「113年全國高級中等學校英語文思辨簡報比賽」實施計畫與比賽辦法

一. 目的

(一) 透過英語思辨簡報比賽，深化學生英語文表達及邏輯思辨能力，培養雙語溝通與思辨長才。

(二) 辦理全國英語文賽事活動，鼓勵各地師生跨區校際交流與鼓勵活化專業群科及學程之雙語思辨教育。

二. 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) 承辦單位：臺中市立沙鹿工業高級中等學校。

三. 參加對象

(一) 公私立**技術型**、普通型及綜合型高級中等學校**專業群科/專門學程**學生始具參賽資格（即普通型及綜合型高級中等學校**非專業群科/專門學程學生不具參賽資格**）。

(二) 每校以一隊為限，分應英組及非應英組，每隊包含三人，並至多可備取兩位選手，即每校可報名三至五人，含三位參賽選手及至多兩位備取選手。

(三) 參賽隊伍上限為十六隊，如報名隊數未達上限，處理方式依序如下：

　　1. 承辦學校可多報名一隊。

　　2. 若承辦學校不報第二隊，開放其他學校報名第二隊。

　　3. 若仍不滿十六隊，則以當時已完成報名之隊伍數進行比賽。

(四) 每校參賽指導教師至少一位。指導教師請務必準時並全程參加賽前評審會議。

四. 簡報型式

　簡報以英文進行，分為「指定題」與「即席題」兩部分。

(一) 指定題

　　主辦單位於賽前兩個月公布指定題目，指定題為一具爭議性題目，該爭議可與某一政策或日常生活相關。主辦單位將提供與題目有關之中文或英文書面參考資料，參賽隊伍亦可自行蒐集至多**兩則**文獻加以補強，並針對各資料進行統整與判讀，其後將其判讀結果轉化為（1）支持己方所選立場之論點**及**（2）針對對方可能提出之理由與佐證之回應，並以英文簡報形式呈現，指定題簡報範例請見 https://shorturl.at/czINT，**請依循指定題書面參考資料及模版上之說明建構簡報內容。**簡報結束後，參賽隊伍將接受評審提問，為其立場辯護。指定題之參考提問請見指定題書面資料，評審提問將以參考提問為主，於必要時亦會就發表人回應內容，加入即席提問。指定題書面資料請見附件一。

(二) 即席題

　　比賽當天，完成指定題英語簡報之隊伍即刻進入即席題英語簡報。參賽隊伍將針對一則與日常生活中有關的英文資料進行判讀或評析，主辦單位會提供判讀或評析資訊中所含英文單字之單字表及簡報模版，幫助參賽者理解訊息內容並產出簡報。即席簡報題目可為以下兩種型式中之一種：

　　1. 資料判讀：參賽隊伍須針對某一訊息（如某類產品廣告、報導或其他文本），進行批判性分析，且回答主辦單位之提問，並將問題之答案以英文簡報方式呈現。資料判讀

示例題及含答案之簡報模版請見
(https://sites.google.com/view/ctndebate/%E6%AF%94%E8%B3%BD%E5%B0%88%E5%8D%80/%E8%8B%B1%E8%AA%9E%E6%96%87%E6%80%9D%E8%BE%A8%E7%B0%A1%E5%A0%B1%E6%AF%94%E8%B3%BD/%E5%8D%B3%E5%B8%AD%E9%A1%8C%E8%B3%87%E6%96%99%E5%88%A4%E8%AE%80%E7%A4%BA%E4%BE%8B%E8%88%87%E7%B0%A1%E5%A0%B1%E6%A8%A1%E7%89%88?authuser=0)，請參考模版上之說明建構簡報內容。

2. 證據評析：針對某一爭議，參賽隊伍須就主辦單位所提供之數則證據，決定立場，選出可支持該立場最具說服力之證據，並以英語簡報方式解釋選擇理由為何及為何淘汰其他證據。證據評析示例題及含答案之簡報模版請見

(https://sites.google.com/view/ctndebate/%E6%AF%94%E8%B3%BD%E5%B0%88%E5%8D%80/%E8%8B%B1%E8%AA%9E%E6%96%87%E6%80%9D%E8%BE%A8%E7%B0%A1%E5%A0%B1%E6%AF%94%E8%B3%BD/%E5%8D%B3%E5%B8%AD%E9%A1%8C%E8%AD%89%E6%93%9A%E8%A9%95%E6%9E%90%E7%A4%BA%E4%BE%8B%E8%88%87%E7%B0%A1%E5%A0%B1%E6%A8%A1%E7%89%88?authuser=0)，請參考模版上之說明建構簡報內容。

113 年簡報比賽即席題之題型為資料判讀

五. 比賽規則

(一) 比賽時間：上午 8:30 開始報到、8:50 賽前說明、9:15 開始比賽，遲到之隊伍視為棄權。

(二) 比賽方式：

1. 指定題部分之思辨英語簡報：

   (1) 簡報時間五分三十秒至六分鐘，超過六分鐘，每十秒響短鈴一次並扣總分一分，超過三十秒，響長鈴一次，長鈴響時須立即停止。發表時，三位隊員輪流上台，每人上台一次，三位隊員發表時間須盡量平均分配。簡報結束後，評審針對簡報內容與隊員進行至多四分鐘問與答，過程中有可能指定某位隊員回答，若無指定時，任一隊員可回答問題。回答問題時如有必要，隊員亦可彼此支援、補強答案。隊員可攜帶與簡報內容有關之書面資料上台，唯該資料只能於簡報後的問與答時使用，指定題簡報進行中，發表人<u>不</u>得使用備忘稿。

   (2) 各校隊伍上台順序由主辦單位事先抽籤決定並於賽事前三日中午 12:00 寄信告知。各隊出場順序以英文代碼呈現，如「A」為第一支上台隊伍、「B」為第二支上台隊伍，以此類推。隊員出場順序則以報名表上所填隊員順序為準，以 A 隊為例，第一位出場隊員將配戴標示「A1」之名牌、第二出場隊員將配戴標示「A2」之名牌，以此類推。

