Online Deliberation 2010, Leeds UK (30 June – 2 July)

# Online Deliberation: Emerging Tools

A plenary panel on the outcomes from a pre-conference workshop: **www.olnet.org/odet2010**

**Chair: Simon Buckingham Shum, Open University**
**Tom Gordon, Fraunhofer**
**Nikos Karacapilidis, University of Patras**
**Anna De Liddo, Open University**
**Ann Macintosh, University of Leeds**
**David Price, Debategraph**
**Chris Reed, University of Dundee**

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# Outline of session

3.30
Introduction to the panel and panellists – Simon

3.35
The ODET workshop

3.40
Positioning these tools within the broader OD context - Ann

3.45
An example of Compendium in action – Simon

3.50
An example of Debategraph in action - David

3.55
An example of CoPe_it! in action - Nikos

4.00
An example of Cohere in action - Anna

4.05
Engineering the argument web - Chris

4.10
How it might all come together in IMPACT Project - Tom

4.15
Key themes from the ODET workshop - Simon

4.20
Panellists and conference delegates discuss

5.00 Close

# Online Deliberation: Emerging Technologies workshop (ODET 2010)

## olnet.org/odet2010

### ODET 2010: Online Deliberation Emerging Tools

Thu, 13/05/2010 - 11:13 | by **sbs**

**Welcome!...** to the website for **ODET 2010: Online Deliberation Emerging Tools** (Leeds, 30 June), a workshop co-located with the Fourth International Conference on Online Deliberation (30 June–2 July, 2010). Sponsored by Hewlett Foundation's OLnet Project & Leeds University Centre for Digital Citizenship.

[Quicklink: Workshop collaboration space]

*This invitational workshop brings together many of the leading researchers and practitioners in computer-supported dialogue, deliberation and argumentation — modes of discourse central to activities including social learning, collective sensemaking, debate analysis and participatory democracy. Drawing on experiences spanning business, mass media, education, government and many other public sectors, the workshop will consider the state of the art in tools that are emerging from the labs, reflecting on the lessons that are being learnt around the effective usage and deployment of these tools.*

# Online Deliberation: Emerging Technologies workshop (ODET 2010)

## olnet.org/odet2010

**9.30 Welcome & Introductions:** Simon Buckingham Shum (Open U. UK)

**9.45** Tim van Gelder (Austhink Consulting, AUS — *bCisive Online* & *ShowCase*)

**10.10** Nikos Karacapilidis (U. Patras, GR — *CoPe_it!*)

**10.35** Anna De Liddo & Simon Buckingham Shum (Open U., UK — *Compendium/Cohere*)

**11.00** Mark Snaith (U. Dundee, UK — *OVA & Arvina*)

**11.20 Refreshments**

**11.45** David Price (Debategraph, UK — *Debategraph*)

**12.10** Sanjay Modgil (U. Liverpool, UK — *Parmenides*)

**12.35** Reflections on the morning

**1.00 Lunch**

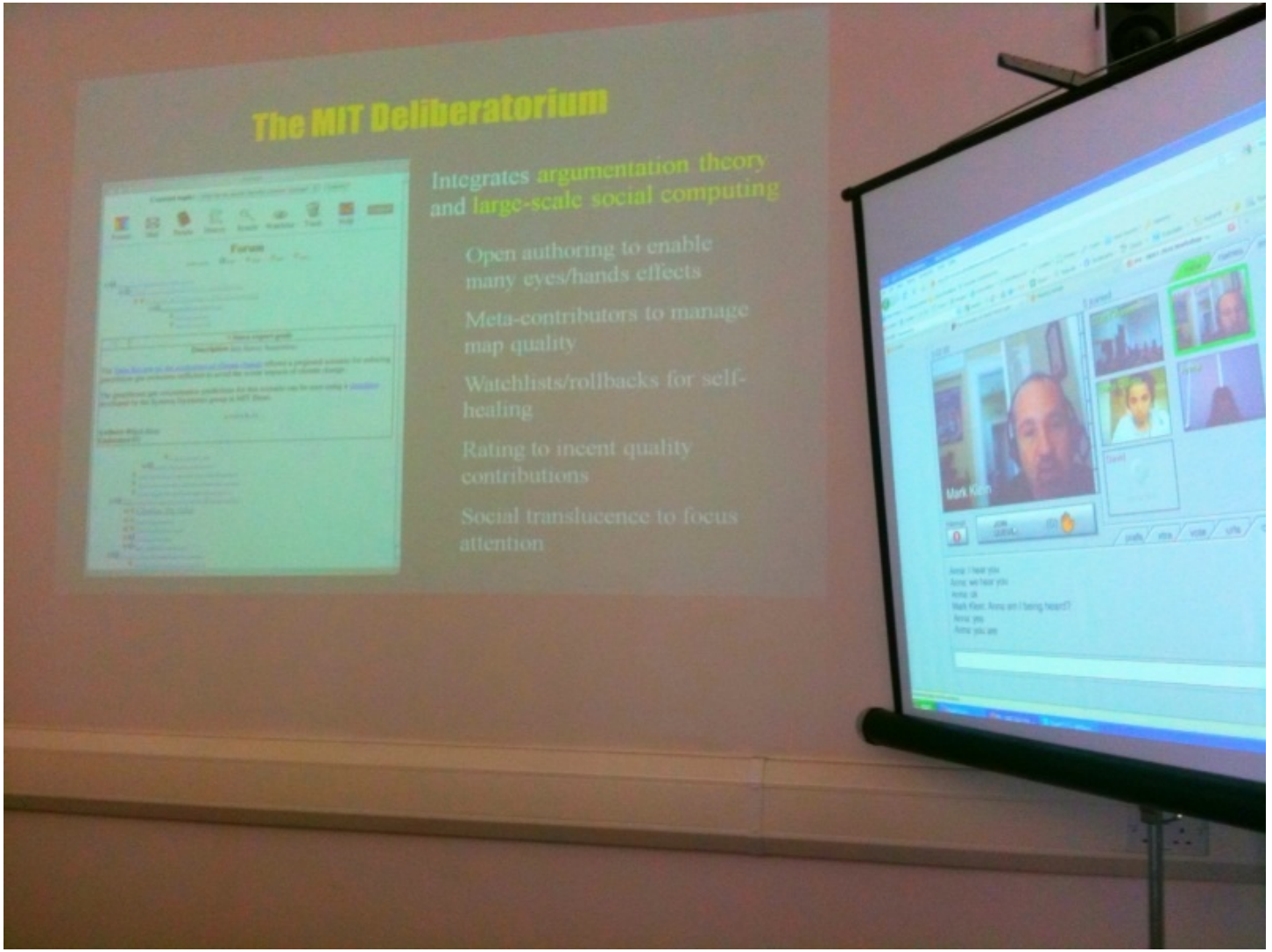
**2.15** Ann Macintosh (U. Leeds, UK) and Tom Gordon (Fraunhofer FOKUS, DE — *Impact Project*)

