| **Student Name:** Josephine She |
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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: | 70 | | | | | |
| 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.]  The hook can be even more high-impact, rather than just summative.   * As a third speaker, can you signpost what exactly are your clashes in the debate?   Excellent response that video games can be supplemented by alternative learning tools!   * But do not say that we are taking away games from some students, this will undercut all of your benefits.   + Instead, argue that we can still utilise all other learning tools that opp wanted in order to improve learning outcomes, and supplement the flaws of video games that way.   On the effectiveness of learning via video games:   * To prove that learning outcomes will improve, explain that students will only be awarded points if they showcased that they have learned something! * We should also respond to:   + The first speaker argues that even if they learn in the moment, the information is not retained as they quickly move on to the next stage.     - We can explain that Proposition still retains ALL other educational tools to improve retention, we are simply adding one extra tool in the entire toolbox to improve ONE aspect of learning.       * Good job saying the above in response to the POI!   + The second speaker argues that at best, video games will only encourage rote memorisation and not critical thinking.     - Here, we can reinforce your second speaker’s argument on utilising games to improve critical thinking. * Why is student engagement so instrumental to learning outcomes? * What are the benefits of improved learning outcomes?   + Expand it to align with the ultimate role of schools.     - Highlight when schools have revolutionised its practices to incorporate modern problems and introduce modern solutions.   Good reinforcement of the problem statement on lack of focus.   * What about the rest of the curriculum that has to stand alone without gaming? Won’t the effects be worse there based on the problem you expanded?   On the clash attacking Opp’s countermodel:   * We should be consistent in your team line that “addiction” to a good medium is not harmful, rather than we should restrict their screen time, because this would limit your benefits as well.   Please offer more POIs in the debate!  7.35 - Watch for time! | | | | | | |