| **Student Name:** Renee Yang |
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| **Motion**: This house supports the rising popularity of short term courses over higher education as a path to success |
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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: | 71 | | | | | |
| 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 tone up top, I think our focus should be on the kind of loans and debt students get into when they believe higher education is the way in which they achieve success.  Set-up   * On success, list examples of the kinds of jobs people think they need to get, as well as on good earning outcomes. * On burdens, good. This is a debate about the rising popularity, and why it is good; it isn’t just a comparison of short term courses and higher education; but what this popularity has led to; an investment in the quality of short term courses, an increase in the different types that exist, more access etc. * The burden on Opp must not be that higher education is good in and of itself, because this is easy to prove, but rather that idea that this is the best way to achieve success being a widespread belief - which pressures people to go instead. You can claim that the same pressure doesn't apply on your side, wrt people feeling like they HAVE to take short term courses, because this is a new trend/we already possess information about higher education. * Who provides these courses? Why are they good quality? What checks exist?   Argument 1   * We need to explain what this belief in higher education has done; establish how higher education is not only expensive, but there exists a hierarchy - because the Opp could say higher education doesn’t mean you go to a super expensive Ivy League/Oxbridge - establishing hierarchy lets you explain why most of the time it’ll be expensive. * Explain the type of skills you learn, why they are good, and why they are increasingly accepted on your side into good jobs; for instance, Google or top AI labs don’t want a degree from Stanford, they want you to demonstrate solid coding skills - that’s why their recruitment process involves so many technical tests.   You can run another argument, maybe at Second, on how this is really useful for people trying to switch jobs, or switch industries. They don’t have to go earn a whole second degree, they can just take a short term course. It is better for dealing with a rapidly changing economy, with the rise of AI, and makes for flexibility in career.  You could also point out for whom a 3 year or 4 year full time commitment isn’t possible - so working class students who need to work and earn at the same time?  05:13 | | | | | | |

| **Student Name:** Jacky Xu |
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| **Motion**: This house supports the rising popularity of short term courses over higher education as a path to success |
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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 | | | | | |
| 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 tone up top, fair opening - could Prop remove this from the debate just by modelling? Don’t acknowledge that it’s extreme!  Do set-up first! We needed to explain the nature of higher education, and the belief that this is the best way to achieve success, which creates political will for scholarships, making higher education accessible etc. We also need to contest success - your side benefits from success also being characterised as social mobility.  Rebuttal   * Good on high cost of education being only prevalent in the US; dump list of countries here that offer free high quality education, or better loan protections and schemes. Point out that the US is an outlier, but also that they offer financial aid, scholarships, and there is increasing political will to introduce loan reforgiveness programs. * The benefit of a prestigious university is super narrow - how many people go to these universities as a percentage of all university students?   Argument 1   * This isn’t a positive argument on the benefit of higher education, but why the provision of these short term courses will be poor - this should go in rebuttal instead! * Is it exclusively high school? Fair point on exploitation - explain how it is exactly the kids who don’t want to work hard and clean up their act who can use this as an opt out. Explain how they fare in the job market. * A university degree holds significant weight and credibility in many industries. It signals a commitment to learning and a certain level of intellectual rigor, which can be advantageous in competitive job markets.   Argument 2   * We started this argument too late; we should have argued the networking and social benefits of attending a university! It’s not just about education, but living away from your parents, taking care of yourself and so on.   I think we needed to characterise the courses as scammy and pyramid scheme like!  05:16  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Bernard Chong |
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| **Motion**: This house supports the rising popularity of short term courses over higher education as a path to success |
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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 | | | | | |
| 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:  Explain how the benefits of the Ivy League only exist to the people who can get into them; Opp sells people a lie, and they go in, pay lots, and don’t get all the benefits. Present this as a con job! The burden on Opp must not be that higher education is good in and of itself, because this is easy to prove, but rather that idea that this is the best way to achieve success being a widespread belief - which pressures people to go instead.  On the quality of education - you can say that this is a wash at best. The average educational experience is symmetric, but on our side - everyone benefits and doesn’t pay an arm or leg in the process. It is a better financial deal.  Did we respond sufficiently! We need to explain what this belief in higher education has done; establish how higher education is not only expensive, but there exists a hierarchy - because the Opp could say higher education doesn’t mean you go to a super expensive Ivy League/Oxbridge - establishing hierarchy lets you explain why most of the time it’ll be expensive.  We needed to explain why the increasing popularity leads to checks and balances, and quality assurance. This is a debate about the rising popularity, and why it is good; it isn’t just a comparison of short term courses and higher education; but what this popularity has led to; an investment in the quality of short term courses, an increase in the different types that exist, more access etc.  Argument 1   * Is this new or distinct from what our first speaker says? * Explain the type of skills you learn, why they are good, and why they are increasingly accepted on your side into good jobs; for instance, Google or top AI labs don’t want a degree from Stanford, they want you to demonstrate solid coding skills - that’s why their recruitment process involves so many technical tests. * Why is time, or boredom, the tipping point? Why do these matter so much, and why - especially on boredom - is your side better? You could also point out for whom a 3 year or 4 year full time commitment isn’t possible - so working class students who need to work and earn at the same time?   You could have run an argument on how this is really useful for people trying to switch jobs, or switch industries. They don’t have to go earn a whole second degree, they can just take a short term course. It is better for dealing with a rapidly changing economy, with the rise of AI, and makes for flexibility in career.  We need to ask POIs consistently!  05:01 | | | | | | |

| **Student Name:** Christy Yuan |
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| **Motion**: This house supports the rising popularity of short term courses over higher education as a path to success |
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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:  What is our opening achieving? Be clear and specific on your call out, perhaps on their lack of explanation as to why the quality of these courses is good!  Rebuttal   * On time; explain why time doesn’t matter, or a full time degree is accessible! We aren’t actually disproving this! * Medicine and law are a wash in this debate! They aren’t a part of it! We needed to explain the nature of higher education, and the belief that this is the best way to achieve success, which creates political will for scholarships, making higher education accessible etc. We also need to contest success - your side benefits from success also being characterised as social mobility. * We needed to prove that education on your side is also accessible, both in terms of time and money! Dump list of countries here that offer free high quality education, or better loan protections and schemes. Point out that the US is an outlier, but also that they offer financial aid, scholarships, and there is increasing political will to introduce loan reforgiveness programs.   Argument 1   * Why is there a better quality? Why does the job market care about this? We are asserting all of this to be true, without an explanation of why this is true! It is that a university degree holds significant weight and credibility in many industries. It signals a commitment to learning and a certain level of intellectual rigor, which can be advantageous in competitive job markets.   We should have argued the networking and social benefits of attending a university! It’s not just about education, but living away from your parents, taking care of yourself and so on.  We need to ask POIs consistently!  04:49 - we need to hit 5! | | | | | | |