

DEBATE COACH/TRAINER AWARD

2020-2021

ANNUAL REPORT

ABOUT THE FULBRIGHT PROGRAM

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government. With its goal to “increase mutual understanding between the people of the United States and the people of other countries,” Fulbright has provided almost 300,000 participants — chosen for their academic merit and leadership potential — with the opportunity to study, teach, conduct research, exchange ideas and contribute to finding solutions to shared international concerns.

Over the past 60+ years, Fulbright has financed over 1,600 Taiwan Grantees to the U.S. and over 1,300 U.S. Grantees to Taiwan through the Foundation for Scholarly Exchange, FSE. Fulbright Taiwan Grantees include government officials, university presidents and professors, artists, researchers, teachers, and language assistants. All Grantees come with predesigned programs and responsibilities. This is the best way for them to add to the stock of knowledge, gain access to local environments, and share their perceptions of the United States and Taiwan across international borders.



Anthony teaching at Nanshan High School

ABOUT FULBRIGHT DEBATE PROGRAM

The Ministry of Education (Taiwan) announced National K-12 Education Curriculum Guidelines in 2014. The Guidelines list the core attainments: “to be capable to understand issues, analyze information logically, criticize the situation with systematic thinking, take action through self-examination, and solve problems to live effectively.” Therefore, we deeply understand that to implement language education well, cultivating critical thinking in a foreign language must not be neglected; that is, the application of English in a critical thinking atmosphere will foster a quicker and better understanding of English..

Based on the American experience, middle and high-school debaters subsequently occupy leadership positions in governmental, academic, and business fields. In other words, today's debaters are the effective democratic leaders of tomorrow.

By encouraging the development of American style debate in Taiwan, the Fulbright Debate Coach/Trainer Award is an incubator for youth talent in Taiwan. This program aims to increase international awareness of domestic and foreign policy questions between the United States and Taiwan, share mutual democratic values, and provide a mechanism for Taiwan's goal to become a bilingual nation.

Our Program Goal

- Offer training to students in critical thinking and cultivate Taiwan's future leaders
- Offer training to teachers in debate education and cultivate Taiwan's incubators
- Increase students' international awareness of policy-focused, philosophical, societal, and ethical questions, and share democratic values among like-minded countries
- Increase teachers' political and cultural awareness, and share the pedagogy of democratic values
- Put English education into practice, to further Taiwan's goal to become a bilingual nation



Fulbright Taiwan Grantees at Spring Recognition 2021



2020-2021 FULBRIGHT DEBATE COACH/TRAINER PROFILE



Shanna Carlson she/her/hers

*Director of Debate
Director for High School Summer Debate Institute
Illinois State University, IL*



Anthony Trufanov he/him/his

*Assistant Debate Coach,
Northwestern University, IL*

*Assistant Debate Coach,
Glenbrook North High School, IL*

YEARLY PROGRAM SUMMARY

The Fulbright Debate Coach/Trainer Awards Program 2020-2021 selected two outstanding American debate coaches in April 2020, to commence their grants in the Fall 2020. However, due to the COVID-19 pandemic, and the temporary suspension of all Fulbright programs implemented by the U.S. Department of State, the two Fulbright Debate Coach grantees attended their grant physically beginning January 1st, 2021. Before their terms in Taiwan, the two coaches executed the debate training program via online workshops, icebreaking with Taiwan local teachers and students.

During 2021, the coaches resided in Taiwan for one academic semester, from January to July 2021. They assisted Taiwan students and teachers to develop critical thinking, to foster democratic education, and to mature expression in English for enhancing mutual understanding between the U.S. and Taiwan. Meanwhile, we collaborated with the Five-high schools Alliance, and jointly opened Debate Mini-courses in Fall 2020 and Spring 2021, strengthening American Debate Education in Taipei City.



Students at Lishan High School

To promote American Public Forum Debate to every corner in Taiwan, we the Foundation for Scholarly Exchange (Fulbright Taiwan) also planned a series of Fulbright Debate Summer Camps in July 2021. Due to COVID-19 local transmission in the middle of May, the camp sessions went online. Nevertheless, there was still a huge group of Taiwan high school teachers and students in our virtual Fulbright Debate Summer Camp. In total, 204 high school teachers and students from 78 high schools attended the summer camps.



Shanna and her students at Kaohsiung Hsin Chuang Senior High School

2020-2021 LOCAL PARTNERED HIGH SCHOOLS

By city and in alphabetical order

- 📊 Participating students' grade
- # Number of participating students
- 👤 Designated Fulbright Debate Coach

TAIPEI

Taipei Municipal Lishan High School 臺北市立麗山高級中學

Located in Neihu District, Taipei Municipal Lishan High School (LSSH) is the very first high school that focuses on cultivating student's research ability. Every year, the best of the students' research projects are chosen to join the national science fair. LSSH has earned many prizes from this type of competition, especially in the Intel International Science and Engineering Fair.

- 📊 10th & 11th
- # 44
- 👤 Anthony Trufanov

NEW TAIPEI CITY

Nanshan High School 南山中學

Nanshan High School is located in Chunghe District. The school aims to promote aesthetic culture and to nurture students who have the courage to handle one's duty in the modern era and the wisdom to solve the problems of the future. In recent years, Nanshan High School has led students to discover their potential interests through many on-campus activities, such as an international cultural fair, a study abroad fair, and Ted talks on various topics.

