| **Student Name:** Emilia Lau |
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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: | 68 | | | | | |
| 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:  Good work starting by highlighting the central problem; we should illustrate what this lack of engagement looks like, and what its impact is on learning and student satisfaction.  Set-up   * Fair clarification, good explanation of this being a tool. * Good on limits. * Are we using existing video games for educational purposes, or developing new games that could be helpful? Or would this just happen once our policy got implemented etc.? * Fair on how this is probably a debate about the students who this meaningfully impacts.   Argument 1   * Good work characterising what textbooks are like. Can we please push Opp to have to defend this comparative * We should explain how they make them fun exactly; that video games incorporate elements of fun, challenge, and reward, which can tap into intrinsic motivation and make learning more enjoyable. This can be particularly beneficial for students who struggle with traditional teaching methods. The interactive nature of games can hold attention longer than passive learning activities. Analyse what kind of students we’re trying to get to pay more attention. * How do they just automatically understand? Walk me through the process in which this happens.   We could explore the following for potential arguments.   * Many video games require players to develop specific skills, such as problem-solving, critical thinking, strategic planning, and hand-eye coordination. Educational games can be designed to target particular skills relevant to the curriculum, providing a practical and engaging way for students to practise and improve. * Video games can be adapted to cater to individual learning styles and paces. They can offer personalised feedback and adjust difficulty levels based on student performance, ensuring that each student is challenged appropriately and receives the support they need.   02:15 - we have to speak for longer! We need to push ourselves and keep going and make it up as opposed to just stopping and concluding. | | | | | | |

| **Student Name:** Andrew Man |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 70.5 | | | | | |
| 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:  Good opening, but why is it inherently distracting? What is this inherent trait? You have to be direct!  Set-up   * Good on the objectives of video games + what makes them interesting. Good characterisation. * Good on the gamification of schooling + leaderboards; don’t say you elaborate later, either keep this analysis in the argument, or use it for responses. * Objective based - the same applies here.   Rebuttal   * On engaging; good call out here. Your side can have interactive activities, more holistic learning etc. This should have come out in set-up!   Argument 1   * Good work linking to content earlier. * Good on competition; be more aware that this does play into their characterisation of increasing engagement. You’re arguing there are negative externalities to this engagement. * This argument is based entirely on the way Math Ninja works. * We need to spell out the key claim we’re making that this is worse for learning outcomes because their attention span gets challenged/disturbed; the fun becomes more important than the content and the harm.   We need to push a little harder in preparation time. We didn’t ask any POIs today. I’d like to move you up to PSD III soon, but if we continue to take it easy like this that is difficult for me to do!  04:02 | | | | | | |

| **Student Name:** Keshav Mathur |
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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 |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69 | | | | | |
| 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:  Our opening should directly challenge what we think the biggest gap is in their speech; that this is non-exclusive. You have to start your speech with a hook, rather than jumping into rebuttal.  Rebuttal   * The clarifications on grade bumps and personalisation are good, but need to be labelled as clarifications rather than rebuttal. * We didn’t offer any rebuttal to 1O?   Argument 1   * Is this a new argument? Or are we just extending on what our first speaker says? What is the new material you’re adding in your speech? * We should explain what unique outcome and mechanism educational video games achieve; dopamine release associated with rewards and progress in games reinforces learning behaviours and encourages continued engagement. * On competition, you need to point out that Opp’s argument plays into this characterisation. * Don’t say ‘imagine’; you can say for instance, performance and achievement increases a student’s self-esteem and encourages them to apply themselves; what is this the exclusivity of this motivation?   02:48 - we have to hit 4! We could’ve easily spent the remaining time in rebuttals earlier in our speech.  We could argue that many video games require players to develop specific skills, such as problem-solving, critical thinking, strategic planning, and hand-eye coordination. Educational games can be designed to target particular skills relevant to the curriculum, providing a practical and engaging way for students to practise and improve.  Our POIs need to be more concisely worded. Good job asking them. | | | | | | |

| **Student Name:** Lilianna Poon |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 68.5 | | | | | |
| 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:  Our opening sounds like a question; like we are uncertain of what we are saying. We have to open our speech with confidence.  Rebuttal   * A tool; why would they abuse it? You need to engage with their case assuming control is possible or explaining why control cannot exist. You need to respond directly to the POI you are asked! * Motivation - ask if this is exclusive. You need to explain to me which types of students both sides want to help, and where they get the most help needed.   Argument 1   * This argument can be responded to by parents introducing regulations and rules, or limiting use of these games at home/at school. Realistically, if addiction is a problem - why would they be addicted to these games compared to non educational ones? * Why do students behave in the way you claim? Analyse their incentives and likely behaviours. We’re just asserting this is the way in which they will behave.   We didn’t challenge the exclusivity of benefit on Prop at all, which was a big part of the 1st Opp speech.  We have to speak louder and make more eye contact. We are barely looking at the audience when we speak.  04:28 | | | | | | |

| **Student Name:** Boris Cheung |
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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 |
| --- | --- | --- | --- | --- | --- | --- |
| 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: |  | | | | | |
| 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:  Is our observation in the opening the biggest call out necessary? We need to target the question Opp is asking with regards to exclusivity. Why are our benefits exclusive in the round?  Good work highlighting what both sides need to prove. We need to signpost, and need to give the names of our clashes right away. What is the structure of this speech?  Good on motivation. We need to explain why this is a unique means of motivating the students.  Fair clarification on kahoot and limited usage.  Why would they wander off in the first place?  Can we first explain what schooling without video games looks like? Create a clear comparative and push them to defend this.  We should explain how they make them fun exactly; that video games incorporate elements of fun, challenge, and reward, which can tap into intrinsic motivation and make learning more enjoyable. This can be particularly beneficial for students who struggle with traditional teaching methods. The interactive nature of games can hold attention longer than passive learning activities. Analyse what kind of students we’re trying to get to pay more attention.  We have to pay attention to structure!  04:20 | | | | | | |

| **Student Name:** Ishan Harishankar |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69 | | | | | |
| 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:  Our opening focuses nearly exclusively on their model and implementation, you have to ASSUME that this is implementable. If distraction is the concern, on their side kids in the worst case play lots of educational video games - on yours, it’s regular video games. Be careful!  Good clarification on what your side supports.  Don’t **just** challenge their model by saying what if students hack it? Either, explain why hacking can occur or is possible, or engage with their case assuming that their model can work.  This claim can be responded to by parents introducing regulations and rules, or limiting use of these games at home/at school.  Why do students behave in the way you claim? Analyse their incentives and likely behaviours. We’re just asserting this is the way in which they will behave.  What is the structure of this speech? Where are the clashes? You cannot introduce it at 3:52!  Why do they get distracted? You have to explain it now for me to buy it. This is just a claim that the judge cannot actually credit at the moment.  We shouldn’t take two POIs in such a short speech!  04:20 | | | | | | |