**2.40** Mark Klein (MIT, USA — *Deliberatorium*)

**3.05** Rob Ennals (Intel Labs, USA — *DisputeFinder*)

# Online Deliberation: Emerging Technologies workshop (ODET 2010)

olnet.org/odet2010



# ODET website: slides, movies, papers, tools

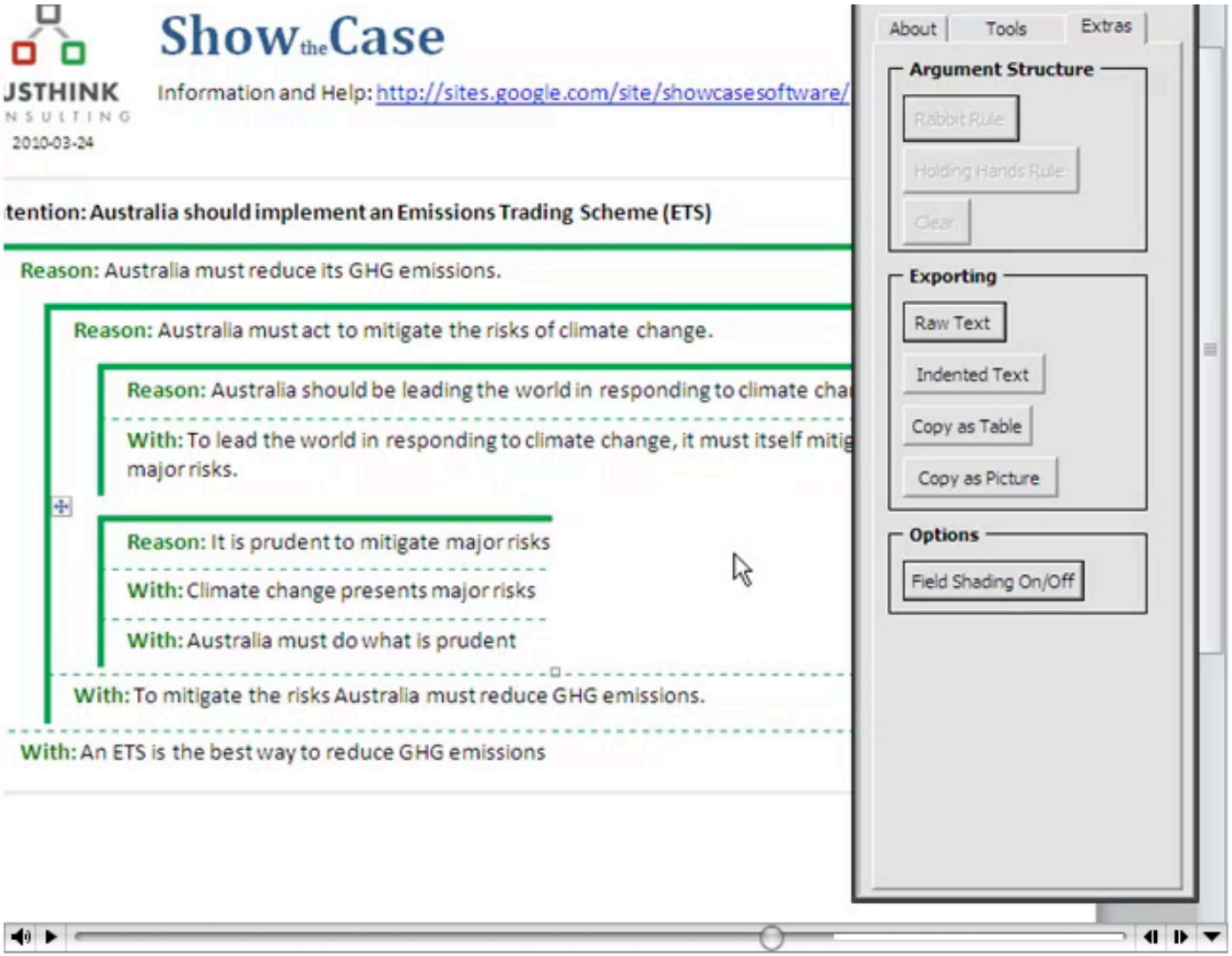
## olnet.org/odet2010

**Video of the Dispute Finder browser extension**

added by Rob Ennals

# ODET website: slides, movies, papers, tools

## olnet.org/odet2010



# ODET website: slides, movies, papers, tools

olnet.org/odet2010

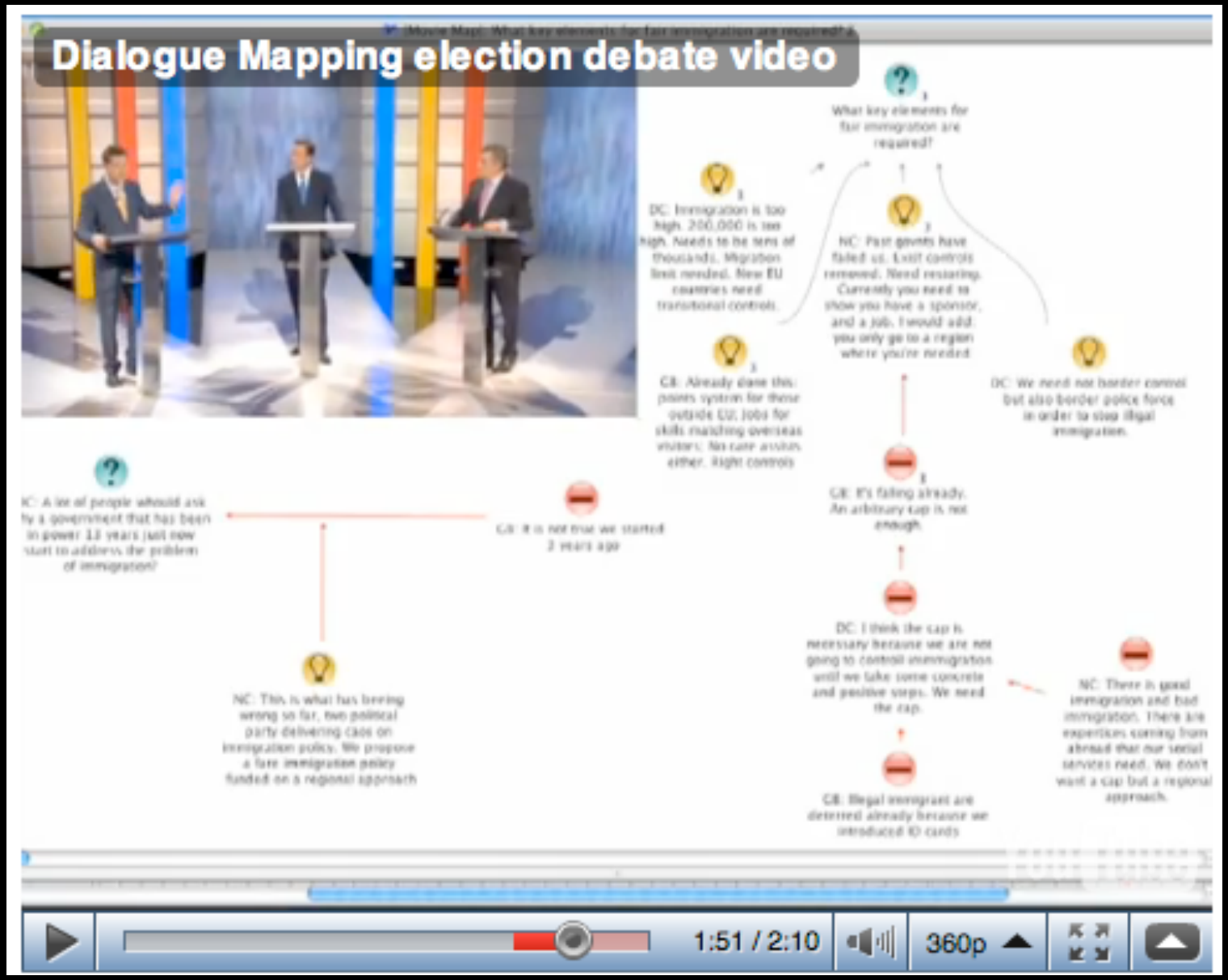
Embedded Content

**Panellists:**

**lightning introductions to their approaches**

# Using Compendium to visualize the 2010 UK Election TV Debates

Simon Buckingham Shum
Knowledge Media Institute, Open University, UK




http://www.youtube.com/watch?v=WPF64UXFER0&feature=player_embedded

# Using Compendium to visualize, and challenge, argumentation on the Web

Simon Buckingham Shum
Knowledge Media Institute, Open University, UK

More detailed presentation:
Buckingham Shum, S. (2007). **Undermining Mimetic Contagion on the Net: Argumentation Tools as Critical Voices.** COV&R 2007: Colloquium on Violence & Religion, Amsterdam Vrije Universiteit July, 4-8 2007
http://www.bezinningscentrum.nl/teksten/girard/c/c2007_Buckingham-Shum_Simon_abstract.htm
http://www.slideshare.net/sbs/undermining-mimetic-contagion-on-the-net-argumentation-tools-as-critical-voices

# National Front Counter Demo Against Muslims

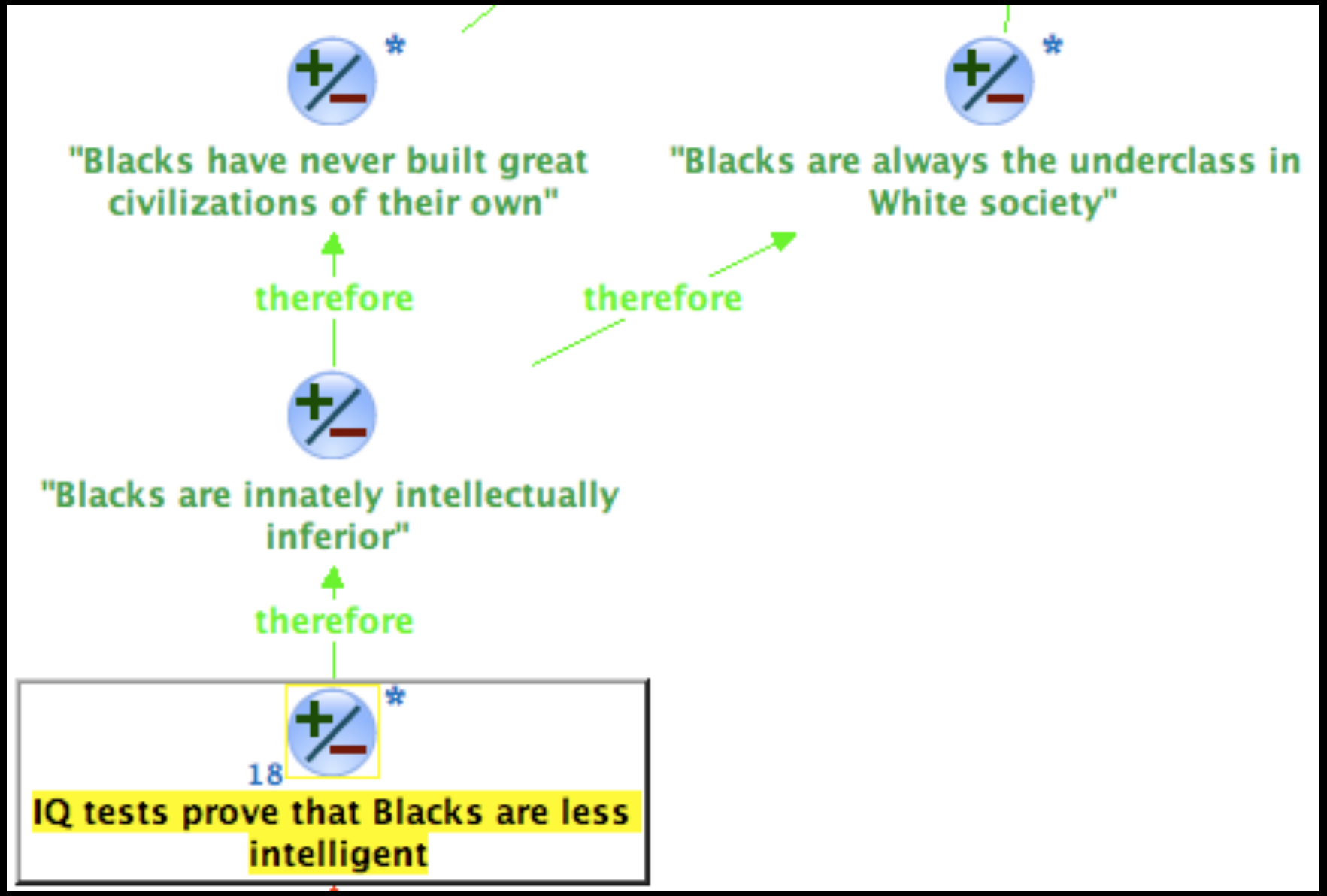
# Example: a "scientific argument" on National Front website

"We argue, for example, that West Indian and other Negroes will never fit in, as multiracialists claim, to become equal and integrated members of a predominantly White society. This is because they are inherently unfitted to do so intellectually, and are thus condemned to exist in White society as a permanent underclass, confined to the lower social strata and, not unnaturally, bitterly resentful of the alien society in which they are thus trapped. This resentment will inevitably explode into violence, rioting and crime."

