A Toolkit for use of Debate as an Authentic Summative Assessment Method

Authors: Dr Carolyn Loveridge, Dr Susan Lindsay, Dr Lesley Graham (All Lecturers)

E-mail's: carolyn.loveridge@glasgow.ac.uk; susan.lindsay@glasgow.ac.uk; lesley.graham@glasgow.ac.uk

Author Affiliation: College of Medicine, Veterinary and Life Sciences (MVLS) Graduate School; University of Glasgow

Contents

1. Rationale for use of debate as a summative assessment pedagogy

There is a need for graduates to develop not only mastery of subject-specific knowledge but also attributes/employability skills to enable them to succeed and adapt in the fast-paced and ever changing 21st century workplace, particularly in the face of current global economic and other significant challenges (e.g. pandemics, climate change, war) (Tushar and Sooraksa, 2023). Such attributes include: critical thinking; problem-solving; lifelong learning skills (e.g. reflective practice); communication skills; team-working/collaborating; using technology; ethical and sustainable awareness (e.g. Bennett, 2002).

The requirement for students to gain transferable skills has necessitated educators to include these as intended learning outcomes (ILOs) at the programme level when designing curricula. In turn, educators must select the most appropriate pedagogical approaches (i) to ensure that such skills are fostered and (ii) for assessing these skills as being achieved (Villarroel *et al*., 2018). It is established that student-centred approaches, requiring active learning e.g. inquiry- or problem-based learning, are more effective than traditional didactic approaches, such as lectures, to promote student engagement and learning (Strachan and Liyanage, 2015; Healey *et al*., 2010). Furthermore, it is recognised that the type and quality of assessments which are employed in higher education not only impact what and how students learn and their achievement of learning outcomes but also influences their motivation and engagement to learn (Wong *et al*., 2024; Clouder *et al*, 2012; Nichols and Dawson, 2012).

In the last 10-15 years, there has been a move away from traditional assessment 'of' learning approaches, which generally involve methods such as exams to simply test/measure students recall of knowledge, to assessment 'for' learning (AFL), which is an approach that helps students to learn through the assessment process (McDowell, 2012). Key aspects of the AFL approach are that assessments should be *authentic* and *meaningful*, such that they should relate to real-world scenarios/problems and/or be based on real tasks that might be encountered in the workplace (Swaffield, 2011). Another central goal of the AFL approach is that it puts student learning processes at the core of the assessment process and that in doing so, this should allow all students,

regardless of diversity of background, to reach their full potential (Cumming and Van der Kleij, 2016). These are important considerations when designing assessments to be employed in cohorts of students from diverse educational and cultural backgrounds, such as the post-graduate taught student population in UK Higher Education institutions, which comprises ~40-45% international students (HESA). For such diverse cohorts, there is a need to have appropriate scaffolding to support student assessment literacy. Zhu and Evans (2022, p82) recognise that students ".... need a good understanding of assessment processes and the cultures in which they operate in order to manage assessment requirements efficiently", highlighting the impact that assessment literacy can have on student engagement and ultimately performance.

Debate is a process which dates back to ancient times (Egyptians and Protagorous of Greece, the 'father of debate) (Healey, 2012) and has been defined as ".... the process of considering multiple viewpoints and arriving at a judgment" with applications ranging from ".... an individual using debate to make a decision in his or her own mind to an individual or group using debate to convince others to agree with them" (Kennedy, 2007, p183). Debate is widely used in different disciplines (e.g. social science, healthcare professions, science, languages) as a problem-based learning pedagogy during lessons to enhance critical thinking, oral presentation skills, language skills and team work (Ogunsanya *et al*, 2024; el Majidi *et al*., 2024; Gregory and Holloway, 2005; Healey, 2012; Kennedy, 2007). However, literature surrounding the use of debate as a summative assessment method is scarce.

Taking the above into consideration, when developing the curricula, we designed and subsequently implemented debate as an innovative group work summative assessment for the first taught course of a new MSc programme in precision medicine for the following reasons:

1. Our student cohort is diverse, with a lot of international students. By allowing students to work in small group teams, it was viewed that this task would allow students to (i) interact with each other to help their communication and social skills and (ii) develop oral presentation skills from participating the debate itself.

2. The debate would be authentic and meaningful through being linked to a topical and real-world issue. Furthermore, students will likely encounter debate in their employment – they may for example need to act as a representative on a panel of stakeholders.

3. The assessment would help students develop (i) critical thinking skills from having to consider different sides of the debate/argument to enable them to effectively rebut responses from opposing sides and (ii) reflective analysis skills from a post-debate reflective exercise.

4. From a staff perspective, the assessment would (i) help support students' assessment literacy from the pre-debate scaffolded support which we designed; (ii) help mitigate plagiarism compared to a purely written assignment; and (iii) would be more enjoyable for us to mark compared to a traditional essay.

2.   How to run a successful debate assessment

There are 4 main steps in the successful implementation of the debate assessment. These are illustrated in Figure 1 and are discussed in the following sub-sections.

