in other countries.

As proposed, debates on three topics (death penalty, euthanasia, and animal testing) were held simultaneously with Fenix High School in Sweden and Springdales School in India. Two schools debated on one of the given topics and the other school judged the debates. The roles were rotated for each topic.

## 2.3. Modification

Students were able to present their arguments and rebuttals on the specified dates using the specified document. However, despite careful planning and discussions among the supervising teachers through e-mail, some complications arose. First, the document used for presenting the arguments appeared to be simple but became complex midway during the exchanges due to lack of adaptability. Then, the teacher in charge of the students in Fenix High School, who was single-handedly supervising two teams for two different topics at the same time, ended up getting the whole process confused. Also, the English levels of the students in the three schools varied too greatly. Major modifications to the original model were therefore needed to address the issues. Mainly, an online discussion board replaced the original submission document, and the discussions were altered from competitive debate to deliberative dialogue.

## 2.4. Second Trial

To test the online discussion board, only the students from Fukiai

discussed the topic of whether or not fat tax should be imposed on junk food. The online discussion board was found to successful, so the students from the three schools (Fukiai, Fenix, and Springdales) participated in a discussion on the necessity of having security cameras in public places.

### 2.5. Feedback

The modified online discussion model (hereby referred to as the IDD Model) proved to be a success based on the enthusiastic participation of the students, the non-problematic use of the discussion board, and the following feedback from students:

First of all, I learned a lot of things through the debates we did in the IS class. All topics were very good, but the debate on death penalty had the most impact because I have never thought about this topic seriously before. I took death penalty like it was other people's affairs. However, during the debate I researched on many things (examples of false charges, etc.) so now I am taking death penalty more seriously. Also, my ideas on death were broadened. (C.A.)

What I liked most in this internet debate and discussion was communicating with so many students not only in Fukiai High School, but also students in Sweden and India. I think the chance we could have in this IS class was very special and second to none. (K.S.)

To tell the truth, I don't like discussions, but IS class was very fun for me because I could talk with not only Fukiai High school students but also Fenix and Springdales students. We discussed about many topics, and I found out that people don't have the same opinions ...I think debating with people in other countries is a good way to know their way of thinking. (S.N.)

The following is an excerpt from the feedback I received from the Springdales student coordinator:

...This was my second debate as coordinator and it is perhaps one of the greatest experiences I have ever had. I learnt team work, group dynamics, leadership and a certain amount of managerial skills. I believe that no other opportunity can provide one with so much. This debate benefited me and perhaps all the members in a great way. The internet debate is a wonderful way to exchange ideas, views, visions, thoughts and opinions. It truly serves as an outlet for the mind, especially for those who can't voice their views in a live debate. (R.C.)

The following is an excerpt of the e-mail I received from the supervising teacher in Fenix in December 2008:

...I finally took the time to read through the debate online. I must say I'm impressed by the level of the input by the Indian students. Overall this was a very good debate, can't say who wins it but they all have very good arguments and thoughts on this subject. There was an article in my local paper today about a normal day in J nk ping where you are surveyed, the bus card registers where you go, the bank card shows what you buy and so on so this is a very current topic indeed.

It was also fun to read the Swedish students' comments. I would have liked them to write much more but we were finishing up another project and they had so much to turn in. I really would like to join in if you do it again in January. I think this format was much better than the first one.... (I.F.)



### 3. IDD Model

Simplicity and practicality were some of the major considerations taken into account when designing the IDD Model. In other words, teachers at both the base school and the partner schools should be able to use it without dealing with too many complications. This section describes the IDD Model's basic requirements, the rules to be observed by the participants, the respective roles of the base school and the partner schools, and the process and activities involved in its implementation.

#### 3.1. Basic Requirements

As in any other project, before implementing the IDD Model, either as an integral part of the curriculum or an extra-curricular activity, it is essential to obtain permission from the respective school's administration. Needless to say, without the encouragement and support of the school community, teachers will find it almost impossible to put new ideas into practice, effectively.

At the base school, the most important requirement is a teacher coordinator who is enthusiastic about global projects and is willing to experiment with and learn new methodologies. In addition, the help of an IT (information technology) staff, who will create the online discussion board, is also necessary. Lastly, computers (at least one for every 3 or 4 students) with an Internet access are needed.

#### 3.2. Rules and Roles

This section outlines the rules to be observed and the roles that the base school (BS) and the partner schools (PS) have to fulfill in order to successfully implement the model.