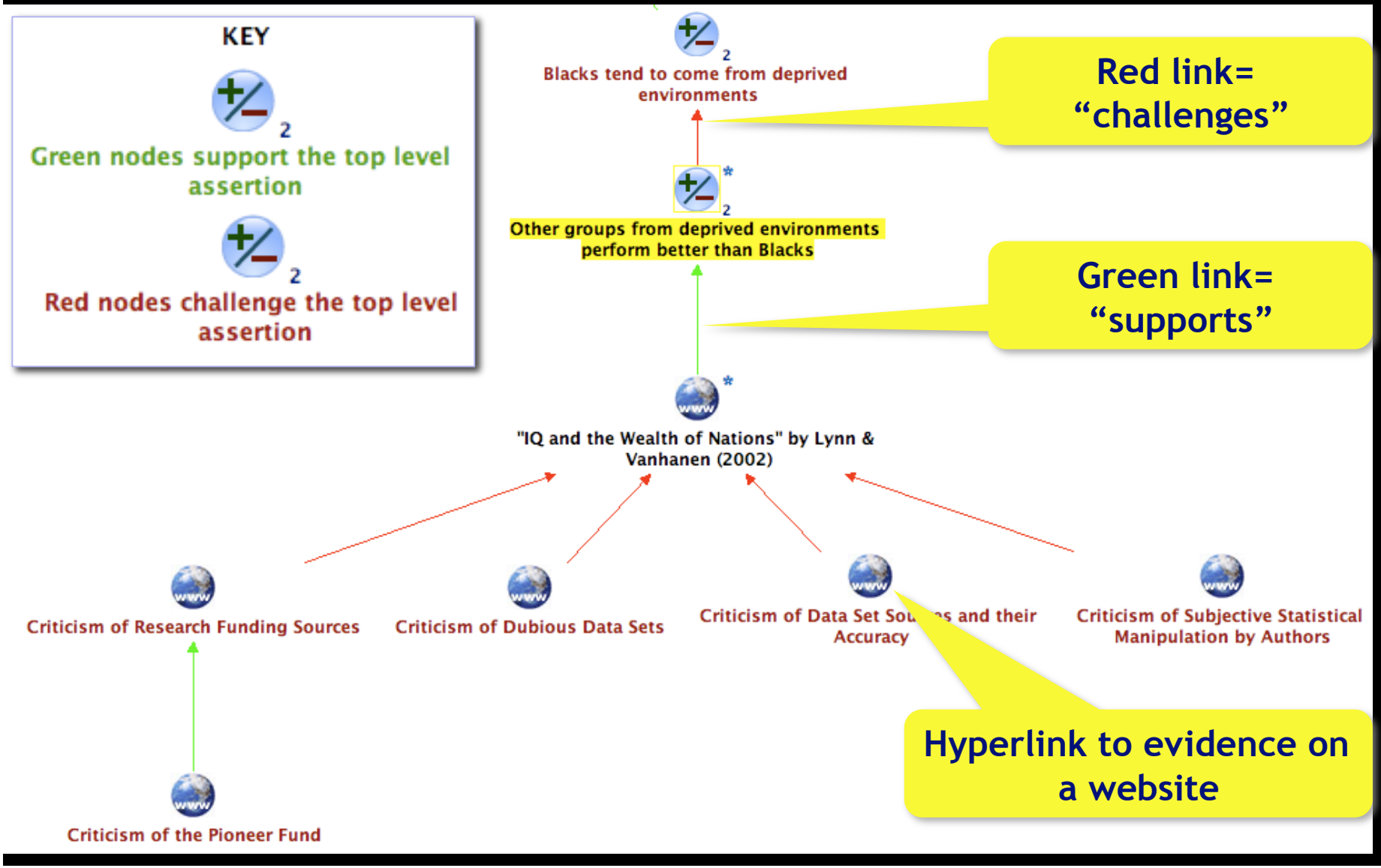
# Example: a “scientific argument” on National Front website

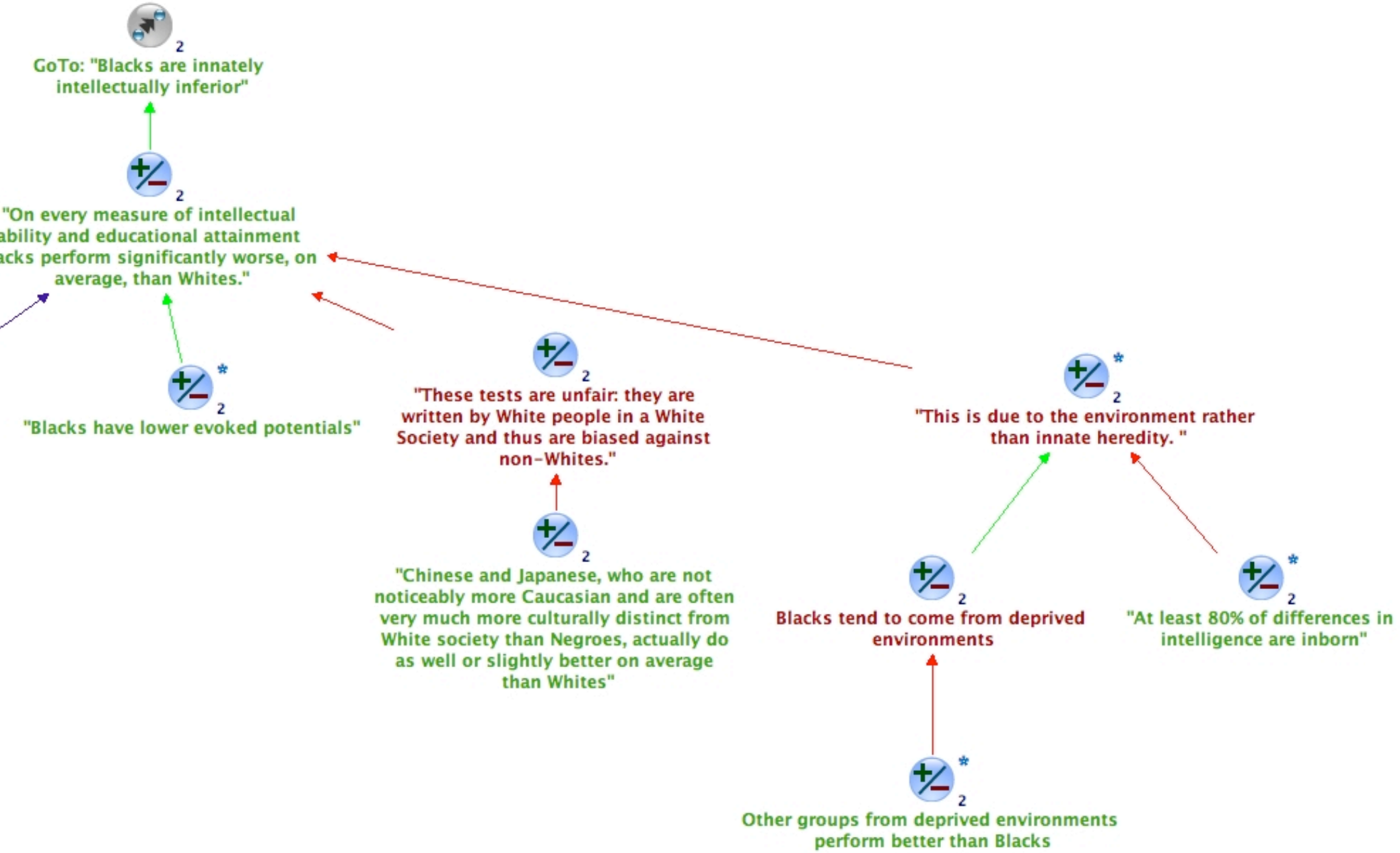
“What are the facts? Over almost seventy years, in study after study, conducted by scientists and educationalists in numerous countries, studies conducted by such bastions of racial rationalism as the Inner London Education Authority, the US Army, and Harvard and Oxford Universities, on every measure of intellectual ability and educational attainment Blacks perform significantly worse, on average, than Whites. In the case of average IQ, for example, the average Negro figure is only 85% of the White average. In fact the higher the proportion of White genes the higher the intelligence: a pure-bred Negro fresh out of Africa scores nearer 70%.”