- 📊 10th
- # 6
- 👤 Anthony Trufanov

Kang Chiao International School - Linkou campus 康橋國際學校 林口校區

Kang Chiao International School - Linkou campus is one of the most internationalized high schools in New Taipei City. This school develops their educational goal in cultivating students' understanding and appreciation of cultural diversity and enhancing students' ability to consider, question, and create solutions.

- 📊 10th & 11th
- # 10
- 👤 Anthony Trufanov



Anthony and his students at Lishan High School

HSINCHU

National Hsinchu Girls' Senior High School 國立新竹女子高級中學

National Hsinchu Girls' Senior High School (HGSH) is a leading high school in Hsinchu. With the vision of holistic education, quality learning, liberal education, and prestigious education, HGSH aims to develop a caring and creative environment for all the students and teachers.

- 📊 11th
- # 22
- 👤 Anthony Trufanov

National Hsinchu Senior High School 國立新竹高級中學

National Hsinchu Senior High School (HCHS) is one of the best high school choices for male students in Hsinchu. Since HCHS holds honesty, cleverness, health, and steadfastness as their core values, their students develop their strengths in all kinds of abilities. In Taiwan's nationwide competitions on science, language, arts, and mathematics, we can easily find HCHS student winners.

- 📊 10th & 11th & 12th
- # 12
- 👤 Shanna Carlson

MIAOLI

Chien-Tai Private Senior High School 建臺高級中學

Chien-Tai Private Senior High School is a time-honored regional high school in Miaoli since 1922. The school's teaching programs focus on English learning and teaching. With foreign teachers' participation and experienced teachers' instructions, Chien-Tai maintains various language teaching and learning patterns, such as English corner, English speech camp, and English academic or artistic contests, including English plays, English singing contests, and spelling bee competitions.

- 📊 10th & 11th
- # 45
- 👤 Anthony Trufanov

TAICHUNG

Taichung Municipal Hui-Wen High School 臺中市立惠文高級中學

International Education is the core value of Taichung Municipal Hui-Wen High School. Hui-Wen's Global Mobility Center offers overseas studies consultation and TOEFL test preparation courses at various levels. Being a high-ranking local public school, many international programs in this high school place great importance upon its social responsibility, by providing equal opportunities to help students to pursue their dreams of overseas career development.

- 📌 10th
- # 25
- 👤 Shanna Carlson

Taichung Municipal Shi Yuan Senior High School 臺中市立西苑高級中學

To cultivate the self-learning ability of students, Taichung Municipal Shi Yuan Senior High School implements featured elective courses for students beginning in 10th grade. In the most recent three years, Shi Yuan has put many efforts into international education and enhancing students' international mobility by launching many overseas international programs.

- 📌 10th & 11th
- # 24
- 👤 Shanna Carlson

Washington High School 華盛頓高級中學

In this global age of the 21st century, Washington High School is not only focusing on consistent progression but also awareness of how they should help students broaden their international horizons, enhance both computer and language skills, and build their competitiveness: the key educational trends in this millennium.

- 📌 10th
- # 4 (debaters of the school)
- 👤 Shanna Carlson

KAOHSIUNG

Kaohsiung Municipal Hsin Chuang Senior High School 高雄市立新莊高級中學

Due to its location, Kaohsiung Municipal Hsin Chuang Senior High School serves mostly students in northern Kaohsiung. The four visions of this high school are "humanity competence enrichment," "creativity in actual practice," "broadening international horizons," and "nurturing scientific literacy."

- 📌 10th
- # 25
- 👤 Shanna Carlson

Dr. Peter Chen teaching at Mini-Course



**AFFILIATED
HIGHLIGHT
PROGRAM**

FULBRIGHT DEBATE MINI-COURSE

The Five-High School Alliance is a co-teaching mechanism, which is sponsored by Taiwan local enterprises. Five local leading high schools in Taipei have jointly participated in the Alliance:

Taipei Municipal Chenggong High School
臺北市立成功高中

Taipei Municipal Jianguo High School
臺北市立建國中學

Taipei Municipal Zhongshan Girls High School
臺北市立中山女子高級中學

Taipei First Girls High School
臺北市立第一女子高級中學

The Affiliated Senior High School of National Taiwan Normal University
國立臺灣師範大學附屬高級中學



Students from the five schools

Students from these local high schools can take courses at different locations according to their interests. The Alliance has collaborated with many institutions, providing a wide range of featured courses, such as Arts, Communication and Media Literacy, Language Learning, and Natural Sciences. Since there are only six lessons of each course in each semester; therefore, we named this type of course as a "Mini-Course". FSE has sponsored the "Promoting Democratic Values: Argument and Debate in English" mini-course for 2020-2021 academic

year. Two local Debate Lecturers and two local teaching assistants participated in this Fulbright Debate Mini-Course.

We believe this is a very good opportunity for these five high schools' students to sharpen their critical and logical thinking skills in English and enhance the promotion of democratic values within Taiwan and the U.S. You can read more details about our mini-course contents later in this annual report.

FALL SEMESTER 2020

LECTURER



Dr. Peter Yan-hao Chen

Professor, Department of Foreign Languages and Applied Linguistics, National Taipei University

TEACHING ASSISTANT



McKenzie Engen
Taipei American School

COURSE SYLLABUS

September 23

Introduction to American Culture of Pluralism

- Breaking the Ice and Grouping
- Language: Self-Introduction, Terms for Democracy
- Culture: Famous Historical/Current Politicians and Philosophers in the U.S.