### IDD Roles

1. The IDD period starts when the BS students post their introductory statements. This serves to avoid having too many identical or similar initial posts.
2. Students may then respond to the statements or may post new ideas or thoughts anytime during the designated IDD period at school or at home. The PS students can participate anytime after the introductory statements are posted; in other words, they may start and/or end posting at any time during this period.
3. Only students can post on the online discussion board. Teachers coordinate by e-mail.
4. When responding to a comment, students should state the name of the person they are responding to.
5. Courtesy to others, whether face-to-face or online, is always expected. Teachers may not be able to monitor the discussions at all times, so should students find offensive remarks, they have to report it to the teacher/s as soon as possible.
6. Teachers reserve the right to delete comments deemed inappropriate.
7. Students are expected to participate actively in the discussions. They can ask for clarification or pose further thoughts, and are encouraged to repeat other's idea to see if he/she fully understood.
8. English is used as the language for communication.

### BS Roles

The base school takes charge of the following:

1. Plan the schedule of activities.
2. Invite schools to participate.
3. Construct the online discussion board and provide the supervising teacher(s) at participating schools with the user ID and password.

4. Coordinate with partner schools.
5. Provide project details and other relevant information, such as profiles of participating schools, the teams and members, etc.
6. Manage the online discussion board.
7. Facilitate the exchange of ideas on how the project further improved.

### PS Roles

Partner schools are expected to perform the following responsibilities:

1. Provide the base school and other participating school/s information about their school (profile or website), their students (number of participants, age, etc.), and whether IDD is integrated into the curriculum or is an extra-curricular activity.
2. Organize students. They can work individually, in pairs, or in groups depending on the students' preference or situation of the school.
3. Participate actively in most if not all the phases.
4. The teacher guides the students on how to access and effectively use the online discussion board and assist in the monitoring of the online discussion.
5. Plan a programme of activities that can accommodate the period designated for the online discussions.

### 3.3. The Process

The Model is a 3-phase process:



Each step has a set of activities summarized in the table below. Explanations of the activities are as followed:

Phase	Activities	
	BS	PS
1	<ul style="list-style-type: none"> <li>Brainstorm and decide topics to be discussed</li> </ul>	
	<ul style="list-style-type: none"> <li>Organize affirmative and negative teams for each topic</li> </ul>	<ul style="list-style-type: none"> <li>Organize teams/ groups/ individuals (decided independently by each participating school)</li> </ul>
	<ul style="list-style-type: none"> <li>Research and write introductory statements</li> <li>Peer-edit</li> <li>Submit introductory statement to be graded and commented on by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Pre-discussion activities (decided independently by each partner school)</li> </ul>
2	<ul style="list-style-type: none"> <li>BS students post introductory statements</li> <li>BS and PS students discuss both sides of the issue and try to find common grounds or alternative answers</li> </ul>	
3	<ul style="list-style-type: none"> <li>Write and submit a report</li> <li>Small group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Post- discussion activities (decided independently by each partner school)</li> </ul>

### 3.3a. Phase 1: Pre-IDD

This phase involves the following activities:

1. **Brainstorming.** Students brainstorm topics; teachers may give guidance by making the students understand the goals of the course and/or providing a list of topics to start from. The number of topics for one round of IDD will depend on the number of participating students at the base school (about 10 students for each topic). The topics are stated in a question form (e.g., the topic on death penalty is stated as “Should death penalty be abolished?”). When possible, students in both the BS and the PS should be involved in the selection.

2. **Organizing Teams.** At the BS, students organize themselves according to their topic of interest. In a class of 40 students, for example, four topics may be discussed at the same time, with about 10 students discussing a given topic. Affirmative and negative teams are formed for each topic to ensure that both sides of the issues are explored. Team leaders are then chosen by the members. The students should be made to understand that they don't have to be on the side that corresponds to their own personal opinion. The PS, on the other hand, may decide how their students are to be organized. They can organize their teams like the BS, or have students work in pairs or individually.

3. **Research.** Students find background information about their topic and the corresponding arguments and evidence on their side of the issue. They may use various sources such as the Internet, newspapers, books, magazines, etc. At the BS, each student prepares an introductory statement of around 200 words that will be graded and commented on by the teacher/s. Team leaders are responsible for checking to make sure members do not present identical arguments and/or evidence. The introductory statements serve as the starting point and guide for the discussion and help students rapidly make the connections between a given issue and their own experiences.

### **3.3b. Phase 2: IDD**

This is the designated period in which students post their arguments, supporting evidences, rebuttals, and comments on the online discussion board. In addition to the arguments for both sides of the issue, they can also suggest alternative solutions. Students may or may not reach a consensus. The period can run between 2-4 weeks.

