Public Forum Debate Outline: 2 Contentions

I. Introduction

A. Introductory statement — My partner and I strongly affirm the Resolved: In the United States, the benefits of the use of generative artificial intelligence in education outweigh the harms.

B. Stance on Case (AFF or NEG) — Affirmative

C. Resolution — Resolved: In the United States, the benefits of the use of generative artificial intelligence in education outweigh the harms.

D. Definitions

a. Word 1 — Artificial intelligence (AI) is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy.

i. Source — IBM

ii. Definition — (AI) is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy.

b. Word 2 — Harms

i. Source — Merrium- Webster

ii. Definition — To damage or injure physically or mentally: to cause harm to.

E. Framework

F. Observation

II. Contention 1 Title — Accessibility to Education

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A. Claim — AI can help students who might not have access to good schools or teachers.

B. Warrant — Students who lack access to quality schools or teachers often struggle to receive a well-rounded education. AI can bridge this gap by providing personalized learning resources, tutoring, and adaptive feedback.

C. Data

a. Card 1

i. Tag — AI in Education: Personalizing Learning. Enhancing Accessibility, and Shaping the Future.

ii. Summary — AI is transforming education by enhancing classroom management, personalized learning, and administrative efficiency. It improves accessibility by customizing content and teaching methods to individual needs, boosting engagement and reducing disruptions. Automated assessments provide instant feedback, allowing educators to focus on interactive teaching. In Special Education, AI supports cognitive and social skill development. Its adoption is also growing in the Arab world to align with the Fourth Industrial Revolution and improve learning outcomes.

iii. MLA Citation — Elazab Elshazly. 2025. Promoting accessibility and personalizing learning experiences through AI. IGI Global. https://www.igi-global.com/chapter/promoting-accessibility-and-personalizing-learning-experiences-through-ai/360664

b. Card 2

i. Tag — Integrating Ethics and Career Futures with Technical Learning to Promote AI

Public Forum Debate Outline: 2 Contentions

		LIteracy for Middle School Students: An Exploratory Study
	ii. Summary	This paper describes the design and implementation of the Developing AI Literacy (DAILy) workshop that aimed to integrate middle school students' learning of the three domains. We found that after the workshop, most students developed a general understanding of AI concepts and processes (e.g., supervised learning and logic systems). More importantly, they were able to identify bias, describe ways to mitigate bias in machine learning, and start to consider how AI may impact their future lives and careers.
	iii. MLA Citation	Zhang, Helen, et al. "Integrating Ethics and Career Futures with Technical Learning to Promote AI Literacy for Middle School Students: An Exploratory Study." *International Journal of Artificial Intelligence in Education*, vol. 33, no. 2, Springer Science and Business Media LLC, May 2022, pp. 290–324, https://doi.org/10.1007/s40593-022-00293-3. Accessed 11 Mar. 2025.
	D. Impact	AI can make education accessible and usable by Special Education.
III.	Contention 2 Title	Personalized Learning
	A. Claim	Personalized learning can close learning gaps between children, raising

Public Forum Debate Outline: 2 Contentions

education standards in the USA.

B. Warrant — When students receive instruction that aligns with their learning styles, pace, and interests, they are more likely to stay motivated, understand the material deeply, and achieve better outcomes.

C. Data

a. Card 1

i. Tag — Harnessing the Power of Generative AI to Close the Achievement Gap.

ii. Summary — We can use Generative AI to close the education and achievement gap at a fraction of what in-person tutoring costs.

iii. MLA Citation — AI. "Harvard ALI Social Impact Review." *Harvard ALI Social Impact Review*, 13 June 2023, www.sir.advancedleadership.harvard.edu/articles/harnessing-power-generative-ai-close-achievement-gap. Accessed 11 Mar. 2025.

b. Card 2

i. Tag — Generative AI and ChatGPT in School Children's Education: Evidence from a School Lesson.

ii. Summary — A clear majority of pupils enjoyed learning the generative AI-modified material. There is a promising potential of generative AI use in school education, supporting pupils' motivated learning

Public Forum Debate Outline: 2 Contentions

and skills development. However, these tools need to be developed, refined and optimized to ensure proper adaptation and to create impactful, inclusive, and sustainable learning in schools to benefit pupils, teachers and education managers alike.

iii. MLA Citation

Jauhiainen, Jussi S, and Agustín Garagorry Guerra. "Generative AI and ChatGPT in School Children's Education: Evidence from a School Lesson." *Sustainability*, vol. 15, no. 18, Multidisciplinary Digital Publishing Institute, 2023, p. 14025, https://doi.org/10.3390/su151814025. Accessed 11 Mar. 2025.

D. Impact

Generative AI can help close the educational achievement gap by giving personalized lessons to students at a relatively low cost.

IV. Conclusion

If you vote AFF, you vote for better education.

A. Voters

a. Voter 1

b. Voter 2

c. Voter 2

Public Forum Debate Outline: 2 Contentions

B. Ask for Ballot