

JUNIOR A, ROUND 1

That all schools should offer remote learning as an option for students.

1. Type of topic

Topics that compel teams to argue that something should or should not be done, or in this case that something should or should not be made compulsory, are normative in nature. Affirmative teams are, therefore, required to exercise fiat and propose a model. Negative teams should consider the outcomes that model is trying to achieve and come up with a counter model to propose, which may or may not be the status quo. Whether the negative is electing to run a counter model, or they are propping the status quo, should be made clear. If they elect to run the status quo, their arguments then need to be consistent with that fact.

In running their model, the affirmative should clearly delineate what they think schools offering remote learning for students entails, characterising **clearly** and **specifically** what their world would look like. Affirmative and Negative teams alike should ensure they engage with the best case version of each others case (and win on that ground as well as their own) whilst *also* analysing the incentives of key stakeholders to demonstrate why the oppositions counterfactual might not unfold the way the opposition envisages.

2. Background/Context

Schools have, during the COVID-19 pandemic, had to pivot in varying degrees to alternate forms of teaching, that do not require in fact learning. This topic asks students to consider reasons why or why not that remote option being offered to **all students and at all times** would be a good or a bad thing.

3. Questions to Consider

- What is the role of the education system?
 - o How is that aim achieved by remote learning? How would that aim be achieved or not be achieved by making remote learning an always available option for all students? Is that aim important? Should that role be maintained? Why or why not?

- What is the role of remote learning?
 - o How does that compare to the role of in person classes?
- What is the delta (change) between a world with remote learning always available versus a world without?
- Consider the impacts of compulsory offering of remote learning on:
 - o Teachers;
 - o Students (who engage in compulsory learning and those who don't);
 - o Parents;
 - o Schools/the education system
- Has this been done before? And if not, who wants this to be done?
 - o Why? Why not?