**流程：引入-内卷现象的描述-原因分析（内卷为何产生）-影响-解决方案-总结**

**第一段introduction大家都写，后面几段灵活发言**

**四个角色：（四种颜色分别对应四个环节）**

**School official：panel discussion的发起者，负责串联话题，与学生互动，以及总结。**

**Student A（快被卷死的学生）：深受内卷现象之苦，在讨论中以complain为主，负责描述自己经历的内卷现象，从个人角度谈谈自己参与内卷的原因（比如personal fear），并解释当今GPA制度的负面影响。**

**Student B（小卷王）：在大内卷时代如鱼得水。负责描述自己在内卷中获得的快乐（？），认为GPA制度有利于人才的选拔，指出学校层面应使课程中增加干货以减少内卷。**

**Student C（没有参与内卷的学生）：描述自己还不错，但身边人被卷死的经历，从学生整体的角度谈谈学生参与内卷的客观原因（可以加一些社会学分析，比如内卷的本意、斯坦福鸭子综合征这种），指出内卷和普通努力的差异,个人层面学生应追求大学生活的更多可能。**

**Part 1 Introduction&Description**

**School official（下简称So）:**

**Good morning, everyone! Thank you for attending this panel discussion. You can call me Mr. Qi. As a teacher from Teaching Affairs Office, I need to know whether you freshmen has adapted to the university life and what we can do to help you. That’s why I hold this discussion. So don’t be nervous. What you need to do is just to share your own feelings. Okay?**

**Firstly, please tell me how you like your university life.**

**Student A: Oh I'm really exhausted in the huge competition. It seems that everyone around me are smarter than me but also sparing no effort to sprint off, and the most terrible thing is that in many cases some kind of competition is completely meaningless, not for more knowledge and competence, but just for the GPA, you know, just a number. For instance,our teather told us to write a essay with no less than five hundred words, but I was shocked to find that many students wrote thousands and even more words, who finally and surely got a good grade. But actually, there's no point writing so many words to just explain a simple idea. Sometimes I even feel like a writing machine as I have no time for thinking, no time for exploring. I'm just like a robot, doing something that I don't love and makes me feel helpless, I'm really tired now. I want to have a rest but there is no way.**

**So: I'm sorry to hear that. Anyway, thank you for sharing your true feeling. Do you two have the same feeling as hers?**

**Student B：Well, actually my life is not as terrible as hers. I am, you know, enjoying everything at this amazing place, including what is descripted by many students as "involution". By the way, I don't think the situation is that serious, we can just regard it as a process of competition. Pushing myself hard to achieve excellent academic performance is really inspiring and whenever I am immersed in difficult mathematical exercises and challenging essays, nothing stops me from being better! And I always study until midnight. It gives me a chance to meet excellent students in the workshop and I have made many friends so far. Imagine, in the darkness, we discuss and encourage each other. What a impressive scene it is! So Just take part in, bro! Don't be so negative about this!**

**Student C: Okay, I'm quite enjoying my university life, because I am really doing what I've thought before enrollment. But I've got that quite a lot of schoolmates are suffering from the involution situation as student A and B have extented. From my point of view, in that I know my goal is to study what I really wanna, I do not spend my precious time on involution, which I compose is unnecessary competition and time wasting. I am quite glad that I have got an dialectical view of GPA. University time is one of the best times to explore my life's hobbies. I am not coming here for involution, I am coming here for exploration.**

**Part 2 Reasons**

**So:**

**I get it. It seems that while some of you enjoy your university life, many students are suffering from what you call involution. It's not what we expect to see. But I can't understand why students tend to push themselves so hard nowadays. You know, neither your teachers nor school officials want you to do anything meaningless. Can you tell me why you join the so-called involution?**

**Student A: Many times I have no choice but to join the involution, although I don't want to. But you know, no less than 3 teachers have told me about the significance of the GPA, so I'm really afraid that I would fall behind others. So once I find that people around me do better than me, there's a huge sense of crisis in my heart which pushes me to follow suit, although many times it's clear that what I have done has no meaning.**

