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Studi rilevanti

Van–VEDUCON, N. T. H., Vietnam, I. N. T. E. S. O. L., & Reyna–VEDUCON, M. G. *Harnessing Artificial Intelligence to Enhance Debate-Integrated ESL Instruction: Challenges and Pedagogical Opportunities*.

The rapid advancement of artificial intelligence (AI) has introduced transformative possibilities for English as a Second Language (ESL) education, particularly in integrating debate as a pedagogical tool. This study synthesises insights from a literature review and two empirical investigations conducted in Vietnam, focusing on how AI supports debate-integrated ESL instruction for learners aged 8 to 18. Findings indicate that AI assists teachers in designing debate activities, scaffolding argumentation, analysing student performance, and providing personalised feedback. Simultaneously, significant challenges persist, including digital literacy gaps among educators, risks of student overreliance on AI-generated content, and ethical concerns related to data privacy and content authenticity. Data drawn from teacher and student questionnaires underscore the nuanced perceptions of AI as both a valuable support tool and a potential threat to critical thinking and independent learning. This paper argues that AI's role in debate-integrated ESL instruction should be framed as a complement to, rather than a replacement for, human teaching. Strategic recommendations emphasise the necessity of professional development, ethical policies, and collaboration between educators and AI developers to ensure AI enhances, rather than diminishes, the human-centred dimensions of language learning. This research contributes to scholarly discourse by bridging pedagogical theory with empirical practice, offering an evidence-based roadmap for responsibly integrating AI into debate-based ESL instruction.

Giera, W. K., Stede, M., Deutzmann, L., & Graßnick, E. (2025). *Exploring the Power of Persuasion in Written Argumentation: A Mixed-Methods Pilot Study (QASA)*. *J App Lang Lea*, *2*(2), 01-10.

This mixed-methods pilot study examines the effects of structured classroom debate training on the written persuasiveness of pro–con argumentative essays produced by ninth-grade students in non-academic-track schools. The research forms part of the "Fair Debating and Written Argumentation" project, the first in a German-speaking context to systematically integrate oral and written argumentation instruction. In the QASA (Qualitative Argumentation Structure Analysis) substudy, 18 essays from nine students were analyzed before and after a six-session debate intervention. Quantitative fivepoint ratings, based on a validated writing assessment framework and qualitative argumentation structure mapping, indicated that most students increased the number and variety of arguments, incorporated more examples, and improved their overall persuasive coherence. These findings align with international evidence demonstrating that structured debate fosters critical thinking and supports the transfer of skills from oral to written argumentation. Implications for inclusive writing instruction, formative feedback through argument structure diagrams, and the design of integrated oral–written argumentation curricula are discussed.

Shehab, E., & Khader, M. (2025). *Introduction to the special issue on selected papers from the 2nd International Conference on Debate & Dialogue (ICDD2) 2025*. *Informal Logic*, *45*(3), 299-310.

We are delighted to present selected papers from the 2nd International Conference on Debate and Dialogue (ICDD2), held in Doha, Qatar, in May 2025. Organized biennially, ICDD2 was hosted by QatarDebate Center, founded by of Qatar Foundation, in collaboration with leading international partners, bringing together scholars, practitioners, and young leaders to advance research in debate and dialogue.
In its second edition, the conference brought together over 800 participants from 36 countries and featured 60 papers selected through a double-blind review process, addressing a broad spectrum of topics, including Islamic legal reasoning and debate traditions, cross-cultural models of argumentation, informal logic, political and organizational discourse, artificial intelligence in debate education, and the impact of debate on education and civic engagement. The conference's contributions were organized around three main themes: The first focused on the theoretical exploration of argumentation, encompassing its role in politics, media, international dialogue, and Islamic intellectual traditions. The second emphasized practical applications, highlighting how debate and dialogue operate within societal, technological, and educational contexts. The third theme consisted of practitioners' workshops, providing a platform to share best practices in debate training and to engage in discussions on adjudication and effective facilitation.

Collegato a quest'ultimo può essere di interesse il volume completo di *Informal Logic* Vol. 45 No. 3 (2025): https://informallogic.ca/index.php/informal_logic/issue/view/862

Salo, C. (2025). *Social Emotional Development in Spanish Debate: Curriculum for New Debaters*.

