



FULBRIGHT
Taiwan

FOUNDATION FOR SCHOLARLY EXCHANGE

FULBRIGHT TAIWAN DEBATE PROGRAM ANNUAL REPORT

2021-2022

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, to teach, to conduct research, to exchange ideas and to contribute to finding solutions to shared international concerns.

Over the past 60+ years, Fulbright has financed over 1,700 Taiwan Grantees to the U.S. and over 2,100 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.

ABOUT FULBRIGHT TAIWAN DEBATE PROGRAM

In 2014, the Taiwanese Ministry of Education (MOE) announced a new set of National K12 Education Curriculum Guidelines. With the revised curriculum, the MOE sought to educate the next generation of students, “to be capable to understand issues, to analyze information logically, to criticize the situation with systematic thinking, to take action through self-examination, and to solve problems to live effectively.” With the new Guidelines came new opportunities for Fulbright to carry on the 75 year history of educational exchange between the United States and Taiwan.

In response to the increasing role of Taiwan on the global stage and the new curriculum, Fulbright sought to help connect Taiwanese students linguistically and culturally with the rest of the world. Foreign language education should pay more attention to critical thinking. This gave rise to the Fulbright Taiwan Debate Coach/Trainer Award in 2020, the first ever debate award in Fulbright history.

Debate teaches participants how to persuade, how to present clearly, and how to connect with an audience; exactly the skills necessary for excelling in business, law, politics, academia, and many other fields. This makes debate an ideal vehicle for helping students enhance both their English language education and critical thinking simultaneously.



FULBRIGHT TAIWAN
DEBATE PROGRAM

Raphael teaching at Kaohsiung Municipal Hsin Chuang High School



By encouraging the development of American style debate in Taiwan, the Fulbright Taiwan Debate Program is an incubator for youth talent in Taiwan.

Debate offers a unique chance to build the skills required of a modern citizen, including critical thinking, communication, collaboration, and creativity. These traits make debate a perfect extension of the Fulbright mission to forge lasting connections, to counter misunderstandings, and to help people and nations work together toward common goals.

The Fulbright Taiwan Debate Program aims to increase international awareness of domestic and foreign policy questions between the United States and Taiwan, to share mutual democratic values, and to provide a mechanism for Taiwan's goal to become a bilingual nation. The Fulbright Taiwan Debate Program advances all three through training the next generation of Taiwanese leadership.

Our Program Goals

- Train students' in critical thinking and research skills
- Improve students' foreign language communication abilities
- Offer training to teachers in debate education and instruction
- Increase students' international awareness of policy-focused, philosophical, societal, and ethical questions
- Collaborate with local teachers to incorporate debate pedagogy into the classroom
- Assist Taiwan in its mission to become a bilingual nation

YEARLY PROGRAM SUMMARY

The 2021-2022 Fulbright Taiwan Debate Program selected two outstanding American debate coaches in April 2021, to commence their grants in the Fall 2021. The two Fulbright Debate Coach Grantees attended their grant physically beginning September 2021. During their quarantine period, the two coaches conducted the "Fulbright Taiwan Debate Program Icebreaking Workshops" online, with 200 Taiwanese local teachers and students.

During 2021-2022, the coaches resided in Taiwan for an entire academic year, from September 2021 to July 2022. They assisted Taiwanese students and teachers to develop critical thinking skills, to foster democratic education, and to promote more mature expression in English for enhancing mutual understanding between the U.S. and Taiwan. To sharpen Taiwanese English debate trainers and judges' skills, we cooperated with National Taiwan Normal University in January 2022, and organized the "American Debate Education in Taiwan: Training Workshop for Teachers and Judges" program. 80 participants from local high schools in Taiwan joined this workshop.

To encourage more Taiwanese students to explore the possibility of competing in the U.S. debate competition, we hosted a pre-tournament audition in January 2022. Finally 24 students were selected to participate in the National Speech and Debate Association (NSDA) Taiwan Regional Tournament 2022.

Meanwhile, we collaborated with Taipei First Girls' High School, and jointly opened Debate Mini-courses in Spring 2022, advancing American Debate Education in the high school.

To promote American Debate Education and cross-cultural awareness to every corner in Taiwan, the Foundation for Scholarly Exchange (Fulbright Taiwan) hosted a series of American cultural exchange workshops and a Fulbright Taiwan Debate Summer Camp during 2021-2022. In total, 38 high school teachers and students from 67 high schools participated in our summer camp of this Fulbright year.

Saxon teaching at New Taipei City Nanshan High School



2021-2022 FULBRIGHT TAIWAN DEBATE COACH/TRAINER PROFILE



Raphael Piliero He/Him/His

B.A.,
Georgetown University, DC



Saxon Bryant He/Him/His




B.A. & B.S.,
University of Pennsylvania, PA



2021-2022

LOCAL PARTNER 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 to the national science fair. LSSH has earned many prizes from this type of competition, especially in the "Intel International Science and Engineering Fair."

-  K10
-  18
-  Saxon Bryant (Fall 2021)
Raphael Piliero (Spring 2022)



Taipei Tsai Hsing School 臺北市私立再興學校

With a history that spans over 70 years, Tsai Hsing has cultivated a unique culture and spirit that continues to grow. With the support from their teachers and parents, Tsai Hsing students are encouraged to challenge themselves and exploit their potential. Tsai Hsing has a team of caring professionals that work with each and every student. With their efforts, Tsai Hsing is able to provide students with a variety of quality courses, gifted projects, distance learning classes, and international exchange programs.

-  K9 - 11
-  23
-  Raphael Piliero

Taipei Municipal Wanfang Senior High School 臺北市立萬芳高級中學

Taipei Municipal Wanfang Senior High School is a relatively small school yet with diligent students. Recognised for innovation and diversity, Wanfang designed the curriculum based on the abilities, needs, and interests of the students. Wanfang developed pre-eminent courses in STEM subjects (science, technology, engineering and mathematics) and Student-Centered Highlight Projects, such as social justice education, trips to local academic or cultural institutions, mentorship, and a variety of on-campus club activities, received substantial funding from the City Government.

-  K10
-  5
-  Saxon Bryant (Fall 2021)
Raphael Piliero (Spring 2022)

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.