Readers can consult *Race* by Dr. John R. Baker, former Reader in Cytology at Oxford University, published by the Oxford University Press, or *The Testing of Negro Intelligence*, an exhaustive review of hundreds of studies demonstrating racial differences in intellectual ability by Dr. Audrey M. Shuey, and of course there is *The Bell Curve* by Herrnstein and Murray.

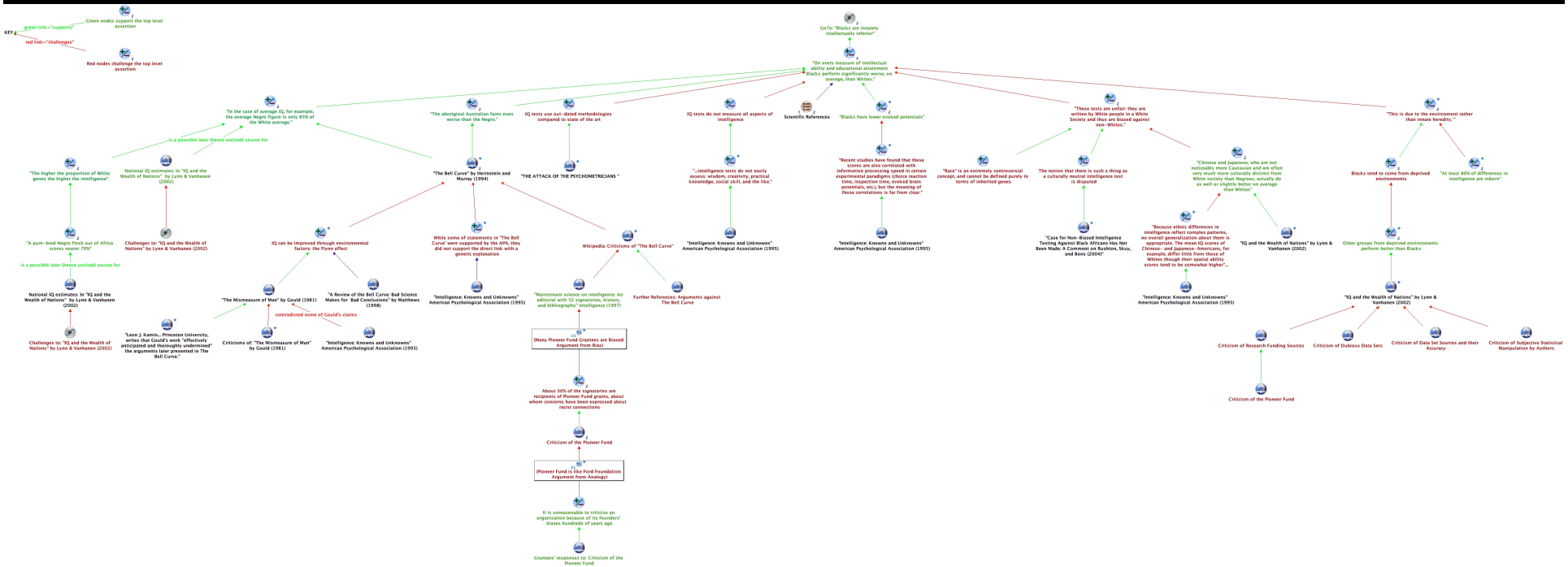

"Blacks have never built great civilizations of their own"
"Blacks are always the underclass in White society"
therefore
therefore
"Blacks are innately intellectually inferior"
therefore
18
IQ tests prove that Blacks are less intelligent

# Refuting the NF "negro intelligence" argument using argument mapping

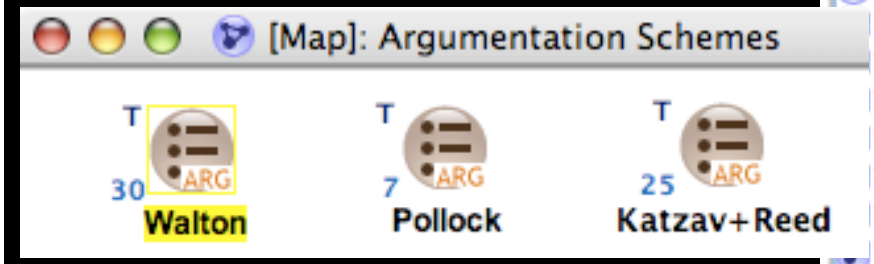



GoTo: "Blacks are innately intellectually inferior"
"On every measure of intellectual ability and educational attainment acks perform significantly worse, on average, than Whites."
"Blacks have lower evoked potentials"
"These tests are unfair: they are written by White people in a White Society and thus are biased against non-Whites."
"Chinese and Japanese, who are not noticeably more Caucasian and are often very much more culturally distinct from White society than Negroes, actually do as well or slightly better on average than Whites"
"This is due to the environment rather than innate heredity. "
Blacks tend to come from deprived environments
"At least 80% of differences in intelligence are inborn"
Other groups from deprived environments perform better than Blacks

# Refuting the NF “negro intelligence” argument using argument mapping



# Importing theoretically grounded, practical *Argumentation Schemes* as visual templates



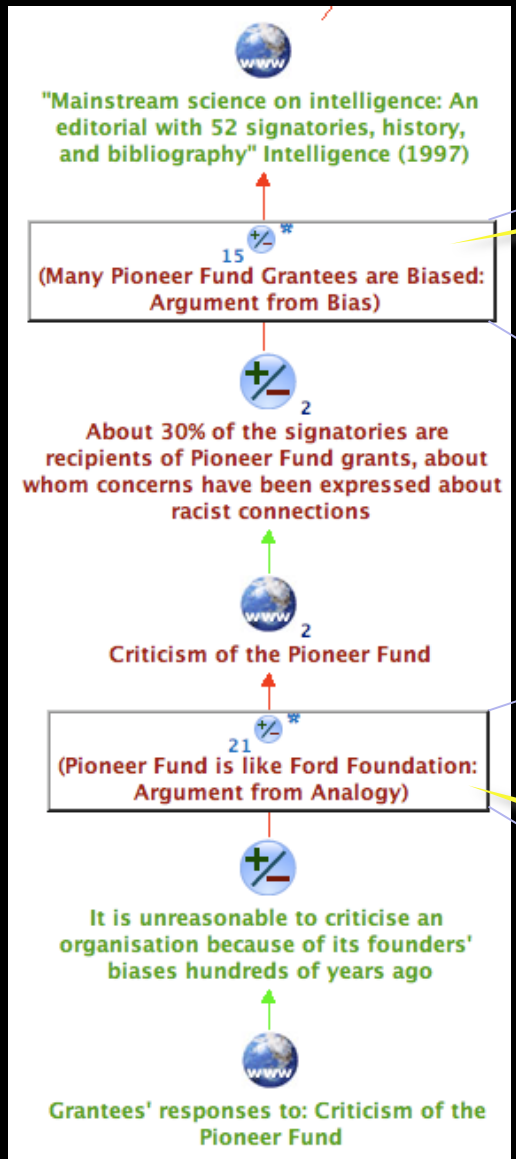

(Imported as XML files from prior work at University of Dundee, demonstrating the power of collaborative, interdisciplinary, computational argumentation research)