Social emotional learning (SEL) is a critical aspect of ensuring growth and development of the whole student, especially in Dual Language (DL) programming. After-school programs provide a unique environment for fostering social emotional growth on top of academic and behavioral goals. Namely, Spanish debate is an academic after-school program that requires considerable self-management and relationship skills for student success, providing an opportunity for SEL. Thus, through an Understanding by Design (UdB) unit of Spanish debate and extensive literature review, this capstone project aims to answer the following research question: How can effective debate curriculum effectuate belonging and social emotional learning in the after-school classroom? Through five weeks of Spanish debate instruction that implements activities and reflection on SEL and academic growth, this project provides an exemplar for curriculum developers in DL and after-school communities.

Aarar, M., & Pérez Valverde, C. (2025). *Enhancing Evidence-Based Writing and Critical Thinking Skills of High School Students by Implementing a Debating-via-Zoom Approach*. *Education Sciences*, *15*(9), 1204.

In this study, we aim to assess the effect of debating via Zoom (DVZ) on secondary students' critical thinking, argumentation writing, and social skills. This research was conducted using a structured methodology, employing a quasi-experimental design with pre- and post-tests to examine students' critical thinking and argumentation writing skills. It provides empirical evidence to support its claims. Also, a questionnaire was distributed among the participants to collect students' attitudes toward the study variables. The quantitative data was analyzed using SPSS 17. The results showed that DVZ enhanced inference, assumption recognition, interpretation, and argument evaluation. DVZ significantly improved the students' critical thinking and argumentation writing. Student attitudes on DVZ's impact on critical thinking, argumentation writing, and social skills varied substantially ($\alpha \leq 0.05$). In total, 68% of the respondents supposed that DVZ allowed language to be practiced, and 74% said it promoted courageous questioning. This study demonstrates that most students think DVZ aids in the development of argument introductions, conclusions, and evidence. Zoom's robust privacy measures and anti-cyberbullying policies ensure a safe and secure digital learning environment. Based on the results, we suggest comparing the findings of DVZ to in-person debates.

Kahramonovna, S. S., & Qizi, Y. S. O. (2025). *Student-Centered Debate Techniques in Teaching English for Non-Language Majors*. *Journal of Education and Teacher Training Innovation*, *3*(2), 214-222.

Traditional teacher-centered approaches in English language instruction prove insufficient for developing the complex communicative competencies required by students in STEM and professional programs. As professional communication demands continue to evolve in globalized contexts, there is an urgent need for innovative pedagogical approaches that create authentic communicative situations while leveraging students' existing disciplinary expertise. This mixed-methods study investigated the implementation of student-centered debate techniques among 240 undergraduate and graduate students across engineering, medical, business, and natural science programs at three universities. The intervention incorporated discipline-relevant debate topics, scaffolded preparation processes, and collaborative learning structures, with data collected through pre-and post-intervention oral proficiency assessments, classroom observations, and qualitative interviews. Results demonstrated statistically significant improvements of 1.2 Common European Framework sub-levels in overall communicative competence, with particularly notable gains in fluency, lexical sophistication, and spontaneous use of complex grammatical structures. Qualitative analysis revealed enhanced critical thinking capabilities, increased student motivation, and successful development of transferable professional communication skills, with 78% of participants applying debate-acquired skills in real-world contexts within six months. Student-centered debate techniques offer significant potential for enhancing English instruction in STEM and professional contexts by creating meaningful connections between language learning and students' academic interests, suggesting the need for institutional support, comprehensive teacher training, and curriculum integration to maximize educational outcomes.

Pruś, J., & Sikora, P. (2025). *A Cracovian Debate Cooperative Debate Format Based on the Dialectical Principle of Charity*: J. Pruś and P. Sikora. *Topoi*, 1-20.

This paper introduces a new format of academic debating called the "Cracovian debate," designed with a single goal: the cognitive gain of all participants. Its cooperative nature supports this aim and distinguishes it from competitive debate formats. The Cracovian debate is based on the dialectical principle of charity, understood as a procedural framework for critical discussion. We begin by identifying the need for such a format, showing how the competitive structure of existing academic debates can hinder one of their key purposes—learning through the exchange of differing views. We then critique the metaphor of war that underlies adversarial debate and propose an alternative metaphor that encourages cooperation instead. Following this, we outline the Cracovian debate's structure, goals, and flow, all derived from the dialectical principle of charity. We argue that this format complements competitive debating by fostering essential intellectual skills, including:

(1) openness to new information and disconfirming feedback; (2) the ability to reconstruct opposing arguments in ways acceptable to their proponents; (3) careful argument analysis; (4) collaboration with people holding different viewpoints; and (5) depolarisation—viewing interlocutors as partners rather than opponents. The format has been tested in pilot research conducted between 2021 and 2024, which yielded valuable insights into debate dynamics and supported the initial hypotheses. The model now offers a foundation for further studies, such as corpus analysis, to evaluate its effectiveness in promoting argument quality, depolarisation, and cognitive outcomes. Appendix 1 presents the research results; Appendix 2 includes a facilitator's manual for classroom use; and Appendix 3 provides a full transcript of a sample Cracovian debate.

Sukkaew, N., Apridayani, A., & Whanchit, W. (2025). *Debates in the EFL Classroom: A Sociocultural Approach to Language Acquisition, Emotional Resilience, and Peer Collaboration*. *Journal of Education Culture and Society*, *16*(2), 483-504.

Aim
The current study aims to investigate the dual impact of debates on cooperative learning and foreign language anxiety (FLA) among Thai EFL students.
Methods
This study employs a qualitative research design, involving eleven students from different disciplines. The students were participating in the debate club for ten weeks. Semi-structured interviews were used to collect data from the students. The collected data were analysed using thematic analysis (TA).
Results
The findings provide compelling evidence that debates are an effective pedagogical tool for enhancing cooperative learning, which includes peer support and collaborative learning, observation and participation-based learning, motivation and accountability within teams, and the development of friendships and community. Furthermore, debates have the potential to alleviate foreign language anxiety (FLA) among students, as they can reduce anxiety through peer encouragement, team dynamics acting as a buffer against anxiety, fear of comparison and intimidation, and anxiety related to language proficiency.
Conclusion
This research adds depth to our understanding of how debates impact learners by emphasising the interplay between peer support, accountability, and motivation. It also sheds light on the complex role of heterogeneous ability groups, illustrating both their potential to inspire learners and the risks of heightened anxiety. Cognitive value. The findings of this study offer several important implications for language educators, curriculum designers, and policymakers aiming to enhance language learning through cooperative activities such as debates. It indicates the transformative potential of debates in language education, offering a roadmap for educators and researchers seeking to enhance learning outcomes in increasingly diverse and dynamic classrooms.

Approfondimenti complementari

Santos, P., & Weinberger, *A. Taking and getting perspectives on controversial topics: Effects on attitudes, argumentation, and learning*.

Learning through discussing controversial topics involves confronting and re-evaluating entrenched attitudes, broadening understanding of diverse viewpoints, and cultivating an empathetic and informed perspective. This study (N= 409) employed a 2× 2 factorial design to examine the effects of perspectivetaking (PT) and perspective-getting (PG) on attitudes, argumentation qualities (absolutism, subjectivity, elaborateness, multi-perspectivity), and learning outcomes. Participants engaged with a counterattitudinal social media post on meat consumption, with PT requiring them to adopt an opposing stance and PG exposing them to personal narratives. PT enhanced learning, attitude change, and behavioural intention, while PG promoted more tentative arguments but had limited effects on learning and argument depth. These findings highlight PT's potential in fostering critical engagement on controversial topics.

Al Siyabi, W., & Shahat, M. A. (2025). *Exploring differences in early academic self-efficacy: the role of debate-driven negotiation in science learning for young learners*. *SN Social Sciences*, *5*(9), 1-23.

Aiming to contribute to international research on innovative teaching methods, this study investigates the effectiveness of the debate-driven negotiation cycle strategy (DDNCS) in enhancing self-efficacy among sixth-grade students. A quasi-experimental design was employed that involved 68 students from two schools in Muscat, Oman. The students were divided into an experimental group (34 students) who were taught a "Forces and Motion" unit using the DDNCS, and a control group (34 students) who were taught through traditional instruction. Pre-and post-tests using validated General and Academic Self-Efficacy Scales were used to measure the impact of the intervention. Results showed no statistically significant differences in General Self-Efficacy between the two groups, which aligns with expectations given the short intervention period and the stable nature of this construct. However, a statistically significant improvement in Academic Self-Efficacy was

observed among the experimental group. Although the effect size was modest ($\eta^2 = 0.08$), there was a meaningful impact from the debate-based strategy on students' academic confidence and engagement. These findings suggest that integrating structured scientific debate into science education may enhance academic self-efficacy and, as a result, support learner motivation and active participation. However, the generalizability of the results is limited by the small sample size and unique cultural context. This study provides a foundation for further research and cautious exploration of debate-driven strategies in science pedagogy and educational policy.