Step 1: Prior to the assessment: provision of scaffolded support for students

To ensure students fully understand the requirements of the debate assessment, course leaders provide scaffolded support in the weeks leading up to the task. This extra support helps clarify the assessment expectations and facilitates efficient group collaboration. Support is implemented early during the course introduction, when teaching staff ask students to move into their pre-assigned debate groups, which staff ensure contain a diverse mix of student demographics. Students are given time for an icebreaker discussion, and asked to decide how they would like to communicate with each other and to set a date/time for their first meeting. This helps to establish a positive working dynamic from the start. Following this, groups are asked to complete a compulsory formative Moodle post early in the assingment which details their division of tasks and the key topics they intend to focus on. As part of this formative task, course leaders provide feedback on the posts. Closer to the debate, students take part in a 1-hour tutorial dedicated to the assessment where they participate in a mock debate on a slightly different topic to practice their debate skills. During this tutorial, students work again in their pre-assigned debate groups but are tasked with debating on the opposing side of their upcoming assessment. This helps students practice considering the opposing argument, which strengthens their reasoning and refines their debate skills. Finally, students receive support through a dedicated question-and-answer session, providing an opportunity to address any final questions or concerns they have about the debate. At every stage, students are reminded that they can raise any issues with course leaders, ensuring ample opportunity to address challenges related to group dynamics or work distribution. To encourage students to reflect on their learning from the debate they are asked to write a reflective portfolio one week after the assessment. This allows them to critically analyse their learning experience and how they can apply these lessons in the future. To support students with this reflective assessment, they take part in a reflective writing workshop delivered by the University of Glasgow Student Learning Development

team. Students also take part in dedicated 1-hour tutorial to practice their reflective writing skills and to support assessment expectations.

Step 2: Structure for running the debate assessment

In the interest of ensuring equal conditions, the debate assessments are scheduled on a single day, with consecutive 1-hour sessions with two teams present - one 'for' and one 'against'. Other students are not allowed to be in the audience to prevent any advance exposure to questions and answers, ensuring fairness since the debate topic is the same for all students. The teams are not informed of their opponents until near the debate day to limit the potential of them consulting with each other to prepare questions in advance. On the day, lecturers first emphasise the importance of professional conduct between the teams, highlighting that the debate should be an open exchange of ideas conducted respectfully, without animosity. Each team is required to deliver a 10-minute opening oral presentation on their stance, using presentation slides that the group has prepared and submitted one day in advance. Staff encourage all team members to participate in the opening presentation; however, the team can decide among themselves who will deliver this, recognising that not all students may feel comfortable speaking in front of an audience. After each team has delivered their presentation, the debate begins with the opposing teams each asking one question to the other, which is answered without interruption. Following this, open debate takes place for approximately 10 minutes. The open debate element is designed to be student-led, and all group members are expected to take part and engage by either asking and/or answering questions. Students are advised that staff can also ask questions, although this only occurs if dialogue from students is not forthcoming. Typically, teams are eager to showcase their preparation and deep learning meaning staff rarely need to ask questions. Finally, the debates are finished with one member from each team delivering a 2-minute persuasive concluding statement of their case. In total, each debate lasts for approximately 45 minutes.

Step 3: Assessing the debate

On the assessment day, we do not record or live stream the sessions and instead have a marking panel present. The marking panel consists of the academic team coordinating

and facilitating the course. This does not mean that other educators wishing to adopt this type of assessment should not record or live stream; this certainly can be done for reasonable adjustment, inclusion, and retrospective marking. As a note, we successfully ran this assessment type online during the Covid-19 pandemic; thus, it can be adjusted and considered for use in online courses. In our case, we do not adopt this approach as our course is delivered as an on-campus, face-to-face provision.

