

第11回ディベート教育国際研究会大会 要旨集
**Abstracts of the 11th International Conference on Debate and
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3/15 1日目 Day1

Argumentation *qua* Critical Pedagogy

Joseph Zoppetti (Illinois State University)

Student learning worldwide in the past decade has suffered from a variety of reasons. As scholars have been proclaiming for centuries, fundamental critical thinking skills are not only important for student academic success, but they are also vital for career performance and everyday life situations. In this essay, I briefly describe a way of teaching argumentation that strengthens critical thinking skills. Additionally, an argument-based approach to teaching critical thinking opens space for deconstructing power dynamics in the classroom. Thus, I contend that argumentation training enhances critical thinking by creating and sustaining an environment of critical pedagogy – an approach that reduces hierarchies of power during the learning process. This approach yields for students better decision-making, confidence in the sense of self, a heightened form of agency, and a more inclusive and civil learning climate that enables participants to apply argument and critical thinking skills that can enhance their academic and professional performance as well as cultivating a confidence for crucial civic life.

Crafting a Computable Ontology of Debate: A Pedagogical Justification

John Hines (DebaterHub)

As artificial intelligence increasingly automates traditional academic tasks, educators must refocus on developing uniquely human capabilities. This paper argues that a return to debate-based education is essential for cultivating critical thinking and civic engagement in the AI era. It presents a computational ontology of debate as a foundational tool for this educational revival. While debate's pedagogical value has been recognized since ancient Greece, modern computational frameworks can enhance rather than replace these traditional approaches. This ontology builds a bridge between classical debate pedagogy and modern technological capabilities by formally modeling the complex patterns of argumentation, evidence evaluation, and strategic thinking that make debate educationally powerful. This framework supports the development of AI-augmented educational tools while ensuring human-centric skills remain central to debate education. The work demonstrates how thoughtful technological integration can strengthen rather than diminish debate's role in developing critical thinking, ethical reasoning, and civic engagement. This approach offers a path forward for debate educators

seeking to prepare students for an AI-dominated future while preserving the essential human elements that make debate transformative.

Toxicity in Debate: A Dangerous Culture

Douglas Roberts (Missouri Vally College)

Collegiate debate over the course of its history has shifted, collapsed, and was reborn under new organizations to attempt to stay relevant and continue attracting students. However, a central yet under-explored factor in the continued success of the debate activity is the extent to which it restricts student interest through the persistence of toxic behaviors. Lawson and Skaggs (1994) assert that some level of toxicity has been a permanent feature in competitive debate, but little other research explores the nature of that toxicity and its effect on student experience and retention. Therefore, in an effort to give the debate community the ability to recognize how the issue is affecting the future of the activity, this study examined the types and causes of toxic experiences in debate, and the dangers that sustained toxicity is having on the future conditions of the activity.

日本の教育ディベートにみられる討論論題の概観：(大学授業・全国大会の準備型政策ディベート論題を通して)

An Overview of Debate Issues in Japanese Educational Debate: Through Prepared Policy Debate Issues in University Classes and National Conventions

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Hirofumi KAMADA (Fukuoka Debating Society)

本発表では、日本における教育ディベートの準備型ディベート授業や大会で採用されている特に、政策論題を概観し関係者の方々と理解を深めたい。準備型教育ディベートは即興型ディベート等と比べ、より長く1つの共通論題の討論準備に時間をかけて調査・分析等を行うため、論題の受講者に与える影響の可能性がより高いものと考えられる。

調査事例として、応募者の日本語・英語の採用論題と両言語による日本の主な政策ディベート全国大会論題例を概観し報告したい。

考察方法としてはアクション・リサーチを援用し、これまで調査してきた社会人研修、日本語・英語の大学講座、並びに、著者主宰ディベート練習会の採用論題、並びに、日本語・英語で高校生・大学生・社会人等を対象に行われている全国大会の採用論題を比較してみたい。