### 3.3c. Phase 3: Post-IDD

The PSs are free to plan their post-IDD activities, but when possible, they may join the BS activities that may include the following:

1. **Written Report.** This requires students to write a summary of the arguments and supporting evidences presented on the online discussion board, a reflection, and/or a feedback. (Refer to Appendix E for a sample report template)
2. **Group Discussion.** Students are placed into small groups composed of members from different teams to discuss the topics.
3. **Presentations.** Students work in groups and give presentations to share the information they have gathered.
4. **Projects.** Students can make poster displays, conduct interviews and/or surveys, make information sheets, etc.

### 3.4. Variations

Using the same 3-phase process, there are two possible variations:

**Variation 1.** An additional feature can be added in the form of a debate composed of students from different schools. For example, the affirmative and negative teams can each have six members composed of two students from the BS and four students from the two PS. The students e-mail or chat online to coordinate with their teammates. In lieu of time limits set for the speakers in the case of a face-to-face debate, deadlines are set for the teams to post their (1) constructive statement, (2) rebuttals, and (3) responses to rebuttals on the online discussion board. The winning team is decided by the students who are not in the debating teams (i.e., those discussing freely during the IDD period).

**Variation 2.** For schools interested only in debate, the procedure given in Variation 1 can be used, but the winning team can be decided by the votes of students in a school not participating in the debate, or by students of the participating schools not in the debate teams.

## 4. Case Study

To demonstrate how the model was actually used in the classroom, this section discusses the implementation of IDD at Fukiai from June 2009 to September 2009. It is important to note that students at Fukiai learned the basics of debate (Refer to Appendix F for the handout used) at the beginning of the term and IDD was conducted initially with only the Fukiai students in order to familiarize them with the process (April - May). Furthermore, oral debates were being covered in another class.

### 4.1. Participants

The participants in the BS were 37 students taking IS (International Studies), an elective subject offered to the 11th graders (16 - 17 years old) in the international course during the 2009 - 2010 school year. Two colleagues, both English teachers, with one also being the IT administrator, worked with me. The PS participants were 15 students in Springdales School in India and 7 students in Fenix High School in Sweden (all ages 16 - 17). I have worked on some projects with the supervising teachers in Fenix High School and Springdales School



Student asking for teacher's advice

before, and had personally met them prior to implementation of IDD. The Fenix teacher worked with us from the planning stage to the implementation period, while the contact teacher in Springdales recruited student participants and then let two student team leaders take the reins.

#### 4.2. Activities and Content

##### *Activity 1: Orientation and Selection of Topics (June 1)*

1. Students brainstormed topics they would like to discuss. A list of topics that included those suggested by the partner schools was written on the board.
2. Each student chose four topics from the list and wrote them on a piece of paper.

##### *Activity 2: Organization (June 1)*

1. Votes were tallied and the four topics having with the highest number of votes were selected. The topics were:
  - A. Should animals be kept in cages?
  - B. Should mothers stay at home to take care of their children?
  - C. Should we ban or restrict the use of violent video games?
  - D. Should students be permitted to have any hairstyle they want?
2. The four topics were written on the board and the students divided themselves into four groups based on the topics. Some negotiations took place to create relatively equal distribution of students in each group.



Organizing teams



3. The groups then further divided themselves into two teams (affirmative and negative) and chose their team leaders. They also created team names and took team pictures.

***Activity 3: Research and Preparation (June 2 to 16)***

1. Fukiai students gathered background information and arguments for their side of a given issue. Students in Fenix and Springdales likewise conducted their own research.



Reading partners' comments

2. Team members discussed and individually prepared their own introductory statement. The team leader made sure the members didn't present identical arguments and supporting evidences. They were required to write some background information about their topic and at least two arguments and their respective supporting evidence in about 200 words.

3. Students peer-edited their introductory statements then submitted them to the teachers for grades and comments.

4. The introductory statements were returned to the students with comments and recommendations for improvements.

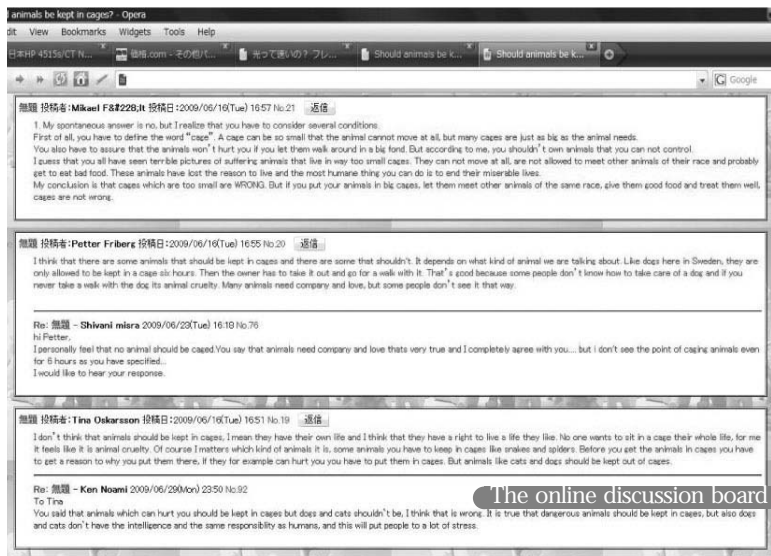
5. Students edited their introductory statements and posted them on the online discussion board. Team photos were also posted.



