

Study Guide for 2022 Debate Propositions

Policy Debate

Resolved: That the Taiwanese government should abolish the regulations governing preferential treatment of indigenous students on entrance exams.

In Taiwan, preferential treatment of indigenous students on entrance exams has long been an important but controversial educational policy. The regulation was adopted in order to alleviate the past unequal treatments of the indigenous people. During the fifty years of authoritarian dictatorship, the Kuomintang (KMT) inaugurated a number of political socialization programs, trying to assimilate the Taiwanese society into its Chinese origin, causing language death, loss of identity, and even a sense of shame within the indigenous community.

After transforming into a democracy in the 1990s, the Taiwanese government has been modifying its regulations governing preferential treatment of indigenous students. The latest version of the “Regulations Regarding Secured Admission for Indigenous Students and Government Scholarships for Indigenous People to Study Overseas” (原住民學生升學保障及原住民公費留學辦法) indicates that indigenous students who achieve a 60 percent pass on the Indigenous Languages Proficiency Test will be given a 35 percent bonus increase in their admission exams. Many sociologists, interest groups, educators, and students regard the regulation as a crucial way to serve social justice. However, many others hold different opinions and believe that to create true equality the government should abolish the regulation. Can the policy ameliorate the social disadvantage and further promote economic and social equality? Will the treatment enable the indigenous community to keep their cultures sustainable? What are the potential impacts on redressing racial imbalances? Do the benefits of this policy outweigh its costs, or the other way around? This debate offers an opportunity to reason through this controversial but pressing issue.

As this is a policy debate, both the affirmative and the negative should address a comprehensive policy involved or conceived for this proposition. Here is a word of caution: This debate tournament, aligning with “traditional” policy debate, prioritizes use of logic and evidence, as well as arguments from the pragmatic perspective, (i.e., the benefit-and-cost analysis of the policy itself), instead of something purely philosophical or derived from advanced debate theories or strategies. Thus, a case containing only arguments that challenge a certain mindset or assumption made by the opposing team, often from the perspective of a critical theory (called a kritik) is strongly discouraged, and the negative counterplan, if the negative decides to run one, has to be non-topical (meaning the counterplan cannot affirm the proposition) and non-conditional (meaning the negative cannot ditch their counterplan during the debate).

Following is a list of references meant to serve as groundwork for debaters, which means it is by no means comprehensive or flawless. Many of them also contain information or arguments that may not be directly relevant and thus warrant closer examination. Students are still encouraged to find and learn from additional materials to help in the preparation for their debate rounds.

註：本賽事的政策性辯論，不希望辯士仿效國外政策性辯論比賽，在論點中使用許多非基本之辯論專有名詞，造成對方辯士理解困難。若因使用該些專有名詞，導致辯論過程中大量時間耗損在澄清其意義上，評審可酌情予以扣分。

References:

“Regulations Regarding Secured Admission for Indigenous Students and Government Scholarships for Indigenous People to Study Overseas” (原住民學生升學保障及原住民公費留學辦法)

<https://law.moj.gov.tw/LawClass/LawAll.aspx?PCode=H0020031>

Does the Affirmative Policy for Higher Education Admission Turn Indigenous Students Further Away?

<https://insight.ipcf.org.tw/en-US/article/165>

What you should know about being Indigenous in Taiwan

<https://www.taiwannews.com.tw/en/news/4017174>

Policy Debates and Indigenous Education: The Trialectic of Language, Culture, and Identity

https://link.springer.com/chapter/10.1007/978-94-017-9355-1_2

Is Affirmative Action for Indigenous Taiwanese Fair?

<https://ketagalanmedia.com/2018/06/14/affirmative-action-indigenous-taiwanese-fair/>

Resilience for Whom? A Case Study of Taiwan Indigenous People’s Struggle in the Pursuit of Social-Ecological Resilience

<https://www.mdpi.com/2071-1050/12/18/7472>

Aboriginal Students on Preferential Culture and Language Proficiency Examination

(This article surveys on city indigenous students’ attitude towards the Indigenous Languages Proficiency Test and the preferential treatment.)