Students have access to the debate guidelines (Appendix 1) and marking rubric (Appendix 2) from the beginning of the course, allowing them to use these as a guide during preparation sessions, such as tutorials and Q&A sessions. On the day, markers use the same assessment rubric and independently grade each group. At the end of each debate session, markers discuss and agree grades and feedback. Assessing the debate is performed in alignment with the structure of the debate itself, which is outlined in the guidelines (Appendix 1) and rubric (Appendix 2). The rubric reflects each component/criterion of the debate and a grade scale is provided for reference. The rubric contains the following: Criteria 1: Prepared content, this allows staff to assess students on the content they presented, with regards to relevance, conciseness, accuracy, and engagement with the wider literature (evidence of critical understanding and critical discussions); Criteria 2: Debate presentation, this allows staff to assess students' knowledge in real world scenarios and their knowledge of the theoretical content. Additionally, staff assess students on their ability to work collectively to produce a cohesive presentation of relevant information that was persuasive for the teams' argument, logic and flow of arguments to showcase understanding, engagement/relevance for the audience, and concluding remarks; Criteria 3: Asking and answering questions, staff assessed students on their ability to question the opposing team and how they in turn answered the opposing teams questions. This allows students to showcase their knowledge not only for their argument but in response to the opposing teams' arguments, demonstrating their deeper knowledge of the topic and allowing them to establish their agency in this assessment.
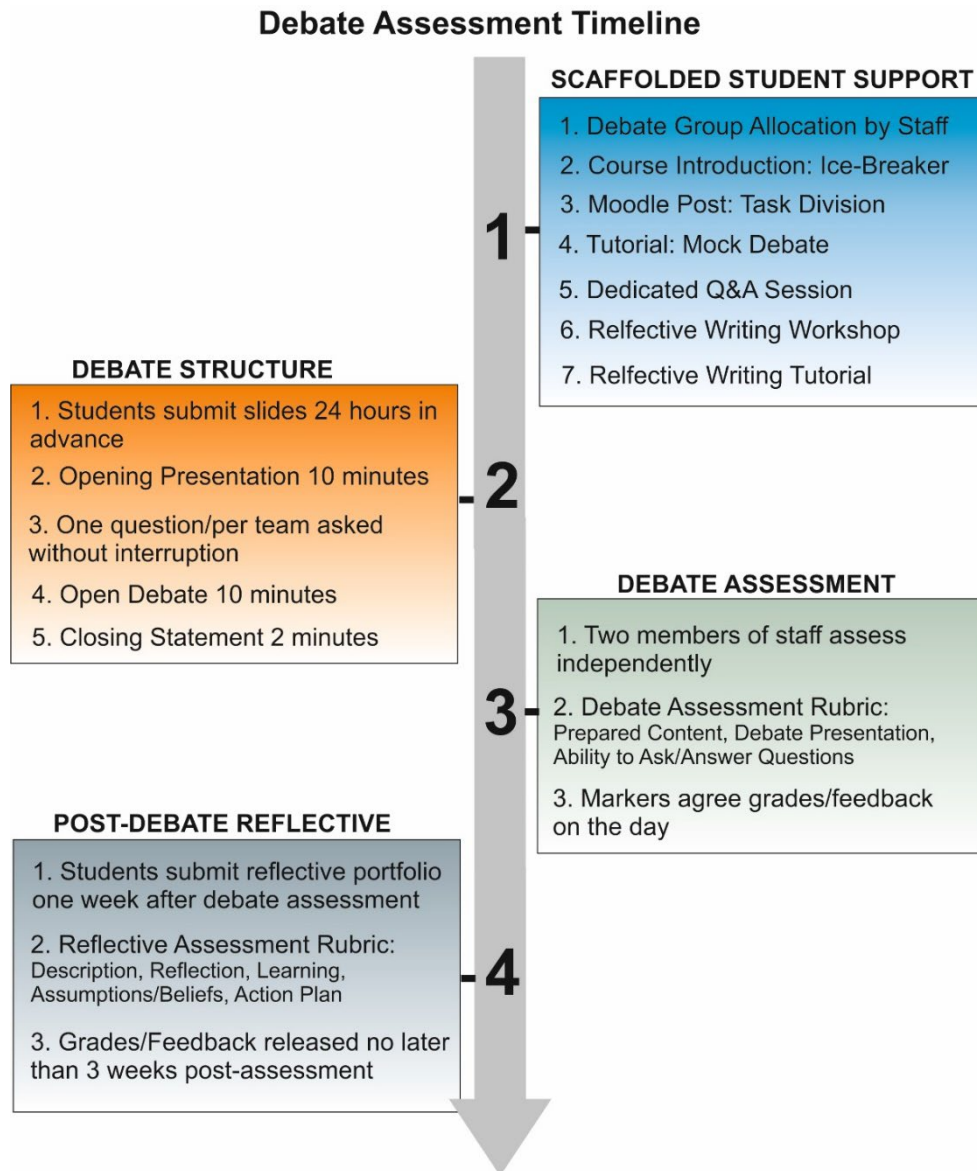
Step 4: _Post-debate reflective writing exercise_

After the debate, students are required to complete an individual reflective writing assessment within one week of the assessment. Students are required to reflect upon what they have learned from the experience of working as a team and the debate as a type of assessment, with respect to their strategies for learning and provide considered reasoning to support the points they make. Again, the assessment guidelines (Appendix 3) and marking rubric (Appendix 4) are available at the start of the course to support the students in preparation of the summative assessment. In addition, students are supported during a tutorial session, which outlines how students should approach this assessment, as reflective writing is new to many. The academic team for the course marks this component of the assessment using the same marking rubric the students are provided with.

The reflection portfolios are evaluated based on five key criteria, designed to assess how effectively students have identified the strengths and weaknesses of their current learning approaches. Additionally, the criteria examine how well students have used these insights to inform and develop new learning strategies for future assessments and learning experiences. In brief, the criteria cover aspects such as, description of events on the day (beyond the topic of the debate, for example, contribution from themselves and their peers in the group), allowing students to frame the context of their reflections. Other aspects cover the reflection of the debate as an assessment type, including how students felt when working as a group (both preparation and delivery), how the events of the day went, and how they felt this informed their learning processes and did this type of assessment help them identify new learning strategies to use going forward. Students were also asked to reflect on their learning of the topic and how this was aided by the process of debate and/or working with peers compared to traditional methods of assessment. Students were asked to reflect on how this type of assessment has informed their assumptions/beliefs around their usual learning strategies in terms of what works for them and what doesn't, and how this assessment type has informed them of this. Lastly, students are asked to reflect on ways they can implement new strategies to support future learning and assessment (action plan).