2. 即席題部分之思辨英語簡報：

   (1) 發表前各隊有一小時準備時間，可使用主辦單位提供或 PPT 內建之模板製作內容，參賽隊伍須獨立作業，並禁止使用電子產品。簡報時間三分鐘到三分三十秒，若時間不及三分鐘，每少十秒扣一分；超過三分三十秒，每十秒響短鈴一次並扣總分一分，超過三十秒，響長鈴一次，長鈴響時須立即停止。發表時，三位隊員輪流上台，每人上台一次，三位隊員發表時間須盡量

平均分配。發表後無問答時間。如有需要，隊員可將即席簡報重點抄寫至空白檢索卡上（空白檢索卡由賽事承辦學校提供）並攜帶上台，作為簡報進行中之備忘稿。

(2) 即席題隊員上台順序由參賽隊員自行決定，並於發表前告知評審隊員上台順序，隊員進行即席題發表時仍應配戴與指定題相同之名牌，亦即即席題發表順序與隊員在指定題發表時即已配戴之名牌順序無關（假設隊員 A2 在即席題為第一位上台，仍配戴原 A2 之名牌），請勿自行調換名牌，造成主辦單位計分錯誤。

六. 賽事評審

賽事評審皆由主辦單位聘請，指定題與即席題各由三位具英語思辨教學專業背景之專家學者擔任評審。

七. 評分方式

本賽事雖以英語進行，但至為強調參賽者簡報內容是否充分展現其思辨能力，包含論點架構、字詞定義、假設分析、邏輯推理、證據判讀及偵測訊息疏漏等能力。指定題部分之英語簡報佔總成績 60%；即席題部分之英語簡報佔總成績 40%，兩項成績總和為賽事總分。

（一） 指定題部分評分重點在於簡報論點及問與答中答案之清晰度與說服力，以下為指定題評分項目與比重（在此先以 100% 呈現，之後再將原始分數乘以 60%）：

簡報論點*	應答內容	簡報製作	語言與表達（含團隊合作）
40%	20%	20%	20%

*指定題簡報論點內容請依循指定題書面參考資料上之說明及簡報模版上之指示進行建構。

（二） 即席題部分評分重點在於資料理解判讀和簡報內容解說是否清晰合理，以下為即席題評分項目與比重（在此先以 100% 呈現，之後再將原始分數乘以 40%）：

資料理解與判讀	簡報製作	語言與表達（含團隊合作）
40%	40%	20%

*即席題簡報論點內容請依循即席題及即席題簡報模版上之指示進行建構。
本賽事相關評分細項與級分見附件二。

八. 授獎項目

依照參賽隊伍數量，將分別從應英組及非應英組各取賽事總分最高前一至三名為優勝隊伍，各組排名緊接其後之一至兩名者獲選評審團獎。針對表現優異之個人，主辦單位亦將視參賽隊伍數量，分別從應英組及非應英組各取一至三名獲頒「最佳簡報發表人獎」，其後一至二名獲頒「優良發表人獎」。（附註：若參賽隊伍增加，團體獎與個人獎授獎數量亦可能上調）

九.敘獎

　　獲獎隊伍及獲獎學生之指導老師（依線上報名填報之指導老師每隊最多兩人），由
　　服務學校依「優勝隊伍獎、最佳簡報發表人嘉獎兩次；評審團獎、優良簡報發表人
　　獎嘉獎一次」之標準予以敘獎。

十.指定題題目

　　"Are open-book exams a better assessment method than closed-book exams for high
　　school students in Taiwan?"

十一.報名時間及方式

　　報名期限113年即日起至 113 年 10 月 16日（三）中午12點止，請於線上填妥報名
　　資料（https://forms.gle/ozWLfyXaoTxijp6E8），任何報名訊息異動，請自行在 113年10月
　　23日（三）中午12點報名系統關閉前完成。

十二.比賽時間及地點

　　113年 11 月9 日（六）—沙鹿高工（433 台中市沙鹿區台灣大道七段 823 號）。

十三.報名表及證明相關注意事項

　　(一) 比賽當天實際上場之選手可獲得團體獎項獎狀。獲獎隊伍未上場之備取選手在符
　　　　合以下所有條件時，可由指導老師於<u>賽後三天</u>內主動向主辦單位提出授予團體獎
　　　　獎狀申請：

　　1.　完成四分之三以上之訓練總時數。

　　2.　實際上場參與校內練習發表。

　　3.　協助指定題資料收集及簡報內容撰寫。

　　4.　除有正當理由以致無法出席，於比賽當天準時報到並全程參與。

　　(二) 報名表單上之正、備取選手皆可獲得參賽證明；然所有選手須符合以下所有條件
　　　　才可獲頒證明：

　　1.　完成四分之三以上之訓練總時數。

　　2.　除有正當理由以致無法出席，於比賽當天準時報到並全程參與。

　　(三) 參賽證明以電子形式製發，將於製發完後以電子郵件通知指導老師，提供師生下
　　　　載。

十四.賽事承辦學校聯絡人

　　　　與報名以外其他賽事相關問題，請

　　　　洽：沙鹿高工試務組張又仁組長

　　　　(聯絡資料：cedward@gs.slvs.tc.edu.tw，04-26621795#211)

十五.攜帶物品

　　(一) 參賽學生請務必攜帶身份證或學生證以查驗身分。

　　(二) <u>參賽隊伍請事先將指定題簡報檔案存入自備之 USB 並將該USB 攜帶至比賽
　　　　會場，屆時直接讀取 USB 檔案進行簡報。</u>自備之 USB 上僅能存有指定題發表之
　　　　檔案。

