**My Teacher’s Observations and Feedback**

| **Student: Kaye** |
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| **Topic: That schools should make final exams an "open book" exam** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Nice work on the hook.** * **Good work on explaining how reading and memorizing are not the same things as understanding.** * **Good work on showing the benefits of understanding concepts in the real world.** * **Nice demonstration to show that an open book exam is not cheating as students can’t anticipate the questions beforehand.**   **2:49** | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * **Try to maintain eye contact with the audience.** * **You need to prove why memorization doesn’t lead to understanding things.** * **Let’s try to avoid asking too many questions - when you ask these questions - try to answer them as well.** * **Try to explain what an open book exam means and also show how you will implement this policy.** * **Try to speak for a little bit longer.** | |

| **Student: Ethan** |
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| **Topic: That schools should make final exams an "open book" exam** |
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| **What was the BEST thing about my speech?** | * **Nice identification of ideas from the other side.** * **Nice work on explaining that students can try to find shortcuts when they have a book.** * **Nice work on maintaining eye contact with the audience.**   **3:30** | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * **I think your hook needs to be more explanatory than saying that the current system is working so far.** * **We need to provide multiple reasons to disprove the claim from the opposition side. Just one reason is not enough.** * **We need more proper structure for our arguments and we need more than one argument.** * **Try to speak for longer. Try to speak a bit louder.** | |

| **Student: Marcus** |
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| **Topic: That schools should make final exams an "open book" exam** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Good vocal projection and expressive speech.** * **Nice work on explaining that students will still need to know how they can apply the information in the book.** * **Nice work on identifying that we are creating machines by asking students to memorize.** * **Nice work on illustrating that with an open book exam you can find the information in the book in multiple contexts.**   **4:45** | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * **Don’t dramatize your hook that much.** * **If your focus is that we learn to apply information better in open book exams - try to link how application of that knowledge is more important than remembering the ideas from the book.** * **We need to make our ideas a little bit more clearer - spend more time proving your ideas. Say what your perspectives have to do with the debate topic.** * **While you can use examples as analogies, don’t spend too much time here.** | |

| **Student: Isabella** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Nice work on trying to signpost your ideas.** * **Good work on the response structure. (Offer multiple reasons here).** * **Nice work on identifying that open book exam makes cheating more easier and accessible. Nice work on linking inherent laziness on the part of students.**   **3:10** | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * **Try to minimize the random pauses in your sentences.** * **We need to spend more time proving our ideas before moving on.** * **Let’s try to look at all members of the audience for your eye contact.** * **Try to speak for longer.** | |

| **Student: Valerie** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Nice work on explaining how an open book exam reduces stress in your hook.** * **Good work on signposting your ideas properly.** * **Nice work on explaining how teachers can adjust their strategy differently in the open book exam.** * **Good work on tracking the debate.** | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * **Try to also explain how students will approach open book exams differently than closed book exams.** * **As a third speaker - it is not usually a good idea to present completely new arguments. (However good issues identified here).** * **Rather than just reporting what the opposition side said, try to rebuttal them more directly. And also add your own rebuttals.** | |

| **Student: Victoria** |
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| **Topic: That schools should make final exams an "open book" exam** |
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| **What was the BEST thing about my speech?** | * **Nice work on explaining that students can classify what to memorize and what to understand.** * **Good work on explaining how the purpose of the exam is beyond just copying ideas.** * **Good work on tracking the ideas from different teams.** * **Nice work on the responses. For example your idea on how motivation to study is dependent on the challenge offered to the students is quite good.**   **5:00** | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * **We need a better hook. We need to see exactly why and how open book exams will be worse.** * **We need more work on explaining why students will know exactly what to memorize and what to understand.** * **We need more explanation on how teachers and students approach the exams.** | |