- K10 - 11
- 5
- Saxon Bryant (Fall 2021)
Raphael Piliero (Spring 2022)

Kang Chiao International School - Xiu Gang Campus 康橋國際學校 秀岡校區

Kang Chiao International School - Xiu Gang 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.

- K8 - 10
- 14
- Saxon Bryant

HSINCHU

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, you can easily find HCHS student winners.

- K10 - 11
- 14
- Raphael Piliero






Raphael teaching at Taichung Municipal Hui-Wen High School

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.

-  K10 - 12
-  36
-  Raphael Piliero (Fall 2021)
Saxon Bryant (Spring 2022)

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.

-  K10 - 11
-  12
-  Saxon Bryant

TAINAN

Tainan Nankwang Senior High School 臺南市私立南光高級中學




Established in 1947, as the first private junior high school of Taiwan Sugar Corporation, the school started with four classes for the children of the employees of Taiwan Sugar Corporation. In 2016, there are 23 classes in the high school departments, and 19 classes in the junior high school department of this school. To broaden students' horizon and to enable students' global mobility, Nankwang developed many international programs on campus.

-  K10 - 11
-  38
-  Raphael Piliero (Fall 2021)
Saxon Bryant (Spring 2022)

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 horizon," and "nurturing scientific literacy."

-  K10
-  21
-  Raphael Piliero (Fall 2021)
Saxon Bryant (Spring 2022)



AFFILIATED HIGHLIGHT PROGRAM

FULBRIGHT DEBATE MINI-COURSE

Taipei First Girls' Senior High School



Inherited from the Mini-Course module of the Five-High School Alliance (Taipei) in the last year, we opened a mini-course on American Debate Education at the Taipei First Girls' High School for its K10 students in spring 2022.

Our two Coaches both participated in this Fulbright Debate Mini-Course. We believe this is a very good opportunity for the K10 students to sharpen their critical and logical thinking skills in English and to enhance the promotion of democratic values within Taiwan and the U.S.

Mini-Course at Taipei First Girls' High School



Mini-Course at Taipei First Girls' High School



SPRING SEMESTER 2022

LECTURER



Raphael Piliero

Fulbright Debate Coach



Saxon Bryant

Fulbright Debate Coach

COURSE SYLLABUS

**April
20**

Why Debate?

- Ice Breakers
- What is Competitive Debate?
- Why do Competitive Debate?
- Sample Debate Watching
- Culture: Philosophical Roots of Debate and Famous American Debates

**April
27**

Public Speaking and Persuasion

- Elements: Ethos, Pathos, Logos
- Elements of Strong Public Speaking versus Weak Public Speaking
- Series of Mini-Speeches

**May
18**

Making and Answering Arguments

- What are Arguments?
- How to Make Arguments?
- How to Answer Arguments

**May
25**

Research & Topic Intro: American Social Media

- How to Research
- Introducing Social Media Topic
- Culture: Social Media in American Lives

**June
1**

Debate Structure

- Outline of Public Forum Structure
- Culture: US Debate Nationals

**June
8**

Mini-Debates

- Debates on ordinary, fun topics among the class
- Review and Wrap-Up
- Evaluation

PROGRAM CONTENT

ANNUAL TOPIC

Resolved:

In Taiwan, social media is beneficial for democratic values



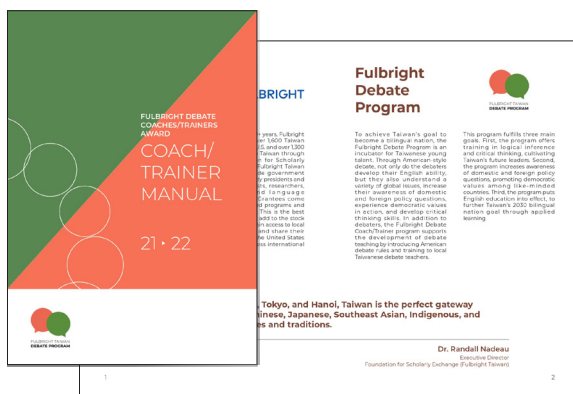
Topic background

Debated in the United States' NSDA tournament (in a similar form), this past year's Taiwan topic resulted in interesting, engaging debates about the ways that social media affects our lives. A cornerstone of our students' daily lives, social media affects how we communicate, receive news, and navigate our day-to-day routines. The topic focused on potential benefits of social media, including communication, information, and political organizing, as well as drawbacks such as false information and addiction.

MONTH 1 - 2 SEPTEMBER - OCTOBER 2021

1 ORIENTATION FOR THE COACHES

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



2021-2022 Debate Coach Trainer Manual

2 ICEBREAKING WORKSHOPS

TYPE ○ In-Person ● Online

While our two Coaches were in quarantine hotels, we took the opportunity to hold four online workshops for our participating students. The workshops were intended to introduce our students to the Coaches, as well as get them excited for a year of debate instruction. The coaches focused on introductory debate concepts, aimed at beginner students.

INFORMATION

DATE October 2/9/16/23, 2021
TIME 9 am - 12 pm

PARTICIPATION

10
Schools

16
Teachers

184
Students

LECTURERS



Raphael Piliero

Fulbright Debate Coach



Saxon Bryant

Fulbright Debate Coach

SESSION SUMMARY

Lesson 1 **Intro to Debate** **(October 2, 2021)**

This session introduced our workshops, beginning with remarks by Fulbright Taiwan's Executive Director, Dr. Randall Nadeau. The lesson began with a presentation which discussed what debate was, the structure of a debate round, and basic tips for debating success. The workshop concluded with an analysis of an online debate round.

Lesson 2 **Introduction to Public Communication** **(October 9, 2021)**

This session discussed the principles of good public speaking, talking about persuasion, rhetoric, and how to effectively communicate a point. Students were given a chance to demonstrate their speaking skill.

Lesson 3 **Introduction to Public Forum Debate** **(October 16, 2021)**

This session applied prior content in the context of Public Forum debate. The Coaches began by introducing the event, discussing the essential components of Public Forum and the speech structure. Clips from a Public Forum debate were played to introduce the technique of Public Forum.

