| **Student:** Lucas |
| --- |

| **Topic:** This House believes that Artificial Intelligence will do more harm than good in education. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Hook: Good work! The context built at the start provided a good glimpse of your stance in the debate. * Great level of confidence to start the speech with. * Good response to the POI! * Good use of examples, such as, AI’s response in English Grammar or Math that may be wrong. * Good job pointing out that AI might take over jobs of teachers at school, although the impact of it could be worked on better.   Speaking time: 06:13.00, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * Try to eliminate filler words like “uhm” and “like” from your speech. * Consider signposting well before you rush into the main points.   + The first argument had a jumpy start. I’m not sure what the title of the argument is. * Try to make sure that you have a tone of urgency when you are describing that students are all directly copying and not really learning from. This seems quite serious! * The idea that AI may not be right or maybe biased must inform us about the impact of it for students in the long run. Is it that it compromises learning and we get worse doctors/engineers/technocrats? * While your response to the POI was good enough, you spent a lot of time stressing on the POI instead of moving on to other points. * I like the idea that the students won’t question the AI; link this to the education system. The link here is that people will not learn or grow; they will only stay the same as they are not learning further. * Try to make sure that you are telling me how this impacts students on an attitude level; how does this shape children and their approach to work ethic and the future? * I think you’re over-stressing on the point about how AI can be wrong. You can simply outline the impacts and move to the second argument. Keep in mind that it has to be distinct from the first. It’s unclear if that is the case. * Try to arrange and signpost your speech with the argumentation flow of CREI. | |

| **Student:** Michelle |
| --- |

| **Topic:** This House believes that Artificial Intelligence will do more harm than good in education. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good start to the speech. You established the context well. * Good job signposting at the start, although outlining all the points would be beneficial, instead of only stating that there are two points in your speech. * The point about how you can ask many questions to your teachers that you can’t ask to AI is a good one. You utilized several points to support the argument. Good job!   Speaking time: 04:52.66, good work! Let’s please aim for 5 minutes next time. | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * Try to make sure that you are looking at the judge and that you are using a tone of urgency when you first begin speaking; this really helps to make sure that you are maximising your first impression with the judge! * You could also talk about some of the content you learnt from earlier classes; the content about why a teacher can fail is actually content that can be used to point out problems with the way a human teacher vs an AI teacher. * Try to make sure that we have a good overview of how AI is being used in education; this is what helps to make sure that the judge understands the specific functions that you will be defending. * As the first speaker, I think it would really help for you to make sure that you are fully explaining what the AI is doing and how revolutionary the AI is - this helps for the judge to understand just how effective the AI is. * The point about how AI can be a good teacher can be linked with the broader context of education. For example: “There are several inadequacies that human teachers hold, which can be solved using AI. You can ask unlimited questions, get detailed responses, ask the tool to act like Einstein or Aristotle, and many more that you can’t get from a human tutor.” * Try not to get distracted by your opponents; keep things moving in terms of your hand gestures! Please also increase your eye contact. * Try not to end so abruptly; you need to have a conclusion first! | |

| **Student:** Anson |
| --- |

| **Topic:** This House believes that Artificial Intelligence will do more harm than good in education. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * The opening context was done well. * You are doing a good job acknowledging and diagnosing the points of the opponent and responding to them. * The structure that you are utilizing in your rebuttals is quite good. * You made good use of the time provided to you. You had a good amount of time spent for both rebuttals as well as your arguments. Good job! * You did a good job explaining how the student maybe clueless when asked about their work if the student has used AI to do the task.   Speaking time: 06:45.62, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * Mannerisms:   + There is a specific form of movement/stage-coverage you have. I suggest you diversify it and feel more comfortable on the stage.   + Try to be a bit less casual with how you are projecting your voice when speaking; try to get into a mood or urgency or competitiveness when speaking.   + Attempt better eye contact, especially at the start to sound more commanding/influential. * You need to be a lot more assertive when you first begin your speech; a sharp tone is necessary here. Try to also make sure that you are showing me just how urgent this situation is for me to understand why this is important. * Don’t just ask what if in response to your opponents arguments; prove to me that it is actually going to happen. For example, instead of saying what if they just copy the answers of their AI, tell me why they will end up doing this. * The point about parents disappointment needs a better connection with the subject. How does that link directly with education? This argument feels like a parent-child issue more than an educational issue. * Remember that this is a more harmful than good debate; how are we measuring that students will indeed be more harmed by AI? Try to make sure that you are giving me specific measures for this. * You need to make sure that the second argument is also explained well. You put a lot of emphasis on the first argument over the other. | |