最後に、同発表を踏まえ、教育ディベート採用論題として、こういったものが望ましいのかを参加者と共に検証し、理解を深めたい。

In this presentation, I would like to review and deepen our understanding of the policy issues used in preparatory educational debate classes and competitions in Japan with those involved. Compared to impromptu debates, preparatory debates are longer than impromptu debates in that the participants spend more time preparing for a debate on a single common issue, conducting research and analysis, etc., and thus the potential impact of the issue on the participants is considered to be higher. As an example of my research, I would like to report an overview of the topics adopted by applicants in Japanese and English, as well as examples of topics from major policy debates in both languages at national policy debates in Japan. The method of investigation will be action research. I will compare the topics adopted in the training programs for working people, university courses in Japanese and English, and debate practice groups organized by the author, as well as the topics adopted in the national debating competitions held in Japanese and English for high school students, university students, and working people. Finally, based on this presentation, I would like to deepen our understanding by examining together with the participants what kind of topics should be adopted as educational debate topics.

価値を生み出すための議論教育再考—ディベートと対話の対立を超える

Rethinking Argumentation Education to Create Value: Beyond Debate and Dialogue Conflict

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本発表は、価値創出のための教育としてディベートにどのような可能性があるのかについて考察するものである。現在、ディベート教育は英語教育や論理国語など幅広い分野で活用されている。一方で、ディベートは「論破」のイメージと強く結びついており、自身の立場を固持し他者の意見を否定する技術になりかねないとの懸念も提示されている。こういった課題を乗り越える方法として「ディベートではなく対話を」という主張がみられる。しかしながら、現在ではこうしたディベートと対話の二項対立的な考え方に批判的な研究も出てきている。本発表では、先行研究におけるディベートと対話の対立といった図式について批判的検討を行うと同時に、ディベートと対話の対立を超える方法を価値という観点から検討する。そして、ディベートと対話を融合させた、新しい議論教育の可能性について論じたい。

This presentation explores the potential of debate as an educational tool for value creation. Debate education is widely used in areas such as English language and reasoning. However, it is often associated with "winning arguments," raising concerns that it may promote rigid positions and the rejection of opposing views. In response, some advocate dialogue over debate. Recently, research has challenged this dichotomy between debate and dialogue. This presentation critically examines this framework in previous studies and explores ways to overcome this opposition by focusing on the concept of value. It also proposes a new approach that combines debate and dialogue for educational purposes.

即興型ディベート経験者によるディベートの教育的意義のアドボカシー・訴求の実践 **Advocacy and Appeal of Educational Value of Debate - from Parliamentary Debate Practitioners Point of View**

加藤 彰(九州大学)
Akira KATO (Kyushu University)

即興型ディベートの経験者の増加や、社会との接点の増加により、社会への教育的意義の訴求は多様化・洗練化されている。例えば、我が国においても言語力に加え、論理的思考力、プレゼンテーションなどの効用を訴求するケースがみられる。一方、世界では世界大会優勝者クラスにより、傾聴力、人間関係における公と私の分け方、合意形成力等に加え、近年の分断化された議論・世論の在り方への警鐘を鳴らすような趣旨のアドボカシーも見られる。当然、アドボカシーや訴求の主体・客体によって一定の意図が入ることを加味しながら、発表者含めた各実践の分析や過去のProject DDの結果も踏まえ、広くディベート・コミュニティとしてディベート教育を普及する上で、一定の客観性を担保する形で導出した論点を共有する。

With the increase in the number of people with experience in parliamentary debate and the increase in contacts with society, appeals to society for educational significance have become more diversified and sophisticated. For example, in Japan, in addition to language skills, there are also cases in which the effectiveness of logical thinking, presentation, and other skills are promoted. On the other hand, there are also some advocacy campaigns by world champions that sound a warning bell against the fragmented nature of debate and public opinion in recent years, in addition to the ability to listen, to separate public and private in human relations, and to build consensus, among others. While taking into account the fact that the subject and object of advocacy and appeal may have certain intentions, the presentation will share the points derived in a manner that guarantees a certain objectivity in promoting debate education in the debate community at large, based on the analysis of each practice including the presenter's and the results of past Project DDs.