Following the completion of the assessments, students are provided with their grades and written feedback from academic assessors in accordance with University code of assessment.

Debate Assessment Timeline

SCAFFOLDED STUDENT SUPPORT

1

1. Debate Group Allocation by Staff
2. Course Introduction: Ice-Breaker
3. Moodle Post: Task Division
4. Tutorial: Mock Debate
5. Dedicated Q&A Session
6. Relfective Writing Workshop
7. Relfective Writing Tutorial

DEBATE STRUCTURE

2

1. Students submit slides 24 hours in advance
2. Opening Presentation 10 minutes
3. One question/per team asked without interruption
4. Open Debate 10 minutes
5. Closing Statement 2 minutes

DEBATE ASSESSMENT

3

1. Two members of staff assess independently
2. Debate Assessment Rubric: Prepared Content, Debate Presentation, Ability to Ask/Answer Questions
3. Markers agree grades/feedback on the day

POST-DEBATE REFLECTIVE

4

1. Students submit reflective portfolio one week after debate assessment
2. Reflective Assessment Rubric: Description, Reflection, Learning, Assumptions/Beliefs, Action Plan
3. Grades/Feedback released no later than 3 weeks post-assessment

**Figure 1: Schematic illustrating the debate timeline**

The debate assessment consists of 4 main steps. 1. Scaffolded student support: This is put in place to support group work and clarify assessment expectations. 2. Debate Structure: The debates follow a set timed structure. 3. Debate Assessment: Two members of staff mark the debate groups independently following the marking rubric. Grades are agreed on the day. 4. Post-debate reflective: Students submit a reflective portfolio to allow them to critically analyse their learning experience.

3. Our perceptions of the effectiveness of debate as a summative assessment method

We have reflected on our experiences and perceptions of using debate as an assessment type. Our reflections can be categorised into those that impact the student experience, and those that impact us as educators (summarised in Figure 2). We have identified three primary themes related to students and one related to staff benefits:

1. *The impact of debate as an assessment on student learning*. Anecdotally, we observe that students tend to achieve high grades when participating in the debate assessment. We believe the necessity to learn both sides of the argument facilitates deeper learning and supports their critical thinking. The opportunity to reflect on the experience allows them to build lifelong learning skills.

2. *The effect of debate assessments on student engagement*. From our perspective, students seem to genuinely enjoy the experience. This is evident from conversations with them before and after the assessment, as well as in the positive feedback received at the end of the course. We believe that the debate assessment enables students to engage with learning in a more dynamic, enjoyable way.

3. *The influence of debate on student social skills*. As this is the first course of the new programme, it includes a high proportion of international students who have recently moved from their home countries. This group activity early in the programme fosters social connections, sense of community and relationships, helping students develop teamwork and communication skills. These are important graduate attributes we believe this assessment supports.

4. *The benefit of debate assessments to teaching staff who facilitate them*. Watching students participate and engage passionately with the topic during the debate is an enjoyable experience. Additionally, the administrative marking burden is lighter compared to other forms of assessment, though it is important to note that the scaffolded support requires more teaching time than for other assessments. However, the additional time investment helps foster meaningful connections

between students and staff supporting the programme from the outset, as it allows greater face-to-face interaction.
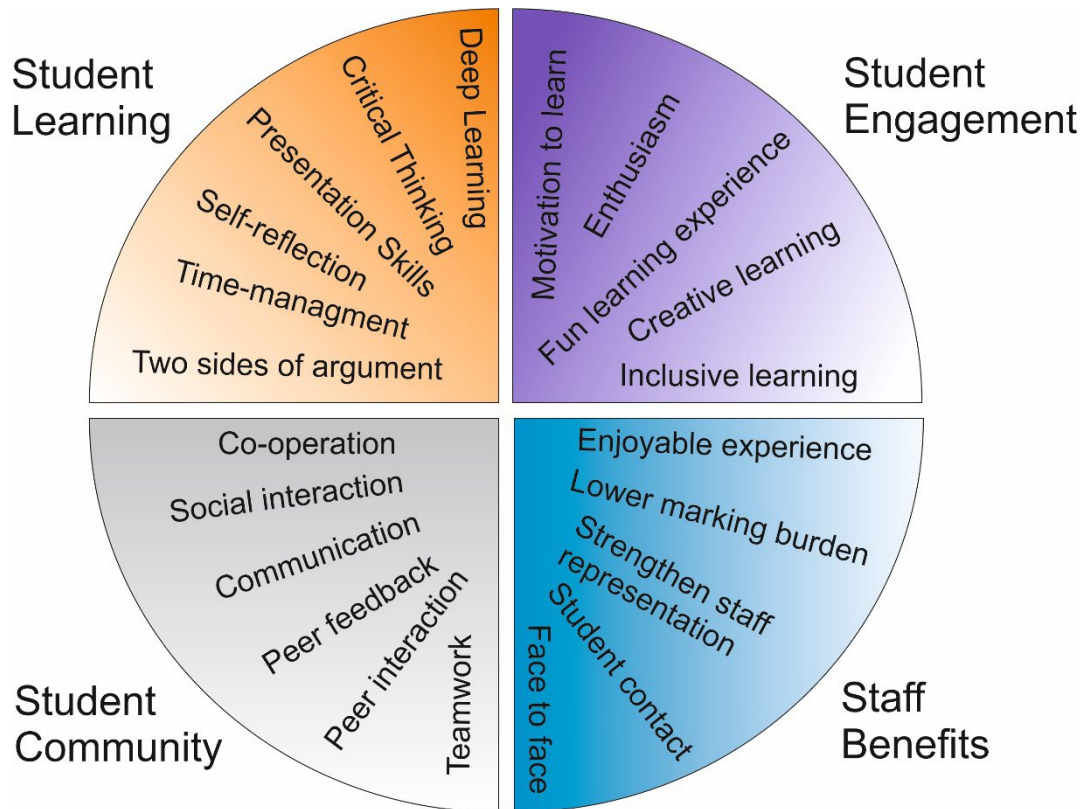
Figure 2: Schematic detailing our perceptions of the effectiveness of debate as an assessment type. Our perceptions can be broadly separated into 4 main categories. 3 align with the positive effects the assessment has on students in terms of their engagement, learning and in helping them build social interactions. The last category is the benefits to staff who run the debate. It strengthens the connection between students and staff and is more enjoyable assessment to assess.

