

ArguEd Argumentation Education

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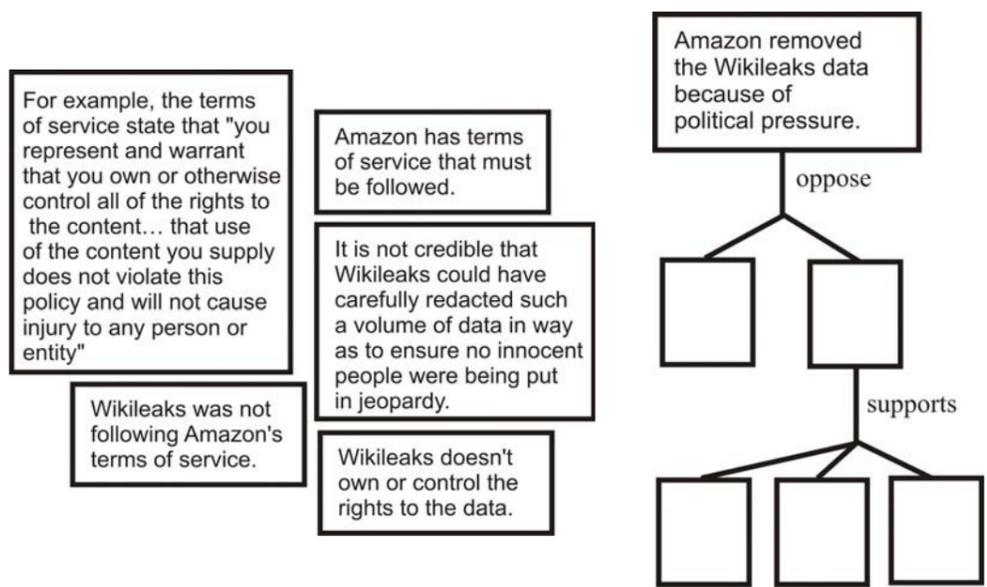
AIM Evidence-based improvement of iCMAs for formative assessment of students' argument analysis and evaluation skills.

EXAMPLE Drag-and-drop the text boxes into the correct places of the argument map on the right-hand side.

In 2010, several US companies that had dealings with WikiLeaks came under pressure from politicians. This included Amazon which, at the time, hosted WikiLeaks data. Shortly thereafter, Amazon removed the data in question. In response to reports that this happened as result of political pressure Amazon said in a blogpost:

"[Amazon Web Services] does not pre-screen its customers, but it does have terms of service that must be followed. WikiLeaks was not following them. There were several parts they were violating. For example, our terms of service state that "you represent and warrant that you own or otherwise control all of the rights to the content... that use of the content you supply does not violate this policy and will not cause injury to any person or entity". It's clear that WikiLeaks doesn't own or otherwise control all the rights to this classified content. Further, it is not credible that the extraordinary volume of 250,000 classified documents that WikiLeaks is publishing could have been carefully redacted in such a way as to ensure that they weren't putting innocent people in jeopardy."

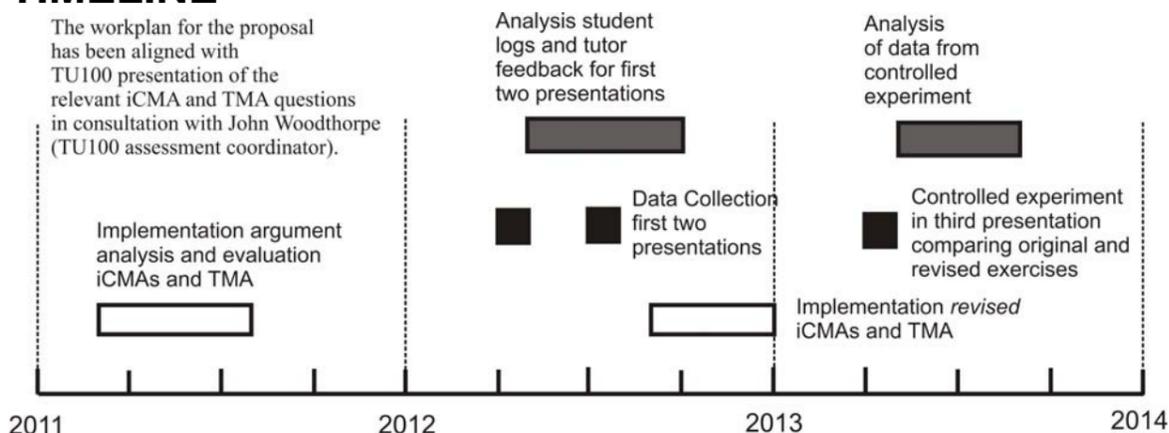
Having read the excerpt from Amazon's blogpost above, use the claims on the right-hand side to complete the argument map.



CONTEXT The ability to analyse and evaluate arguments is a key transferable skill. Firstly, it is an indispensable skill for study at Higher Education level. From the University's point of view, retention is likely to be better for students that have mastered it. Secondly, it is central to many employability skills such as "negotiating/persuading, contributing to discussions", "analysing facts and situations" and "the ability to produce clear, structured written work and oral literacy" (CBI, 2009, p.8). Finally, it is a skill that helps citizens to assess their own and other people's arguments both on issues of personal importance and questions about the society they live in.

RESEARCH QUESTION The new introduction to Computing and Technology, TU100 ("My Digital Life"), includes a part (Part 5, Block 5) on "Digital Freedom: the Good, the Bad and the Internet". In this part, teaching of discipline specific knowledge is tightly integrated with the development of argument analysis and construction skills. The first three presentations of TU100 present an opportunity to collect data from relevant iCMA and TMA questions for answering the question: Which difficulties do students encounter when analysing arguments and how can we help them overcome these difficulties?

TIMELINE



Reference

CBI (2009) Future fit: Preparing graduates for the world of work, CBI and Universities UK; available online at <http://www.universitiesuk.ac.uk/Publications/Documents/FutureFit.PDF> (accessed 13 February 2012).

