| **Student Name:** Ethan Woo |
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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: | 71 | | | | | |
| 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 pushback in the hook that being addicted to games is just addiction to the medium, but not the educational outcomes. If we can clarify what this would look like, that would be better executed! E.g. The rest of the curriculum that has no video games would suffer tremendously without the game element.  On the counter set-up:   * Clear support of the status quo. * However, we need a better mitigation/solution to the problem that proposition gave on the lack of student focus! How is Opp planning to address this? * What is your metric/burden towards winning?   There’s a lot of overlap between the rebuttal, the hook and the argument! We need to be careful so it doesn’t become repetitive.   * We still need a standalone engagement about improving comprehension of concepts, and increasing the incentive to sit through educational material, without referencing your case.   Nice rhetoric on the mindless pursuit of virtual rewards!   * I appreciate the characterisation of what makes video games attractive, and why these things may have nothing to do with learning outcomes.   + However, if the points are only awarded if the players showcased educational outcomes, then won’t this ensure that students will have to learn?   On abusing the system, 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.   I appreciate the analysis that there is no retention element as players will move on to the next thing that awards them points.   * However, can’t we supplement this part 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.   Good job offering POIs in the debate! We can offer even more!   * But shorten them to 15 seconds please.   7.15 - Good timing! | | | | | | |