| **Student:** Ashley |
| --- |

| **Topic:** This House believes that Artificial Intelligence will do more harm than good in education. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good tracking of the other side! * Good eye contact! * Good work for bringing up Michelle’s points! * Good point about how students can feel free to ask questions and that AI is non-judgmental. * Good signposting! * Good job bringing the argument about how we can teach students to better use AI. It is an important point and hits directly to the core of the motion from your side.   Speaking time: 05:17.24, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * Speaking Style   + There was a lack of eye contact at the very start of the speech.   + Try speaking louder for better clarity. * Try to give me the reasons for why it is crucial for a student to have a reason and or chance to ask questions at their own pace to an AI; is it because of the fact that the teachers are overworked and overwhelmed? Try to bring back the content from your last lessons here. * You need to list out the impacts better. For example, in the argument about how we can teach students to better use AI, you can advocate for   + How a good use of it makes them better professionals in the future in a world where a lot of work will not be manual anymore.   + How students will get a head-start in learning about new tech, instead of outdated methods   + How they can move past AI biases and come up with their own conclusions to major questions * You need to make sure that you are making yourself look open and welcoming to the judge; this helps to make sure that the judge actually engages with you. * Try to make sure that you are not taking a POI in the middle of your sentence; this hurts the flow of your speech! * Try to directly answer your opponent with a yes or no and follow up with your explanation of your answer; this helps for the judge to be clear on what your position is! | |

| **Student:** Angie |
| --- |

| **Topic:** This House believes that Artificial Intelligence will do more harm than good in education. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * The content at the start was good. How AI makes mistakes is a useful point to address.   + Good job linking it with how AI is trained, i.e. by humans (articles/data) feeding it to them, and that the answers will be biased.   + Good job adding that our wrong info can lead to AI providing wrong info back to us. * Good job mentioning that you are heading to rebuttals.   Speaking time: 04:00.21, you can do better! Let’s aim for 5 minutes next time. | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * Try to make sure that you have a more urgent tone at the beginning of your speech; this really helps to make sure that the judge looks in and pays attention to you. * Try to make sure that you are actively thinking about how you will be perceived by the judge; you need to make sure that the judge sees you as someone that is open and engaging - you gotta make sure to be inviting with your demeanour and hand gestures! * When you rebuttal your opponents, mention which point you’re rebutting. * Try linking your ideas with the core of the motion, i.e. more harm than good for education.   + Does active use of AI compromise fundamentals of education like independent thinking, free writing, analytical abilities, etc? * Try to make sure that you are giving me more than one reason for why your opponents are wrong; the one reason you provide is pretty solid, but it's even more solid if it's coupled with numerous reasons. * Try to make sure that you don’t end your speech too early; you can always expand on your impacts and what has been said already in the debate. | |

| **Student:** Angie |
| --- |

| **Topic:** THW give teachers bonuses for increased student performance. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Very good start to the speech. Humorous! * The stance is clear from the very start! * Good vocal clarity. * Much better energy and pronunciation today! * The emphasis on classrooms that can be difficult to manage served well setting up one set of stance on your side. * Good utilization of the overall time provided to you. * Good level of confidence throughout the speech.   Speaking time: 05:50.78, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * Try to make sure that you are moving your hands; don’t hang on to the podium! * “Some guy in prop” can simply be replaced with “The proposition side mentioned…” or “Speaker from the Proposition side”, or “The PM/DPM…” * I like the idea that some students are more difficult to manage; but try to make sure that you are also dealing with the idea that some teachers can actually solve this situation, but choose not to due to a lack of motivation. * The characterization that ‘students are hard to manage, they don’t behave well’ may be a little limiting, though it does convey one set of arguments well. * Try to make sure that you are explaining more about why it is truly out of the hands of the teacher to get their students to perform at a certain level; try to name and explain the reasons brought earlier! * Please don’t take a POI in the middle of your sentence; plan out when you want to take a POI! This could be before your first argument or after you are done explaining the impact of your arguments. * Try to make sure that you are explaining the impacts of your argumentation; you gotta make sure to tell the judge what the important/positive effects are likely to be! * Try to structure your argument with CREI; this will make things a lot more clear in your speech! * A strong connection between “bonuses” and your evaluation of the debate needs a stronger link. | |