Teacher and students working together

**Activity 4: Online Deliberation and Debate (June 16 - 29)**

1. To make it easier for the teachers to monitor, students posted their comments in two font colors: blue for affirmative, and red for negative. Furthermore, as suggested by the supervising teacher at Fenix, if a comment was neither affirmative nor negative, students used purple.



2. Students posted comments/opinions/arguments/comments at home and at school. At school, they worked (read and posted comments) with their friends or, occasionally, asked for their teachers' advice or help.

***Activity 5: Reflection/Conclusion (June 29 to September 14)***

1. Students read the postings and submitted a report, which is an appendix that should include the following: (a) a summary of both sides of the arguments presented on the online discussion board; (b) a conclusion/reflection (alternatives may be included); (c) extent of participation (as shown by the number of posts).

2. A summer homework was also given in which the students had to write a report on one of the previous four topics covered. From the four topics, students were required to choose a topic that they did not participate in: (a) Should death penalty be abolished in Japan? (b) Should Japan lower the drinking age to 18? (c) Should the constitution be revised to allow Japan to work and cooperate more fully in self-defense with the US? (d) When choosing a partner, which is better: ugly-rich or attractive-poor? These topics were discussed only by Fukiai students.

3. After summer, students were organized into smaller groups composed of members who participated in different topics. They shared information and discussed the pros and cons of the issues and were required to individually write summaries and a reflection.

**4.3. Student Evaluation**

Students were evaluated according to their performance as shown by their attitudes in class, participation in the discussions and feedbacks, and their written works (the introductory statement, reports, and online entries) that are graded according to the following criteria: organization (focus), development of content/ideas, grammar

(sentence structure, verb conjugations, agreement, articles), vocabulary (diction), and mechanics (spelling, punctuation, and capitalization). A term grade may be itemized as follows:

Introductory statement	20%
Report	30%
Feedback/homework	20%
Small group discussion paper	20%
Others (participation, leadership, attitude, etc.)	10%
Total	100

## 5. Recommendations

Teachers are encouraged to investigate further and experiment with various methods of adapting the model to their own situation and curriculum. For those who are interested in implementing a similar project, the following suggestions may be helpful:

1. **Start small.** It may be best to start with just your students first and find out what works and what doesn't, then collaborate with one or two partner schools. Coordinating with too many schools at the same time, when the project is new, can be overwhelming.

2. **Invite partners at the earliest stage possible.** Involve your partners in the development of guidelines, evaluations, and modifications as much as possible. Supervising teachers need time to brainstorm ideas for guiding the students through the various steps.

3. **Define roles clearly and make sure they know the goals and objectives.** Partner schools need to know what is expected of them.

4. **Prepare contingency plans.** This is especially important when global projects in which the Internet is the major means of communication. Systems can break down during class hours, so materials that can supplement their online activities have to be at hand.

5. Realize that it is acceptable to learn with and from the students. Allowing students to use the international network means they may obtain information their teachers do not know about. Teachers therefore need to accept that their role will change from that of an expert and authority to that of an adviser and fellow learner.

## 6. Conclusion

The IDD Model is an effective tool in promoting international understanding. It works because there is structure (e.g., carefully planned activities in the BS), but there is also flexibility that allows the PS to participate without too many demands and additional workload on the teachers. It may be too early to determine the long term effects, but the students who participated in this case (1) were actively engaged in discussing the pros and cons with their teammates and their partners in different countries, (2) were improving their written works in terms of content and logical organization of thoughts, and (3) were eagerly looking forward to the next discussions. This suggests that the experience has so far been at least a positive one.

Clearly, the teacher's role is significant when doing collaborative projects, especially at an international level. Governments and organizations should therefore invest in events that give teachers opportunities to meet and form friendships that may lead to successful professional relationships. Successful collaboration can develop when a relationship of trust, respect and openness exists, and the process of developing this relationship may in itself be the end we are seeking.

