114 年「中部地區公共論壇與政策性英語辯論入門實體講座」
English Debate Workshops for Coaches and Debaters from Central Taiwan:
A Path to Public Forum and Policy Debates

一、計畫目標
　　(一) 提昇中彰投地區高級中等學校教師與學生辯論知能。
　　(二) 推廣中彰投地區高中思辨與英語辯論活動，並鼓勵前述區域高級中等
　　　　學校師生參與英語辯論賽事。

二、活動目的
　　因應 114 年「臺灣高中思辨與英語論辯推廣計畫」舉辦「全國高中英語辯
　　論比賽」，為使中彰投地區師生具有公共論壇辯論及/或政策性賽制之相關
　　專業知能，臺師大英語系與學術交流基金會共同籌畫研習，希冀提升中彰
　　投地區高中師生英語辯論知能，了解公共論壇辯論及政策性辯論內容架
　　構、正反方所含論述（speeches）重點、攻防策略與交叉詰問要領及技巧。
　　藉由學術交流基金會兩位資深英辯講師以 114 年辯題為例提供深入淺出的
　　專業講解，希冀增進中部地區從未參加過英辯比賽或僅參加過某一英辯賽
　　制之師生對不同辯論類型與賽制之認識與了解，以利中區師生日後報名參
　　加本計畫所舉辦之「全國高中英語辯論比賽中區區域賽」。

三、辦理單位
　　(一)　指導單位：教育部國民及學前教育署。
　　(二)　主辦單位：國立臺灣師範大學英語學系。
　　(三)　協辦單位：學術交流基金會、臺中市立西苑高級中學。

四、參加對象
　　(一)　中彰投有興趣接觸公共論壇或政策性英語辯論之高級中等學校教師
　　　　　（含正式、代理及兼課教師）及學生。
　　(二)　參加學員總人數上限為 64 人，公共論壇及政策性工作坊上限各為 32
　　　　　人。每一辯論賽制之工作坊每校報名人數以四人為限（3 位學生及 1
　　　　　位教師；同校若無教師報名亦可由 4 位學生組隊參加）。每校最多
　　　　　可針對每一賽制之工作坊各報名一隊師生。
　　(三)　本工作坊以初次接觸公共論壇和/或政策性英語辯論之高中教師（含
　　　　　正式、代理及兼課教師）及學生為優先錄取對象，如人數未達報名
　　　　　上限，亦將錄取非首次接觸該英辯賽制之高中師生。

五、活動時間與地點
　　時間：114 年 1 月 23 日(四)。
　　地點：本次工作坊為實體方式舉辦，辦理地點為台中市立西苑高中（請設
　　定導航到漢翔路與福星北路口，迎曦樓大門）。

六、活動及報名資訊
　　報名時間及方式：採線上報名(報名連結：

），請於 114 年 1 月 6 日(一)前完成報名，錄取名單將於 114 年 1 月 13 日（一）下午五時前公告於本計畫網站(https://sites.google.com/view/ctndebate/)並以電子郵件通知。

七、活動流程與內容

(一) 無論是公共論壇或政策性英辯工作坊，講師將以 114 年「全國高中英語辯論比賽」之辯題為例（公共論壇辯論辯題為「Social media has altered human social interactions for the better」；政策性辯論辯題為「Academic portfolios for college admission should be abolished in Taiwan.」），帶領學員認識與該辯題相關之論點與策略，學員實作練習內容亦將比賽辯題有關。兩辯題的學習指引（Stud Guide）請見附件。建議參加本次工作坊同學可事先閱讀辯題指引及部分文獻。

