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## Online Speech & Debate: Should We Zoom Into the Future?

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**ONLINE SPEECH & DEBATE: SHOULD WE ZOOM INTO THE FUTURE?**

A Master's Thesis

Presented to

The Graduate College of

Missouri State University

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts, Communication

By

Parker Hopkins

August 2022

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# **ONLINE SPEECH & DEBATE: SHOULD WE ZOOM INTO THE FUTURE?**

Communication

Missouri State University, August 2022

Master of Arts

Parker Hopkins

## **ABSTRACT**

This study uses quantitative analysis of survey responses to identify and explain individuals' motivations for or against online Speech & Debate competition. This study used a 51-question survey to generate multiple variables to explore the issue of online participation from a variety of angles including: financial costs, feelings of community, cultural experiences, sub-community, age, familial status, role in the community, feelings of work/life balance, technology, access, and tournament or season structure. This study found that there are few single determinants for online participation, rather all the factors listed above were motivating factors, for various individuals, for various reasons, and at various intensities. However, this study did find that all sub-communities would be best served by a few online competitions each season.

**KEYWORDS:** NDT-CEDA, NSDA Campus, Zoom, Tabroom.com, speech & debate, online competition, Policy Debate, Lincoln-Douglas Debate, Parliamentary Debate, Public-Forum Debate

# **ONLINE SPEECH & DEBATE: SHOULD WE ZOOM INTO THE FUTURE?**

By

Parker Hopkins

Master of Arts, Communication

A Master's Thesis  
Submitted to the Graduate College  
Of Missouri State University  
In Partial Fulfillment of the Requirements  
For the Degree of Master of Arts, Communication

August 2022

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In the interest of academic freedom and the principle of free speech, approval of this thesis indicates the format is acceptable and meets the academic criteria for the discipline as determined by the faculty that constitute the thesis committee. The content and views expressed in this thesis are those of the student-scholar and are not endorsed by Missouri State University, its Graduate College, or its employees.

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I dedicate this thesis to the novices who will undoubtedly begin their careers some Tuesday night after school staring at a computer screen. I hope you slaughter your future rounds with gusto.

Kick affs, take negs, and don't lose.

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## INTRODUCTION

Speech & Debate has often been recorded as a transformational activity for students in all levels of education. However, the SARS-CoV-2 (Covid-19) pandemic forced Speech & Debate to transform in a way that it was only barely ready. Chris Palmer (2020), one of the Speech & Debate community's most well-regarded 'techies' puts it best:

The type of tech required to do debate online is only barely ready for what we're asking it to do. If covid-19 hit 10 or even 5 years ago, speech & debate would simply have shut down. As it is, we haven't caught our breath. Everyone in the debate tech world has been running full tilt for months now, trying to get this all to work — and sometimes, we fail. We can promise you effort. We can never promise perfection. Neither can Google and its billions.

Granted, it has been many months since Palmer's writings, and the state of Covid-19 precautions has alleviated many of the concerns that forced the cancellation of the end of the 2019-20 season. Work from home technology and comfort levels have improved, and mitigating factors such as mass vaccinations, social distancing, and masking have become the norm (Centers for Disease Control and Prevention, 2021; Koeze & Popper, 2020). Understanding the rationales for and against online competition of Speech & Debate community members as they approach this transformation is essential in addressing the changes here to stay.

## LITERATURE REVIEW

### Research on Speech & Debate

Speech & Debate participation has a storied history of positive benefits for its participants in terms of critical thinking, academic achievement, and democratic modeling (Litan, 2020; Tomohiro & Briana, 2021; Zhou, 2021). The question of this research is how do we ensure we capitalize upon our current situation. As a result, this section explores current literature on the issue of Speech & Debate participation.