## 7. Reflection

This case is designed to provide students from all over the world with an internet-based education platform that strengthens critical and integrated thinking, and awareness of global issues through lively debates on various topics. Since the use of English is necessary for fluid communication amongst the students from various nations, this case can be integrated into preexisting English curriculum. To this respect, Fukiai High School is unique since it is a public high school with a well-developed English programme, especially in its international course. The curriculum is divided into regular course and international course, and the international course includes compulsory classes like IA (international affairs) and elective courses like IS (international studies), which offer students a platform to strengthen their skills in research, writing, presentation, and debate. Most of the English classes are taught by the joint efforts of teachers who are native speakers and Japanese teachers of English. This collaboration fosters greater comprehension in students and allows teachers to practice effective pedagogy through the division of work. The case is integrated into the curriculum.

The case is focused on fostering the development of effective communication and critical thinking through lively debates with other students from all over the world through the internet. Since the case is designed for eleventh graders, the debate topics are specific and focus on simple concepts. However, the skills to critically evaluate global issues arise more from assessing the varying opinions about a given topic than merely the topics themselves. I believe that having students first take a side on a debate and conduct research independently, encourages lively discussion, and consequently improves not only their language skills but also their comprehension of global issues.


In addition, this case shows potential in the development of content. This case can be integrated into other domains like social studies to tackle subjects like cultural diversity, peace, sustainability, human rights, and other global issues. Furthermore, to foster greater variations in opinions, the simple topics can be developed into more comprehensive and complex issues. For example, Question 6 of Appendix A (Should death penalty be abolished?) could be further developed to ask whether or not basic human rights of individuals need to be protected even when an individual violates those of other individuals. Along those lines, you can even discuss and present the cultural variations and the stance of various nations regarding capital punishment. For another example, Question 14 (Should all school children be made to learn at least one foreign language?) could go beyond the simple question of meaning or purpose of foreign language education, and focus on the subjects of cultural diversity in relation to foreign language education or policy on language. Lastly, Question 25 (Should genetically modified food be banned?) could lead to discussions about the benefits of GMO to humans, such as the increase in food production and the development of new species, or the destructive effects of GMO to nature, or the loss of natural biodiversity and the disruption of the ecosystem, as well as global issues, like the continual disparity in the distribution of food and the ever-increasing profits of the mega-corporations of developed nations at the cost to the small market farmers and consumers, despite the overall increase in food production.

## Appendix A

### Topics for Internet Debate and Deliberation Kobe Municipal High School

1. Should surrogate motherhood be allowed?
2. Should abortions always be legal?
3. Should organ donation registration move from an opt-in to an opt-out system?
4. Is sponsoring a child in a developing country a bad idea?
5. Should euthanasia be legalized?
6. Should death penalty be abolished?
7. Should homosexual couples be allowed to marry?
8. Should prostitution be legalized?
9. Should the constitution be revised to allow Japan to work and cooperate more fully in self-defense with the U.S.?
10. When choosing a partner, which is better: ugly-rich or attractive-poor?
11. Should mothers stay at home to raise their children?
12. Should students face a mandatory drug test?
13. Should Japan lower the drinking age to 18?
14. Should all school children be made to learn at least one foreign language?
15. Should schools require community service?
16. Should there be corporal punishment at school?
17. Should young people (people under 18) be subjected night-time curfews as a way to reduce crime?
18. Should the age to vote be reduced to 18 (in Japan)?
19. Should teens who become pregnant be made to give the child up for adoption?
20. Is boarding school beneficial to children?



- 
21. Is bullying never the victim's fault?
  22. Should professionals be paid according to their performance?
  23. Are arranged marriages a good tradition or an outdated notion?
  24. Are beauty contests harmful?
  25. Should genetically modified food be banned?
  26. Animal testing: is it morally acceptable?
  27. Is it wrong to eat meat? / Should we be vegetarian?
  28. Should the use of animals in sports and entertainment be banned?
  29. Is climate change mainly caused by humans?
  30. Should people be allowed to vote on the Internet?
  31. Do developed nations have a higher obligation to combat climate change?
  32. Marijuana vs. Alcohol, which is worse?
  33. Should fat tax (a tax placed upon fattening foods, beverages, or individuals) be implemented?
  34. Should junk food advertising be banned?
  35. Should age discrimination be made illegal in the workplace?

## Appendix B

### Fukiai High School Profile

Name of Institution :	Kobe Municipal Fukiai High School
Address:	1-1-1 Nozaki-dori, Chuo-ku, Kobe 650-0054
Telephone Number :	+81- 78-291-0771
Fax Number :	+81-78-271-5614

#### Schedule


Academic Year : April~July (first term)  
September~December (second term)  
January~March (third term)  
Monday and Tuesday : 8:30 A.M. - 3:50 P.M.  
Wednesday to Friday : 8:30 A.M. - 2:50 P.M.