　　(三) 即席題準備時間可攜帶紙本字典，但禁止使用任何電子儀器查閱資料或閱讀
　　　　其他紙本資料。參賽隊伍需將即席題簡報檔案存入與指定題相同之 USB，屆時直

接讀取 USB 檔案進行簡報。

十六. 棄權處理與參賽規範

　　(一) 選手個人棄權處理：

　　每一隊皆須有三位隊員，若該隊伍未能滿足本賽事一隊三人之規定，仍可進行比賽，但將只具角逐個人獎項之資格，而無法競爭團體獎項。

　　(二) 隊伍棄權處理：

　　參賽隊伍若無充分理由，報名後棄賽之隊伍，主辦單位將衡量情事之嚴重性決定往後一至三年是否錄取該校參賽，並予以行文至棄賽學校。

　　(三) 參賽隊伍或個人若有失參賽者風範之情事，一旦有具體事證，且經評審團會議通過，將取消其獲獎資格，由積分排名緊接在後之隊伍或個人依序遞補。

十七. 比賽場地注意事項

　　(一) 比賽會場內沒有麥克風，主辦單位僅提供電腦播放簡報及簡報筆進行操作。

　　(二) 即席題準備教室備有一台筆電（但無網路連線）供選手建構即席題簡報內

　　(三) 即席題準備教室之筆電有下載英漢電子辭典軟體，可供選手查詢英文單字字義與發音。

　　(四) 即席題準備會場會提供碼表供選手計時，選手不可自行用手機計時，也不可用手機查閱資料。

　　(五) 教室內不得飲食，請勿攜帶食物入內。

　　(六) 可進入比賽教室之觀賽人員為隊伍指導老師、帶隊老師與備取選手。

　　(七) 比賽開始後，除承辦單位的工作人員外，禁止任何人員出入。

　　(八) 為避免影響選手表現，比賽開始後請勿走動或交談，並請確實關閉手機。

　　(九) 比賽進行中請勿鼓掌喧鬧。

　　(十) 比賽期間，嚴禁指導教師與場上或尚未上場選手有任何交談、傳遞書面訊息或展示電子產品上所呈現資訊之行為。

　　(十一) 比賽期間，由承辦學校負責錄影，同時亦開放參賽隊伍自行錄影；欲照相者，切勿使用閃光燈，以免干擾比賽之進行。

　　(十二) 競賽場地（教室）待安排確認後，再行通知各參賽學校。

　　(十三) 不開放參賽師生或賽事工作人員以外之人士觀賽。

十八. 主辦單位免責聲明

　　(一) 參賽師生如需更動調整報名資料（僅能更改指導教師或參賽學生中英文姓名誤植部分），請自行在報名系統關閉前完成。

　　(二) 除非有無法掌控之特殊狀況，系統關閉後即不得更動報名表資料。

　　(三) 主辦單位亦視系統關閉前之報名資料為填表者（含指導教師及參賽正備取選手）已確認後之最後報名資訊。任何賽事證明及獎狀上之姓名誤植，如出自報名表而非主辦單位疏失，將由指導教師及參賽學生自行負責，主辦單位將不予更正及補發。

　　(四) 若因個人因素遺失證明或獎狀，則不予補發。

十九. 服儀規定及身分確認

為避免任何可能先設印象，所有比賽隊伍皆以主辦單位事先選定之英文代碼（而非校名）呈現。學生請穿著整齊服裝（勿穿著制服），於報到時請學生出示身份證或學生證。各場次活動前也請出示證件以利身分核對。

二十. 備賽資源

1. 本賽事所聚焦之思辨技巧可參閱臺灣高級中等學校思辨與英語論辯推廣計畫官網「相關資源」中的「技高雙語思辨教學資源」（https://sites.google.com/view/ctndebate/%E5%AD%B8%E7%BF%92%E8%B3%87%E6%BA%90/%E6%8A%80%E9%AB%98%E9%9B%99%E8%AA%9E%E6%80%9D%E8%BE%A8%E6%95%99%E5%AD%B8%E8%B3%87%E6%BA%90?authuser=0）。

2. 賽事影音：
https://sites.google.com/view/ctndebate/%E5%BD%B1%E9%9F%B3%E5%B0%88%E5%8D%80/%E8%8B%B1%E8%AA%9E%E6%96%87%E6%80%9D%E8%BE%A8%E7%B0%A1%E5%A0%B1%E6%AF%94%E8%B3%BD?authuser=0

附件一、指定題書面資料：

<h1 style="text-align:center">2024 National High School Critical-Thinking-Based English Presentation Contest</h1>

Study Guide for the Prepared Presentation

Topic
"**Are open-book exams a better assessment method than closed-book exams for high school students in Taiwan?**"

High school students are often required to take quizzes, tests, and exams to assess their learning. Two main examination methods stand out among different types of tests: open-book and closed-book exams. An open-book exam is a test where students can consult their materials or resources (including textbooks, notes, or other teacher-approved materials). A closed-book exam is an exam where students are not allowed to consult their materials or resources and must rely on their memory for answers. As a closed-book exam is always administered at school with time limitations, an open-book exam can also be done the same way to prevent students from receiving help from unapproved sources. To determine whether it is better to administer a closed-book or open-book test, it is essential for you to understand why these tests are given and what makes them effective assessment tools.

What are some arguments defending or opposing using open-book or closed-book exams? What makes one a better method of assessing students' learning than the other in high schools in Taiwan? Specifically, what do closed-book exams safeguard, and what are their limitations? What unique benefits are associated with open-book exams, and what are their drawbacks? After weighing their strengths and weaknesses, which type of exam do you believe can better assess the learning of Taiwanese high school students?

As presenters, when presenting your case, you should indicate your stance by choosing one testing method, open-book or closed-book, over the other, instead of advocating for both. Strive to protect your viewpoint by presenting your arguments with solid reasons and sound evidence. You should also respond in your presentation to at least one compelling reason on the opposing side and explain why or how that concern can be put to rest. When making your case, you should arrange your content by following the organizational structure (see the template for the prepared presentation) suggested by the contest organizers and abiding by the principles governing a good slide presentation (e.g., avoiding packing each slide with words).

Following is a list of references meant to serve as a starting point for your research into the issue. It is by no means comprehensive or flawless. Many links also contain information or arguments that may not be directly relevant to the arguments you wish to make, thus warranting careful evaluation of their appropriateness to your argument. You, as presenters, can also clip information from up to two additional references for the presentation, but remember to cite the source when needed.