**Why do Competitors Continue to Participate?** While much research exists on the benefits of Speech & Debate (Litan, 2020; Tomohiro & Briana, 2021; Zhou, 2021), little research exists that explores the motivations for students to continue in the activity. The research that does exist was completed prior to the SARS-CoV-2 pandemic but still offers an acceptable guide on participation justifications for the purpose of identifying motives during the era of digital debate. Hamaker (2019) is by far the most recent study of this nature; other writings about participation tend to analyze preferences 20 years in the past. A qualitative approach to understanding College NDT-CEDA debater motivations, the Hamaker (2019) study identified six themes for continued participation: scholarship access, competitive goals, the process of preparation, perspective on self and life, community, and life balance. Two themes, community, and life balance, are particularly intriguing starting points because these experiences may differ significantly due to online competition.

**Community.** Hamaker (2019) identifies two community sub-groupings that determine participation that may be affected by online competition: squad community and the intercollegiate debate community. Notably, the primary reason for squad community concerns the positive benefits of travel – gatherings and dinners, aspects of team culture that are often

exclusively provided during travel tournaments. Intercollegiate debate community themes have a similar trend. Students seemed excited because of the opportunity to meet like-minded individuals at tournaments:

And it makes walking around the halls of a school knowing that every single person I look at probably has very deep thoughts about how the world works, how a legal systems function or specific theories, whether it be nuclear deterrence or queer theory or whatever that person's thing is. (Hamaker, 2019, p. 46)

The conclusion about seeing people "around the halls" seems in line with literature about zoom fatigue (Hamaker, 2019, p. 46; Wiederhold, 2020). Wiederhold (2020) explains that the slight delay involved with all telecommunications disrupts the internal expectations of human communication, making video conferencing a significantly more demanding experience (p. 1). Some study into how this effect impacts digital Speech & Debate exists (Liu, 2019b; Rebrovick, 2021a), but further comparisons to other forms of synchronous education will be explored in the next section.

Other earlier research aligns with the community theme. Jones (1994) uses a slightly different qualitative approach to understand participation by conducting structured interviews and administering a survey orally. Results strongly indicated that "debate provided an atmosphere which reinforced the debaters need to know that he or she is intelligent" (Jones, 1994, p. 69). While a few others also indicated the social benefits were significant, competitors of that era were significantly more concerned with those results than other determinants of participation (Jones, 1994). Hill (1982) took a quantitative approach by asking students to rank order all of the factors they considered when deciding to participate. While this was published close to forty years ago, the responses in Hill were similar to the Hamaker study. In order of

frequency of respondents, some benefits concerning in-person tournaments emerge – enjoyment/fun (34.4%), travel (34.4%), social interaction (23.3%), experience (8.8%), parties (1.1%) (Hill, 1982, p. 82). Many aspects of these themes are only accessible through in-person tournaments. The Hill study was reevaluated by Wood & Rowland-Morin in the mid to late 1980s during a different time of turmoil in the college debate community – the divergence in styles from NDT and CEDA style debate. They administered a Likert scale style survey using the 33 themes identified in Hill and interestingly found that:

Four of Hill's (1982) core responses were not supported in the 1983 and 1987 surveys. Preparation for Law School, Social Interaction, Travel and Improving Research Skills, when tested for depth of commitment, reflected significantly less importance for students than reported in the Hill study. That is, while a number of the 1982 students self-generated these items, the 1983 and 1987 students scored these items as relatively unimportant motivational influences. (p. 90)

The notable difference here indicates that two of the largest perceived benefits of in-person tournaments – travel and social interaction- were much less important than anticipated. How forensics community members balance these desires is also vital to understand.

**Balance.** The most basic principle of economics relies on an understanding of scarcity – an acknowledgment of unlimited wants in the face of finite resources (Critic Capital LLC, 2020). The balance in a Speech & Debate community members' life is an essential step in understanding how online competition may affect participation; the flexibility of online competition may allow more free time for other pursuits while also creating social drawbacks. Hamaker identified four trade-offs that competitors stated implicated their desires to participate: coursework, social life, family, and extra-curricular opportunities. While participants reported several reasons that their debate-life balance is affected by the frequent travel required to be competitive, it is noteworthy

that "they remained motivated to continue debating through strategizing about ways to complete all required tasks and reducing their debate commitment when needed" (Hamaker, 2019, p. 55). Historically, the dichotomy of incentives within forensics are well documented. Lane wrote in the inaugural issue of the Journal of Public Speech about the "One thing that complicate[s] the situation is the fact that we are working under two ideals: one to win, and the other to educate" (1915, p. 14). Dealing with this inherent tension is one of the guiding issues in forensics and this research. Other non-forensics research into telework's effects on stress factors found it possible that the frequency of telework (or, in this case, tele-tournaments) could have a relationship with decreased stress levels in academics (Heiden et al., 2020).