Lesson 4 **Intro to Research/Topic** **(October 23, 2021)**

The Fall workshops concluded with a lecture on research and the Taiwan social media topic. The Coaches began with information on how to do Internet research, as well as the presentation of evidence in debate rounds.

The session concluded with a lecture on the social media topic, intended to kickstart the research of our students.

OBSERVATION FROM THE COACHES

Overall, the workshops were a success. Numerous students reported to the Coaches that they found the workshops useful, when asked in class; the same was true of teachers. However, more work could be done to encourage participation. Students were likely nervous, never having met the Coaches. Nonetheless, a few students were willing to volunteer to answer questions or give demonstrations.



*Debate class at Taichung
Municipal Hui Wen High
School*

MONTH 3 - 5

NOVEMBER 2021 - JANUARY 2022

1 TRAINING IN LOCAL SCHOOLS

TYPE ● In-Person ○ Online

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.

WEEK 1	Elements of Public Speaking-Persuasion and Rhetoric Students will learn the fundamentals of what makes an argument persuasive - this will provide the context for learning debate.
WEEK 2	Delivery and Presentation How can a speaker make their points effectively? Students will apply Week 1's lessons and learn how to speak clearly and precisely.
WEEK 3	Taiwan Social Media - Argument Brainstorming Students will get their first exposure to the debate topic, social media. They will learn some of the key arguments on both sides.
WEEK 4	Intro to Debate What is debate? After learning the basics of public speaking, students will be ready to learn more about applying it to the activity of debate.
WEEK 5	Intro to Argument Structure Debate is defined by arguments - to debate effectively first requires learning what arguments are.
WEEK 6	Answering Arguments No discussion of arguments is complete without learning how to dismantle arguments. Students will learn principles of refutation.
WEEK 7	Intro to Argument Comparison Effective comparison of options - or cost - benefit analysis - underpins decision - making in debate. Students will learn the foundations for weighing.
WEEK 8	Intro to Public Forum - Structure of a Round Now that students understand debate, they will begin to apply this in the context of Public Forum debate.
WEEK 9	Flowing Flowing, or notetaking, is very confusing to many students. This lesson will cover how students can track debate rounds.

WEEK 10

How to Write a Case

To debate effectively, a student must have prepared materials. This lesson will go over the preparation process.

WEEK 11

Taiwan Social Media - Pro/Con Casing

Now that casing has been learned, students will cover how to make cases on the current topic.

WEEK 12

Watching a Debate Online

Students will put the pieces together by analyzing a Public Forum debate from the Internet.

WEEK 13

Practice Debate

At long last, students are ready to debate. A practice round will be the culmination of a semester of hard work.



2 TEACHER TRAINING

TYPE ○ In-Person ● Online

As part of the Fulbright Taiwan Debate Program's goal of increasing teacher familiarity with debate education, our debate coaches held a workshop focused specifically on educating teachers about debate pedagogy. The workshop was divided into four areas as follows:

I. Public Forum Teaching Fundamentals

From explaining the structure of a debate round to covering tips to get shy students speaking, this session dove into the core skills of being a debate coach. Teachers were given general principles and specific strategies to assist them in becoming capable of debate instruction.

II. Building a Team

Assembling a team is the first step towards creating a robust debate program. Session two explored creating a team from scratch, including advice on convincing administrators and marketing to students.

INFORMATION

DATE January 16, 2022

TIME 9 am - 4 pm

III. Running a Team

Having a team is simple, but creating a flourishing and sustainable one is more difficult. Part three of the workshop explained how to create the institutional and cultural structure for a long lasting debate team.

IV. How to Judge

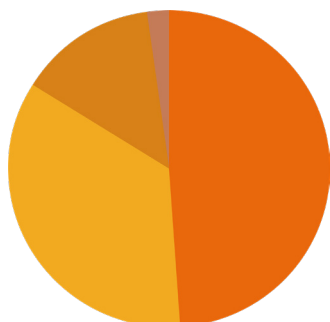
In addition to judging at practices, debate coaches are frequently called upon to assist with judging at tournaments. The judging techniques discussed in this session will help teachers be more effective adjudicators and improve their classroom management as well.

TEACHER SATISFACTION

A survey of teacher satisfaction following the workshop found that the workshop was successful, with the vast majority noting that they learned more about program development, Public Forum debate, and running a team than they knew before. The only constructive feedback from a handful of teachers was to include a more adapted "Taiwanese" perspective on program development, which inspired a follow-on panel discussion with several Taiwan-based educators.

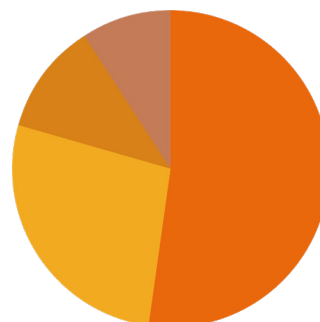
"After the workshop, how would you rate your understanding of PF fundamentals?"

- Excellent 47.7% (21)
- Good 34.1% (15)
- Satisfactory 13.6% (6)
- Fair 4.5% (2)



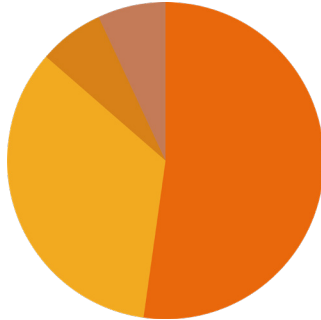
"After the workshop, how would you rate your understanding of building a team?"

- Excellent 52.3% (23)
- Good 27.3% (12)
- Satisfactory 11.4% (5)
- Fair 9.1% (4)



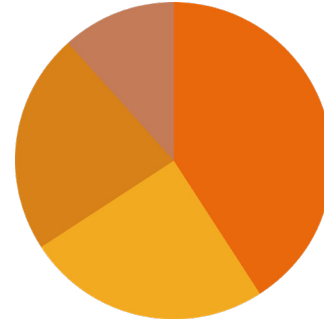
“After the workshop, how would you rate your understanding of running a team?”

- Excellent 52.3% (23)
- Good 34.1% (15)
- Satisfactory 6.8% (3)
- Fair 6.8% (3)



“After the workshop, how would you rate your understanding of judging a debate?”