Patel, R. (2025). *Understanding Reinforcement Learning for Model Training, and future directions with GRAPE*. *arXiv preprint arXiv:2509.04501*.

This paper provides a self-contained, from-scratch, exposition of key algorithms for instruction tuning of models: SFT, Rejection Sampling, REINFORCE, Trust Region Policy Optimization (TRPO), Proximal Policy Optimization (PPO), Group Relative Policy Optimization (GRPO), and Direct Preference Optimization (DPO). Explanations of these algorithms often assume prior knowledge, lack critical details, and/or are overly generalized and complex. Here, each method is discussed and developed step by step using simplified and explicit notation focused on LLMs, aiming to eliminate ambiguity and provide a clear and intuitive understanding of the concepts. By minimizing detours into the broader RL literature and connecting concepts to LLMs, we eliminate superfluous abstractions and reduce cognitive overhead. Following this exposition, we provide a literature review of new techniques and approaches beyond those detailed. Finally, new ideas for research and exploration in the form of GRAPE (Generalized Relative Advantage Policy Evolution) are presented.

Zhang, R. (2025). *Application of AI in education and its influence on students' critical thinking*. In *SHS Web of Conferences* (Vol. 222, p. 01010). EDP Sciences.

The deep integration of generative AI into education has attracted widespread attention, but existing research lacks a systematic exploration of the long-term influence mechanism of critical thinking. This article analyzes the educational reconstruction and its dual effects triggered by the evolution of AI from a "tool" to a "cognitive partner". Research shows that AI expands thinking training through personalized learning and immediate feedback. However, its algorithmic rationality implies cultural biases and a tendency towards data simplification, which may lead to the transfer of cognitive sovereignty and the compression of innovative thinking. The optimization strategies include: constructing a "technical buffer zone" to protect independent thinking; enhance algorithm transparency and cultural inclusiveness; promoting the transformation of teachers and improving the human-machine collaborative evaluation framework. The research emphasizes that AI education needs to strike a balance between technological empowerment and humanistic reflection to safeguard human cognitive sovereignty.

Al-Ismaily, S., Umarova, A., & Bouma, J. (2025). *From Soil Pits to Global Goals: Pedagogical Innovations for a Sustainability-Oriented Soil-Science Curriculum Aligned With the Sustainable Development Goals*. *Spanish Journal of Soil Science*, *15*, 15173.

Soil science stands at a critical juncture, facing both mounting global environmental crises and transformative possibilities in education. This study advocates a bold re-envisioning of soil science pedagogy, aimed at cultivating the inter- and transdisciplinary competencies essential for achieving the 2030 Sustainable Development Goals (SDGs). Drawing on in-depth case studies from Sultan Qaboos University (Oman) and Moscow State University (Russia), along with global stakeholder insights and integrative frameworks, such as Soil Security, One Health, and the Pedometrics Challenge, we propose a future-facing curriculum focused on sustainability, systems thinking, and real-world engagement. This study showcases pedagogical innovations—including inquiry-based learning, SDG-aligned outcomes, debate-based reasoning, and community-engaged research—that foster core skills in transdisciplinary problem-solving. Supported by empirical findings and curriculum analysis, this study demonstrates that reframing soil-science education around ecosystem services and natural capital can empower students to become solution-oriented professionals. Ultimately, we call for a global curricular reform that positions soil education as a dynamic catalyst for sustainability transformation rather than as a technical subdiscipline.

Mohammed, H. (2025). *Finding my voice through the Biodebate at PassionFlash*. *BioScientist: The Salford Biomedicine Society Magazine*, *1*(7).

University life has been a whirlwind of discovery, growth, and unexpected opportunities. One of the defining moments of my academic journey so far was taking part in the biodebate during PassionFlash-an experience that pushed me out of my comfort zone and rewarded me with more than just a victory. As a biomedical student, I have always enjoyed exploring ethical questions and the boundaries of modern healthcare, but I never imagined I would be defending those ideas in front of a crowd.Preparing for the debate was both exciting and …

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