<http://thuir.thu.edu.tw/handle/310901/284>

Taiwan’s President Tsai apologizes to indigenous peoples on behalf of government

<https://english.president.gov.tw/NEWS/4950>

A Study of Affirmative Action Policy for Aboriginal Students in Taiwan (Chinese)

<https://ndltd.ncl.edu.tw/cgi-bin/gs32/gsweb.cgi/login?o=dnclcdr&s=id=%22094NTPTC576041%22.&searchmode=basic>

Should the indigenous students be given bonus points on entrance exams? (Chinese)

<https://a107010057.wixsite.com/indigenouspeopledu>

Public Forum Debate

Resolved: That at least 50% of education should be done through online learning under normal circumstances for secondary schools in Taiwan.

The COVID-19 pandemic has led to schools shut across the world; according to some estimates, as many as 1 billion children have been forced to stay out of their brick-and-mortar classrooms and move online for learning. In Taiwan, the education landscape has also undergone significant changes, with learning and teaching undertaken remotely and on digital platforms since May 2021. Given the abrupt transition from in-person classes, many are wondering whether the use of online learning will persist post-pandemic, as various forms of education technology has in recent years seen major growth and adoption even before COVID-19. Supporters of online learning believe that its benefits, such as increased retention of information, outweigh potential drawbacks and that it is here to stay, whereas critics argue that it is merely a contingency plan that will ultimately prove to be not as effective as—and thus inferior to—physical classroom learning. What does the role of online learning play in secondary education in Taiwan? Should it be prioritized over traditional instruction across the board in non-emergency situations as well? What might be some of the implications?

Please note that the phrase “online learning” in the resolution is used synonymously with remote learning, distance learning, virtual learning, and e-learning. Although online learning comes in many varieties, it is defined here as a form of education in which at least 50% of the course content is designed to be delivered online; its application across different subjects is thus a potential point of contention between the two sides. Another thing to note is that the term “under normal circumstances” refers to non-emergency situations where schools are open and in-person instruction remains a perfectly viable option. In other words, in-person classes are unimpeded by extraordinary events such as natural disasters and pandemics.

As this is a public forum debate, your emphasis should NOT be placed on how secondary schools in Taiwan actually adopt online learning. The pro side thus need not detail the plan for a nationwide adoption, nor should the con side ask questions concerning that issue. Instead, they should focus on contending the reasons and evidence for or against online learning.

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References:

Online Learning Revealing the Benefits and Challenges

(This paper indicates the benefits and challenges of online coursework.)

https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=1304&context=education_ETD_masters

Online Schools Are Here to Stay, Even After the Pandemic

(This article explores the post-pandemic role of online instruction.)

<https://www.nytimes.com/2021/04/11/technology/remote-learning-online-school.html>

Remote Learning Raises Concerns about Teacher Training and Data Privacy

(This feature discusses the challenges facing remote learning.)

<https://www.edsurge.com/news/2021-02-09-remote-learning-is-here-to-stay-raising-concerns-about-teacher-training-and-data-privacy>

Students Lack Equipment for Online Classes: Federation

(This report addresses students' access to equipment for online learning.)

<https://www.taipeitimes.com/News/taiwan/archives/2021/06/21/2003759550>

The Study of Blended Learning on a Vocational High School in Taiwan

(This case study surveys the use of online learning in a vocational high school.)

https://www.academia.edu/28913082/The_Study_of_Blended_Learning_on_a_Vocational_High_School_in_Taiwan

An Analysis of Learners' Intentions Toward Virtual Reality Online Learning Systems: A Case Study in Taiwan

(The findings suggest that both perceived value and flow experience are important roles in users' use of online learning services.)

<https://scholarspace.manoa.hawaii.edu/bitstream/10125/70796/0150.pdf>

Young Children's Online Learning During COVID-19 Pandemic: Chinese Parents' Beliefs and Attitudes

(The study reveals the attitude of some Chinese parents towards online learning.)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7476883/>

Teacher Perceptions of Learner-Learner Engagement at a Cyber High School

(This paper is from before the pandemic back in 2016 and brings up several highlighted potential drawbacks to online learning.)

<https://files.eric.ed.gov/fulltext/EJ1102782.pdf>

Ministry Instructs Schools to Cut Online Classes in Half to Protect Students' Eyes

(The report states the decision made by MOE to cut online class hours.)

<https://www.taipeitimes.com/News/taiwan/archives/2021/05/31/2003758343>

Education Reform via Online Platforms (Chinese)

(This special feature delves into the digital transformation in education in Taiwan.)

<https://www.storm.mg/new7/article/3807056>