4. Practicalities and tips for running a successful debate assessment

For other educators to adopt debate as an assessment type, there are some practical considerations to be made.

1.   Infrastructure - For the course introduction and preparatory tutorials, active learning teaching spaces that have Echo360 capability or using a microphone for manual recording are beneficial so that sessions can be recorded for students to review in their own time. While an active learning space would be ideal for the debate assessment itself, it can take place in any standard teaching room that has a PC and projector. Students can simply stand at the front of the room when delivering their opening presentation and then in their teams at the front of the room facing across from each other during the debate.

2.   Inclusion/reasonable adjustment - With regards to accessibility issues, buildings and rooms should be accessible for students with physical disabilities. There should be considerations made for deaf students. Chairs could be provided should students have difficulty standing for the period of the debate. To date, no disability/neurodivergent student raised any issue with the accessibility of the debate or the facilities in which they took place, however, practitioners should be aware that not all students may be able to take part in all aspects of the debate, hence why we incorporate the division of tasks as part of the assessment preparation. This allows students to decide who does which part of the assessment, allowing for reasonable adjustment and allows academic staff to identify any inclusion considerations or alternative assessments.

3.   Student absence – We have encountered student absence when running the debate assessment, some example scenarios are as follows: (i) the student(s) already contributed to the assessment but missing the debate day due to illness, (ii) the student was to be a presenter on the day and no longer able to attend due to illness/circumstance, and/or (iii) student(s) cannot attend due to travel issues to campus. In these events re-assessment was considered.

4.   Re-assessment – To date we have not had any students fail this assessment type, but we have encountered situations where re-assessment was needed. We have had students report other students for "freeriding" which was not reported until after the

debate event, which makes things difficult to challenge. To overcome this we now ask all students to make sure the division of tasks is posted to the group Moodle forum and there are follow up posts after group meetings etc, i.e., posting to the Moodle group forum what was discussed, the plans for moving forward, and progression of work, this allows us to keep track in the event any team members are struggling or not contributing. The re-assessment in this occasion was a poster presentation based on the same question as the debate topic. We would encourage anyone wishing to adopt this type of assessment to consider methods suitable for re-assessment and/or alternative types of assessment.

5. References

Bennett, D. (2019). Graduate employability and higher education: Past, present and future. *HERDSA Review of Higher Education*, *5*, 31–61.

Clouder, L., Broughan, C., Jewell, S., & Steventon, G. (2013). *Improving Student Engagement and Development through Assessment: Theory and practice in higher education*. Taylor and Francis.

Cumming, J. J., & Van Der Kleij, F. M. (2016). Effective Enactment of Assessment for Learning and Student Diversity in Australia. In D. Laveault & L. Allal (Eds.), *Assessment for Learning: Meeting the Challenge of Implementation* (Vol. 4, pp. 55–73). Springer International Publishing. https://doi.org/10.1007/978-3-319-39211-0_4

El Majidi, A., De Graaff, R., & Janssen, D. (2024). Debate as a pedagogical tool for developing speaking skills in second language education. *Language Teaching Research*, *28*(6), 2431–2452. https://doi.org/10.1177/13621688211050619

Gregory, M., & Holloway, M. (2005). The Debate as a Pedagogic Tool in Social Policy for Social Work Students. *Social Work Education*, *24*(6), 617–637. https://doi.org/10.1080/02615470500182132

Healey, M. J., Pawson, E., & Solem, M. (2010). *Active learning and student engagement: international perspectives and practices in geography in higher education*. Routledge.