#### After-school Activities:

Sports: track and field, gymnastics, swimming, judo, kendo, naginata, soft tennis (boys' and girls'), table tennis, soccer, basketball (boys' and girls'), volleyball (boys' and girls'), baseball, outdoor activities, girls' handball, hard tennis, shorenji ; Cultural: chorus, brass band, flower arrangement, tea ceremony, art, calligraphy, photography, literature, drama, koto, biology, earth science, physics, computer, ESS, guitar, international exchange, sugina, cheering, book, broadcasting

#### Student Population:

603 students in the regular course and 242 students in the international course



**Facilities:**

gymnasiums (2), swimming pool (1), grounds, tennis courts, volleyball courts, computer rooms (2), language labs (3), audio visual room, chemistry lab, physics lab, martial arts training room, cafeteria

**Academic Subjects:**

Students in the regular course are required to take Japanese, history, social studies, math, science, health and physical education, art, English, home economics, and information technology lessons during their first year. From the second year, they can choose to be in one of the following programmes: cultural, English, or science, then take electives under that programme in addition to the required subjects. Students in the international course are required to take the same subjects as the regular course students in their first year. However, from the second year, their electives include mathematics and sciences in addition to those that deal with English communication, international affairs, and foreign languages.

## Appendix C

### IA Debate Kobe Municipal Fukiai High School

#### Objectives

1. To engage students in an intensive examination of significant social, political, or economic issues.
2. To develop critical thinking abilities
3. To teach students to have a clear, yet lively and assertive manner, combining spontaneous improvisation with carefully prepared material

#### Description

Two teams composed of 5 or 6 students address themselves to a stated resolution. The affirmative speakers must support it. The participants speak alternately and speeches are carefully timed (1 minute for constructive speeches and summaries, 3 minutes for arguments and rebuttals). Students who are not in the debating teams will be assigned the following roles:

- (1) moderator (1)
- (2) timekeeper (1)
- (3) judges (about 10 members)
- (4) audience

#### Topics

The students will have debates on the following topics:

- (1) Homosexual Marriage: Should homosexual marriage be legalized in Japan?
- (2) Cosmetic Surgery: Is cosmetic surgery morally acceptable?
- (3) Human Cloning: Should human cloning be allowed?
- (4) Animal Testing: Is it morally acceptable to experiment on

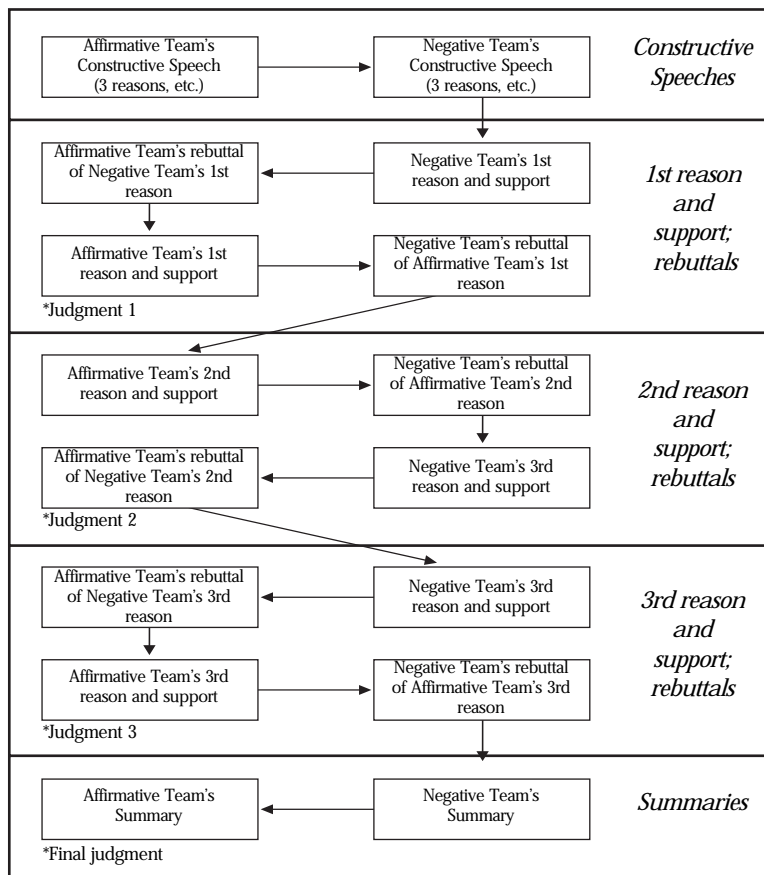
animals to develop products and materials that benefit human beings?

(5) Military Draft System: Should the Japanese government implement the military draft system?

