| **Student Name:** Yu Bo Peng |
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| **Motion**: This house supports the usage of video games as an educational tools in school |
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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 |
| 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! Clear explanation of the problem and how you fix it.  In signposting, you only need to say first set-up, and then x number of arguments, my second speaker will talk about x.  Set-up   * Clear explanation of the model, clear explanation of what usage means. * We also should explain what it means for be a tool - for instance, how much time we will use it for, for which purpose, what kinds of video games might be involved. Will we use existing games, or create new ones?   Argument 1   * Thesis? What will you prove here? * Good work starting by characterising what video games are, and how they are inherently engaging. You have to explain how mathematics might be more engaging in this aspect. The characterisation has to be linked to the motion. * We need to dive deeper into the comparative, with regards to the status quo and how it is bad. * What is the impact of this argument?   Argument 2   * Thesis? What will you prove here? * Good attempt at characterising the stress students are currently under; why is their reaction fear and uncertainty? Will video games solve all the problems you describe? How likely is this to be the solution here? We need to go step by step analysis as to how this problem goes away, this is an overclaim at the moment.   Let’s speak with more confidence! Let’s focus on our tone explicitly next time.  04:54  We have to ask POIs! | | | | | | |

| **Student Name:** Jay Lam |
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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 |
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| Teacher comments:  Our opening needs to explain why this is a bad thing, in that when it is used in education, it loses the interest of kids and hence the problem is not solved. Why are we reading our opening out word for word? This is a speech, you have to make eye contact!  What does our side support? Where is the set-up? How do you deal with the problem of boredom or lack of engagement?  Rebuttal   * How and why is it distracting? Especially with the model from Prop which explains how this will be regulated?   Argument 1   * Why is this true? The same comment as above applies to distraction. We need to characterise why video games are inherently distracting, why students get distracted so easily, and then explain what the outcome of this is in terms of academic outcomes or attention spans getting worse. * Why would parents be against it? Or be inherently against video games? We have to explain why this is the way in which parents will behave! * Why are restrictions not possible? We assert this, without explaining why this is true?   Argument 2   * Addiction - is this true given Prop’s model? We have to engage with their model and explain why it cannot exist for this argument to be true. * You need to explain why and how video games are addictive!   We need to ask POIs consistently!  04:30 | | | | | | |

| **Student Name:** Chloe Lit |
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| Teacher comments:  Start with a hook! You should pinpoint their biggest mistake/logical gap and deal with this up top. In this case it should be how they ignore your model of restriction and that this is just about video games being an EDUCATIONAL TOOL, rather than full replacement.  Rebuttal   * How does this engagement happen? We just say it is interesting hence kids are interested. Go in deeper! We need to go step by step analysis as to how this occurs, this is an overclaim at the moment. * We also should explain what it means for it be a tool - for instance, how much time we will use it for, for which purpose, what kinds of video games might be involved. Will we use existing games, or create new ones?   Argument 1   * Clear thesis. * Good characterisation of lack of attention span. Link this to the rise in doomscrolling and short form content etc. * Explain HOW the game hooks them in. You have to explain how mathematics might be more engaging in this aspect. POI - how will the material be integrated? We have to characterise this! * The focus of this argument pivots from students to teachers very suddenly; unpack this in impact by saying - two impacts, on how it helps (a) students (b) teachers.   Don’t take more than one POI in a five minute speech! You need to spend more time analysing within your argument.  We need to ask POIs!  04:59 | | | | | | |