Healey, R. L. (2012). The Power of Debate: Reflections on the Potential of Debates for Engaging Students in Critical Thinking about Controversial Geographical Topics. *Journal of Geography in Higher Education*, *36*(2), 239–257. https://doi.org/10.1080/03098265.2011.619522

HESA. (n.d.). *HESA - Experts in higher education data and analysis*. Retrieved February 1, 2025, from https://www.hesa.ac.uk/

Kennedy, R. (2007). In-class debates: Fertile ground for active learning and the cultivation of critical thinking and oral communication skills. *International Journal of Teaching & Learning in Higher Education*, *19*(2), 183–190.

McDowell, L. (2013). Assessment for learning. In *Improving student engagement and development through assessment* (pp. 73–85). Routledge.

Nichols, S. L., & Dawson, H. S. (2012). Assessment as a Context for Student Engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 457–477). Springer US. https://doi.org/10.1007/978-1-4614-2018-7_22

Ogunsanya, M. E., Wagner, J. L., Bennett, K., Medina, M. S., Starnes, S., & Planas, L. G. (2024). Debate as an Active Learning Pedagogy Among Pharmacy Students in a Public

Health Course. *American Journal of Pharmaceutical Education*, *88*(7), 100724. https://doi.org/10.1016/j.ajpe.2024.100724

Strachan, R., & Liyanage, L. (2015). Active Student Engagement: The Heart of Effective Learning. In P. C. Layne & P. Lake (Eds.), *Global Innovation of Teaching and Learning in Higher Education* (pp. 255–274). Springer International Publishing. https://doi.org/10.1007/978-3-319-10482-9_16

Swaffield, S. (2011). Getting to the heart of authentic Assessment for Learning. *Assessment in Education: Principles, Policy & Practice*, *18*(4), 433–449. https://doi.org/10.1080/0969594X.2011.582838

Tushar, H., & Sooraksa, N. (2023). Global employability skills in the 21st century workplace: A semi-systematic literature review. *Heliyon*, *9*(11), e21023. https://doi.org/10.1016/j.heliyon.2023.e21023

Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic assessment: creating a blueprint for course design. *Assessment & Evaluation in Higher Education*, *43*(5), 840–854. https://doi.org/10.1080/02602938.2017.1412396

Wong, Z. Y., Liem, G. A. D., Chan, M., & Datu, J. A. D. (2024). Student engagement and its association with academic achievement and subjective well-being: A systematic review and meta-analysis. *Journal of Educational Psychology*, *116*(1), 48–75. https://doi.org/10.1037/edu0000833

Zhu, X., & Evans, C. (2024). Enhancing the development and understanding of assessment literacy in higher education. *European Journal of Higher Education*, *14*(1), 80–100. https://doi.org/10.1080/21568235.2022.2118149

6. Appendices

APPENDIX 1 – Debate Assessment Guidelines

BIOL5357 – Precision Diagnostics and Therapeutics Debate Guidelines

Assessment Overview
- You will prepare for and participate in a debate on the following topic:
  - **Should artificial intelligence/machine learning be used in clinical trials for the purposes of developing precision diagnostics and/or therapeutics?**

- The debate contributes to 30% of the overall grade for this course.

- You will be assigned to and work in a small group
  - Each group will be allocated a side of the argument for the debate (for or against). It is important that you consider this point of view carefully, regardless of whether you agree with it or not.
  - Each group will be required to prepare a short (10 min) presentation for the opening statements for the debate.
  - Each group should also consider and prepare for questions which may be asked by the opposing side during the debate and their concluding statement.

- The debate will take the following format:

Part	Description	Allocated Time
1	**Opening Statements** Each team presents their key arguments. This should include a summary of the topic, with examples of AI and ML that support your arguments for or against.	10 min each
2	**Open Questions** The debate is opened to the cross-questioning from the other team.	10 minutes
3	**Concluding Statements** Each team delivers a short concluding statement	2 minutes each

Formative Feedback
- You will have the opportunity to receive formative feedback for this task at the tutorial which relates to this assignment in advance of the summative debate. Additionally, as a formative assignment to support you with the summative debate task, you will post to your debate group forum the following: division of tasks (who is doing what for the debate), what topics you will cover (research papers you've found and/or resources

you will use), and a rough plan of work. The deadline for the Moodle post is **Wednesday 16th October 2024 (10 pm).** Each group will receive feedback to help them prepare for the summative.

Summative Assessment Deadlines

- The debate will take place on **Wednesday 6th November 2024 (time TBC)**.

- Students should submit the slides for their opening presentation **by 1 pm on Tuesday 5th October 2024** on Moodle.

Plagiarism

As part of your assessments, you will sign a declaration of originality. Furthermore, all your assignments will be submitted through the plagiarism detection software, Turnitin. It is therefore essential that you familiarise yourself with University rules and regulations regarding plagiarism:

https://www.gla.ac.uk/myglasgow/senateoffice/studentcodes/plagiarism/

For further guidance and support regarding plagiarism, how to avoid it and use of Turnitin, please refer to the Good Academic Practice in MVLS Moodle:

https://moodle.gla.ac.uk/course/view.php?id=35336

For guidance and support regarding academic writing, please refer to the Academic Writing Skills Programme which is run by Student Learning Development (SDL):

https://www.gla.ac.uk/myglasgow/leads/awsp/forstudents/

For any concerns regarding plagiarism, please contact a member of teaching staff for the course.