September 30

Types of Argument— Glossary of Debate

- Forensic: Ethos, Pathos, Logos
- Distinguish Fact, Value, Policy
- Understand Deduction and Induction
- Rhetorical Device: Example, Analogy, Causation, Metaphor, etc.
- Argumentative Fallacies
- Simulation by Students

October 7

Constructing an Argument

- Indicate "Effective Debate"
- Indicate the Component Principles
- Simulation by Students

October 21

Research Methods and Evidence

- Students will be given topics and prepare in advance.
- Instruct the systematic research
- Instruct the presentation of supporting evidence
- Simulation by Students

November 4

Delivery of Argument

- Students perform debate in groups with in-advance preparation
- Evaluation by the Lectures and Teaching Assistants

November 11

Evaluation and Criticism of Arguments

- Review and Wrap-Up
- Evaluation



SPRING SEMESTER 2021

LECTURER



Dr. Charlotte Chang
Professor, Department of
English, National Taiwan
Normal University

TEACHING ASSISTANT



McKenzie Engen
Taipei American School



Bernie Pai
National Taiwan Normal
University

COURSE SYLLABUS

| | |
|-----------------|--|
| March 3 | Introduction to Debate <ul style="list-style-type: none">- Course introduction and topic introduction- Constructing arguments and fundamental debate principles- End of class debate |
| March 10 | Rebuttals and Declaration of Independence <ul style="list-style-type: none">- Discuss Declaration of Independence- Group presentation on homework- Responding to arguments- Exploring different types of responses- End of class debate |
| March 17 | Inaugural Speech <ul style="list-style-type: none">- Discuss inaugural speech- Group presentation on homework- Comparing reasons and impacts to win a debate- Impact thunderdome- End of class debate |
| March 24 | Research Methods and Evidence <ul style="list-style-type: none">- Group presentations on homework- Late-round structure and strategy- Fishbowl game- Research basics- End of class debate |
| April 14 | Crossfire <ul style="list-style-type: none">- Group presentation on homework- Asking questions to further your points (crossfire)- Basics to starting and managing a debate team- End of class debate |
| April 21 | Debate Tournament <ul style="list-style-type: none">- Group presentation on homework- Debate tournament |



PROGRAM CONTENT

Group discussion at National Hsinchu Girls' Senior High School

1 ONLINE WORKSHOPS ON U.S. PUBLIC FORUM DEBATE

Cooperating with the Department of English, National Taiwan Normal University and Taipei American School, we held eight online workshop sessions for teachers and students from partner schools as well as non-partner schools. There were 47 Teachers and 25 Students from 27 Local High Schools, 10 of which are our partnered schools.

LECTURERS



Chase Williams
6-12 Director of Speech
and Debate
Upper School Teacher
Taipei American School



Anthony Trufanov
Fulbright Debate
Coach 2020-2021



Shanna Carlson
Fulbright Debate
Coach 2020-2021



Tyler Prochazka
Debate and Writing
Instructor
Asian Debate League

PARTICIPATION

10
Partner
Schools

17
Non-Partner
Schools

47
Teachers

25
Students

CO-ORGANIZER



Annual topic

**Resolved: The United States should
increase its military support to Taiwan**

Topic background

China spends 25 times more on military, Taiwan Relations Act,
Anti-Secession Law, and Overall Defense Concept.

SESSION SUMMARY

Session 1

Public Forum 101 - An introduction to Public Forum that outlines core components of the event, basic strategy considerations, format, etc.

Session 2

Team Management 101 - A discussion about how to manage a speech and debate program - recruitment, practices, organization, drills, etc. The portion of this session being divided between adults and students to ensure that we can address the unique needs of both populations when it comes to the logistics of a speech & debate team.



Shanna and her students at Hsinchu Senior High School

Session 3

Topic 101 - An introduction to the topic, including highlighting key sources, discussing the various factors, giving some history of US military support for Taiwan, etc. Basically, this session is a topic lecture that helping prepare the coaches and students present to then direct new students with their program towards the correct information.

Session 4

Drills 101 - Building upon what we will have covered thus far, the drills conversation dives deeper into what a practice looks like, how to

keep students engaged, and build important skills that are critical for debate. We split students and teachers here because the tools in each toolbox are different - and we want to make sure that we equip both groups with a wide array of tools to choose from.

Session 5

Advanced Topic - Affirmative - After receiving four sessions, students and teachers both have a basic understanding of PF and of the topic, this part of session 5 conducted a deeper dive into the topic's affirmative or pro side. We talked about arguments for the resolution, discuss the significance of those arguments, etc.

Session 6

Research Skills - This session again split teachers and students as we discussed the research process. We were focusing on teaching the teachers how to teach research to their students and what is important for them to remember as far as guiding them, etc. For students, we went deeper into their role during the research process and even asked them to do some research work so that they could see their own progress.

Session 7

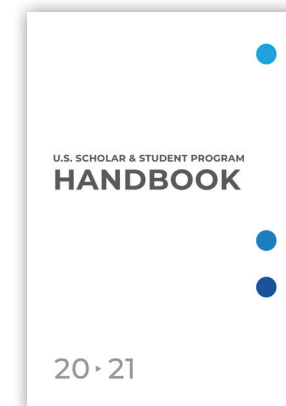
Advanced Topic - Negative - Similar to the above session in Session 5, we were focusing on the negative, or con, side of the resolution. This ensures that by the time everyone leaves the sessions, they were ready to coach students on both sides of the resolution.