Format

The debate will follow the format given on the next page. The winning team will be announced at the end of the debate session according to the judges' and the audience's decision.

IA Debate Format



## Appendix D

### Internet Debate Proposal by Rose Sabanal Kobe Municipal Fukiai High School February 2008

#### Goals

The primary goal of a debate is to develop effective critical thinking skills on the primary issues in a given topic. Through participation in the activity, students will:

1. Compare and contrast ideas
2. Verify the importance of support and evidence for ideas
3. Resolve controversies
4. Recognize the strengths and weaknesses of arguments.

#### Outcomes

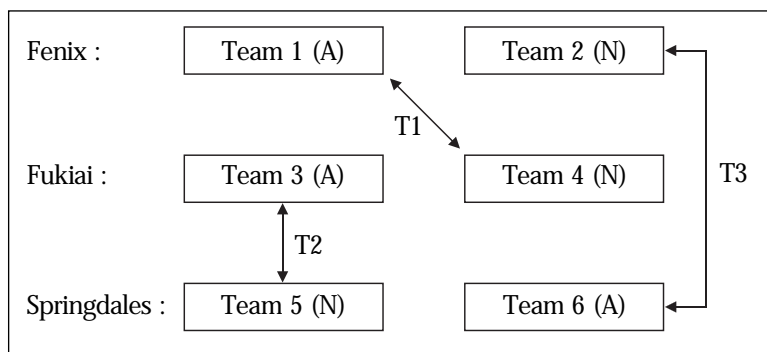
1. An online debate model that can be used by schools in different locations around the world
2. Essays of students based on the issues discussed in the debate or personal reflection on their online debate experience.

#### Requirements

1. Internet connection
2. Teaching handouts of the debate process

### Framework

- Three schools, each with two teams, will debate on three topics (T1, T2, T3). Teams will be either on the affirmative side (A) or the negative side (N). The participating schools are Fenix High School in Sweden, Fukiai High School in Japan, and Springdales School in India.



- The debate between two schools will be judged by the third school.

- Teachers may provide a list of topics but students will decide the topics that they find most interesting and relevant. Among the popular topics at Fukiai are as follows: (1) animal testing, (2) death penalty, (3) legalization of gay marriage, (4) human cloning, (5) implementing a military draft system in Japan, etc.

- Students post their arguments, rebuttals, responses to rebuttals and judgment using the e-mail accounts created for the purpose. For example, for Fenix High School (Sweden), Fukiai High School (Japan), and Springdales School (India), the e-mail accounts will be: (1) fenix.fukiai@gmail.com, (2) fukiai.springdales@gmail.com, and (3) springdales.fenix@gmail.com.



• Students will post their ideas using a Word document to be attached to the e-mail. A draft is given below:

<b>Debating Teams</b>	Fukiai and Fenix
<b>Topic</b>	Is it morally acceptable to experiment on animals for human purposes? (for scientific and medical purposes)
<b>Introductions</b>	Affirmative:  Negative: (affirmative and negative teams post their introductions, i.e., short statement of their main arguments)
<b>Affirmative 1</b>	(first affirmative argument and support)
<b>Rebuttal of Affirmative 1</b>	(rebuttal of first affirmative argument) <i>by negative team</i>
<b>Response to Rebuttal of Affirmative 1</b>	(affirmative team responds to rebuttal of first affirmative argument)
<b>Judgment</b>	(Springdales decides and post who wins this first round)
<b>Negative 1</b>	(first negative argument and support)
<b>Rebuttal of Negative 1</b>	(rebuttal of first negative argument) <i>by affirmative team</i>
<b>Response to Rebuttal of Negative 1</b>	(Negative team responds to rebuttal of first negative argument) (Springdales decides and post who wins this second round)
<b>Judgment</b>	
	...and so on
<b>Conclusion</b>	Affirmative:  Negative:
<b>Judgment</b>	(Springdales decides the final winner based on the rounds and the conclusions)





## Timeline

### **2008 April**

- Start of first term
- Organize teams (two per school), select topics, and assign topics to the three schools accordingly.
- Teachers finalize the schedule that can accommodate the participating schools. Specifically, deadlines for posting ideas should be decided as early as possible.
- Introduce the debate process.

### **2008 May to June**

- Students start doing research and discuss arguments with teammates.
- Students e-mail their ideas using the Word format. Teachers supervise the activity and make sure that students observe the deadlines for posting.
- Students decide the winning teams.