APPENDIX 2 – Debate Assessment Rubric

Precision Diagnostics and Therapeutics Debate Marking Rubric: 2024/25

Debate Topic:

TEAM: **Grade:**

Grade	A	B	C	D	E
Prepared Content: • **Selection and scope of information** • **Analysis and critique of information**	Excellent breadth of information with only relevant information being selected for inclusion. A detailed, accurate and excellent level of critical understanding is shown.	Very good breadth of information with mainly relevant information being selected for inclusion. Very good and mainly accurate understanding of the topic with good evidence of critical analysis.	A suitable breadth of information is selected although some of this may not be relevant. Generally suitable attempt at critical analysis but may be some gaps in understanding.	The depth of information selected is insufficient and/or there is a lot of irrelevant information. There are many gaps in understanding indicated with very limited critical analysis.	Little or no suitable content has been included. Information is poorly understood with no attempt at critical analysis.
Debate Presentation: • **Organisation and flow** • **Persuasiveness during the debate** • **Concluding statement**	Presentation is organised in a very coherent manner with excellent logical flow of information and arguments. Numerous, extremely persuasive and very strong arguments presented. Excellent concluding statement that concisely summarises the key arguments.	Presentation is organised in a coherent manner with very good and mainly logical flow of information and arguments. Various, very persuasive and generally strong arguments presented. Very good concluding statement which summarises the key arguments in a generally concise manner.	Presentation is suitably coherent, but the flow of information and arguments presented may not be logical. A suitable number of arguments presented but these may not have enough strength to persuade the audience. Suitable concluding statement although this may have some omissions and/or not be concise.	Presentation is not sufficiently coherent, and the information and arguments presented have little logical flow. Few arguments presented and/or presented arguments are weak to persuade the audience. Concluding statement is limited with many omissions.	Presentation is incoherent and there is no logic to the information/arguments presented. No arguments presented and/or no strength to presented arguments to persuade the audience. Concluding statement is very limited and does not relate to key arguments presented.
Answering questions from the opposite side and floor	Excellent identification of flaws in the opposition's argument. Excellent defence to the viewpoint and questions from the opposite side and floor.	Very good identification of flaws in the opposition's argument. Very good defence to the viewpoint and questions from the opposite side and floor.	Suitable identification of flaws in the opposition's argument with some omissions. Suitable defence to the viewpoint and questions of the opposition with some gaps in understanding.	Insufficient identification of flaws in the opposition's argument with many omissions. Poor defence to the viewpoint and questions of the opposition with many gaps in understanding.	No identification of flaws in the opposition's argument. Little or no defence to the viewpoint and questions of the opposition with lack of understanding.

Feedback:

Criteria	Comments
Prepared Content: • Selection and scope of information • Analysis and critique of information	
Debate Presentation: • Organisation and flow • Persuasiveness during the debate • Concluding statement	
Answering questions from the opposite side and floor	

Additional Comments/Feedforward

APPENDIX 3 – Reflective Writing Assessment Guidelines

BIOL5357 – Precision Diagnostics and Therapeutics Reflective Portfolio Guidelines

Assessment Overview
- You will write a short reflective portfolio relating to what you have learned from the debate experience.

- The portfolio will cover aspects relating to working as part of a team, your contribution to the team and what you have learned from the experience.

- The reflective portfolio contributes 20% of the overall grade for this course.

- The portfolio should be approximately 600 words, and you should use the provided template to complete this. Please also refer to guidance which was provided by Dr Rosalind McKenna at the reflective writing session.

Formative Feedback
- You will have the opportunity to ask questions and receive formative feedback for this assignment on the designated q+a forum on Moodle (found in the Assessment tile).

Summative Assessment Deadline
- Students should **submit their summative portfolio by 10pm on Wednesday 13ᵗʰ November 2024** on Moodle.

Plagiarism
As part of your assessments, you will sign a declaration of originality. Furthermore, all your assignments will be submitted through the plagiarism detection software, Turnitin. It is therefore essential that you familiarise yourself with University rules and regulations regarding plagiarism:

https://www.gla.ac.uk/myglasgow/senateoffice/studentcodes/plagiarism/

For further guidance and support regarding plagiarism, how to avoid it and use of Turnitin, please refer to the Good Academic Practice in the MVLS Moodle:

https://moodle.gla.ac.uk/course/view.php?id=35336

For guidance and support regarding academic writing, please refer to the Academic Writing Skills Programme which is run by Student Learning Development (SDL):

https://www.gla.ac.uk/myglasgow/leads/awsp/forstudents/

For any concerns regarding plagiarism, please contact a member of teaching staff for the course.

Reflective Portfolio on Debate – Precision Diagnostics and Therapeutics 2024/25

This table has been provided for guidance on how to complete the portfolio. The table on page 2 is the blank template you should use to fill in your portfolio.

Description phase:
Write a description of the debate (theme, what was covered etc).
What are the key topics within this description that you feel you need to pay attention to?
What was your role/contribution?
What was the role/contribution of your peers?