[List]: Walton

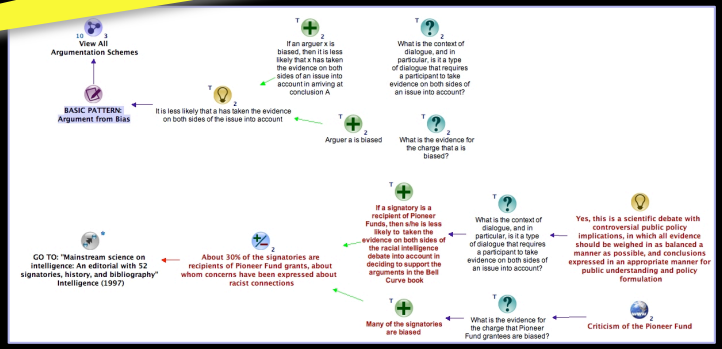
| ... | ... | ... | ... | ... | Label |
|---|---|---|---|---|---|
| T | 1 | | | 6 | Argument from an Established Rule |
| T | 1 | | | 7 | Argument from an Exceptional Case |
| T | 1 | | | 7 | Argument from Analogy |
| T | 1 | | | 7 | Argument from Arbitrariness of a Verbal Classification |
| T | 1 | | | 5 | Argument from Bias |
| T | 1 | | | 6 | Argument from Cause to Effect |
| T | 1 | | | 5 | Argument from Commitment |
| T | 1 | | | 5 | Argument from Consequences |
| T | 1 | | | 9 | Argument from Correlation to Cause |
| T | 1 | | | 6 | Argument from Evidence to a Hypothesis |
| T | 1 | | | 8 | Argument from Example |
| T | 1 | | | ... | Argument from Expert Opinion |
| T | 1 | | | 3 | Argument from Falsification of a Hypothesis |
| T | 1 | | | 4 | Argument from Gradualism |
| T | 1 | | | 3 | Argument from Popular Opinion |
| T | 1 | | | 3 | Argument from Popular Practice |
| T | 1 | | | 6 | Argument from Position to Know |
| T | 1 | | | 6 | Argument from Precedent |
| T | 1 | | | 5 | Argument from Sign |
| T | 1 | | | 7 | Argument from Vagueness of a Verbal Classification |
| T | 1 | | | 5 | Argument from Verbal Classification |
| T | 1 | | | 6 | Argument from Waste |
| T | 1 | | | 7 | Causal Slippery Slope Argument |
| T | 1 | | | 7 | Circumstantial Argument Against the Person |
| T | 1 | | | 5 | Deductive Argument from Ignorance |
| T | 1 | | | 6 | Ethotic Argument |
| T | 1 | | | 8 | Full Slippery Slope Argument |
| T | 1 | | | 6 | Plausible Argument from Ignorance |
| T | 1 | | | 9 | Precedent Slippery Slope Argument |
| T | 1 | | | ... | Verbal Slippery Slope Argument |