(二) 各節課程時間與內涵

時間	內容與講師	
8:30~8:50	Morning Session Sign-in (上午場報到)	
8:50-9:00	Welcoming Remarks 開幕式 臺灣師範大學 Professor Charlotte Chang	
9:00-12:00	Debate Basics 學術交流基金會 Mac Hays & Amadea Datel	
	Introduction of Debate Argument ● Claim-Warrant-Impact ● Language Template ● Offense/Defense *Mini-exercise I* Rebuttal ● Signpost-Counterclaim-Warrant-Impact ● Strategy ● Language Template 　　5 Types of Responses ● Block files *Mini-exercise II*	
12:00-12:50	Lunch	
12:50-13:00	Afternoon Session Sign-in 下午場報到	
13:00-14:00	Weighing ● Evidence Comparison ● Impact Calculus *Mini-exercise III*	
14:00-16:00	Public Forum Debate Mac Hays	Policy Debate Amadea Datel
	Public Forum Topic (Social Media) ● Topic Analysis ● Stock Arguments Structure of a PF Round ● Front Half Speeches	Structure of a Policy Round Structure of Affirmative/Negative Speeches ● Parts of a Policy Affirmative

	● Back Half Speeches
	Crossfire
	    ● Tips for Asking Questions
	    ● Tips for Answering Questions
	Mini-exercise IV
		● Parts of a Disadvantage
		Policy Topic (College Admissions)
		    ● Topic Analysis
		Cross-Examination
		    ● Tips for Asking Questions
		    ● Tips for Answering Questions
		Mini-exercise IV

16:00-16:10	Filling out an Online Questionnaire 填寫回饋問卷	

八、研習時數及證明：全程參與工作坊之教師核予 6 小時研習時數，並發予電子研習證明。教師研習時數將於活動結束後匯入全國教師在職進修資訊網。全程參與工作坊之學生發予電子研習證明。證書將於工作坊結束後十天內寄發。

九、注意事項：

1. 錄取後若不克出席，敬請來信（電子信箱：ctndebate@gmail.com，計畫助理莊先生）或來電取消（02-7749-1773，計畫助理莊先生），無故缺席將會列為未來研習錄取之參考。

2. 活動當天將於上、下午各點名一次，與會教師與學生需完成兩次點名才可認定為全程參與。

Study Guide for 2025 Policy Debate

Resolved: Academic portfolios for college admission should be abolished in Taiwan.

Taiwan's education system has undergone significant reforms in recent decades, with the introduction of the academic portfolio (學習歷程檔案) system being one of the most notable changes in the college admission process. Launched in 2019, the academic portfolio is a comprehensive record that includes students' coursework, performance in various subjects, extracurricular activities, awards, certifications, and self-reflections on their learning experiences. These records, uploaded by schools or students each semester, are currently required as part of the comprehensive assessment during the second stage of the individual application for admission (申請入學) channel, specifically in the document review and interview phases.

While the academic portfolio aims to help students showcase their learning journeys and assist universities in conducting a more holistic assessment of applicants, it has sparked considerable debate among educators, students, and parents regarding its effectiveness. Proponents argue that the system allows students to explore their interests and leverage their strengths, enabling universities to better match applicants' aspirations and abilities with the training offered in their programs. Conversely, critics contend that the system has not fulfilled its promises and has instead increased pressure on students while exacerbating existing educational inequalities. This debate offers an opportunity to examine the arguments from both supporters and opponents of the academic portfolio system, shedding light on the objectives of high school education in Taiwan and the most effective methods for evaluating students during the college application process.

As this is a policy debate, both the affirmative and the negative are expected to analyze the benefits and costs of either changing or maintaining the status quo. Debaters should use the weighing mechanism of scope, magnitude, probability, reversibility, time frame, etc. Claims must be supported by clear reasoning and strong evidence.

This debate tournament follows the principles of traditional policy debate, prioritizing pragmatic arguments, specifically benefit-and-cost analyses of the policy or status quo. Arguments that are purely philosophical or based solely on critical theories (Kritiks) are strongly discouraged. Additionally, if the negative side proposes a counterplan, it

must be non-topical (meaning it cannot affirm the resolution) and non-conditional (meaning the negative cannot abandon its counterplan during the debate). Given these stipulations, debaters should recognize that a negative counterplan will not be viable for this year's resolution, as proposing one would inadvertently affirm the resolution, which is not allowed in this tournament. Furthermore, the affirmative is encouraged to propose a replacement that is fundamentally different from the current academic portfolio system.