**Student C: What student A have extended has an interesting acadmic name called "Stanford duck syndrome", which is used to describe the state of students in top universities like Stanford: they are like ducks on the water, looking leisurely, but duck palms are struggling to tumble under the water for fear of falling behind others. lately, I interviewed a instructor in Weiyang College and she explained why our students were suffering from involution in her view. She said," Actually, our students are not fighting for love, they are fighting for fear. They wonder what they want to strive for all the time and believe that as long as they perform better than others in GPA, they will always have good options. Consequently, they fear that they will fall behind and become totally lost."**

**Part 3 Influence**

**So:**

**I see. Both the GPA evaluation system and personal fear of lagging behind leads to the fierce competition. And can you tell me how this phenomenon affects your university life? Completely negatively?**

**Student B: It's true that the GPA evaluation system has its drawbacks, but haven't you thought about the positive influence it has brought to our school and society? As far as I know, recently, the Nobel Prize official has released Einstein's report card in high school. Contrary to popular rumors, Einstein also made excellent achievements in standardized evaluation. His achievements were good, especially in mathematics. Einstein's later achievements also proved that the evaluation of high school transcripts was not totally inaccurate. GPA evaluation system is similar to this. Those who can stand out among the public are definitely not ordinary people. Those students who are good at recitation, good at communication, and able to master the basic knowledge of multiple courses in a short period of time are also worthy of praise. The GPA evaluation system is effective in picking out talents! And it's why our school still uses this system.**

**StudentA: Yeah, we need competition, but what we called involution is nothing like that. It's thoroughly do nothing meaningful, only drived by the desire to get a high GPA. Do you really think it right to waste time on such things?**

**Student C: Unlike student A and B have said, I do not think the taugh situation of involution has too much influence on myself. You may think that I am not striving for what my goal, but totally not! I know what I really wanna do, so I don't care too much about what others do. Like an old saying goes, one can not find a way to ease the wind, but he can find a way to face the wind. In that the situation of involution is hard to change, I choose to change my mindset and find my own way to fix myself to it.**

**Part 4 Solution**

**So:**

**I see your point. Actually, GPA evaluation system has its advantage and its disadvantage. As Student B has mentioned, GPA is effective in picking out talents. Besides, many teachers told me that GPA could also spur students to study hard. By introducing a variety of assessing system which determines students’ GPA, teachers can ensure that students pay more attention to their courses. For these reasons, we can't simply abolish GPA system.**

**In fact, the Teaching Affairs Office has been discussing this problem for a long time, but we haven't found a practical solution. So I need to know what you need us to do to help improve the situation? Do you have any suggestions?**

**Student A: I remember there's a saying goes:" Education is not to fill up a bucket of water, but to light a fire. "What we call the involution is just like only filling up the water, taking our plenty of time but at the same time not helping us make any progress.So I think the meaning of education is to let us students find what we love and encourage us to strive for our dream, maybe by offering characteristic and diversified courses, or by setting different judging standard but not only GPA.**

**Student B: I think that we must be careful about the reform of the GPA evaluation system, it has loopholes, but that doesn't mean we need to cancel it. We can make posititve changes instead. For instance, in order to make students learn something in each course, we can reject "water course" with "dry goods" and turn "achievement point" into "accumulation", so as to evaluate students' real ability more scientifically, and avoid only spelling words without thinking, counting times but not quality, weighing numbers over quality.**

**Student C: Furthermore, just like I've mentioned before, in order to break the "prisoner's dilemma" of GPA, students need to look at the myth of GPA dialectically. Life is not necessarily a marathon of fixed track, but also a random walk in the forest path. University time is one of the best times to explore life's hobbies. With the heavy burden of fear for losing, and considering GPA as the only important criteria of our university life, I'm afraid it will be difficult to enjoy the journey whole-heartedly, and may also hinder us from finding out more possibilities.**

**So:**

**I get it. Your suggestions can be divided into two parts. Firstly, the evaluation system should be reformed. Quality should outweigh quantity in evaluating students' performance. Secondly, we need to lead an atmosphere that GPA is not what university is all about. By setting diversified courses and encouraging students to find their own meaning of university life, students will get rid of their fear of lagging behind, thus helping solve the problem of involution.**

**For student A, I think you may as well reconsider what you really long for in university. And for student B and C, I hope you can insist on what you believe now and try your best to help those suffering from fierce but meaningless competition.**

**Involution is really a hard nut to crack, but with our joint effort, this problem can be solved. Anyway, thanks for attending this discussion again!**