- Excellent 40.9% (18)
- Good 25% (11)
- Satisfactory 22.7% (10)
- Fair 11.4% (5)



3

CROSS-CULTURAL ENGAGEMENT WORKSHOP I

TYPE ● In-Person ○ Online

To improve Taiwanese high school students' listening/speaking skills and cross-cultural awareness, we hosted the “Cross-Cultural Engagement Workshop” at Kaohsiung Hsin Chuang High School (KHCSH) on January 6, 2022. With the introduction of KHCSH Principle Fred Chen, Astin Chang, the Public Affair Specialist from FSE, shared his abroad experiences and gave the FSE introduction to all participants. Then, Raphael Piliero, one of our Debate Coaches, presented a lecture

on American Culture and a quiz contest for all participants. There were nearly 600 high school teachers and students with us.

INFORMATION

DATE January 6, 2022

TIME 1 pm - 4 pm



Cross-Cultural Engagement Workshop I at Kaohsiung Municipal Hsin Chuang High School

4**AUDITION FOR 2022 NSDA NATIONAL QUALIFIERS
- TAIWAN DISTRICT TOURNAMENT****TYPE** ☐ In-Person ☒ Online

To prepare for the 2022 NSDA National Qualifiers, the Coaches held an audition of over 75 students to select the best 20 debaters to train for the qualifying tournament. The purpose of this audition was to identify our most promising candidates, debaters who would be able to succeed at the qualifying tournament with hard work and training. To facilitate this entirely remote audition, we selected 10 experienced American debaters to serve as judges. Each student presented two speeches in front of a judge, receiving a score and ranking at the end. Then, the Coaches selected the 24 debaters with the most promising results.

INFORMATION**DATE** January 22, 2022**TIME** 9 am - 5 pm**5****NATIONAL HSINCHU HIGH SCHOOL - HARRISON HIGH
SCHOOL DEBATE WORKSHOP****TYPE** ☐ In-Person ☒ Online

Coach Raphael Piliero organized a workshop between National Hsinchu High School and Harrison High School (his alma mater), alongside Hsinchu Coach Ting Wei Ruan and Harrison Coach Chetan Hertzog. The workshop focused on cultural exchange, with the Taiwanese and American high school debaters meeting to discuss their daily routines, hobbies, and other aspects of our lives. Over 20 debaters in total were in attendance.

INFORMATION**DATE** January 25, 2022**TIME** 8:30 am - 11:30 am**6****CURRICULUM PLANNING**

The Coaches worked to create a standardized set of curriculum for future Coaches to use in their classroom teaching. The Coaches began by creating three “tracks” of curriculum, divided by the skill level and experience of the schools. Each track included a comprehensive set of lessons, designed for an entire academic year’s worth of lessons. A given lesson would include a lesson plan, a PowerPoint presentation, a homework sheet, and other assorted teaching props. This was intended for the Coaches to have a legacy and impact beyond the classroom instruction of just one year.

Month 6 - 9

FEBRUARY - MAY 2022

1 TRAINING IN LOCAL SCHOOLS

TYPE ● In-Person ○ Online

Building on the fundamentals from the first semester, local school training shifted to cover more advanced rhetorical techniques. Additionally, the Coaches changed some of their schools to provide students with a diversity of teaching styles and backgrounds.

WEEK 14	Offense/Defense Debate has offensive and defensive arguments-this lesson explores the distinction.
WEEK 15	Weighing We've discussed argument comparison theoretically. This lesson will focus on how to do so using debate concepts – weighing arguments.
WEEK 16	Blocks/Frontlines To win, students must be prepared for their opponents' answers. This lesson goes over pre-round preparation.
WEEK 17	Rebuttal Skills/Writing & Concision Strong rebuttals are essential. Speaking concisely and efficiently makes rebuttals stronger. These elements will be taught to students.
WEEK 18	Taiwan Social Media-Strengthening Cases Students have practiced debating the Taiwan social media topic. This lesson will give them the chance to improve their cases.
WEEK 19	Crossfire Crossfire is a confusing but enjoyable element of debate for many students. This lesson gives students the chance to practice.
WEEK 20	Giving a Strong Summary Summary speeches are critical speeches for a victory. This lesson goes over key principles.
WEEK 21	Final Focus-Elements for Success Students need to know how to summarize the debate clearly and cogently. Will the students seize the chance to take home the victory in the final minutes?
WEEK 22	Ethics, Values, and Framework Debates often contain key presuppositions about the philosophical values we share. This lesson explores those in more depth.

WEEK 23

Practice Debate

Students will have the chance to implement the skills from the previous lessons.

WEEK 24

Generating Arguments Extemporaneously

How can you think on your feet? This lesson teaches the art of the impromptu.

WEEK 25

Practice Debate

Students will have the chance to implement the skills from the previous lessons.

WEEK 26

Pro Strategy

Being pro - or affirmative - has key aspects to it. This lesson goes in-depth on pro strategy.

WEEK 27

Practice Debate

Students will have the chance to implement the skills from the previous lessons.

WEEK 28

Con Strategy

Being con - or negative - has key aspects to it. This lesson goes in-depth on pro strategy.

2

EXTRACURRICULAR TRAINING FOR NSDA TOURNAMENT

TYPE ○ In-Person ● Online

Through the highly competitive online audition at the beginning of the year, we selected 16 debaters from nearly 100 students from all over Taiwan, and started a five-week online special training from February 26, 2022. During the special trainings, we observed that every debater was able to speak confidently with his or her unique ideas in PROS/CONS and crossfires of each debate session.

INFORMATION

DATE February 26,
March 5/13/19/26, 2022

TIME 8 am - 10 pm

SESSION SUMMARY

Session 1

Technical Debate Fundamentals

This session discussed technical debating, which students can expect to encounter against American opponents. Unfamiliar to most students, this session featured a lecture and then several targeted drills on technical debating.

Session 2

Topic Introduction & Case Writing

This session discussed the NSDA qualifying tournament topic ("Resolved: Japan should revise Article 9 of its Constitution to develop offensive military capabilities"), introducing the topic and giving students research assignments.

