| **Student Name:** Theo Lee |
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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: | 70.5 | | | | | |
| 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:  Clear opening, but it can be punchier. We want to illustrate what the problem with teaching/schooling in the status quo looks like - engagement, boredom, stress etc.  Good clarifications up top of use and implementation, as well as the nature of games. There’s something to consider about educational materials being made contemporarily, as opposed to being dated.  Emphasise what this ‘as a tool’ usage looks like. What other things do we support?  Argument 1   * Clear thesis up top. * Good work characterising what the priorities of a primary school student are; don’t use the word yap in your speeches. * Can we explain why it is boring in the status quo, or how this is unrescuable; analyse what students are like in the status quo. For instance, that these kids already suffer from screen time addiction, and have incredibly bad attention spans - we want to be able to argue that there is literally no other solution to this problem than what you say. * POI - do worst case/best case - in your world, they’re addicted to educational games, in theirs it’s not educational ones.   Argument 2   * Thesis here is a little bit unclear. * 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. * Good on competition; don’t say they don’t want to lose because it’s dumb. We need to analyse **why** this is the kind of mindset students have. * Good on data teachers can ascertain. We can unpack this in greater detail. * Exclusivity is still slightly questionable here.   04:52 - we should have kept going ideally, but not bad at all!  Our tone + style could be more engaging! Variation, pauses, emphasis etc. needed!  Good work asking POIs! The POI to Ellie was solid. | | | | | | |

| **Student Name:** Ellie Fu |
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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: | 69.5 | | | | | |
| 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:  The point or purpose of the electronics observation needs to be crystal clear + well packaged. Don’t say that you can prove this has a nebulous negative impact - you should tell me what this is; illustrate it, sell it to me. Don’t keep me waiting for analysis!  Model   * Better alternatives such as what? Pinpoint the problem characterisation on Prop and explain why their solution is not unique. * Is curriculum the problem in status quo, or teaching methodology (pedagogy) the problem?   Rebuttal   * Why does it only stay as a game? Is the point to recall everything, or is it meant to just engage interest? We need to engage with the comparative Prop presents, of a lack of engagement versus some engagement. We need to break the narrative this comparative has created. * The rebuttal to score ends up mitigatory at best where you aren’t challenging the comparative, because it’s still kids only care about score vs kids don’t care at all; the quality of care, which you’re pushing at the moment is logically contingent on this. * We should also analyse what element of video games which is fun is likely to go away in an educational setting. Question if engagement is as high as the other side claims.   Argument 1   * Thesis? * Why will they be distracted? We assert this, but need to explain it instead. * What is the impact? What did you prove?   Argument 2   * Why do these alternatives work? We say they do, then jump to an example. Is this enough analysis to prove solvency? The same applies to the second example. Why are these alternatives not susceptible to boredom or addiction etc.? * Why are these other resources **better**?   06:01 | | | | | | |

| **Student Name:** Cyrus Yuan |
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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:  What is the biggest gap on their side? You need to push this first. It’s the comparative; they’re concerned with quality of teaching and engagement, when this isn’t a debate about that. It’s that no engagement exists, and hence we need to accept a poorer quality engagement - because that is as good as it gets. Push this instead!  Don’t take a POI in the middle of a sentence! POI - explain how or why engagement exists, rather than saying it will or incentive does. Do not say yap in speech. Good on positive reinforcement + dopamine rushes from games. We want to illustrate what the problem with teaching/schooling in the status quo looks like - engagement, boredom, stress etc.  Rebuttal   * More efficient phrasing needed here! * Why do kids care about competition, or are motivated by competition? 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. * Group discussions - fair on how this is not going to work. Can we explain why it is boring in the status quo, or how this is unrescuable; analyse what students are like in the status quo. For instance, that these kids already suffer from screen time addiction, and have incredibly bad attention spans - we want to be able to argue that there is literally no other solution to this problem than what you say.   Argument 1   * Start by analysing how schools have responsibilities to diversify their teaching methodology to meet the needs of the students. Draw a parallel to coding/allowing laptops for notes etc. * Good work analysing both sets of people relevant to this argument; we want to focus on exclusivity of solution. * We cannot just say that there are reasons for why video games relieve stress - you need to tell me what these reasons are. * Good on why alleviating stress is incredibly important.   Emphasise what this ‘as a tool’ usage looks like. What other things do we support?  Our tone + style could be more engaging! Variation, pauses, emphasis etc. needed!  06:04 | | | | | | |

| **Student Name:** Hanna Zhang |
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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:  Excellent style in the opening; I don’t know why we let them down though? You should unpack this for maybe 20 seconds further.  Clear signposting.  Rebuttal   * Engagement - this is mitigatory at best. Is the point to recall everything, or is it meant to just engage interest? We need to engage with the comparative Prop presents, of a lack of engagement versus some engagement. We need to break the narrative this comparative has created. Similarly, on aiming only for high scores - this ends up mitigatory at best where you aren’t challenging the comparative, because it’s still kids only care about score vs kids don’t care at all; the quality of care, which you’re pushing at the moment is logically contingent on this. * Good work pointing out why engagement isn’t accessible at all - spend more time on this, this is pretty important based on the above. * Good on alternatives + lack of exclusivity to their third argument, but you need to do comparative analysis to tell me why there is buy-in to your alternatives.   Argument 1   * Thesis? * Why do they take up so much time? What are the structural reasons for this? * Why do the worst/most bored students want to engage in discussions? Is this a debate about good students or bad students? * POI: we need to explain why video games are bad, how they make attention span problems worse, rather than correcting and overhauling the broken attention spans Generation Alpha has; make it about the digital detox kind of learning strategy. * What do you prove at the end of this argument?   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.  05:13 | | | | | | |