Session 8

Research Skills and Advanced PF - We again split teachers and students for this portion and focused on addressing any research concerns they may have as well as expanding their knowledge a bit more about trends in PF and how they can build upon the foundation we have provided them. This was a great chance for students to actually speak and get some feedback and adults to ask any lingering questions they had as well.

Orientation for Coaches

After the coaches arrived in Taiwan, we took the Fulbright Debate coaches to visit our ten partner schools, to visit and discuss with each school's co-teachers for the training plans conducted in the second semester (February to June 2021). At the same time, FSE supported the coaches to settle down well, including residency-related work, housing, and orientation sessions on Taiwan culture, the education system, and history of competitive debate in Taiwan.



A student at Chien Tai High School expresses his opinion



Shanna and her students at Hui-Wen High School

1 TRAINING IN LOCAL SCHOOLS

Each Fulbright Debate Coach was responsible for five schools, coaching students in critical thinking and debate methods, and leading teachers to conduct ongoing debate education and practices. Fulbright Debate coaches traveled to each school once a week.

Due to COVID-19 local transmission since mid-May 2021, all Fulbright debate-coaching classes were conducted online. Our two Debate Coaches were continuously contributing their professional skills by coaching local high school students and teachers through remote services.



Students at Nanshan High School

2 ONLINE WORKSHOPS, SCRIMMAGES AND TOURNAMENTS

During February to June 2021, we conducted 6 online workshops and 2 scrimmages for students. We sponsored two types of workshop – “together” workshops, where there is only one session at a time, and “elective” workshops, where multiple sessions occur at once and attendees can

choose which sessions to attend live. As for scrimmages, we encourage students to train their ability of debating with confidence. Our two Fulbright Debate Coaches 2020-2021 conducted all debate activities.

DATES OF WORKSHOPS & SCRIMMAGES



All sessions were recorded, and all recordings were made accessible to every student. See below as our online workshop and scrimmage breakdowns:

FEBRUARY 27 WORKSHOP - TOGETHER

BEFORE THE WORKSHOP

Watch Tyler Prochazka^[1]’s lecture introducing the topic of military support, or read the written summary and glossary. If you have questions, make note of them so that you can ask during the Q&A!

S For students **T** For teachers

| | | |
|---|-------------------------------------|---|
| Welcome Back! Icebreakers | <div><div>S</div><div>T</div></div> | Welcome back! We will introduce ourselves to those who were not with us at the workshops in the fall and do a brief icebreaker activity. |
| Topic Lecture Q&A | <div><div>S</div><div>T</div></div> | Q&A on Tyler Prochazka’s intro to the topic lecture. |
| Tech During a Debate | <div><div>S</div><div>T</div></div> | <p>In this session, we will walk you through the basics of participating in an online debate. You will learn about how to efficiently share any evidence requested by your opponent or judge, how to make sure your internet, camera, and audio are working properly, and how to deal with technical issues if they come up.</p> <p>We will also give some broader suggestions for how to stay organized and make sure you are learning from each debate.</p> <p>Finally, we will briefly describe what to expect from your first tournament.</p> |
| Helping Students Come Out of their Shells | <div><div>T</div></div> | One of the largest challenges of teaching novice debaters is encouraging them to feel comfortable speaking on controversial subjects. In this session, we will talk through some tips for teachers to help students feel comfortable expressing their opinions in class. |

[1] Tyler Prochazka serves as the Debate and Writing Instructor at Asian Debate League. He was one of the debate lecturers in our online workshops.

MARCH 13 SCRIMMAGE #1 - NO WINS/LOSSES

| | |
|---|---|
| Check-in and Welcome | Check-in Deadline – 8:15 am Welcome & Quick Explanation of Tournament – 8:30 am |
| Rounds | The first tournament will have four debates. Before each debate, we will send out “pairings,” which will tell you who you are debating, who your judge is, and how to connect to the “room” where your debate will occur. Judges will give feedback, but not say who won or lost. |
| Round 1 – 9:00 am Round 2 – 10:15 am Round 3 – 11:30 am Round 4 – 12:45 pm | |
| Debrief | We will answer any questions that might have come up during your first tournament experience. |
| Debrief Session – 2:00 pm | |

MARCH 20 WORKSHOP - ELECTIVES

| | |
|---|---|
| SESSION #1 | |
| Building Ethos – Shanna | Shanna describes how to build your ethos, or credibility, as a debater. |
| Arms Sales Deep Dive – Anthony | Anthony does a deep dive into the types of military support being provided by the US to Taiwan, and each type’s purpose. |
| Being a Great First Speaker | This section will focus on skills and techniques for being an excellent first speaker. |
| SESSION #2 | |
| Ethics 101 – Ethics & Deontology – Shanna | The first part of a series in which Shanna introduces various ethical systems that can be used for comparing and framing impacts. This part focuses on deontology, an ethical system focused on strict moral rules. |
| Tech Troubleshooting – Anthony | This section is for tech troubleshooting. If you are having any debate-related technical issues, Anthony can help you resolve them before your next tournament. |
| Being a Great Second Speaker | This section will focus on skills and techniques for being an excellent second speaker. |

| | |
|--------------------------------------|--|
| SESSION #3 | |
| Ethics 101 – Utilitarianism – Shanna | The second part of a series in which Shanna introduces various ethical systems that can be used for comparing and framing impacts. This part focuses on utilitarianism, an ethical system focused on the consequences of actions, and on maximizing happiness. |
| Judge Adaptation – Anthony | Anthony talks about the importance of adapting to your judge, different types of judges, and how to adapt your debating to your judge. |