Session 3

Generating Arguments Extemporaneously

This session focused on the students' ability to "think on their feet" and make arguments without preparation ahead of time, an important skill for being able to handle capable adversaries.

Session 4

Case Finalization

This session was a research-focused session, where students were asked to split into Zoom "Breakout Rooms" to work on their cases with fellow students.

Session 5

Practice Debates

This session involved students using their cases in a series of practice scrimmage debates, preparing for the following week's competition.



3

CROSS-CULTURAL ENGAGEMENT WORKSHOP II

TYPE ● In-Person ○ Online

To enhance our appeal in promoting American Debate Education in the English Debate community of Taiwanese high schools, the Fulbright Taiwan Debate Program's "Cross-Cultural Engagement Workshop" took place at Taichung Shi Yuan High School on March 3, 2022, spending a beautiful afternoon with 300 K10 students.

Dr. Randall Nadeau, the FSE Executive Director, expressed his appreciation of Shi Yuan's enthusiasm in promoting the English Critical Thinking Programs. He also encouraged all students to pursue their hopes and dreams through the Fulbright Program, sharing his vision for international and bilingual education.

During this workshop, Saxon Bryant and Raphael Piliero, our 2021-2022 Fulbright

Debate Coaches, jointly shared their high school and college campus life with participants as well as guiding participants to understand and respect different cultures. In addition, we were fortunate to have Mr. Clarence Fu, the Educational Advisor of EducationUSA Taiwan, as a guest. He spoke and shared information concerning study abroad in the U.S. for all participants.

INFORMATION

DATE March 3, 2022

TIME 1 pm - 4 pm

Cross-Cultural Engagement Workshop II at Taichung Municipal Shi Yuan High School



4

WORKSHOP: PREPARING FOR THE TOURNAMENTS

TYPE ○ In-Person ● Online

We hosted this workshop for students to prepare the NSDA Taiwan Qualifiers and National High School Debate Tournament. We focused on what tournaments entail, the best ways to prepare, and general best practices for getting the most out of tournaments. This was geared towards moderately experienced debaters who were interested in competing in tournaments.

INFORMATION

DATE March 27, 2022

TIME 9 am - 11 am

AGENDA

9 am - 9:10 am	Opening Remarks/Introduction
9:10 am - 9:45 am	Presentation 1 - What are Tournaments?
9:45 am - 9:50 am	Q&A
9:50 am - 10:10 am	Presentation 2 - Preparing for Tournaments
10:10 am - 10:15 am	Q&A
10:15 am - 10:45 am	Presentation 3 - Debating in Tournaments
10:45 am - 10:50 am	Q&A
10:50 am - 11 am	Wrap-Up

5

ONLINE LIBRARY

As part of the Coaches' effort to leave a legacy beyond this one year, an online video library was created for use by our students, teachers, and the general public. This video library featured original content, recordings of workshops, and more, made interactive through quiz questions and downloadable resources.

WEBSITE fulbrightdebatetw.thinkific.com

6

CROSS-CULTURAL ENGAGEMENT WORKSHOP III

TYPE ● In-Person ○ Online

Coach Saxon Bryant organized a cultural event at Taichung Municipal Chung Gang Senior High School. This workshop focused on cultural exchange, with Coach Saxon sharing a lecture about diversity and growing up in the United States. The workshop included student led discussions on holidays, cultural traditions, social issues, and American gastronomy. Over 35 senior high students participated in this event.

INFORMATION

DATE March 29, 2022

TIME 2 pm - 4 pm



Saxon shared a lecture about diversity and growing up in the United States

7

NSDA TAIWAN QUALIFIERS

TYPE ○ In-Person ● Online

Students in the Fulbright Taiwan Debate Program competed at the 2022 NSDA Taiwan Qualifiers, hosted by the Taipei American School. Although none of our students ended up qualifying out of the tournament, three of our teams (one from Kaohsiung Municipal Hsin Chuang High School and two from Taipei Tsai Hsing School) winning two debates.

INFORMATION

DATE April 4, 2022

TIME 8 am - 5 pm

8

THE DEBATE MINI-COURSE AT TAIPEI FIRST GIRLS' HIGH SCHOOL

TYPE ○ In-Person ● Online

Six lessons were delivered for a mini-course at Taipei First Girls' High School, with three lessons given by each coach. The class had over twenty students from this high-performing high school, with consistently high engagement and participation throughout. The lessons also made an effort to include elements of "cultural exchange," such as a lesson on the history of debate and dialogue in American politics and an examination of several famous historic debates (Lincoln versus Douglas, Kennedy versus Nixon, and the Scopes Monkey Trial).

INFORMATION

DATE April 20/27,
May 18/25,
June 1/8, 2022

TIME 1 pm - 4 pm



9

JUDGING SERVICE FOR "2022 HIGH SCHOOL ENGLISH DEBATE TOURNAMENT"

TYPE ○ In-Person ● Online

Coach Raphael Piliero judged at three regional tournaments hosted by National Taiwan Normal University (NTNU): the Northern Regional (April 16), the Southern Regional (April 23), and the Central Regional (April 30). Coach Raphael served as a Moderator and a Head Judge, running each of the three debates that he judged at each tournament. He was also asked to provide feedback to the entire tournament on patterns he observed, as well as author an article for students on suggestions for improvement.

INFORMATION

DATE April 16/23/30, 2022

TIME 8 am - 4 pm

10

"HOW TO PROMOTE CRITICAL THINKING IN HIGH SCHOOL" PANEL DISCUSSION

TYPE ○ In-Person ● Online

Coaches Raphael Piliero and Saxon Bryant held a panel discussion for Taiwan teachers on May 14, attended by over 40 local teachers. The workshop was a two-part presentation, with two separate panels discussing, respectively, critical thinking in Taiwanese schools and the ways to implement debate instructions in classrooms. Coaches Raphael and Saxon shared their insights from traveling across Taiwan. The first panel on critical thinking convened 5 authorities on debate and was moderated by Dr. Randall Nadeau, the Executive Director of Fulbright Taiwan. The second panel on debate instruction featured the same authorities and was moderated by Coach Raphael.

