| **Student Name:** Alissa Mak |
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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:  Currently in the status quo? The status quo already means current.  Good work characterising the status quo, but we can do this in a punchier manner. Rather than saying it isn’t the best way, demonstrate this instead. We want to illustrate what the problem with teaching/schooling in the status quo looks like - engagement, boredom, stress etc.  Our opening needs us to sound more confident and convinced in our side’s case. You need to sound like you believe in what you are saying.  Set-up   * Good work framing what students are like - but stay away from generalising all students. Either justify why the majority of students are as you claim, or make this debate about a subset of students instead. * We need to explain how this will be implemented; in what classes, how, to what end? * Will these be existing games, or are we developing new games as well? * Good on how society is advancing. * Good on how this is a tool. * Our set-up is solid and comprehensive, but worded inefficiently and hence eats up lots our time.   Argument 1   * 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. * Good work explaining how this rush culture or cramming culture exists. Is this characterisation not in tension with our characterisation of students as unengaged and uncaring in set-up? * Good on mental illness and neurodivergence. Good work going into detail with regards to the stakeholder. * 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.   Our tone + style could be more engaging! Variation, pauses, emphasis etc. needed!  04:38 - we have to ask POIs! | | | | | | |

| **Student Name:** Sarah Seryoung Choi |
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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: | 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:  Our opening is too rushed; I want you to slow down. Your opening is very accusatory, but isn’t showing why this accusation is justified at all. Drop the preamble and fluff, and get to the meat of the claim you are making.  Your set-up needs to be fleshed out prior to your responses, so that your comparative is a lot clearer.  Rebuttal  On educational video games - explain how there is no mechanism, rather than just saying video games exist, kids like them, hence this is perfect. We spend too much time on this issue; you make your point about this, then move on! Question if engagement is as high as the other side claims.  On learning disabilities - fair; but don’t ramble - point out this is non-exclusive, explain how, move on.  Lots of our rebuttals are done in the form of long extensive sentences, rather than being concise and machine-gun like - which is the point and purpose of 1O.  Framing:  Good on interactivity - point out how if the problem is boredom, we should not feed into their screen time addictions and so forth.  Is curriculum the problem in status quo, or teaching methodology (pedagogy) the problem?  Argument 1   * Don’t call it a multi-layered argument - all arguments need to have multiple layers. * Excellent on dopamine flooding; point out how this is a problem in status quo anyways, and that we need to get children away from this. Prop can respond to this and say they just use it as a tool, and hence it isn’t an issue; this changes if you characterise how kids are already addicted, and this tips them over the edge/doesn’t work. * Fair on retention and lack of engagement. What is the comparative? Why are these other resources **better**?   05:20 - our word economy has to improve! | | | | | | |

| **Student Name:** Wendy 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 |
| --- | --- | --- | --- | --- | --- | --- |
| 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 need to have a hook. Next time, if we start our speech without a hook I will make you stop and start again with one.  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!  Rebuttal   * The point Opp makes is that educational video games just aren’t as engaging compared to regular games, so nothing changes + your side doesn’t actually get the engagement you claim. You need to engage with this as all your benefits are contingent on this. * Interactivity - you need to explain why this is insufficient. Your problem characterisation has to be more urgent. * Where is our response to dopamine flooding? Did we track this? This is critical to our case. Look at the POI Sarah asks you.   Argument 1   * Can we explain why it is SO 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. * 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. Analyse what kind of students we’re trying to get to pay more attention. * Why do they specifically care about educational video games? Why is there engagement?   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.  We have to use hand gestures. We need to take our hands out of our hoodie! Our tone + style could be more engaging! Variation, pauses, emphasis etc. needed!  04:03 - we need to hit 5! | | | | | | |

| **Student Name:** Karin Yeung |
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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:  Our opening isn’t a competitive opening; it’s this general summary of what people think or believe at the moment. What is the value of this? Is it convincing the judge that your side is correct? Is it convincing the judge that their side is incorrect? This is not an essay. Jump to the point, which is that your side explains how video games when educational are unengaging - and the other side never engaged. This is huge and debate winning for our side. We need to emphasise it.  Rebuttal  Are all students engaged and concerned about their college applications? Is this what the average student cares about? Is it obvious that they know? See the POI Daryl asks you, which is a very gentle challenge; I could posit that the privileged are maybe 5% of all students globally; other students have other more important preferences such as just graduating…  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.  Never use the word obvious in a speech! Nothing is ever obvious!  How does this dependency get created? You need to analyse this in a clear step by step fashion.  Argument 1 (started at 4:30)   * Why are students engaged enough such that they listen to lectures? The comparative is entirely asserted! * Impact missing.   05:25  We have to ask POIs! | | | | | | |

| **Student Name:** Daryl Ng |
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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: | 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:  Point out there is a tension here; either students are engaged and hence engage with these video games well; or they are not and hence need to be engaged. Good call out, but the way we phrase it isn’t the clearest.  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.  Clarifications:   * Good on tools; what is the implication of this? You can say how this takes out their claim about addiction, or lectures/their lack of a comparative. * No, you probably do have this burden…   Clash 1: Good Tool   * Alternatives; explain how tools are relative. Learning has to happen either way - we need to take what we can. Point out how this should not be a debate about quality of education, but some engagement vs. no engagement. * Hard to study in depth; fair challenge, but this is mitigatory at best. You need to explain or characterise the nature of the problem. * On dopamine - point out how due to screen time addiction and attention spans being limited, we have to adjust our pedagogy to meet the needs of children!   Clash 2: Better Productivity   * Why are students short-termist? * 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.   Clash 3: Minorities - I presume this is about neurodivergent kids; you can make this part of the second clash.  MECHANISM MISSING! 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.  Our tone + style could be more engaging! Variation, pauses, emphasis etc. needed!  05:20 - Clashes were a lot cleaner today. Well done! | | | | | | |