Helpful Links
The article evaluates the benefits and challenges of open-book exams.
https://www.linkedin.com/pulse/evaluating-benefits-challenges-open-book-exams-abhijit-saxena-ah8pf

The article explores the merits and drawbacks associated with open-book exams.
https://futureeducationmagazine.com/pros-cons-of-allowing-open-book-exam/

The article explains why open-book tests should be allowed with limitations.
https://www.facultyfocus.com/articles/educational-assessment/why-open-book-tests-deserve-a-place-in-your-courses/

This article discusses the advantages of open-book examinations.
https://gibbon.edugorilla.com/blog/top-advantages-of-open-book-examinations-obe/

This article explores some pros and cons of using open-book school exams.
https://completeliterature.com/are-open-book-exams-a-closed-case-the-pros-and-cons/

This article lists the benefits and drawbacks of open-book testing.
https://www.factsmostly.com/advantages-and-disadvantages-of-open-book-examination/

This article explains that closed-book exams are advantageous because they ensure students truly understand the material rather than just knowing where to find information.
https://www.milliegroup.com/blog/bite-sized-tips/how-to-prepare-for-open-vs-closed-book-exams/

This paper examines the effectiveness of "open-book-open-web" exams by comparing them with traditional closed-book exams to determine their potential for cheating and overall efficiency.
https://files.eric.ed.gov/fulltext/ED621627.pdf

Questions for the Q&A Session After the Presentation
Below are some questions that might be asked during the Q&A session after your presentation, but other questions could also be asked to clarify your point.

For those who are FOR open-book exams:
What are some unique advantages of open-book exams that closed-book exams cannot offer?

How would you prepare for exams differently if you started to get tested with open-book exams?

What strategies would you suggest to ensure that open-book exams are designed to effectively evaluate students' understanding rather than their ability to find information quickly?

For those who are FOR closed-book exams:
What are some unique advantages of closed-book exams that open-book exams cannot offer?

How can closed-book exams help students develop their critical thinking and problem-solving skills? Please illustrate your answer with an example.

How do you address the argument that closed-book exams may increase stress and anxiety among students?

For either side:
What is the main reason for having students assessed, and how can open/closed-book exams accomplish that?

Do you expect teachers to favor closed-book or open-book testing, and why?

附件二、賽事評分細項與級分說明

National High School Critical-Thinking-Based English Presentation Contest
Rubrics for Evaluation

Prepared Session

Team Scores

Scoring Criteria	Points		Criteria Breakdown
簡報論點 **(40%)** **Arguments**	● Excellent: 36%~40% ● Good: 32%~35% ● Average: 28%~31% ● Inadequate: 24%~27%		☐ State the stance ☐ Draw a logical conclusion ☐ Employ strong reasons ☐ Support reasons/the conclusion with concrete, dated, and trustworthy evidence ☐ Offer clear definitions for keywords
應答內容 **(20%)** **Responses**	● Excellent: 18%~20% ● Good: 16%~17% ● Average: 14%~15% ● Inadequate: 12%~13%		☐ Respond to the point ☐ Provide clear and logical answers ☐ Handle tactfully and quick-wittedly questions to which the answers are not known
簡報製作 **(20%) Slide Presentation Format**	● Excellent: 18%~20% ● Good: 16%~17% ● Average: 14%~15% ● Inadequate: 12%~13%		☐ Have a clear structure that includes the introduction, body, and conclusion ☐ Use keywords, phrases, pictures, graphs, or infographics ☐ Arrange the content into layers ☐ Use clear labels ☐ Avoid packing slides with words
語言與表達（含團隊合作）**(20%)** **Language & Delivery (including Teamwork)**	● Excellent: 18%~20% ● Good: 16%~17% ● Average: 14%~15% ● Inadequate: 12%~13%		☐ Have correct pronunciation and grammar ☐ Employ appropriate terms to present arguments ☐ Enounce words clearly ☐ Adopt an appropriate volume ☐ Employ good vocal emphasis ☐ Use natural gestures ☐ Maintain good eye-contact ☐ Distribute the presentation evenly among the presenters ☐ Demonstrate good teamwork
	TOTAL		

Individual Scores

Scoring Criteria			
Language (30%)	**Delivery (30%)**	**Poise (15%)**	**Q&A (25%)**
- Excellent: 27%~30% - Good: 24%~26% - Average: 21%~23% - Inadequate: 18%~20%	- Excellent: 27%~30% - Good: 24%~26% - Average: 21%~23% - Inadequate: 18%~20%	- Excellent: 14%~15% - Good: 12%~13% - Average: 10%~11% - Inadequate: 9%	- Excellent: 23%~25% - Good: 20%~22% - Average: 18%~19% - Inadequate: 15%~17%

National High School Critical-Thinking-Based English Presentation Contest
Rubrics for Evaluation

Impromptu Session

資料判讀 Judgment of Information

Team Scores

Scoring Domain	Points		Criteria Breakdown
資料理解與評判 (40%) **Comprehension and Judgment of Information**	● Excellent: 36%~40% ● Good: 32%~35% ● Average: 28%~31% ● Inadequate: 24%~27%		☐ Understand the information correctly ☐ Provide clear and reasonable answers that demonstrate a critical reading of the information
簡報製作與解說 (40%) **Presentation Slides & Elaboration**	● Excellent: 36%~40% ● Good: 32%~35% ● Average: 28%~31% ● Inadequate: 24%~27%		☐ Create clear and effective slides that follow the template ☐ Use keywords, phrases, pictures, graphs, or infographics ☐ Arrange the content into layers ☐ Use clear labels ☐ Avoid packing slides with words
語言與表達(含團隊合作) (20%) **Language and Delivery (including teamwork)**	● Excellent: 18%~20% ● Good: 16%~17% ● Average: 14%~15% ● Inadequate: 12%~13%		☐ Have a good command of pronunciation and grammar ☐ Deliver with an appropriate volume ☐ Present with confidence and poise
	TOTAL		

Individual Scores

Scoring Criteria			
Content (30%)	**Language (25%)**	**Delivery (30%)**	**Poise (15%)**
● Excellent: 27%~30% ● Good: 24%~26% ● Average: 21%~23% ● Inadequate: 18%~20%	● Excellent: 23%~25% ● Good: 20%~22% ● Average: 18%~19% ● Inadequate: 15%~17%	● Excellent: 27%~30% ● Good: 24%~26% ● Average: 21%~23% ● Inadequate: 18%~20%	● Excellent: 14%~15% ● Good: 12%~13% ● Average: 10%~11% ● Inadequate: 9%