APRIL 3 SCRIMMAGE #2 - NO WINS/LOSSES

| | |
|---|--|
| Check-in and Welcome | Check-in Deadline – 8:15 AM Welcome & Quick Explanation of Tournament – 8:30 AM |
| Rounds | The second tournament will have four debates. Before each debate, we will send out “pairings,” which will tell you who you are debating, who your judge is, and how to connect to the “room” where your debate will occur. Judges will give feedback, but not say who won or lost. |
| Round 1 – 9:00 am Round 2 – 10:15 am Round 3 – 11:30 am Round 4 – 12:45 pm | |
| Debrief | We will answer any questions that might have come up during your first tournament experience. |
| Debrief Session – 2:00 pm | |

APRIL 10 WORKSHOP - TOGETHER

| | |
|-------------------------|---|
| More on Team Management | <div>S T</div> <div>In this session, we will expand upon the information from our team management session in the fall. We will go into more detail about:<ul style="list-style-type: none">- How to recruit debaters- How to manage partnerships- How to set research expectations and distribute assignments- How to use experienced debaters to help novices</div> |
| Demo Debate! | <div>S T</div> <div>Experienced Public Forum debaters will use evidence from our starter pack to do a full debate on the military support topic.</div> |

MAY 8 WORKSHOP - ELECTIVES

| | |
|---|---|
| SESSION #1 | |
| Ethics 101 – Survey of Ethics Systems – Shanna | The final part of a series in which Shanna introduces various ethical systems that can be used for comparing and framing impacts. This part will survey a variety of ethical systems not covered by the other lectures. |
| International Relations 101 – Anthony | Anthony does a deeper dive into foundational concepts for debating about international relations. |
| Traveling with Students – Chase Williams^[2] | This section will address the logistical elements of traveling with students, and describe how to avoid common mistakes associated with student travel. Designed for Teachers. |
| SESSION #2 | |
| Speaking Efficiently and Economically – Shanna | Shanna describes a series of suggestions and exercises for increasing your word economy and speaking efficiently. |
| United States Government 101 – Anthony | Anthony introduces the structure of the United States government and United States politics. |
| Preview of Speech, Lincoln-Douglas, and Policy | This section will briefly introduce styles of United States speech and debate beyond public forum. |
| SESSION #3 | |
| How to Run a Tournament – Shanna | Shanna describes the logistical elements of organizing and running a debate tournament. |
| Organizing your Files – Anthony | Anthony goes into some suggestions for how to organize your research. |

[2] Chase Williams serves as the 6-12 Director of Speech and Debate, and Upper School Teacher at Taipei American School. He was one of the debate lecturers in our online workshops.

MAY 22 WORKSHOP - ELECTIVES

| | |
|--|---|
| SESSION #1 | |
| Global Warming 101 – Shanna | Shanna introduces the basics of debating about global warming. |
| Economics 101 – Anthony | Anthony introduces basic economics concepts for debating about economics issues. |
| SESSION #2 | |
| Advanced Impact Comparison – Shanna | Shanna discusses advanced techniques for comparing impacts and explaining why your arguments are more important than your opponent's. |
| Advanced Debate Strategy – Anthony | Anthony talks about advanced debate strategy, including planning argument evolution between speeches. |
| SESSION #3 | |
| Writing a Case – Shanna | Shanna outlines the process of turning your research into a pro or con case. |
| Proliferation 101 – Anthony | Anthony introduces the basics of debating about the proliferation of weapons of mass destruction. |

JUNE 12 WORKSHOP - TOGETHER

| | | |
|--|--------------------|--|
| Tournament Debrief | <div>S T</div> | This session will focus on answering any questions that students or teachers may have after the conclusion of the tournament experience. |
| Feedback and Q&A | <div>S T</div> | This session will focus on answering any questions that remain concerning any aspect of public forum debate. |
| What To Do When You Get a New Topic | <div>S T</div> | This session will outline the first steps that debaters should walk through when they find out a new topic, including how to figure out the key controversies and outline the key arguments for each side. |

1 WRAP-UP MEETINGS

To pass down the observation and suggestions from our two coaches, we held several wrap-up meetings with local debate teachers and English language learning experts. In addition, the discussion and conclusions were written in the handbook for future coaches.

2 FULBRIGHT DEBATE SUMMER CAMP

To introduce the American Public Forum Debate to more local high school teachers and students, we planned three Fulbright Debate Summer Camp sessions in July 2021. Due to COVID-19 local transmission in the middle of May, all camp sessions were conducted online. 204 high school teachers and students from 78 high schools attended the summer camps.

During the three-day training, participants learned about the U.S. Public Forum Debate skills through our planned activities, seminars, and group discussions where they were able to get hands on practical debate experiences from our two U.S. Debate Coaches. Most important of all, participants debated with unparalleled confidence and courage after only three days of intense training.

