| **Student Name:** Edna Chow |
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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:  I want one clear cut reason as to why this is a good idea; our general observation about video games is insufficient. Our follow-up on benefits is good, but should be the opening itself. Speak with more confidence!  Set-up   * 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 observation and surveillance; I think we can draw an analogy to calculators or laptops - we decide when they can and cannot be used so forth. * POI - fair response.   Argument 1   * What will you prove at the top of this argument? * 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. * Unpack the impact of this argument clearly! How is this an exclusive benefit Opp cannot get on their side?   POI: fair response.  Argument 2   * This is more of a safeguard than another argument presenting a clear positive reason for why this is something we should do. * 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. * Good on tech usage and handling their own time. Explain the value of this!   05:01 | | | | | | |

| **Student Name:** Jenny Zong |
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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:  Fair opening! Is it true that this is the only relaxing thing?  We need to do set-up first. What is our side supporting and what is our stance on video games?  Rebuttal   * Don’t 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. Don’t just raise questions without any follow-up. * Our only response to their case is that hacking can occur. We also just assume they get addicted. You have to explain how or why this occurs.   Argument 1   * What is an effective class? How would this occur? All our analysis is dependent on a hyper specific implementation of this model on Proposition; we’re shadow boxing a case here! * I think we can argue 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.   Jenny, we laugh throughout our speech, we don’t take our analysis particularly seriously either! We have to actually try and make sure we’re presenting our speech as carefully and respectfully as possible.  03:53 - we have to hit 5! | | | | | | |

| **Student Name:** Christy 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: | 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 should directly challenge what we think the biggest gap is in Jenny’s speech; their responses are entirely contingent on a completely broken model on your side. You have to demonstrate an awareness of what the weakest parts of the speech are before you.  Rebuttal   * Explain how this is a bad faith response; there are lots of ways to ban this, or control this; they need to assume it is at minimum possible and engage. They refuse to. * Explain how this affects video game usage outside of school; in your best case kids are obsessed with good video games where they can learn things. What does Opp get? * 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.   Argument 1   * On motivation and engagement, why are our benefits exclusive? We need to explain this benefit in comparison to the harms on the other side. Otherwise this is just a list of potential benefits educational video games have. Is this a comparative argument? * We can argue that the immersive nature of games activates multiple sensory modalities, enhancing memory encoding and retrieval. The narrative context provides a framework for understanding and applying new information.   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.?  04:31 | | | | | | |

| **Student Name:** James Gao |
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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:  We have to start with a hook!  Rebuttal   * 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. * Assume that this can work and addiction doesn’t occur, and explain why this is still a bad idea. * What’s the comparative? Are no young people addicted to games in the status quo? Is it not better in comparison, to be addicted to educational video games versus regular video games? See the POI Jacky asks you - what’s the comparison? * We need to respond directly to the POI asked! We cannot just barrel ahead.   Argument 1   * Do Prop say this will be every single class all the time? Or are we just assuming this will be all day every day at school? Remember the motion says ‘tool’, not one to one replacing all other tools or learning materials? * Is there no way for teachers to understand what is happening? Is it impossible? * 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.   05:04 | | | | | | |

| **Student Name:** Jacky Xu |
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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:  Good opening, good call out. Explain implication here - that they have not once engaged with your side in good faith, that they’ve provided no comparative, that they have no positive path to victory.  We need to signpost, and need to give the names of our clashes right away. What is the structure of this speech?  Good call out on lack of focus explanation on their side.  POI: Good on what the comparative is. Explain how this affects video game usage outside of school; in your best case kids are obsessed with good video games where they can learn things. What does Opp get?  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 could explore the following:   * 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.   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.?  05:15  We have to pay attention to structure, we have to pay attention to the clarity of our wording! | | | | | | |

| **Student Name:** Bernard Chong |
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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:  Is this a debate about those types of video games? Why are we ignoring the time Prop spends explaining their model? We’re not engaging with this at all!  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.  Rebuttal   * Don’t say you’ll flip - just do it! We have too much preamble prior to the actual response.   Give me both clash titles in signposting.  Clash 1 - Exclusivity   * Time management; why is it a bad thing these devices are being taken away? Is this exclusive? Is this the most important response we can make? * Of interest; what does your side do to achieve this? * 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.   Clash 2: Effectiveness   * 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. * Assume that this can work and addiction doesn’t occur, and explain why this is still a bad idea. * What’s the comparative? Are no young people addicted to games in the status quo? Is it not better in comparison, to be addicted to educational video games versus regular video games? * Why do they get distracted? 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.   Do Prop say this will be every single class all the time? Or are we just assuming this will be all day every day at school? Remember the motion says ‘tool’, not one to one replacing all other tools or learning materials?  How realistic are the claims we’re making? We ask questions on feasibility, but aren’t explaining why they lack feasibility.  04:44 | | | | | | |