The following is a list of references meant to provide some groundwork for debaters. It is by no means comprehensive or flawless, and thus, it warrants closer examination. Students are encouraged to continue researching beyond these preliminary references to deepen their understanding of the issue and strengthen their arguments in preparation for their debate rounds.

References:

1. Tsen-Yao Chang, and Yu-Chieh Chiu. (2021). The Academic Portfolio System (APS) Usage Intention of Senior High School Students in Taiwan.
https://sci-hub.se/https://doi.org/10.3390/su13158394

2. Gulden, R. van der. (2023). Time to reflect: How portfolio use helps and hinders self-regulated learning.
https://repository.ubn.ru.nl/bitstream/handle/2066/292266/292266.pdf?sequence=1

3. Taiwan Ministry of Education. (2024). Education in Taiwan (from 2006-2025 by year).
https://www.edu.tw/News_Content.aspx?n=829446EED325AD02&sms=26FB481681F7B203&s=E101255CB8759447

4. 楊振昇、盧世傑、洪芳芷. (2023). 我國高中學習歷程檔案的困境與前瞻.
http://www.ater.org.tw/journal/article/12-4/topic/03.pdf

5. 謝念慈. (2023). 學習歷程檔案 2.: 聚焦於高中生選填大學志願之建議.
http://www.ater.org.tw/journal/article/12-4/topic/04.pdf

6. 吳佩欣、賴來展. (2023). 學習歷程檔案之實踐現況-以新北市清水高中為例.
http://www.ater.org.tw/journal/article/12-4/topic/10.pdf

7. 張慶勳. (2023). 學習歷程檔案的反思與實踐.
http://www.ater.org.tw/journal/article/12-4/topic/01.pdf

8. 李欣儒、劉桂廷、蔡茲禹、彭珮瑜. (2023). 【投書】高中生的猜測戰，還是大學教授的考試場？學習歷程，教授怎麼想：北部某國立大學之訪談成果.https://flipedu.parenting.com.tw/article/008679

Study Guide for 2025 Public Forum Debate

Resolved: Social media has altered human social interactions for the better.

Social media platforms such as Facebook, Twitter, and Instagram have become integral to our lives, fundamentally changing how people communicate, share information, and create and maintain relationships. This debate examines whether these changes have improved or worsened human social interactions. In this resolution, "social media" refers to digital platforms that enable users to create and share content or to participate in social networking. "Social interactions" refer to how people talk and interact with other individuals or groups of people. "Altered" indicates significant changes or modifications. And, "for the better," suggests an improvement or positive impact.

The Pro side, arguing that social media has altered human social interactions for the better, may consider how social media has improved communication between people, focusing on the speed, convenience, accessibility, and global connectivity it offers. They may also examine how social media enables people to maintain and strengthen relationships, especially over long distances, and how it facilitates community building and support networks, particularly for marginalized or niche groups. Another important consideration is the role of social media in giving people a voice and advocating for social causes, which may contribute to a more connected and empowered society. Furthermore, Pro debaters could explore how social media enhances information sharing and ideas, making it easier for individuals to stay informed and engaged with the world around them.

The Con side, contending that social media has changed human social interactions for the worse, should critically evaluate the potential downsides of social media on human interactions. This includes the possibility that social media may lead to superficial connections, lacking intimacy or authentic social support, where relationships are more about reaching "view" or "like" targets. Con debaters should also consider the impact of social media on mental health, exploring issues like addiction, anxiety, and depression, which may arise from constant online engagement. Another critical point could be how social media can spread misinformation and create echo chambers, potentially distorting individuals' perceptions of reality, promoting or normalizing prejudices, and weakening essential thinking skills. Additionally, Con debaters could argue that social media, despite its promise of connectivity, may lead to social isolation, and the degradation of real-world interpersonal communication skills.