### **2008 July~August**

- Assign summer homework (essays on the debate experience)
- Conduct survey on the effectiveness of the debate process
- Final exams
- End of the first term / summer holiday

### **2008 September**

- Beginning of the second term
- Submission of summer homework



### Assessment

- A survey will be conducted to find out the effectiveness of the format, the quality of the materials used, the implementation of the work plan, the impact on students and the school community, etc.
- Students will be graded according to the ideas they have posted in their e-mails and their contribution to the group. They also have to submit an essay (narrative / exposition / argumentative) as a summer homework and it will be a part of their second term grade.

## Appendix E

### IDD Report Template

Student Number:

Name:

---

Date submitted:

---

Topic:

---

#### I Affirmative Team's Arguments and Supporting Evidence (at least 3)

Reason and supporting evidence 1:

Reason and supporting evidence 2:

Reason and supporting evidence 3:

#### II Negative Team's Arguments and Supporting Evidence (at least 3)

Reason and supporting evidence 1:

Reason and supporting evidence 2:

Reason and supporting evidence 3:



### III. Conclusion (at least 200 words)

State :

(1) whether the discussion has changed your personal opinion, and why. You may also recommend alternatives (in other words, not just the two sides yes or no of the issue, but other ways to solve the problem)

(2) what you have learned from your discussion with students in (name of countries)?

(3) what you think of the Internet debate and deliberation programme. Do you have any suggestions to improve it? What topics do you want to discuss for the next round?

## Appendix F

IS

First Term, School Year 2009-2010  
Kobe Municipal Fukiai High School

# DEBATE AND DELIBERATION

In this subject, you will discuss several issues using the Internet, not only with your classmates, but also with students in other countries. The procedure will be similar to debates in which teams take either the pro (affirmative) side or the con (negative) side on a certain topic (proposition). The teams will present their views and try to prove that their view is better or superior. In debates, a winning team is usually judged at the end. In deliberations, however, the main goal is to explore the arguments of the two sides of the issue, regardless of one's own personal opinion.

### Key Expressions:

#### Agreeing

- I agree with that / you.
- I think so, too.
- I believe that, too.
- You're right.
- I have the same opinion.

#### Disagreeing

- I disagree with that / you.
- I don't think so.
- I don't believe that.
- You're wrong!
- I have a different opinion.

#### Giving an opinion...reason

- I think that...because...
- I feel that...because...
- I believe that...because...
- In my opinion...

### The Debate Teams:

1. The Affirmative Team - supports / agrees with the proposition.
2. The Negative Team - does not support / disagrees with the proposition.

### Giving Strong Reasons and Support

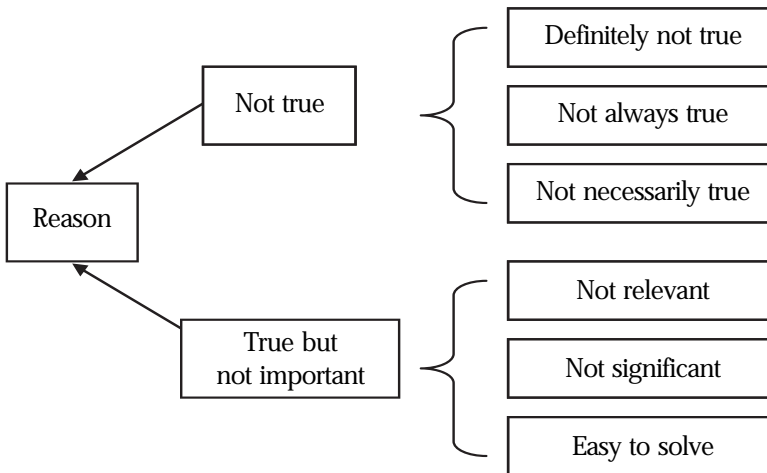
A strong reason has the following qualities:

1. It is logical.
2. It is clear.
3. It is persuasive to the majority of people.

\*Reasons can be supported by explaining, or by giving examples, statistics, and expert opinions.

### How to Rebut / Refute

To “rebut” or “refute” means to disagree with something. In debate, rebuttals state why the opposing team’s reason or point is either not true or not important.



# Field Visit

On behalf of APCEIU, Ms. KIM Eun-Jung, Junior Programme Specialist, Education and Training Team, undertook a field visit to the Fukiai High School, Japan from 18 to 21 October 2009 to carry out the following missions: 1) to confer the EIU Best Practices Award on the Author, 2) to provide the guidelines on finalizing the practice report: and 3) to interview teachers involved in this case and principal, and discuss how to continue and enhance further activities related to EIU in the class with them.



▲ Awarding the certificate



◀ Observing the IDD class



◀ Ms. Sabanal in the class



◀ Mr. Masui, Ms. KIM Eun-Jung (APCEIU), Ms. Rose Sabanal (Author), Mr. Fujimoto (The IDD case teachers, Fukiai High School)