| **Student Name:** Renee Yang |
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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: | 69.5 | | | | | |
| 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 needs to spell out the central problem - currently this is all preamble + says we will say things later, rather than actually saying what it is; presumably this is the 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.? * We made little to no eye contact during our opening and set-up; we need to push a harder burden on them!   Argument 1   * We need to characterise what the problem with the status quo is; how is teaching done right now? How is it boring? Push Opp to defend this comparative instead. * Don’t take a POI in the middle of a sentence. * On coding - why is teaching in the status quo insufficient? * We just say this will boost creativity but never explain how this actually occurs. We just say we introduce this - now they will be creative. * 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.   Argument 2   * We assert that this is motivating, but aren’t explaining HOW.   03:30 | | | | | | |

| **Student Name:** Kayley Cheng |
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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:  Why will they be used in this manner on Prop; we accuse them of addiction, but why and how does this occur.  What is the structure of this speech? We need to flag when we do set-up.  Good on alternatives - explain the distinction between this and video games. We should also analyse what element of video games which is fun is likely to go away in an educational setting.  Rebuttal   * Fair call out on the lack of mech. Explain how this benefit isn’t exclusive. * Engagement - are they likely to talk to other people? Why will usage only occur in the person - screen setting.   Argument 1   * When we say these alternatives exist, it is easy for Prop to say that there is no real distinction between these various things. See the POI Emma asks. * Why can’t Prop just introduce limitations on screen time? * Why would they get addicted? * Why are these other resources **better**?   03:33 | | | | | | |

| **Student Name:** Shawn Nip |
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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:  Fair on what is and isn’t contentious. We need to use our opening to spell out the central problem - currently this is all preamble + says we will say things later, rather than actually saying what it is; presumably this is the lack of engagement looks like, and what its impact is on learning and student satisfaction.  Set-up   * Fair on screen time; we do need to explain why these video games aren’t going to be susceptible to abuse on our side. Good on tool in a toolbox. What limitations and common sense restraints do we think are going to apply? * 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.? * **We made little to no eye contact during our opening and set-up.**   Argument 1   * We need to characterise what the problem with the status quo is; how is teaching done right now? How is it boring? Push Opp to defend this comparative instead. * Good on textbooks and the quality of teaching; explain how the alternatives Opp is likely to support exist on your side, but you ALSO use video games. * POI - multiplayer? Fair on interest - explain why this is what the debate is about. This is not about the kids who would perform highly or do well regardless of teaching style. * On interest - why are these video games equally interesting as the ones they play outside of the school. Doesn’t the educational element make it worse? * 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 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.   03:19 | | | | | | |

| **Student Name:** Emma Kwok |
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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 | | | | | |
| 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:  On this overreliance, does this problem get solved by your side of the debate? Are you removing all digital tools from school? Can this response be taken out by common sense screentime limits from Prop?  Rebuttal   * Why would this occur? Prop spells out this is just a tool. We’re responding as if this is the **only** tool used in school. * We need to engage with the rest of the argument coming from Prop here; on interest, on students who have lost their desire to be involved.   Argument 1   * What if it realistically isn’t engaging? You need to analyse why good teachers are sufficient and present. * 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 impact of this argument?   We needed to engage in counter set-up to explain alternative fun teaching strategies we can employ to achieve the same benefits as the other side?  Why did we take THREE POIs in a 3.5 minute speech?  03:35 | | | | | | |

| **Student Name:** LorelynSchroeder |
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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:  Clear opening, clear clarification of what you do and don’t support.  We need to use our opening to spell out the central problem, presumably this is the lack of engagement looks like, and what its impact is on learning and student satisfaction.  Set-up   * Good on what kinds of video games are and are not up for use in your world. * What limitations and common sense restraints do we think are going to apply? * 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.?   Argument 1   * Excellent work analysing what the issue with the status quo is. This is solid problem characterisation; point out how this means that any alternate teaching strategy has to address their lack of attention span too; this means the easy alternative set-up coming from Opp becomes harder to pull off. * On interest - why are these video games equally interesting as the ones they play outside of the school. Doesn’t the educational element make it worse? * 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. Good on psych - can we explore some of these mechanisms? For instance the idea of dopamine release associated with rewards and progress in games reinforces learning behaviours and encourages continued engagement. * POI - explain how we do lots of things to incentivise students to do better because we recognise the importance of the outcome here. * Don’t say IMAGINE!   03:14 | | | | | | |

| **Student Name:** Anastasia Kavvathas |
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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 | | | | | |
| 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 speech needs to start with a hook. We need to address the biggest challenge coming from Prop which you do identify well as the problem characterisation but we just say no this isn’t true. Do we provide any justification for this? As a judge, I can’t credit this without explanation.  What is the structure of this speech + lack of formal language we’re using. We need to remember this is a competitive speech and address it accordingly.  Did we engage in any meaningful responses or set-up? We could analyse what alternative teaching strategies exist on our side!  Argument 1   * Why and how is it detrimental? * Prop explains they will have common sense limitations - this takes out our problem with their case. They explain how this won’t happen; we counter assert that this will. What justification is being given here? * Why would they get addicted?   Argument 2   * Why is traditional learning good? What do you achieve here compared to the other side? What do you prove at the end of this argument? * POI - if they want what’s best, why would they let the child get addicted? We can’t just sit down, we need to **answer** the question.   03:23  We have to speak louder. | | | | | | |

| **Student Name:** Tiffany Chan |
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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; take your hands out of your pockets and deliver this properly. Your handwriting needs to be good enough for you to deliver your speech properly.  Set-up   * Good clarifications + limitations. * Good use of examples. * We do need to explain why these video games aren’t going to be susceptible to abuse on our side.   Argument 1   * Good characterisation of what children’s lives are like in the status quo. * This is solid problem characterisation; point out how this means that any alternate teaching strategy has to address their lack of attention span too; this means the easy alternative set-up coming from Opp becomes harder to pull off. * On interest - why are these video games equally interesting as the ones they play outside of the school. Doesn’t the educational element make it worse? * 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. * Explain why this is the outcome both sides want to achieve.   I think our analysis has improved by leaps and bounds, but our style is still very read-y and lacks proper tonal variation. I want to move you up to PSD III, but cannot do so until you adjust your style. Focus on delivery for the next three to four classes and let’s see if we can be ready in that time period!  03:18 | | | | | | |