2024 National High School Critical-Thinking-Based English Presentation Contest
Implementing Plan

I. Purposes
    A. To encourage research and active learning, thereby sharpening students' English speaking and logical thinking skills.
    B. To promote bilingual critical-thinking education through an interscholastic event

II. Organizers & Hosting Schools
    A. Supervised & sponsored by: K-12 Education Administration, Ministry of Education
    B. Organized by: English Department of National Taiwan Normal University
    C. Hosted by: Taichung Municipal Sha-Lu Industrial High School

III. Participating Teams
    A. Only students from (1) vocational high schools and (2) vocational tracks/groups/programs in general high schools or comprehensive high schools are eligible to participate in the contest. **In essence, the contest excludes student participation from non-vocational tracks/groups/programs in general high schools or comprehensive high schools.**
    B. Each school can send only one team to compete. Each team consists of 3 official presenters and up to 2 backup presenters. Teams consisting of students from applied English groups/programs will compete separately from teams consisting of students from other groups/programs.
    C. The maximum number of school teams in the contest is 16. When the cap is not met, the following measures (in that order) will be taken:
        1. The hosting school may send in one more team to participate.
        2. When (1) fails, other schools registering in the contest can send in a second team. If more than one school wants to do so, the contest organizer will resort to lot drawing to decide which school can send in a second team.
        3. When both (1) and (2) fail, the contest will proceed with the number of teams that have completed the registration.
    D. Each participating team is required to designate at least one teacher as the coach. All coaches are required to attend a pre-contest meeting (dates to be announced later).

IV. Format of Presentation
    The presentation should be conducted in English, and it contains two parts – a presentation on the "prepared topic" and a presentation on the "impromptu topic."
    A. Prepared Presentation:
        The contest organizer will announce the topic for the prepared presentation 2 months before the contest takes place. The topic involves a controversy that could be policy- or everyday-life-related. The contest organizer will provide a study guide, containing Chinese and English references, for the prepared topic. Participating teams are encouraged to (1) present their contentions and (2) respond to their opponents' contentions in their presentations, using the references in the study guide and 2 additional references if needed. See https://shorturl.at/vxRT4 for an exampleof a topic for the prepared presentation. When constructing the slides for the prepared presentation,

please utilize the references in the study guide and follow the instructions on the presentation template given by the organizer. Following each team's presentation, judges will bring up questions concerning their contentions, during which participating teams will defend their respective positions. The questions posed by the judges will primarily be based on the study guide provided for the prepared topic. However, if necessary, the judges may also introduce impromptu inquiries based on the responses given by the presenters. See Appendix I for the study guide.

B. Impromptu Presentation:

On the day of the competition, all participating teams will proceed with an impromptu presentation after completing the prepared presentation. All participating teams will interpret or analyze a written text (in English) related to matters of everyday life. The contest organizer will provide aword bank and presentation template to assist the teams in comprehending the text and constructing presentation slides. The topic of the impromptu presentation could take the form of one of the following two types:

1. Judgment of Information: Participating teams will conduct a critical analysis of the written text (e.g., a product advertisement, a news report, or text of other genres), answer questions from the contest organizer, and present their answers in their presentation slides in English. See (https://sites.google.com/view/ctndebate/%E6%AF%94%E8%B3%BD%E5%B0%88%E5%8D%8 0/%E8%8B%B1%E8%AA%9E%E6%96%87%E6%80%9D%E8%BE%A8%E7%B0%A1%E5% A0%B1%E6%AF%94%E8%B3%BD/%E5%8D%B3%E5%B8%AD%E9%A1%8C%E8%B3%87 %E6%96%99%E5%88%A4%E8%AE%80%E7%A4%BA%E4%BE%8B%E8%88%87%E7%B0 %A1%E5%A0%B1%E6%A8%A1%E7%89%88?authuser=0) for a sample topic of Judgment of Information and a presentation template with answers. When constructing the slides, please follow the instructions on the presentation template.

2. Evaluation of Evidence: Participating teams will (1) decide the stance taken by each piece of evidence provided by the contest organizer, (2) select the most convincing pieces of evidence in support of a particular stance, and (3) explain in English via their presentation slides why those pieces of evidence were selected and why other pieces of evidence were not selected. See (https://sites.google.com/view/ctndebate/%E6%AF%94%E8%B3%BD%E5%B0%88%E5%8D%80/ %E8%8B%B1%E8%AA%9E%E6%96%87%E6%80%9D%E8%BE%A8%E7%B0%A1%E5%A0% B1%E6%AF%94%E8%B3%BD/%E5%8D%B3%E5%B8%AD%E9%A1%8C%E8%AD%89%E6% 93%9A%E8%A9%95%E6%9E%90%E7%A4%BA%E4%BE%8B%E8%88%87%E7%B0%A1%E5 %A0%B1%E6%A8%A1%E7%89%88?authuser=0) for a sample topic of Evaluation of Evidence and a presentation template with answers. When constructing the slides, please follow the instructions on the presentation template.

The topic for the impromptu presentation of the 2024 contest will take the form of Judgment of Information. Both applied and nonapplied English groups will be given the same topic and genre of text and asked to respond to questions based on the text. However, there will be a slight difference in the amount of information presented in the text for the two groups, i.e., more

information in the text for the applied English group and less information in the text for the nonapplied English group. There are also slightly more questions to be answered by the applied English group than by the nonapplied English group. Regarding the content and format of the impromptu presentation, participants have the freedom to decide to utilize the presentation template provided by the organizer or to come up with their organization structure so long as they can answer the questions posed in the topic for the impromptu presentation.

V. Rules & Regulations

A. Time: Sign-in at 8:30 AM, briefing on rules at 8:50 AM, and first presentation starting at 9:15 AM. Late-coming teams are automatically disqualified.