PARTICIPATION

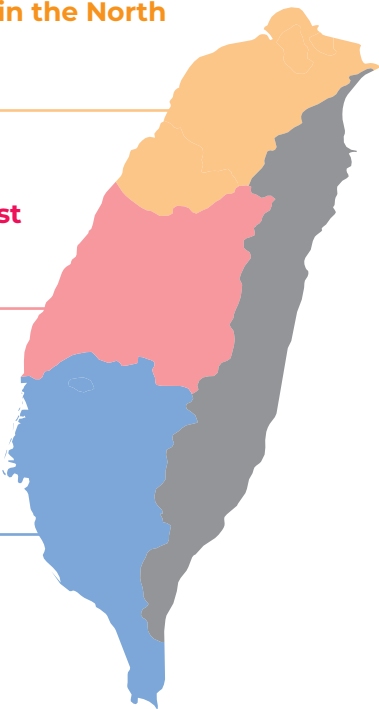
78
High Schools

204
Teachers & Students

Session for High Schools in the North
July 7-9
9:00 am-6:00 pm

Session for High Schools in the West Coast
July 21-23
9:00 am-6:00 pm

Session for High Schools in the South
July 14-16
9:00 am-6:00 pm



DAY 1

| | | |
|-------------------|---|---|
| 9:00 am-9:10 am | Registration | |
| 9:10 am-9:30 am | Opening Remarks | |
| 9:30 am-10:30 am | What is PF Debate | |
| 10:30 am-12:00 pm | Toulmin's Model of Argument | |
| 12:00 pm-1:00 pm | Lunch Break | |
| 1:00 pm-2:00 pm | Students Practicing Toulmin | Teachers Teaching Toulmin |
| 2:00 pm-3:00 pm | Line by Line & Argument Structure | |
| 3:00 pm-3:30 pm | Students Practicing Line by Line & Flowing | Teachers Teaching Line by Line & Flowing |
| 3:30 pm-5:00 pm | SPAR Debates | |
| 5:00 pm-5:30 pm | SPAR Debates Debrief | |



Students at Shi Yuan
Senior High School

DAY 2

| | | |
|-------------------|---|------------------------------------|
| 9:00 am-9:30 am | Check-In | |
| 9:30 am-10:30 am | Crossfire - Guest Lecture by Dylan Willett | |
| 10:30 am-11:00 am | Students Practicing Crossfire | Teachers Teaching Crossfire |
| 11:00 am-11:30 am | Students Practicing Crossfire | Teachers Structuring PF Classes |
| 11:30 am-12:30 pm | Students Evidence Comparison Lecture & Practice | Teachers Structuring PF Classes |
| 2:00 pm-3:00 pm | Topic Introduction | |
| 3:00 pm-5:30 pm | Research Lecture & Activity | |



Students at Chien-Tai Private High School

DAY 3

| | | |
|-------------------|---|---|
| 9:00 am-09:30 am | Check-In | |
| 9:30 am-10:30 am | Demo Debate! | |
| 10:30 am-11:00 am | Vote + Debrief | |
| 11:00 am-12:00 pm | Students Introduction to Debates & Debate Prep | Teachers Introduction to Debates & Judging PF |
| 11:30 am-12:30 pm | Students Evidence Comparison Lecture & Practice | Teachers Structuring PF Classes |
| 2:00 pm-3:00 pm | Topic Introduction | |
| 3:00 pm-5:30 pm | Research Lecture & Activity | |

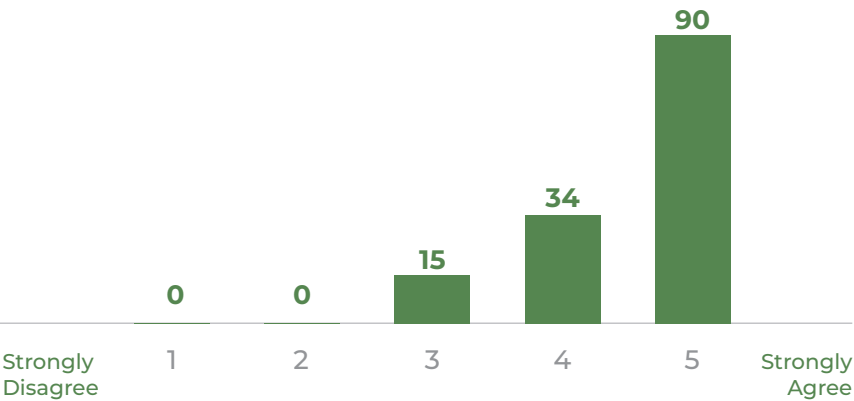


Anthony teaching at Kang Chiao International High School

FEEDBACKS FROM PARTICIPANTS

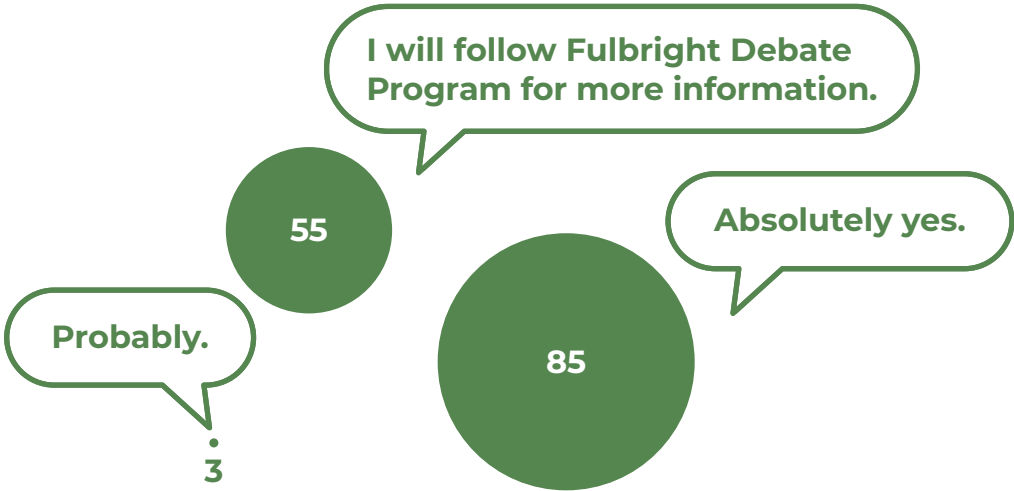
The camp gave me the confidence to do more advanced debate in the future.