AI推論を可視化する: デジタル・マンダラによる新たな推論・弁論支援システムの提案 **Visualizing AI Reasoning: A Novel Reasoning and Argumentation Support System Using Digital Mandalas**

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Shinzo KOBAYASHI (NPO Consortium TIES, Aoyama Business School and Meiji University)

本研究では、デジタル・マンダラと生成AIを組み合わせた、新たな推論・弁論支援システムを提案します。デジタル・マンダラは情報の可視化・構造化に有効なICTツールであり、本研究では、このツールを活用して生成AIによる推論プロセスを効率的に可視化することを目指します。発表では、

演繹、帰納、アブダクションという3つの主要な推論アルゴリズムに着目し、それぞれのアルゴリズムに対応した具体的なプロンプト記述例を示します。特に、生成AIへの効果的な指示方法として、サンスクリット文法にヒントを得た「呪文/マントラ法」と呼ぶ独自のプロンプト生成技法を紹介し、さらに、各推論アルゴリズムによって導かれた論証結果に対し、生成AIによる弁論・作文アルゴリズムを適用する事例を提示します。具体例として、アメリカ式エッセイ、フランス式 ディセルタション、イラン式エンシャー、日本式感想文といった、文化的背景の異なる作文 / 論述様式への適用を試みます。これにより、生成AIが各様式の特徴を理解し、論理的かつ説得力のある文章を生成できるかを検証し、その可能性と課題について考察します。

This research proposes a novel reasoning and argumentation support system that combines Digital Mandala with generative AI. Digital Mandalas are effective ICT tools for visualizing and structuring information. In this study, we aim to leverage this tool to efficiently visualize the reasoning process conducted by generative AI. In this presentation, we focus on three major reasoning algorithms: deduction, induction, and abduction. We will present concrete examples of prompt descriptions corresponding to each algorithm. In particular, we introduce a unique prompt generation technique called the "Mantra Method," inspired by Sanskrit grammar, as an effective way to instruct generative AI. Furthermore, we will demonstrate cases where argumentation and writing algorithms powered by generative AI are applied to the argumentative results derived from each reasoning algorithm. Specifically, we will explore applications to writing/argumentation styles with different cultural backgrounds, such as the American essay, the French dissertation, the Iranian Ensha, and the Japanese impressions. Through this, we will investigate whether generative AI can understand the characteristics of each style and generate logically sound and persuasive texts. We will then discuss the possibilities and challenges involved.

ディベートへの参加障壁を低減する試みーディベート初学者に着目してー

Attempts to reduce barriers to participation in debate - Focusing on debate beginners

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私たち研究チームは2022年度より、「インクルーシブなディベート教育方法開発」の研究をおこなってきた。本研究では、障害によりディベートへの参加が難しい人や、ディベートへの苦手意識を持つ人、初学者等に向けて、ディベートへの参加障壁を低減する方法を探索している。具体的にはアバターや音声読み上げ、変換ツール、試合形式の変更を通して実験的なディベートを実施してきた。今回は2024年に開催した実験的なディベート大会の取り組みを紹介する。かねてより、ディベート大会では、「初心者向けの大会」と謳われていても、初心者が参加が難しいと感じる様相を呈する傾向にあった。そこで、早口や準備時間の短さといった点に着目し、実験的なフォーマットでディベート大会を開催した。ワードのディクテーション機能を用いて各スピーチに文字数制限を実施し、1試合につき

30分の自由に使える準備時間を付与した。また質疑の数を3問に制限した。試合に参加した初学者、経験者、ジャッジへのインタビューやアンケート結果を通して、実験的なフォーマットがそれぞれにどのように作用したのか論じる。

Our research team has been conducting research on “Developing Education Methods for Inclusive Debate” since the academic year 2022. In this research, we are exploring ways to reduce barriers to participation in debate for those who have difficulty participating in debate due to disabilities, those who are uncomfortable with debate, and beginning students. Specifically, experimental debates have been conducted through the use of avatars, voice reading, conversion tools, and changes in match format. In this issue, we will introduce our efforts in an experimental debate tournament held in 2024. For some time now, debate tournaments have tended to present an appearance in which beginners find it difficult to participate, even though the tournaments are billed as for beginners. Therefore, we held a debate tournament in an experimental format, focusing on the points such as fast speech and short preparation time. Using the Word dictation function, a word limit was imposed on the number of words in each speech, and 30 minutes of free preparation time was given per match. The number of questions was limited to three. Through interviews and questionnaire results with novice and experienced players and judges who participated in the matches, we will discuss how the experimental format worked for each.