B. Format:

1. Presentation on the <u>prepared topic</u>:

(1) The length of the presentation should fall between five minutes thirty seconds and six minutes. Timekeepers will ring a long bell ring when six minutes are up, subsequent short rings for every 10 seconds over time, and a prolonged bell ring when it is 30 seconds over time. Upon hearing the prolonged bell ring, presenters should stop and get off the stage immediately. A point will be deducted for every 10 seconds over time. The three presenters from each team will take turns presenting on stage. Each presenter can only take the stage once. Speaking time should be distributed as evenly as possible among the three presenters. After the presentation, there will be a Q&A session between judges and presenters on the presented content for up to 4 minutes. The question may be directed to a specific presenter or to the whole team. Whenever necessary, presenters should supplement one another's answers when responding to the judges. Participating teams can bring on stage written notes related to the presentation, but those notes can only be used in the Q&A session. During the presentation, presenters are prohibited from using the notes.

(2) The order of participating teams will be decided by the organizer through lot drawing and announced via email at 12 PM three days before the contest. Team orders will be shown by English alphabet (i.e., "A" as the first team to present, "B" as the second team to present, and so on). The order of speaking within each team follows the order on the online registration form filled out by each participating team. Taking Team A as an example, the first presenter on stage will wear the name tag that marks "A1", the second presenter will wear the name tag that marks "A2", and so on.

2. Presentation on the <u>impromptu topic</u>:

(1) Each team will have one hour to prepare before giving their impromptu presentation, either working from the template given by the contest organizer or any of the built-in templates on the computer. The presenters should work on their own and are prohibited from using electronic devices during their preparation. Their presentation on the impromptu topic should last from three minutes to three minutes and thirty seconds. If the time is less than three minutes, every ten seconds will result in a deduction of one point. Timekeepers will ring a long bell ring when three minutes and thirty seconds are up, subsequent short rings for every 10 seconds over time, and a prolonged bell ring after 30

seconds over time. Upon hearing the prolonged bell ring, presenters should stop and get off the stage immediately. A point will be deducted for every 10 seconds over time. The three presenters from each team will take turns presenting on stage. Each presenter can only take the stage once. Speaking time should be distributed as evenly as possible among the three presenters. There is no Q&A session after the presentation on the impromptu topic. When needed, presenters can jot down key points from their presentation slides on blank index cards provided by the hosting school and bring them onto the stage as presentation notes.

(2) The order of speaking is decided by each team. Each team needs to inform the judges of their speaker order prior to their presentation. All presenters need to wear the same name tags worn previously in the presentation on the prepared topic regardless of their speaking order in the presentation on the impromptu topic. In other words, the number on the name tags has nothing to do with the speaking order in the impromptu presentation; it is simply for the identification and scoring of each presenter. (Assuming presenter A2 from the prepared presentation now speaks first in the impromptu presentation, that speaker should still wear the name tag that says "A2" instead of "A1.") Switching name tags halfway through the contest will result in scoring errors (i.e., scores mismatched with presenters) and thus is strictly prohibited.

VI. Judges

Judges in the contest are all invited by the contest organizer. For both prepared and impromptu topics, the judging panel consists of three experts or scholars with professional backgrounds and knowledge in critical thinking and English presentation.

VII. Scoring System

This contest focuses on critical-thinking skills demonstrated by contestants in their presentations, including constructing arguments, discerning the meaning of words, detecting assumptions, pinpointing logical fallacies, evaluating evidence, and identifying missing information. The total score in this contest is the sum of the scores for the prepared topic (60%) and impromptu topic (40%).

A. The evaluation of the presentation on the prepared topic focuses on the clarity and persuasiveness of the arguments contained in the presentation and answers provided during the Q&A session. The following table shows the scoring criteria and their respective percentages for the prepared presentation. The raw score, on a scale of 100 points, will be multiplied by 0.6 to arrive at the final score for the presentation on the prepared topic.

Arguments*	Responses	Organization	Language and Delivery (Including Teamwork)
40%	20%	20%	20%

*Please construct arguments for the prepared topic based on the instructions in the study guide and the presentation template.

B. The evaluation of the presentation on the impromptu topic focuses on the presenters' comprehension, analysis, and evaluation/judgment of the given evidence/information and the delivery of their analysis and evaluation/judgment. The following table shows the scoring criteria and their respective percentages for the impromptu presentation. The raw score, on a scale of 100 points, will be multiplied by 0.4 to arrive at the final score for the presentation on the impromptu topic.

Comprehension and Evaluation/Judgment of Evidence/Information	Presentation Slides*	Language and Delivery (Including Teamwork)
40%	40%	20%

* Please construct arguments for the impromptu topic based on the instructions on both the given materials and the presentation template.

See Appendix II for detailed scoring rubrics and criteria.

VIII. Awards

The top one to three teams ranked by their total scores from the applied-English and non-applied-English groups respectively, pending the number of participating teams, will be the Winning Teams; the one to two teams ranked after that from each group will be given Judges' Choice Award. The top one to three presenters ranked by their individual total score from each group, pending the number of participating teams, will receive the honor of "Best Presenter." Following that, one to two individuals from each group ranked thereafter will be awarded "Honorable Mention Presenter."

(Note: If the number of participating teams increases, the number of awards for both team and individual categories may be adjusted.)

IX. Granting of Merit and Commendation

Teachers who have coached award-winning teams or award-winning individuals (up to two teachers per team, as indicated in the online registration) shall be granted merits or commendations by the hosting school based on the following criteria:

A. Winning Teams & Best Presenters: Two commendations

B. Judges' Choice Awards & Honorable Mention Presenters: One commendation

X. Prepared Topic

"Are open-book exams a better assessment method than closed-book exams for high school students in Taiwan?"

XI. Registration

Registration has to be completed on the website (https://forms.gle/ozWLfyXaoTxijp6E8) by 12 PM, October 16th. Any revision to the registration has to be completed on the above website before the registration system is closed (12 PM, October 23rd).

XII. Date and Venue

November 9th, 2024, Taichung Municipal Sha-Lu Industrial High School

XIII. Notes on Registration Form and Certificate Issuance

A. Team award certificates (i.e., certificates of excellence) will be issued to the presenters who have presented on the day of the contest. However, coaches may request, within 3 days after the competition, the issue of a team award certificate for backup presenter(s) who did not present at the competition but have fulfilled all of the following criteria:

1. Completed at least three-fourths of the total training hours.
2. Participated in practice presentations.
3. Contributed to the research of the topic and drafting of presentation contents.
4. Signed in to the contest punctually and attended the contest for the whole duration unless there arevalid reasons for absence.

