| **Student Name:** Alex Zhu |
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| **Motion:** This house supports the usage of video games as an educational tool in schools |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | 3 | **4** | 5 |
| Competition Score: | 72 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 7 minutes’ long.]  Nice clarity in the hook that it is the medium that is addicting, and not the learning involved! If we can expand precisely why this is so harmful, then the hook will be better executed.   * E.g. The rest of the curriculum that has no video games would suffer tremendously without the game element. The problem of lack of focus will just expound itself for the rest of the class.   Good signposting of the clashes.  Excellent rebuttal that there is an opportunity cost when it comes to educational tools in the classroom!   * Conclude clearly that this takes down the clarification made by the previous speaker that they can still utilise all other alternative tools when it comes to teaching.   Good defense of the status quo and traditional learning systems on teachers giving them more attention. Also point out that they can easily make the class more engaging without resorting to video games.   * Can you guarantee this by proposing it in the counter-model, rather than rely on individual teachers?   I appreciate the analysis on the flaws of learning via video games.   * However, can’t we supplement video games with other parts of the class experience?   + Explain that students will demand that we spend more time with video games, and de-prioritise the other elements of learning.   + Expand the overall impact that this will then do to the education system.   On addiction, spend more time explaining that this may open a gateway towards playing games not related to learning outside of school!   * Explain as well that even if some games are great for learning, students will spend their time on the most entertaining ones instead. * We also need to engage with Prop’s analysis that even if they are addicted, they are learning a lot in the process.   + We stated that players may not necessarily understand the content, but Prop has responded that they can only earn points if they demonstrate comprehension and learning.     - We then said that at best this is rote memorisation, but the previous speaker has also argued that repetition is a useful part of remembering what they’ve learned, which takes down your first speaker’s argument on them forgetting what they learned.       * We can also be more engaging to the previous speaker stating that playing games is also good for innovative thinking and problem solving! So why is it the case that students will still fail to do so?   By the end of the speech, it became a lot more repetitive! Be mindful on organising material in a way that does not overlap.  Good job offering POIs in the debate! We can offer even more!  7.35 - Watch for time! | | | | | | |