AI vs. AIのディベートによる相互理解促進の可能性

Exploring the Potential of AI versus AI Debates in Facilitating Mutual Understanding

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Nobu TAKENAKA (DataStrategy Inc.)

近年、AIによる生成物が人間関係の懸念を排除し、コメントや意見交換がしやすい媒体として注目されている。本研究では、AI同士のディベートを観戦し、その議論に自分の視点を加えることが、異なる意見や立場への相互理解を促進する可能性について検討する。特に、意見の対立を避ける傾向が強まる現代社会において、AI vs. AIの議論が個人の認知的柔軟性を向上させる契機となるかを探る。本発表では、AIを活用した模擬ディベートを対象に、観戦者の反応や態度変化を分析し、AIが対立を緩和しつつ意見交換を深める手法として活用できる可能性を提示する。

One notable benefit of AI-generated content is its capacity to remove interpersonal concerns, making it easier for individuals to provide feedback. In a world where people increasingly avoid confronting differences in opinion, this research explores the potential of AI vs. AI debates as a tool to promote mutual understanding. By observing debates between AI systems and integrating their own perspectives, individuals may develop a deeper appreciation of viewpoints that differ from their own. This study examines whether such interactions can enhance cognitive flexibility in environments prone to avoiding conflict. The presentation will focus on analyzing participant responses and attitude shifts observed during simulated AI debates, shedding light

on the potential of AI as a medium for bridging divides and encouraging open, respectful exchanges of ideas.

3/16 2日目 Day2

Practicing Decision Making through Scripted Debate for EFL Classrooms **EFL教室における台本ディベートを用いた意思決定の実践**

Narahiko Inoue (Kyushu University)

Debate has long been recognized as a tool for fostering better decision-making by weighing the pros and cons of a proposition, as highlighted in a seminal textbook *Decision by Debate* (Ehninger & Brockriede, 1963, 1978). However, in many classroom settings, the emphasis on the competitive aspects of debate deters student participation, particularly in Japanese EFL classrooms where both students and instructors often find traditional debate formats intimidating. This presentation explores an alternative approach that shifts the focus toward debate's decision-making function. It introduces a structured, scripted debate format designed for low-proficiency EFL university students, encouraging research-based argumentation on controversial topics intellectually appropriate for university-level learners. In this format, the process of preparation for debate encourages analysis and research while the debate rounds at the end of the course serve as platforms for organized presentations of arguments and counterarguments rather than spontaneous competition, with classmates acting as rational decision makers. By judging arguments from both sides to reach a reasoned conclusion, students not only engage critically with controversial issues but also develop essential analytical and decision-making skills. This presentation will share insights, activities, and challenges for implementing this approach in EFL classrooms in Japanese universities.

ディベートは、*Decision by Debate* (Ehninger & Brockriede, 1963, 1978)という教科書のタイトルにあるように、ある提案の賛否を比較することによって、より良い意思決定を促す方法という認識が従前からある。しかし、授業では、ディベートの競争的な側面に注意が向くため、生徒の参加意欲を損なっている。特に日本の英語授業では、生徒も教師も伝統的なディベート形式にしり込みしがちである。本発表では、ディベートの意思決定機能に重点を移した別のアプローチを探る。英語の習熟度が低い学生を含むクラスで、大学生にふさわしい知的で賛否が分かれるトピックについて、資料調査に基づいた議論を促進するための、形式を踏まえた台本を作成しディベート形式で発表する。ディベートの準備では分析と資料調査を奨励し、学期終盤のディベートは、学生どうしが合理的な意思決定者となり、即興的な対立ではなく論証と反論の発表の場として機能する。合理的な結論に達するために双方の主張を判断することで、学生は論争に批判的に取り組み、社会において必須の分析力と意思決定力を養うことができる。本発表では、日本の大学の英語授業でこのアプローチを実践するためのアイデア、活動、課題を共有したい。

古典インド議論学における論証と修辞法の連関—曲解(chala)を中心として— **The Interrelation between Argumentation and Rhetoric in Classical India: Exploring the Concept of 'Quibble' (chala)**

須藤 龍真(早稲田大学高等研究所)

Ryushin SUDO (Waseda Institute for Advanced Study)