B. Certificates of participation will be issued to all members on the registration form (i.e., official and backup presenters). However, they should have fulfilled all of the following criteria:

1. Completed at least three-fourths of the total training hours.

2. Signed in to the contest punctually and attended the contest for the whole duration unless there are valid reasons for absence.

C. Certificates of participation are **e-certificates**. They will be able to be downloaded after being processed. Coaches will receive an email with the link to the certificates.

XIV. Contact

For any further questions (excluding registration-related matters), please contact

Mr. Edward Chang of Taichung Municipal Sha-Lu Industrial High School at 04-26621795#211, cedward@gs.slvs.tc.edu.tw.

XV. Required items

A. Contestants must bring their Student or National ID cards for an identity check.

B. Participating teams must bring a USB drive containing their prepared presentation slides. All teams will access their slides directly through their USB drives, which should only contain the slides for the prepared presentation.

C. Printed copies of dictionaries are allowed during the preparation for the impromptu presentation, but references and electronic devices are prohibited. Participating teams will need to save their slides for the impromptu presentation to the same USB drive and access the file through it.

XVI. Prohibitions & Penalties

A. Individual drop-out: There should be 3 presenters on each team. If, for some reason, a team has fewer than 3 presentersshowing up at the competition, it may still proceed with the available presenters, but the team will not qualify to compete for team awards.

B. Team drop-out:

A team (school) that drops out of the competition with no legitimate reason will incur the penalty of being banned by the organizer from participating in the competition for one to three years. The organizer will also send an official missive to inform the school being banned of the penalty that is incurred.

C. All teams/contestants must not behave disrespectfully toward others, or the adjudication committee may take away their title, which will then be filled by the runner-up team/contestant.

XVII. Onsite Code of Conduct

A. There are microphones in the rooms where the presentations take place. Only computers and a laser pointer will be provided.

B. A laptop with no internet connection will be provided in the preparation rooms for the presenters to construct their impromptu presentations.

C. The laptops in the preparation rooms (one in each room) for the impromptu presentation are downloaded with an English-Chinese electronic dictionary for presenters to look up definitions and pronunciation of English words.

D. Stopwatch will be provided for timing. Presenters are prohibited from using their cellphones during the competition.

E. Eating and drinking are prohibited in the rooms where the presentations take place.

F. Only team coaches, teacher chaperones, and backup presenters can enter the competition venue as the audience.

G. Doors will be shut right after the contest begins. Any entry is forbidden except for staff members of the competition.

H. In order not to disturb the presenter, the audience is not allowed to chat and walk around during the presentation. One's cellphone should be turned off or switched to vibration mode.

I. Clapping is not allowed during the presentation.

J. The audience is not allowed to talk to the presenters in the front, nor are they allowed to pass over any information or materials in any form.

K. All presentations and Q&A sessions will be recorded by the hosting school. Participating teams can also record or photograph their own presentations, but should keep the flash off at all times.

L. Participating teams will be notified of the classrooms for their presentations once the information is available.

M. Access to observe the presentations is restricted to teachers and students from participating schools and competition staffers only. Individuals who are not part of the contest are prohibited from attending as the audience.

XVIII. Important Clauses

A. Revisions/Corrections to the registration form can only be made about contestants' names (i.e., concerning the words or spelling of their names), the composition of teams, and orders of speaking, and have to be completed before the online registration system is closed.

B. Other than some uncontrollable factors, no changes can be made to the registration once the online registration system is closed.

C. All the participation proofs and award certificates issued after the competition will be based on the information on the registration form at the time when the online system is closed, which will be taken as finalized by all participating schools, regardless of which individuals from the participating schools are responsible for filling out the form. For errors appearing on the proofs or award certificates that concern the participant's names, when proven not a result of a mistake made by the organizer, no proofs or certificates will be reissued.

D. Proofs or certificates, when lost due to personal negligence, will not be reissued.

XIX. Dress Code and Identity Check

All participating teams will be referred to with a team code assigned by the organizer. Contestants should be dressed in formal attire that is not their school uniforms and shall bring with them their student or national ID cards when signing in.

XX. Relevant Resources

A. For relevant resources on critical-thinking skills, please refer to
https://sites.google.com/view/ctndebate/%E5%AD%B8%E7%BF%92%E8%B3%87%E6%BA%90/%E6%8A%80%E9%AB%98%E9%9B%99%E8%AA%9E%E6%80%9D%E8%BE%A8%E6%95%99%E5%AD%B8%E8%B3%87%E6%BA%90?authuser=0.

B. Related Video Resource:
https://sites.google.com/view/ctndebate/%E5%BD%B1%E9%9F%B3%E5%B0%88%E5%8D%80/%E8%8B%B1%E8%AA%9E%E6%96%87%E6%80%9D%E8%BE%A8%E7%B0%A1%E5%A0%B1%E6%AF%94%E8%B3%BD?authuser=0

2024 National High School Critical-Thinking-Based English Presentation Contest

Study Guide for the Prepared Presentation

<u>**Topic**</u>
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High school students are often required to take quizzes, tests, and exams to assess their learning. Two main examination methods stand out among different types of tests: open-book and closed-book exams. An open-book exam is a test where students can consult their materials or resources (including textbooks, notes, or other teacher-approved materials). A closed-book exam is an exam where students are not allowed to consult their materials or resources and must rely on their memory for answers. As a closed-book exam is always administered at school with time limitations, an open-book exam can also be done the same way to prevent students from receiving help from unapproved sources. To determine whether it is better to administer a closed-book or open-book test, it is essential for you to understand why these tests are given and what makes them effective assessment tools.