INFORMATION

DATE May 14, 2022

TIME 9 am - 12 pm

PARTICIPATION 42 local teachers

MODERATOR



Dr. Randall Nadeau

Executive Director
Foundation for Scholarly
Exchange

SPEAKERS



Chase Williams

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



Dr. Charlotte Chang

Professor, Department of
English
National Taiwan Normal
University



John Ruan

English Teacher
National Hsinchu Senior
High School



Wendy Lee

English Teacher
Taipei Tsai Hsing School



Raphael Piliero

Fulbright Debate Coach



Saxon Bryant

Fulbright Debate Coach

AGENDA

9 am - 9:15 am	Opening Remarks
9:15 am - 9:45 am	Keynote #1 “Why Critical Thinking Matters. The Observation from intercity instructions” Speaker(s) <ul style="list-style-type: none">• Raphael Piliero• Saxon Bryant
9:45 am - 10:15 am	Panel #1 “How to Implement Critical Thinking in Classrooms?” Moderator Dr. Randall Nadeau Speaker(s) <ul style="list-style-type: none">• Chase Williams• Charlotte Chang• John Ruan• Wendy Lee• Raphael Piliero• Saxon Bryant
10:15 am - 10:45 am	Keynote #2 “Using Debate as a Critical Thinking Tool” Speaker(s) <ul style="list-style-type: none">• Wendy Lee
10:45 am - 11 am	Break
11 am - 11:30 am	Panel #2 “How to Implement Debate in Local Classrooms?” Speaker(s) <ul style="list-style-type: none">• Charlotte Chang• John Ruan• Wendy Lee• Raphael Piliero• Saxon Bryant
11:30 am - 11:50 am	Q&A
11:50 am - 12 am	Closing Remarks

11

CROSS-CULTURAL ENGAGEMENT WORKSHOP IV

TYPE ● In-Person ○ Online

Coach Saxon Bryant organized a cultural event at Taichung Municipal Hui Wen Senior High School. This workshop focused on cultural exchange, with Coach Saxon sharing a lecture about diversity and growing up in the United States. The workshop included student led discussions on holidays, cultural traditions, social issues, and American gastronomy. Over 25 senior high students participated in this event.

INFORMATION

DATE May 18, 2022

TIME 12:30 pm - 2 pm



Saxon introduced American culture to students



Cross-Cultural Engagement Workshop IV at Taichung Municipal Hui Wen High School

Month 10 - 12

JUNE - AUGUST 2022

1 WRAP-UPS

The 2021-2022 year was filled with challenges, both expected and novel. Throughout a delayed arrival and the ongoing pandemic, we have been pleased to see the resilience and flexibility of the program assist in its core mission. From the beginning, the goal of the Fulbright Taiwan Debate Program was to advance English education, promote debate skills, and create cultural connections between Taiwan and the United States. Across all three, we believe the program has been a success.

With respect to direct classroom instruction, ten schools received a debate coach for the semester, with weekly lessons taking place in person. This afforded students the opportunity to learn directly, in a classroom setting, from one or both coaches over the course of the academic year. We saw firsthand the benefits of this instructional medium. Coaches ran their classrooms with a fairly consistent format: teaching a lesson for half of the class (with interactive discussion), followed by an exercise that forced students to speak. Over time, we began to see students reap the rewards of this method. Students who initially were reticent in classroom discussions began to volunteer and contribute more; students also came to enjoy the exercises, treating them as a fun “game” of sorts. The result was, through building a rapport with students over a year, students grew more and more engaged in class. Their debate skills grew accordingly. However, we also set out to have an impact outside of the ambit of direct classroom instruction, working to create an influence on students who we didn’t have the opportunity to teach. These efforts could broadly be categorized as: tournaments, curriculum planning for future years, online content, workshops, and an online summer camp.



With respect to tournaments, students had the opportunity to participate in three tournaments: the U.S. National Speech and Debate (NSDA) tournament, the regional qualifier for the Taiwan National Tournament, and the national tournament for the Taiwan National Tournament. Most of our students competed in at least one of these tournaments. Our efforts involved a large audition for the NSDA tournament, NSDA training, and serving as head judges at all tournaments. We found students to be highly engaged and motivated when preparing for tournaments, helping to build enthusiasm.

We also worked on creating curriculum for future years. After a year of teaching in schools of markedly different skill levels, we realized that a number of lesson plans would work for some students but not others. As a result, we wanted to pioneer a “tier” system for schools, where schools could opt into a particular skill level for lessons: beginner, intermediate, advanced. Then, we designed lessons to fit into each skill level. These lessons provide a baseline for next year’s instructors. We also attempted to build a new platform for online engagement: a Thinkific, interactive website. Here, students can take online courses and answer quiz questions. This will facilitate asynchronous learning from home as a complement to in-person engagement. Finally, we planned and executed an online summer camp for hundreds of students, offering a chance for continued education outside of the school year. This gave students exposure to new teachers, further debate education, and made for a fun and memorable experience for all.

2 SUMMER CAMP

A U.S.-Taiwan Vanguard of Critical Thinking in English: On the first day of the summer vacation, we hosted “Fulbright Taiwan Debate Summer Camp 2022” online. This camp included not only our two excellent American Fulbright Taiwan Debate Coach Grantees, but also three distinguished American elite debaters and six Taiwan high school teachers to serve as lecturers and mentors. In this camp, we focused on debating skills in both Public Forum and Policy debate, evidence and research, and case studies on international relations. It is our pleasure to lead and guide more Taiwanese teachers and students to learn more about American debate education.

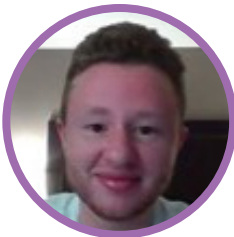
INFORMATION

DATE July 1 - 2, 2022

TIME 9 am - 5 pm



SPEAKERS



Ethan Greer

Ethan graduated from Georgetown University, DC. He is nationally successful in Policy and is well-known for both the quantity and quality of his research. He spoke on Research and Card-Cutting to help the students improve at their research at the camp.



Lucas Clarke

Lucas was a nationally successful Lincoln-Douglas debater and has coached it at a high level since graduating in 2017. He had no school support when debating and was mostly entirely self-taught. He spoke on Rapid Improvement in Debate and how to diagnose one's weaknesses rapidly at the camp.