本発表では、古典インド議論学における修辞法と論証との連関・非連関の問題を思想史的観点から考察する。いわゆる正統バラモン思想に属するニヤーヤ学派において、哲学的議論の考察対象となる論証式は五支分(=提題・理由・喩例・適用・結論)で構成され、論証の誤謬を中心とした種々の敗北条件が定式化された。ニヤーヤ議論学・論理学を特徴付けるものとしての、喩例支分における具体例の要求や敗北条件の体系化などは、Keith Lloyd、Alberto Todeschini、小野卓也、Malcolm Keatingらによって、しばしばギリシア古典や現代の修辞学・議論学・言語哲学の諸理論との対比によって評価されてきた。その一方で、この種の論証の表現形式における比喩等の修辞技法の適用可能性や語用論的妥当性に関する議論についてはあまり検討されていない。論証と修辞法との連関・非連関の問題が最も顕在化する「曲解」(chala)などの「敗北条件」(nigrahasthāna)の解釈史の解明を通して、古典インドとの比較議論学研究への端緒を開くことが本発表の目的である。

This presentation examines the relationship between rhetoric and logical argumentation in classical Indian argumentation theory from a historical perspective. In the Nyāya school, philosophical argumentation is structured into five components: thesis, reason, concomitance, application, and conclusion. The Nyāya tradition also codifies various conditions for defeat, with particular emphasis on pseudo-reasons. Notable features of classical Indian logic and argumentation, such as the requirement for example and the systematic categorization of defeat conditions, have been analyzed in comparison with classical Greek philosophy and contemporary theories of rhetoric, argumentation, and philosophy of language by scholars such as Keith Lloyd, Alberto Todeschini, Takuya Ono, and Malcolm Keating. However, there has been limited investigation into the applicability of rhetorical devices, such as metaphor, or their pragmatic appropriateness in the context of logical argumentation. This presentation aims to explore the interpretive history of 'defeat conditions' (nigrahasthāna), particularly those that highlight the interplay between rhetoric and logic, such as 'quibble' (chala), and contribute to comparative research on argumentation across classical Indian and other traditions.

日本語ディベートを活用した国際交流プログラムの実践と可能性

Implementation and Potential of International Exchange Programs Utilizing Japanese Debate

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University of Tokyo)

日本語ディベートは、論理的思考力や表現力を養うだけでなく、異文化理解や国際的な視点を広げる手段としても注目されている。本発表では、台湾で実際に行ったディベート交流プログラムの事例を紹介し、その成果と課題を分析する。参加者の日本語運用能力の向上や、異文化間の共感と相互理解の促進に焦点を当てたアンケート調査とインタビュー結果をもとに、プログラムの効果を検証する。最後に、日本語ディベートを通じた国際交流プログラムの可能性を提案し、将来的な展望について議論する。

Japanese-language debates are attracting attention not only as a means of developing logical thinking and expressive skills, but also as a means of broadening cross-cultural understanding and international perspectives. This presentation will introduce a case study of an actual debate exchange program conducted in Taiwan and analyze its achievements and challenges. The effectiveness of the program will be examined based on the results of a questionnaire survey and interviews focusing on the improvement of participants' Japanese language operational skills and the promotion of cross-cultural empathy and mutual understanding. Finally, we will propose the possibilities of an international exchange program through Japanese-language debate and discuss future prospects.

生成AIを活用した証拠指導が高校1年生の批判的思考態度に及ぼす影響 —英語ディベート授業の意欲・情意面の指導効果の検証—

The Impact of Generative AI-Based Evidence Instruction on First-Year High School Students' Critical Thinking Attitudes: An Examination of Motivational and Affective Outcomes in English Debate Classes

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Yoshihiro KOBAYASHI (Graduate School of Tokyo Gakugei University)

