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Kampus Sungai Petani

Faculty of Administrative
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VCDT: THE VIRTUAL CLASSROOM DEBATE TUTORIAL APPROACH

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ABSTRACT
Debate has been commonly used as a medium of learning in the classroom at the secondary and tertiary levels. A lot has changed in the past years, causing learning approaches to shift from conventional face-to-face practices to a more modern and virtual medium of learning. Virtual learning can be dull, unexciting, and monotonous if not managed well by the instructors. Therefore, the VCDT Approach is introduced to foster two-way participation in online tutorial sessions. The practice of virtual classroom debate develops self-confidence, critical thinking, analytical capabilities, communication skills, and teamwork, even in the new norms. Although various studies involving debate have been done in the context of learning the second language, psychology, philosophy, and pure science, studies that focus on the impact of classroom debate are still scarce. The VCDT Approach promotes a brilliant way of online discussion in which students are encouraged to speak spontaneously on chosen subject matters. A properly executed debate exercise can allow students to exert fresh ideas and develop reasoning skills that can improve their communication skills, which could impact their academic performance. Debate activities encourage the development of various abilities needed by students such as effective written and oral communication, critical thinking, working in a collaborative environment, civic awareness, and active class participation. Nature of debate activities helps sharpen rhetorical skills in a fast-paced virtual environment, enriching their ability to solve problems and engage in autonomous learning. Therefore, in VCDT exercises, students can practice generating ideas under pressure while learning key ideas in a given time.

Keywords: classroom debate, tutorial, virtual debate, online learning.

INTRODUCTION

The current situation involving a global pandemic and restricted movements has forced students and their educators to be creative in learning processes. Many online methods in learning have emerged and learners have begun to be very responsive towards their virtual learning environments. In fostering creativity in online learning, there need to be methods that exceed conventional ideas, systems, patterns, associations, or the like, and these new evolving methods must be able to create meaningful new ideas and knowledge using users' senses and their ability to judge. Creativity is the art of being out of the ordinary, using both intuition and intelligence and producing an outcome the best that can be. In education, being creative is a 'must have' trait to educators. So much of teaching is now driven by data (i.e., test scores) and dictated by "best practices" that teachers are losing confidence in their creativity. Breaking the barrier between educators and learners could be the first step in indulging creativity into education, particularly online education. Teaching online at the tertiary level forces lecturers to be more creative with the learners rather than just giving a one-way lecture (Collard & Looney, 2014). Educators must be flexible in accepting ideas and enhancing the subjects to talk and convey opinions. In the context of online learning, this means that the learning sessions are to be engaging and interactive.

One of the methods that can be used to foster creativity in learning is through classroom debates. Debating has a rich history; it encourages students' advocacy and expression through interscholastic debate. Debate is a part of a rivalry that comprises two teams, the affirmative team upholding the resolutions and the negative team standing in opposition (Noonan, 2011). In virtual learning, debate sessions can be done via online platforms such as Google Meet or Zoom application. Debate is a formal technique of argument in which it directly allows interaction and representation. The debate exercise includes a sense of manipulation and in each argument; there is a form of persuasion injected into it. Persuasion often appeals to the audience's emotional responses and will determine how they will react and interact with the motion. Debate has been viewed as a form of teaching-learning strategy that presumes an established position, for or against, on a matter or an issue, or solution to a problem. Debate imposes active learning surroundings and it stimulates team collaboration through persuasive evidence (Doody & Condon, 2012).

OBJECTIVES OF VCDT APPROACH

1. To promote creativity in online learning.
2. To encourage students' argument and expression.
3. To enhance a formal technique of argument that allows online interaction and virtual presentation.

NOVELTY OF VCDT APPROACH

This project test students' capability to apply online classroom debate exercise during tutorial sessions. Students were given time to prepare and execute the VCDT Approach and after the exercise, they were given a set of assessment scales to rate the effectiveness of the debate exercise.

ORIGINALITY OF VCDT APPROACH

This activity can be applied in any reading or theory-related subject to encourage 'fun learning' and avoid monotonous discussion in class. The VCDT Approach is active, fun, and witty.

IMPACT OF VCDT APPROACH

1. To diversify online learning techniques.
2. To promote students' confidence and communication skills.
3. To encourage students to make arguments using the right technique.
4. To develop a competitive online classroom environment.

POTENTIAL FOR COMMERCIALIZATION

This method has the potential to be marketed and applied in courses that practice presentation skills as a medium of assessment. Using the VCDT Approach, students will become more excited and eager to think fast and active as they need to comply with the time given and to suit the virtual environment. This will make the tutorial class more entertaining and fun. The VCDT Approach also assists in measuring students' critical thinking and presentation skills. The practice of this exercise will increase students' confidence level, encourage creative online learning and enhance students' argument techniques.

CONCLUSION

Debate exercises help develop students' confidence and creativity. Virtual Classroom Debate Tutorial Approach is a good technique to cultivate creativity in learning, particularly in tutorial sessions. It brings out competence and confidence in students especially using their interpretation skills, analytical skills, and inferential skills. All these skills are also beneficial to students as they go into the working environment once they graduated.

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