unit: people



Will you want to participate in the Fulbright Debate Program in the future?

unit: people



"The most informative seminar I've ever attended. :)"
-Ms. Wan, Teacher from Yanping High School

"Thanks to the teachers, now I am a lot more confident."
-Ms. Chen, Student from Ger-Jyh Senior High School

"All the teachers put lots of efforts in us, I really appreciate it. This is an amazing online course! Love it."
-Mr. Chiu, Student from Hong-Ming High School

"I felt frustrated on day one because I had never done debate before, and there were too many new things to absorb. However everyone was so nice and friendly, with their encouragement, I felt like being able to overcome everything. Thank you so much!"
-Ms. Kuo, Student from Pingtung Girls' Senior High School

"I love how people here are encouraging each other no matter during or after the debates. Also, the knowledge I learned from this camp is extremely valuable!"
-Mr. Shih, Student from Taipei Wego Private Senior High School

"Good introduction of the debate model and sufficient practice! This program is well designed."
-Mr. Luo, Teacher from Feng-Shan Senior High School



PROGRAM EVALUATION

Students at Kang Chiao International School

1 FINAL ASSESSMENT

We invited all high schools students, who have been participating in our program 2020-2021 to fill out the final assessment form to see how well did they learn about Public Forum debate during the past semester. We received 80 surveys in total back. Below are the correct answer rates of each question.

What is a warrant? 93.7% RIGHT

What is public forum debate? 89.9% RIGHT

What is the purpose of the constructive speeches (first speeches) in public forum debate? 96.2% RIGHT

What are the purposes of cross-fire? 96.2% RIGHT

2 COACHING ACHIEVEMENT

Most of our program participating high schools attended the National High School English Debate Tournament 2021, held by the Department of English, National Taiwan Normal University. Among our participating high schools, three high schools won team prizes, and one high school student won an individual prize:



TEAM AWARD | Policy Debate group
National Hsinchu Senior High School



TEAM AWARD | Non-Policy Debate group
Taipei Municipal Lishan High School



BEST DEBATER (INDIVIDUAL AWARD) | Non-Policy Debate group
Kaohsiung Municipal Hsin Chuang Senior High School



THE WINNING TEAM | Non-Policy Debate group
CHIEN-TAI PRIVATE SENIOR HIGH SCHOOL

3 DEBATE COACHES' REFLECTIONS

Shanna Carlson

For Kaohsiung Municipal Hsin Chuang Senior High School

The students are very engaged and excited about the program. They are consistent in attendance. They were also able to add warrants on their own to explain how the different parts of the Pro case worked together. They became more and more talkative as the semester goes. This year, 8 students qualified to the NTNU debate national tournament. I worked with these 8 students on extra Fridays and they are very coachable and listen and apply what we discuss very well.

For Taichung Municipal Hui-Wen High School

The students are very quiet and we had to have them speak into a mic so that we could hear them. However, the English level here is still a barrier. The students are getting better at it, but some are still struggling a lot.

For National Hsinchu Senior High School

The boys in this group are very engaged. They all participate in the group activities and help each other. Their English level is pretty good, there are a few that struggle, but when given extra thinking time they always come up with a good answer and contribute to the discussion.

For Taichung Municipal Shi Yuan Senior High School

These students are a lot quieter than any of my other classes. They are not as confident in their English skills and so it's harder to get them to talk up in class. As the class went, the students have become very open to everything we discuss in class even when it is difficult.

For Washington High School

There are only 5 in the class, but all 5 are eager to learn and willing to put in a lot of work. Unfortunately, there's no more classes since the end of April due to some concerns from the school teacher.

Anthony Trufanov

The common denominator between all programs is low student confidence. While some of the students have been emerging from their shells in classes, the students consistently show a far higher anxiety level about debating than students in the United States. This seems to be happening for several reasons. First, students are unwilling to commit time outside of classes to prepare for competitions. Most of their schedules are quite busy, and free time is limited. Thus, although we have produced a variety of materials introducing the topic of Taiwan military support, students aren't able to familiarize themselves with the basics of this topic in advance, making them anxious when they have to speak about it. Second, even students who are comfortable speaking in front of their peers in class seem much

more anxious about speaking in front of judges they don't know. Finally, and not surprisingly, students who are less confident in their English are anxious about making arguments for themselves.

I think the easiest remedy for this would be a different choice of topic for a future year. An additional remedy for the anxiety issue would be to have the first practice tournament for first-year debate students later in the semester. Next year, students who debated this year may wish to attend an early debate tournament, but having a tournament for novices just three weeks into the semester does not seem to leave enough time to both mitigate speaking anxiety issues and introduce the basics of Public Forum debate.