Both the Pro and the Con sides should have clear values for what they defend in this debate. Why is your side so important and why are the values you support more important than those your opponent supports? For example, why is the ability to reach a larger audience more important than the harm social media can cause to an individual? You need to understand the values or principles you defend, aim your arguments and evidence toward supporting those values or principles, and show how your opponent fails to do so. The Pro and the Con teams should also consider how much impact their position will make by evaluating criteria like scope, magnitude, probability, reversibility, time frame, etc. to weigh the strengths and weaknesses of each other's case. Lastly, the Pro and the Con teams should support their contentions with clear logic and sound evidence.

The following is a list of references meant to serve as some groundwork for debaters, which means it is by no means comprehensive or flawless. Many of the references also contain information or arguments that may not be directly relevant and thus warrant closer examination on how the information can be used in your case. Students are still encouraged to continue researching to deepen their understanding of the issue and strengthen their arguments in preparation for their debate rounds.

References:

The pros and cons of social media
https://theweek.com/news/media/960639/the-pros-and-cons-of-social-media
    This is a balanced introductory article that includes some real-world examples to get you started on the issue.

How does social media affect relationships?
https://www.medicalnewstoday.com/articles/social-media-and-relationships
    This is another balanced introductory article to expand your understanding of the topic. Follow the links for a deeper analysis of the points made in the article.

A New, More Rigorous Study Confirms: The More You Use Facebook, the Worse You Feel
https://hbr.org/2017/04/a-new-more-rigorous-study-confirms-the-more-you-use-facebook-the-worse-you-feel
    This article takes a negative view of the influence that Facebook has. You can

follow the links for more evidence of the harms mentioned.

Why social media has changed the world — and how to fix it
https://news.mit.edu/2020/hype-machine-book-aral-0924

> This webpage reports on a different harm than the previous introductory articles: how social media can be used for propaganda and misinformation in their quest to increase engagement with its viewers.

[The following are pure academic research journal articles. They will be challenging but will also provide the most authoritative evidence on this topic. You will find that all of these articles provide a balanced discussion of the issues, and that you can find evidence supporting both sides of the topic in each article. What will be key to the debate is how you explain why the evidence you select from an article is more significant or more closely connected to the values that your side is promoting or defending in the debate. Note that some of the articles are a bit old, and you could strengthen your case by including more recent evidence.]

Social media use and social connectedness among adolescents in the United Kingdom: a qualitative exploration of displacement and stimulation
https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-021-11802-9

> Research on social media use (SMU) and and whether this affects feelings of connectedness and loneliness in relation to your peers or family

Social Media Use and Perceived Social Isolation Among Young Adults in the U.S.
https://sci-hub.se/10.1016/j.amepre.2017.01.010

> This article can help you learn about perceived social isolation (PSI) and the harms that it causes. What is debatable is whether the evidence shows that SMU causes PSI.

Social Networking and the Social and Emotional Wellbeing of Adolescents in Australia
https://sci-hub.se/https://doi.org/10.1017/jgc.2014.14

> You will find a literature review with evidence from research that covers many of the pro and con issues mentioned in the introductory articles. The main research of the article studies how increased SMU affects emotional well-being.

Benefits and harms of social media use: A latent profile analysis of emerging adults
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9302950/

This article reports on research on both the harms and benefits of social media use and how this connects to how frequently you use social media.

[One more article: Here is one more article that is designed for teachers. It comes in the design of a lesson about social media with readings and discussion questions. It is nice for helping you to think of your own opinion on the issue, independent of which side you might be defending in the debate. Read carefully and follow the links for more goodies.]

Does Social Media Make Us More or Less Connected?
https://www.morningsidecenter.org/teachable-moment/lessons/does-social-media-make-us-more-or-less-connected