Reflection phase:
Goals and Expectations
What were you trying to achieve both individually and as a collective with your peers?
What were your own and your group's expectations?

Working as a Group
Did the group work well together?
Did some contribute more/less than others?
How did that make you feel? Did this impact your goals?
How did your peers feel? How do you know this is what they were feeling?
Did this impact your learning? Did this impact your peers in the same way?

Content and Delivery
How did you feel about the debate in terms of content and delivery?
Were there things missing or not covered in the debate that you expected?
Were there things included you hadn't expected? Did this help your learning?
Did you enjoy this type of activity?
Did any of the interactions with the other students have an impact on your learning?

Learning phase:
Now the debate is over, what would you change (or not) about any aspect of the preparation for the debate or the debate itself?
What can you take from the debate going forward?
Has the experience changed the way you understand any aspect of the debate? i.e. the topic, delivery, content, question time at the end?
Have you taken effective action to support the way you understand any aspect of the reflective phase to inform your learning now and in the future?

Assumptions/beliefs/ideology:
What do your practices say about your assumption and beliefs around learning?
What do your practices say about your assumption and beliefs regarding the impact your learning of the debate topic – who's interests do your assumptions serve?
What shapes your views of what is possible in your learning/future career in precision medicine?

Action plan:
Given the chance, what would you do differently next time?
What changes will you make immediately to enhance your learning?

Use the template on the next page to complete your entry.

Student ID:

Debate Team:

Debate Topic:

Reflective Portfolio:

Description:

Reflection:

Learning:

Assumptions/beliefs/ideology:

Action plan:

APPENDIX 4 – Reflective Writing Assessment Rubric

Precision Diagnostics and Therapeutics 2024/25 – Debate Reflective Portfolio

Student ID: **Grade:**

Grade	A	B	C	D	E
Description	Excellent summary of the debate content. Key topics to pay attention to are clearly identified and contribution by self and peers is clearly stated.	Very good summary of the debate content. Key topics to pay attention to are identified and contribution by self and peers is outlined, with some minor omissions.	Suitable summary of the debate content. Key topics to pay attention to and contribution by self and peers are mentioned but with omissions and/or unclear.	Summary of the debate content is reasonable but key topics to pay attention to and contribution by self and peers are vague with significant omissions and/or not explicit.	Summary is poor and fails to identify the key topics to pay attention to and contribution by self and peers is not stated.
Reflection • **Individual and team expectations** • **Working as a group** • **Content and delivery**	Reflection on individual and group expectations and working as a group was clear and demonstrates excellent critical, insightful and thoughtful understanding of other people's viewpoints and what has been learned.	Reflection on individual and group expectations and working as a group demonstrates very good critical understanding of other people's viewpoints and what has been learned but may lack some insight.	Some attempt to reflect critically on individual and group expectations and working as a group; other people's skills/ viewpoints were acknowledged where appropriate but description does not address what was learned and/or lacks insight	Reflection on individual and group expectations and working as a group is vague and lacks criticality. Little acknowledgement of other people's viewpoints and/or lacks insight.	The reflection fails to address what the individual and group expectations were and what was learnt from working as a group. There is no criticality, acknowledgement of other people's viewpoints or insight.
Learning	Matters that could be addressed in the future with regards to preparation and what has been taken from the experience are clearly identified and demonstrate an excellent critical insight and understanding.	Matters that could be addressed in the future with regards to preparation and what has been taken from the experience are identified and demonstrate very good critical insight and understanding with minor exceptions.	Matters that could be addressed in the future with regards to preparation and what has been taken from the experience are identified but may lack clarity, critical insight and/or understanding.	Explanation of matters that could be addressed in the future with regards to preparation and what has been taken from the experience is vague and lacks clarity, critical insight and understanding.	The explanation fails to outline any matters that could be addressed in the future with regards to preparation and what has been taken from the experience.
Assumptions/beliefs/ideology	Assumptions and beliefs around learning are clearly identified and assessment of the impact of these assumptions is insightful and critical.	Assumptions and beliefs around learning are identified and assessment of the impact of these assumptions is very good but may lack some insight and/or criticality.	Assumptions and beliefs around learning are identified but these may lack clarity and assessment of the impact of these assumptions lacks insight and/or criticality.	Description of assumptions and beliefs around learning is vague and assessment of the impact of these is vague.	The explanation fails to identify assumptions and beliefs around learning or the impact of these assumptions.
Action Plan	Specific, feasible suggestions for doing things differently and changes to make in order to enhance learning are described.	Suggestions for doing things differently and changes to make in order to enhance learning are feasible but may lack a little detail and/or be a bit more specific	Some attempt to make suggestions for doing things differently and changes to make in order to enhance learning but these lack detail and could be more specific.	Suggestions for doing things differently and changes to make in order to enhance learning are vague or not feasible.	The description fails to make any suggestions for doing things differently and changes to make in order to enhance learning.

Feedback to the Student

Criteria	Comments
Description	
Reflection • Individual and team expectations • Working as a group • Content and delivery	
Learning	
Assumptions/beliefs/ideology	
Action Plan	

Additional Comments/Feedforward