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<u>**Helpful Links**</u>
The article evaluates the benefits and challenges of open-book exams.
https://www.linkedin.com/pulse/evaluating-benefits-challenges-open-book-exams-abhijit-saxena-ah8pf

The article explores the merits and drawbacks associated with open-book exams.
https://futureeducationmagazine.com/pros-cons-of-allowing-open-book-exam/

The article explains why open-book tests should be allowed with limitations.
https://www.facultyfocus.com/articles/educational-assessment/why-open-book-tests-deserve-a-place-in-your-courses/

This article discusses the advantages of open-book examinations.
https://gibbon.edugorilla.com/blog/top-advantages-of-open-book-examinations-obe/

This article explores some pros and cons of using open-book school exams.
https://completeliterature.com/are-open-book-exams-a-closed-case-the-pros-and-cons/

This article lists the benefits and drawbacks of open-book testing.
https://www.factsmostly.com/advantages-and-disadvantages-of-open-book-examination/

This article explains that closed-book exams are advantageous because they ensure students truly understand the material rather than just knowing where to find information.
https://www.milliegroup.com/blog/bite-sized-tips/how-to-prepare-for-open-vs-closed-book-exams/

This paper examines the effectiveness of "open-book-open-web" exams by comparing them with traditional closed-book exams to determine their potential for cheating and overall efficiency.
https://files.eric.ed.gov/fulltext/ED621627.pdf

Questions for the Q&A Session After the Presentation
Below are some questions that might be asked during the Q&A session after your presentation, but other questions could also be asked to clarify your point.

For those who are FOR open-book exams:
What are some unique advantages of open-book exams that closed-book exams cannot offer?

How would you prepare for exams differently if you started to get tested with open-book exams?

What strategies would you suggest to ensure that open-book exams are designed to effectively evaluate students' understanding rather than their ability to find information quickly?

For those who are FOR closed-book exams:
What are some unique advantages of closed-book exams that open-book exams cannot offer?

How can closed-book exams help students develop their critical thinking and problem-solving skills? Please illustrate your answer with an example.

How do you address the argument that closed-book exams may increase stress and anxiety among students?

For either side:
What is the main reason for having students assessed, and how can open/closed-book exams accomplish that?

Do you expect teachers to favor closed-book or open-book testing, and why?

Appendix II: Scoring Rubrics and Criteria

National High School Critical-Thinking-Based English Presentation Contest
Rubrics for Evaluation

Prepared Session

Team Scores

Scoring Criteria	Points		Criteria Breakdown
Arguments (40%)	● Excellent: 36%~40% ● Good: 32%~35% ● Average: 28%~31% ● Inadequate: 24%~27%		☐ State the stance ☐ Draw a logical conclusion ☐ Employ strong reasons ☐ Support reasons/the conclusion with concrete, dated, and trustworthy evidence ☐ Offer clear definitions for keywords
Responses (20%)	● Excellent: 18%~20% ● Good: 16%~17% ● Average: 14%~15% ● Inadequate: 12%~13%		☐ Respond to the point ☐ Provide clear and logical answers ☐ Handle tactfully and quick-wittedly questions to which the answers are not known
Slide Presentation Format (20%)	● Excellent: 18%~20% ● Good: 16%~17% ● Average: 14%~15% ● Inadequate: 12%~13%		☐ Have a clear structure that includes the introduction, body, and conclusion ☐ Use keywords, phrases, pictures, graphs, or infographics ☐ Arrange the content into layers ☐ Use clear labels ☐ Avoid packing slides with words
Language & Delivery (including Teamwork) (20%)	● Excellent: 18%~20% ● Good: 16%~17% ● Average: 14%~15% ● Inadequate: 12%~13%		☐ Have correct pronunciation and grammar ☐ Employ appropriate terms to present arguments ☐ Enounce words clearly ☐ Adopt an appropriate volume ☐ Employ good vocal emphasis ☐ Use natural gestures ☐ Maintain good eye-contact ☐ Distribute the presentation evenly among the presenters ☐ Demonstrate good teamwork
TOTAL			

Individual Scores

Scoring Criteria			
Language (30%)	**Delivery (30%)**	**Poise (15%)**	**Q&A (25%)**
● Excellent: 27%~30% ● Good: 24%~26% ● Average: 21%~23% ● Inadequate: 18%~20%	● Excellent: 27%~30% ● Good: 24%~26% ● Average: 21%~23% ● Inadequate: 18%~20%	● Excellent: 14%~15% ● Good: 12%~13% ● Average: 10%~11% ● Inadequate: 9%	● Excellent: 23%~25% ● Good: 20%~22% ● Average: 18%~19% ● Inadequate: 15%~17%

National High School Critical-Thinking-Based English Presentation Contest
Rubrics for Evaluation

Impromptu Session

Judgment of Information

Team Scores

Scoring Domain	Points		Criteria Breakdown
Comprehension and Judgment of Information (40%)	● Excellent: 36%~40% ● Good: 32%~35% ● Average: 28%~31% ● Inadequate: 24%~27%		☐ Understand the information correctly ☐ Provide clear and reasonable answers that demonstrate a critical reading of the information
Presentation Slides & Elaboration (40%)	● Excellent: 36%~40% ● Good: 32%~35% ● Average: 28%~31% ● Inadequate: 24%~27%		☐ Create clear and effective slides that follow the template ☐ Use keywords, phrases, pictures, graphs, or infographics ☐ Arrange the content into layers ☐ Use clear labels ☐ Avoid packing slides with words
Language and Delivery (including teamwork) (20%)	● Excellent: 18%~20% ● Good: 16%~17% ● Average: 14%~15% ● Inadequate: 12%~13%		☐ Have a good command of pronunciation and grammar ☐ Deliver with an appropriate volume ☐ Present with confidence and poise
	TOTAL		

Individual Scores

Scoring Criteria			
Content (30%)	**Language (25%)**	**Delivery (30%)**	**Poise (15%)**
● Excellent: 27%~30% ● Good: 24%~26% ● Average: 21%~23% ● Inadequate: 18%~20%	● Excellent: 23%~25% ● Good: 20%~22% ● Average: 18%~19% ● Inadequate: 15%~17%	● Excellent: 27%~30% ● Good: 24%~26% ● Average: 21%~23% ● Inadequate: 18%~20%	● Excellent: 14%~15% ● Good: 12%~13% ● Average: 10%~11% ● Inadequate: 9%