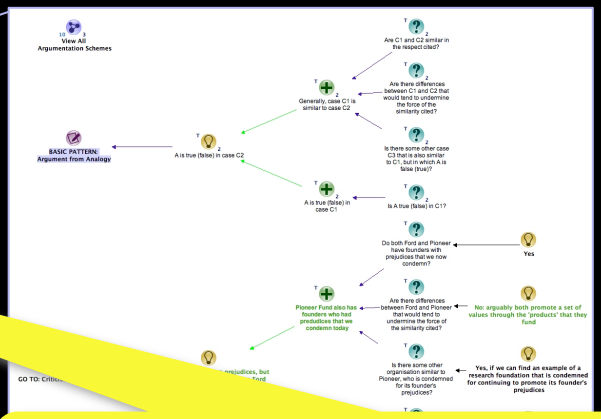
Item count: 30 Show More

# Refuting the NF “negro intelligence” argument using argument mapping

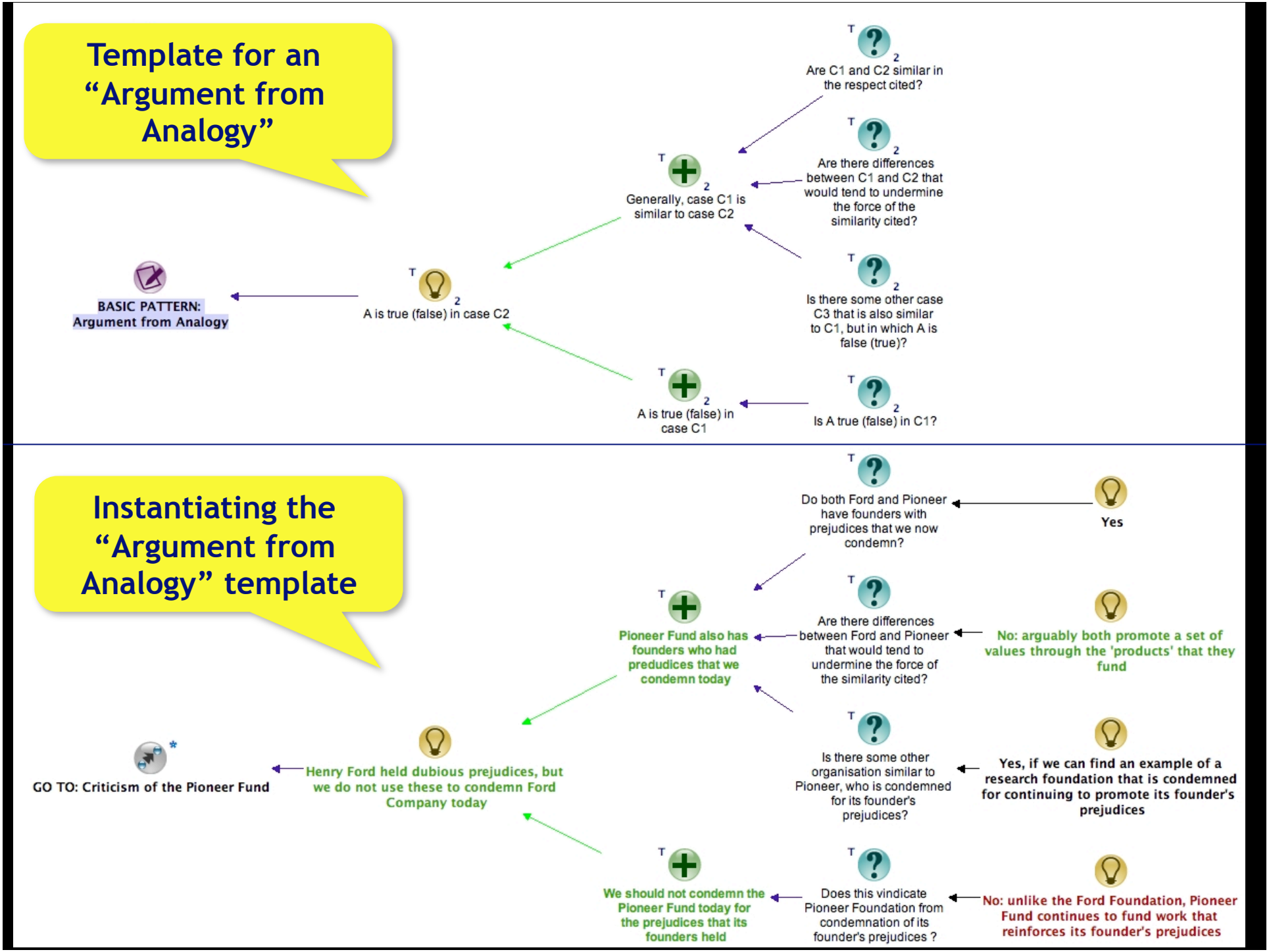



**The structure of an “Argument from Bias” can be exposed..**



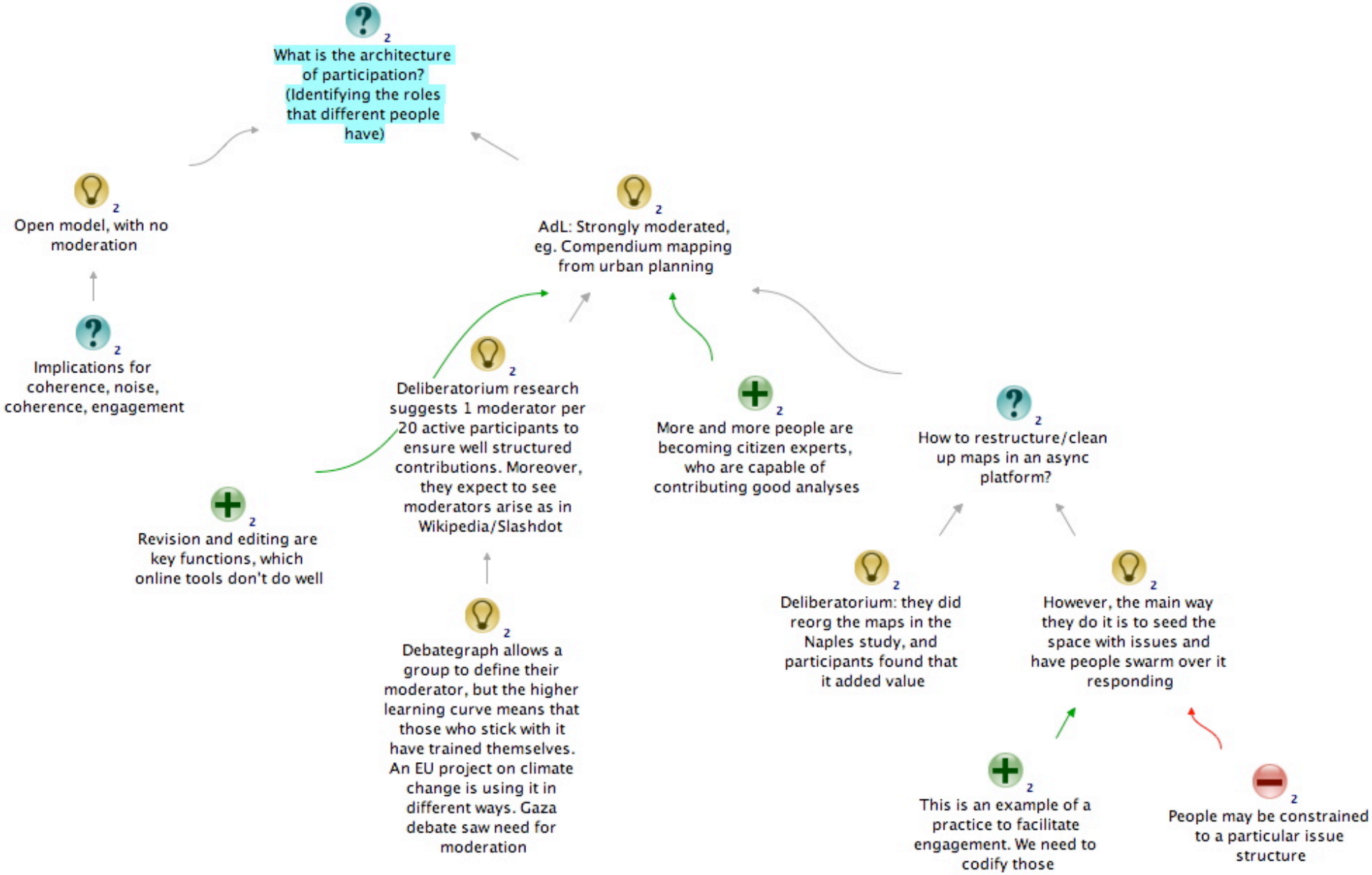




**The structure of an “Argument from Analogy” can be exposed..**

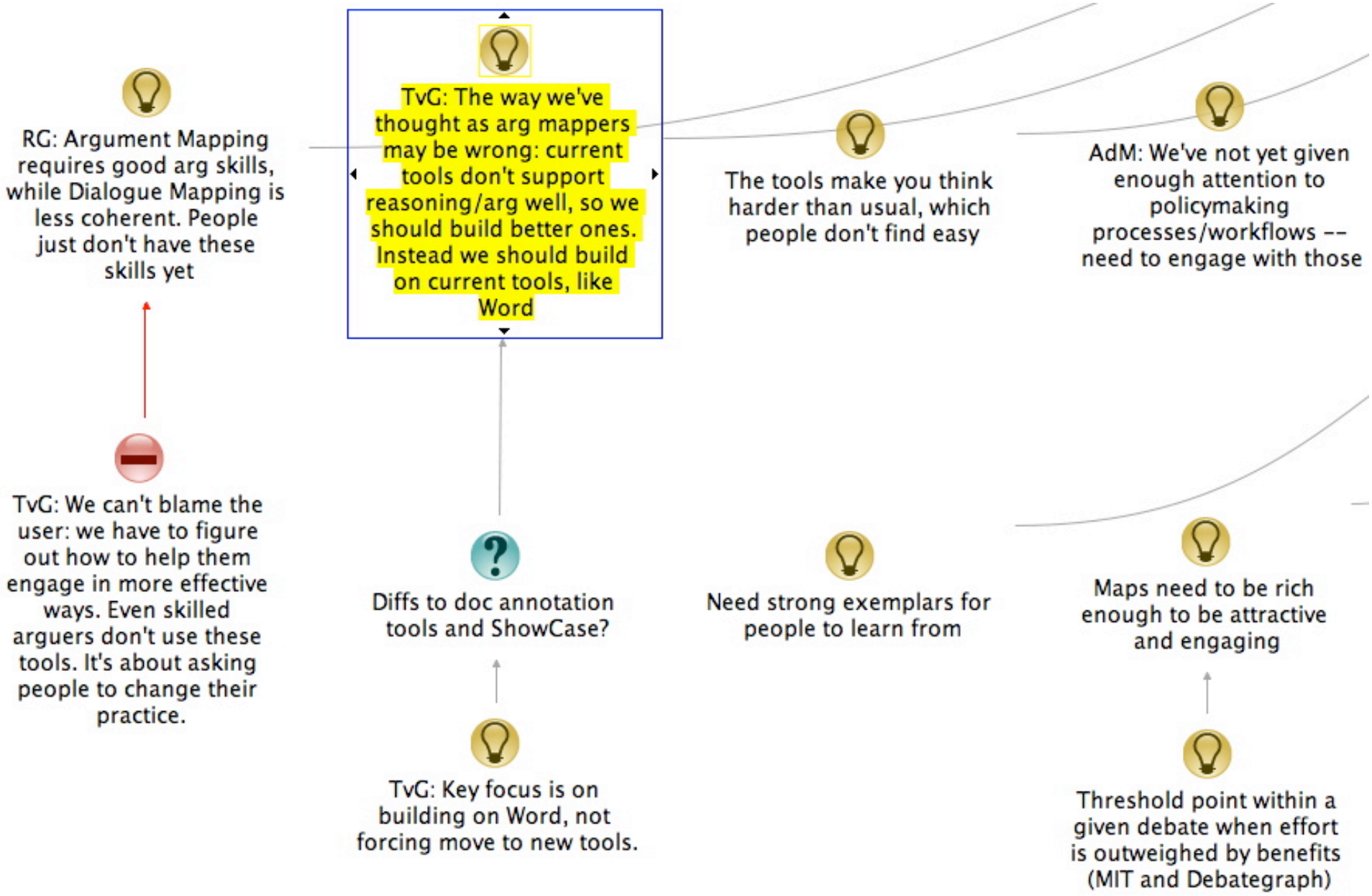

Template for an "Argument from Analogy"
BASIC PATTERN: Argument from Analogy
A is true (false) in case C2
Generally, case C1 is similar to case C2
A is true (false) in case C1
Are C1 and C2 similar in the respect cited?
Are there differences between C1 and C2 that would tend to undermine the force of the similarity cited?
Is there some other case C3 that is also similar to C1, but in which A is false (true)?
Is A true (false) in C1?
Instantiating the "Argument from Analogy" template
GO TO: Criticism of the Pioneer Fund
Henry Ford held dubious prejudices, but we do not use these to condemn Ford Company today
Pioneer Fund also has founders who had preudices that we condemn today