Kelly Anderson

Kelly graduated from Georgetown University, DC, where he was nationally successful in Policy. At the camp, he spoke on Debate and Knowledge of International Relations, with a focused discussion of some of the core concepts in political science that often come up in debate.

AGENDA

Day 1

9 am - 9:30 am	Campwide: Intro and Assembly
9:30 am - 10 am	Campwide: Keynote Lecture on Research Speaker(s) <ul style="list-style-type: none">• Ethan Greer
10 am - 10:30 am	Campwide: Keynote Lecture on Long-Range Speaker(s) <ul style="list-style-type: none">• Lucas Clarke
10:30 am - 12 am	Campwide: Intro to Debate and Speaking
12 pm - 1 pm	Lunch
1 pm - 2 pm	Campwide: Topic Introduction
2 pm - 4 pm	Lab Session 1: Research Time (Individual Groups)
4 pm - 5 pm	Campwide: Keynote Lecture on International Relations Speaker(s) <ul style="list-style-type: none">• Kelly Anderson

Day 2

9 am - 10:30 am	Campwide: Student Demo Debate
10:30 am - 12 pm	Lab Session 2: Lab-Dependent (Individual Groups)
12 pm - 1 pm	Lunch
1 pm - 3 pm	Lab Session 3: Practice Debates (Individual Groups)
3 pm - 4:30 pm	Campwide: Student Demo Debate
4:30 pm - 5 pm	Campwide: Debrief/Closing

ACHIEVEMENT, REFLECTION, AND EVALUATION



Student from National Hsinchu High School



NSDA Middle School Invitational (April 4)

Host: Asian Debate League

Public Forum Quarter | *Coco Kuo, Shannon Wu (Kang Chiao International School - Xiugang Campus)*

Public Forum Semi | *Serena Chen, Valerie Wu (Kang Chiao International School - Xiugang Campus)*



2022 High School English Debate Tournament

Host: Taiwan Ministry of Education, National Taiwan Normal University

Northern Regional Qualifiers (April 16)

Best Debaters - Public Forum | *Lee, Chia-Feng (K10 student, Taipei Tsai Hsing School)*

Winning Teams - Public Forum | *Taipei Tsai Hsing School
Kang Chiao International School - Xiugang Campus*

Southern Regional Qualifiers (April 23)

Best Debaters - Public Forum | *Ethan Lo (K10 student, Kaohsiung Municipal Hsin Chuang High School)
Hsiao, Kuan Yu (K10 student, Tainan Nan Kwang High School)*

Winning Teams - Policy | *Carol Huang (K10 student, Kaohsiung Municipal Hsin Chuang High School)*

Winning Teams - Public Forum | *Kaohsiung Municipal Hsin Chuang High School
Tainan Nan Kwang High School*

Judge's Choice Awards - Policy | *Carol Huang (K10 student, Kaohsiung Municipal Hsin Chuang High School)*

Central Regional Qualifiers (April 30)

Winning Teams - Public Forum | *Taichung Municipal Shi Yuan High School*

Judge's Choice Awards - Public Forum | *Taichung Municipal Hui Wen High School*

National (May 28)

Winning Teams - Policy | *National Hsinchu Senior High School*

Winning Teams - Public Forum | *Taipei Tsai Hsing School
Kaohsiung Municipal Hsin Chuang High School*



Students at 2022 High School English Debate Tournament

2 REFLECTION FROM COACHES

Raphael Piliero

This year, we set out with the goal of advancing English debate education in Taiwanese high schools. We aimed to facilitate this through two primary avenues: direct classroom instruction, as well as the creation of programs and opportunities for debate education. On both counts, I think we exceeded expectations.

Overall, there were few things that I would change to improve the program. I think that the primary recommendation I have would be to have more intentionality with school selection about what the goal is for each given school. Is the goal to improve English and use debate as a vehicle for that? Or is the goal to improve at debate, given that English language abilities are very strong already? I think a focus with partner institutions on a more specific set of goals may prove fruitful.

In the course of my time, I realized a few salient differences existed between teaching Taiwanese and American students. I was pleasantly surprised by the focus of many of the students—for the most part, students took the classes very seriously and were very focused, without phones or other distractions. However, one challenge was English proficiency—it wasn't uniform in a given classroom, which meant that an explanation for one student might not be adequate for another (and might bore a third student who was far more advanced). The result of this was that extra effort had to go towards “classroom discussion” that let students teach each other, as well as interactive activities that emphasized applying skills.

Raphael teaching at Tainan Nankwang High School



Some of these gaps also cleaved along rural and urban lines. I noticed that in our schools that were more remote, English proficiency was lower. These classrooms also tended to have more students, resulting in some students getting lost in the shuffle. There also seemed to be more of a “shock factor” for the rural students who perhaps hadn't encountered as many foreigners; they were a bit more timid and afraid to interact with me.