本実践報告では、高校1年生を対象とした英語ディベート授業の教育的効果を検証するものであり、平山・楠見(2004)の批判的思考態度尺度を用いて意欲・情意面を測定し、特に「証拠の重視」の伸びに注目した。報告者が行ったこれまでの英語ディベート指導の実践では、この「証拠の重視」の伸長において課題が示唆されており、2024年度の実践では生成AIを活用し、証拠の内容を添削・評価して生徒に原稿を修正させる指導を導入した。この指導では、英文添削に加えて、生徒が提示する主張と根拠との関連性を評価する過程を取り入れ、論理的思考を促す工夫を行った。指導効果の検証では、昨年度と比べ「客観性」と「証拠の重視」が有意に高く、指導の効果が示唆された。本報告では最後に、英語ディベートに部活動として取り組む高校生に対して行った批判的思考態度の調査結果との比較を行い、授業で行う英語ディベート指導の意欲・情意面での効果を検証する。

This practical research examines the educational effectiveness of English debate classes for first-year high school students, measuring motivational and affective aspects using the Critical Thinking Attitude Scale developed by Hirayama and Kusumi (2004), with a particular focus on

improvements in “emphasis on evidence.” Previous debate instruction practices by the researcher indicated challenges in developing students’ emphasis on evidence. In the 2024 implementation, generative AI was introduced to evaluate and provide feedback on evidence quality, guiding students in revising their arguments. This instructional approach incorporated both English language correction and evaluation of the relationship between students’ claims and supporting evidence, designed to enhance logical thinking skills. Analysis of the instructional effects showed significantly higher scores in “objectivity” and “emphasis on evidence” compared to the previous year, suggesting the effectiveness of this approach. The study concludes by comparing these results with critical thinking attitude surveys conducted among high school students who participated in debate club activities, validating the motivational and affective benefits of incorporating debate instruction in regular English classes.

即興型日本語ディベート大会の成果と展望：韓国でのプレ大会実施報告

Results and Prospects of the Improvised Japanese Debate Tournament: A Report on the Preliminary Tournament in Korea

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本発表は、韓国で初めて実施された即興型日本語ディベート大会の実践報告である。韓国では2012年以降、大学生を対象とした準備型日本語ディベート大会が毎年開催され、高い満足度と一定の教育効果が得られている。しかし、参加校の固定化や教育効果の一過性といった課題が指摘されてきた。これらの課題を解決するため、また、既存の準備型大会では得られない新しい教育効果を提供することを目的として、新たに即興型日本語ディベート大会を企画・実施した。

大会はオンラインで開催され、8チーム・24名が参加した。大会後のアンケートでは、選手・審判から高い満足度が示された一方で、論題の公平性、時間設定、審判のフィードバックの質といった運営面の課題も浮き彫りとなった。

本報告では、大会運営の詳細と得られた成果を述べるとともに、今後の課題について検討する。また、同大会が韓国の大学教育において持つ教育的可能性と実践的意義についても考察する。

This presentation is a practical report on the first parliamentary Japanese-language debate tournament in South Korea. Since 2012, a preparatory Japanese-language debate tournament for university students has been held annually in South Korea, achieving a high level of satisfaction and a certain educational effect. However, issues such as the fixed number of participating schools and the transient nature of the educational effects have been pointed out. In order to solve these problems and to provide new educational effects that cannot be obtained from existing preparatory-type tournaments, a new parliamentary Japanese debate tournament was planned and implemented. The tournament was held online, with 8 teams and 24 participants. A post-tournament questionnaire showed a high level of satisfaction among the players and judges, but also highlighted some operational issues, such as the fairness of the debate topics, time settings, and the quality of feedback from the judges. In this report, we

describe the details of the tournament operations and the results obtained, and discuss future issues. The educational potential and practical significance of the conference for university education in Korea will also be discussed.

哲学教育でディベートはどのように有効なのか

The effectiveness of debate method in philosophy education

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大学でディベート教育を行う場合、目標として1. ディベート<を>教える授業と、2. ディベート<で>教える授業、の2つのパターンがある。そして、大学授業のほとんどの場において2. が主要となっている。この発表では、「応用倫理のベジタリアン論争の理解を深めるにあたって、ディベートという手法がどれだけ効果的であるのか」を再度検証したい。2022年に行った発表で私は、(1)ディベートで前提されている功利主義(帰結主義)的な枠組みへの批判、(2)ゲームバランス(公平性)を取ることの難しさ、(3)学生にとって「非倫理的」な立場に立つことを強要するディベートのルールの取っつきづらさ、(4)トールミンモデルのような汎用的議論モデルの適用可能性の問題、という4つの問題点を挙げた。その後の授業実践を踏まえ、どの問題点がクリアでき、さらに新たにどのような問題点が挙げられるのかを、授業実践の報告を交えながら議論していきたい。