We should not condemn the Pioneer Fund today for the prejudices that its founders held
Do both Ford and Pioneer have founders with prejudices that we now condemn?
Are there differences between Ford and Pioneer that would tend to undermine the force of the similarity cited?
Is there some other organisation similar to Pioneer, who is condemned for its founder's prejudices?
Does this vindicate Pioneer Foundation from condemnation of its founder's prejudices ?
Yes
No: arguably both promote a set of values through the 'products' that they fund
Yes, if we can find an example of a research foundation that is condemned for continuing to promote its founder's prejudices
No: unlike the Ford Foundation, Pioneer Fund continues to fund work that reinforces its founder's prejudices

# Opportunities and challenges identified in the ODET workshop…

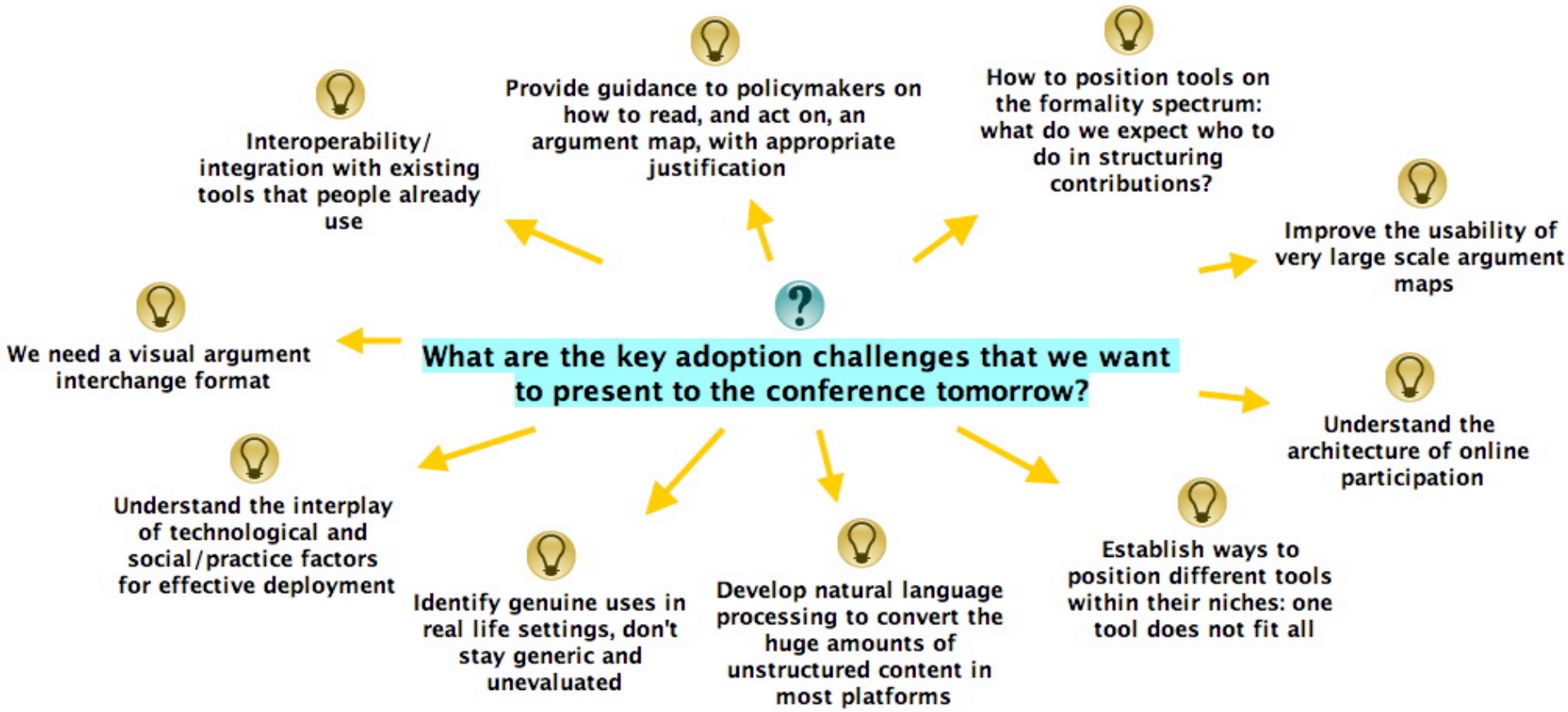
# ODET Workshop: Dialogue Map notes



# ODET Workshop: Dialogue Map notes



# ODET Workshop: Summary Map




## Panel and audience discussion…