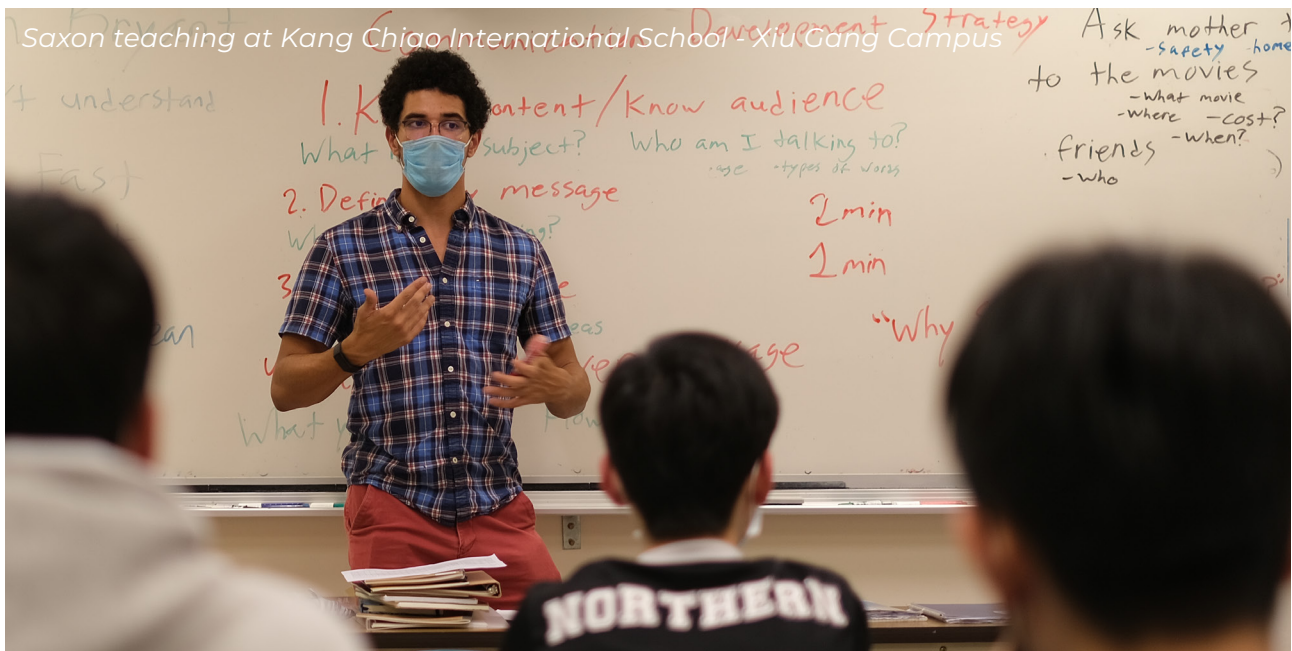
More personally, I found the year to be unforgettable. I loved being in Taiwan and found myself continually supported by my Fulbright colleagues and by the classroom teachers. I learned a tremendous amount about teaching, a different culture, and about independent work from this past year. I was inspired by the work we did this year, and I'm glad to have been here.

Saxon Bryant

The heart of our efforts were spent on classroom instruction with Taiwanese high school students. I was fortunate enough to spend time with 8 different schools across Taiwan, from private schools in New Taipei to public schools in Kaohsiung. The year began with introducing the students to the broad tenets of good communication and public speaking. Through both lectures and participation the students were slowly able to gain confidence in their foundational English speaking abilities. This allowed the course to advance in difficulty over the ensuing months, shifting the focus to advanced communication such as rhetoric, body language, and persuasion. Students gradually became adept not just at presenting arguments but responding to them as well. Through a combination of lectures, class activities, prepared debates, and impromptu speeches students gained greater confidence and capabilities with their English speaking abilities. Over the grant year both the local teachers and myself were able to witness a clear improvement in the students skill level along with their enthusiasm for American style debate.

Outside of class lessons, I also helped coordinate a number of cultural exchange workshops with schools. These sessions focused on exploring the unique history and traditions of the United States through comparing and contrasting them with Taiwanese culture. These lessons included the momentous and the mundane, from life as an African American to the joys of beignets. These workshops often left the biggest impression on students, many of whom only experienced the United States through television or film and held fantastical conceptions of life in the USA.

Coaching debate in Taiwan had numerous differences compared to the United States. A weakness of Taiwanese high school kids is their reliance on presenting the “right” answer. Many times during class, students would express anxiety about not having the “correct” answer to a question or argument. Debate, similar to the real world, presents questions which escape simple answers or elementary classifications. Should we ever lie? Should the United States sign a trade deal with Taiwan? Is social media a beneficial influence on democratic societies? Answering these questions cannot be done by memorising some factoid about the “best” answer, but instead requires students to critically weigh competing values and arguments.



Debate is about the search for truth, and that process requires challenging beliefs through rigorous inquiries. But that presents another difficulty for many students. Students sometimes struggled to play “devil’s advocate” or to interrogate claims, whether from each other or teachers. This widespread deference to authority and aversion to conflict held many students back from truly developing their critical thinking talents. English proficiency is of course a challenge for classroom instruction which ripples out to all aspects of teaching (homework, activities, in-class participation, etc). But I found most students to possess more than sufficient English, and instead they were mostly limited by shyness and an aversion to public speaking which persisted even in their native language. But teaching debate in Taiwan also featured numerous advantages as well. Students are highly cooperative and work well in teams. Across all schools, rural and urban, the student camaraderie is remarkable and a boon to the respective clubs. Teachers are incredibly passionate about both the subject and the program. Many of them, while new to debate, recognize the pedagogical value it has and are willing to incorporate it into their own curriculums.

Moving forward, I see a lot of potential for the Fulbright Taiwan Debate Program to continue its growth and improvement. I hope to see more integration of the current partner schools. Organizing bilateral afternoon scrimmages or case workshops would not only assist in building the community but bridging regional differences. Additionally, many students grew tired of having the same topic for the entire year, since most of the main arguments were already established by month 2 or 3. Having changing topics would keep students engaged and ensure they are presented with continuous testing of their research and analytical skills.

Debate, as a teaching vehicle, uniquely empowers students to take control of their own education and personal development. It has changed my life and the lives of thousands of people before me. Serving as a debate coach in Taiwan and witnessing that impact here has been one of the highlights of my life which I will forever cherish.

4

EVALUATION FROM LOCAL HIGH SCHOOLS

We distributed a final evaluation sheet to our ten partner high schools’ teachers, monitoring teachers’ and students’ engagement during the year.

STUDENT ENGAGING

- Excellent 92%
- Good 5%
- Fair 3%

COACH FLEXIBILITY

- Excellent 100%

FOCUSING STATUS

- Excellent 88%
- Good 6%
- Fair 6%

TEACHER'S SELF-LEARNING

- Excellent 90%
- Good 10%

COACH RESPONDING

- Excellent 100%

PROGRAM SATISFACTION

- Excellent 85%
- Good 7%
- Fair 8%

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As the first experimental critical language training program for high school students in the global Fulbright community, the Fulbright Taiwan Debate Program not only provides opportunities for active use of English in high schools, but it also promotes the essential values of open inquiry, reasoned discussion, and critical thinking – the foundations of democracy. To enhance Fulbright Taiwan Debate Program's impact in local English debate community, we are now seeking your donation as the investment in training Taiwan high school students' critical thinking skills.



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