When teaching debate at a university, there are basically two types of goals: 1. classes that teach <how to debate> and 2. classes that teach the subject matter <through debate>. And in almost all university classes in Japan, 2. seems to be the main practice. In this presentation, I would like to re-examine how effective the method of debate is in deepening understanding of the vegetarian debate in applied ethics. In my previous presentation in 2022, I raised four problems: (1) criticism of the utilitarian (consequentialist) framework usually assumed in academic policy-debate, (2) the difficulty of achieving game balance (fairness), (3) the problem of getting used to academic debate that forces students to take an “unethical” position, and (4) the problem concerning the applicability of a general argument model such as the Toulmin model. Based on my subsequent classroom practices since that presentation, I would like to discuss which problems have been solved and what new problems have emerged in teaching applied ethics in my classroom. Together with these discussions, I would like to add some reports of my classroom practices.

職員研修でのパブリック・ディベートの実践 — キャンパスにおける国際交流活動をテーマにして —

Practice of Public Debate in Staff Development: Focusing on International Exchange Activities on Campus

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パブリック・ディベートとは一般市民にも聞き取りやすく、理解が容易なスピーチを展開し、社会の問題を解決するための政策について討論する活動である。必ずしも対立しているわけではない2つのチーム(先攻と後攻)がそれぞれ政策を提示し、質問や意見交換をしながら、両チームが協力してよりよい政策を練り上げていく試合展開になっている。発表者は高等専門学校の事務職員を対象とした研修で英語パブリック・ディベートを実践した。テーマは、「学内で留国際交流活動を活性化させるアイデア」であった。参加者への事前課題として日本語パブリック・ディベートの試合を視聴し、フローシートを記入する活動と、テーマについて自分の所属校の現状の問題をワークシートに記入する活動を指示した。参加者のパフォーマンスの特徴、体験後の感想を参照しながら、パブリック・ディベートの職員研修での活用方法について考察したい。

Public debate is a communication activity in which participants discuss policies to solve social issues. Their speeches should be easy for the general public to hear and understand. Two teams, which are not necessarily in opposition, each present policies, give questions, exchange opinions, and reconstruct their policies, working together to develop better ones. This study reports a practice of public debate in English for a staff development program at the National College of Technology. The debate topic was “Ideas to activate international exchange activities on campus.” As a pre-assignment, participants were instructed to watch a Japanese public debate video and take notes, as well as to fill out a worksheet on the current issues at their colleges. The characteristics of the participants’ performances, their impressions after the experience, and how to utilize public debate in staff training are described to improve future practice.

入学前教育における議論教育の有効性

Effectiveness of Argumentation Education in Pre-University Education

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昨今の入試方式の多様化に伴い、年内に合格が決まる学生が増えており、入学までの期間を利用した入学前教育の重要性が強調されるようになった。入学前教育で重要となるのは、基礎学力の養成と入学までのモチベーションの維持の2点である。このうち後者については、高校教育と大学教育の違いを明らかにし、大学教育に対する準備の意味合いを含んでいる。正解のない問題に対して論理的に考える議論やディベートは入学前教育への親和性が高いと考えられ、本学でもカリキュラムとして取り入れている。本発表では、入学前教育でオープンディスカッションを行った結果と受講生の反応を踏まえて、今後の入学前教育における可能性を論じる。

With the increasing diversification of university entrance examination methods, the number of students gaining admission on or before December has risen. Consequently, the importance of pre-enrollment education during the period leading up to university admission has been

increasingly emphasized. Pre-enrollment education primarily focuses on two key aspects: the development of foundational academic skills and maintaining student motivation until admission. The latter aspect involves clarifying the differences between high school and university education and preparing students for the transition to university-level learning. Activities such as discussions and debates, which require logical and critical thinking on open-ended problems, are considered well-suited for pre-enrollment education and have been incorporated into the curriculum at our institution. This presentation will discuss the results of open discussions conducted as part of pre-enrollment education, along with student feedback, to explore the potential of such initiatives in future pre-enrollment programs.