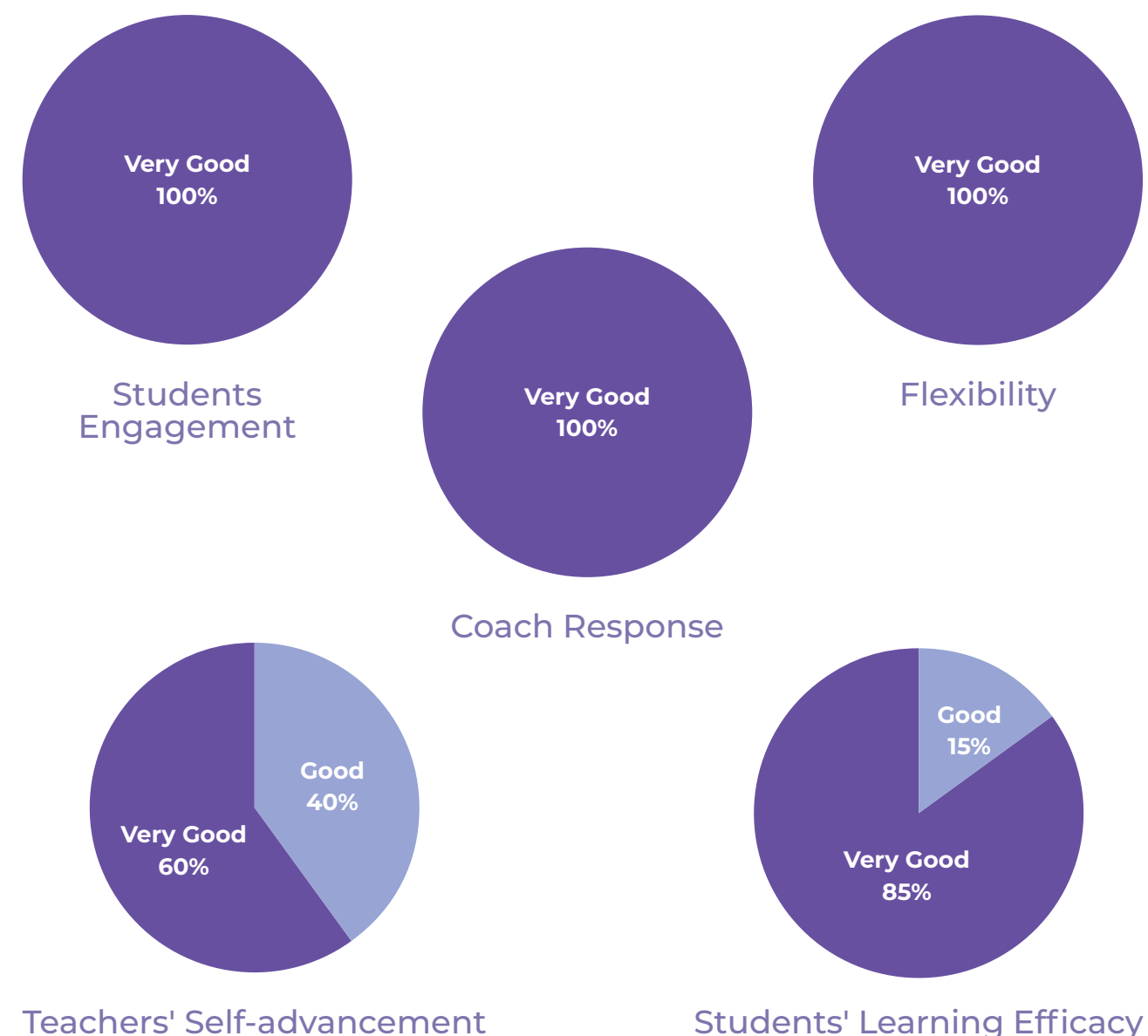
4 OTHER FEEDBACKS

Basically, the attendance for online workshops was quite low in general. We are thinking having these as optional will ever result in anyone attending. Probably it's because the workshop is on Saturdays,

which may decrease their will to attend the online workshops. Some students visited the website to view recordings of lectures we have produced the website to view recordings of lectures we have produced.

5 LOCAL HIGH SCHOOL'S FEEDBACKS

We distributed monthly evaluation sheets to our 10 partnered high schools' teachers, monitoring teachers' and students' engagement during March to June 2021.



6 FEEDBACKS FROM LOCAL HIGH SCHOOL TEACHERS

"The two Fulbright Debate Coaches are professional. They are working hard and doing great. They know how to engage the students into activities. Coach Shanna is patient all the time and always helps those have a hard time with the content after class. Coach Anthony works hard to meet with students as much time as he can. Also, every time when the teachers have questions regarding the lecture, the coaches answer

their questions with patience and explain the concepts in detail after class. We love to listen to the coach sharing their teaching experiences. However, the students at most of the schools are too shy to speak in front of the public and to improve this part, the coach could encourage and do more hands-on practices. Another concern is that the topic of the in-program tournament is too difficult and too political to the students."

Are you learning new teaching skills and concepts from the debate coach?

"Definitely! Public forum debate is new to me. I do learn a lot of new teaching skills and concepts from the coach."

Tr. Lin from Taichung Municipal Hui-wen High School



A Student at Washington High School expresses his opinion



Pair discussion at Shi Yuan Senior High School

"Yes. I've learned from the coach about how to lead and motivate the students to be actively involved in practices."

Tr. Tsao from Washington High School

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