Some other research discusses community from the perspective of Speech competitors. Williams & Hughes (2005) designed a quantitative survey approach to how Speech competitors communicate with their family members. Researchers found that students with increased competitive forensics experiences were better equipped to navigate the issues caused by long competitive travel seasons and the lack of ability for parents to spectate competition (Williams & Hughes, 2003; Williams & Hughes, 2005). It is possible that online streaming could also help alleviate these concerns. Another approach from the Speech perspective analyzed fifty-eight articles concerning wellness in forensics and found themes concerning burnout, stress, relational tension, diet during travel, chronic health conditions, and team identification affects both educators and students in varying ways (Kay, 2018).

The issues cited in Hamaker (2019) are compounded for the coaches who have dedicated their lives to the pursuit of forensics. McDonald (2001) may say it best:

Arguably, one of the greatest sources of stress on a coach is travel. The fatigue that comes from long flights or drives, judging and coaching is compounded by

the social and emotional impact of time away from partners, family and friends.  
(p. 115)

Little has changed after twenty years, leading to the 2020 National Debate Coaches Association conference being entitled 'Refresh & Renew: Health, Wellness, and Longevity in Competitive Speech & Debate' (NDCA, 2020). Other research echoes similar concerns covering coach burnout and has concluded equally that these individuals need support (Fenner, 2010; Jensen 1997). Decisions on how to move forward given the changing technological landscape are being made over the coming months, and directors being armed with information on how to tackle these challenges is essential to the continued growth in the community.

A separate study sought to find a trend to explain debate participation quantitatively in a time marked by the proliferation of different debate formats. A study of late 1990s debate programs yielded results that mimic the balance and community themes discussed in Hamaker (2019). Williams, McGee, & Worth (2001) asked 358 debate programs to have seven students fill out a survey. 70 programs responded with 286 complete surveys. Results were broken out into benefits and disadvantages to debate participation; full breakouts are available in Tables 1 and 2. Notably, when viewed through the lens of online Speech & Debate, 58.6% of benefits responses (speaking skills/ communication skills, analytical/critical skills, research skills, knowledge/education, argumentation, learn about issues, and organizational skills) were directly from the educational benefits from participating in debate and would be gained from competing online (Williams, McGee, & Worth, 2001). View these percentages in Table 1.

In comparison, when viewed through the same lens, 67.6% of the disadvantages (time, hurts academics, affects social life, financial costs, travel time, lack of involvement in other campus activities, and loss of work) could be directly reduced by the saved time by competing



online (Williams, McGee, & Worth, 2001). View these individual percentages in Table 2. Moreover, the social benefits gained from less travel time could alleviate one of the more considerable changes that Williams, McGee, & Worth (2001) observed from past studies. Further research can use the motivations indicated in the Williams, McGee, & Worth (2001) study to inform how directors can maximize the benefits of a partial digital season.

Table 1. College Benefits of Debate Participation

Item	Frequency	% of Total
Speaking skills/Comm. Skill	136	18.6
Analytical/Critical Skills	94	11.8
Social life/Meet People	77	10.4
Research Skills	62	8.4
Knowledge/Education	46	6.2
Self-esteem/confidence	43	5.8
Argumentation	33	4.0
Travel	28	3.8
Learn about issue	28	3.8
Organizational skills	25	3.0
Thinking fast	21	2.8

*Note.* Table data from Williams 2001.

A study of high school students at the 2001 National Forensics League (now National Speech & Debate Association) yielded similar results when a similar questionnaire was

distributed (Littlefield, 2001). Benefits and disadvantages observed by the high school students can be seen in the Table 3 and Table 4 from Littlefield (2001).

Table 2. College Disadvantages of Debate Participation

Item	Frequency	% of Total
Time	138	23.7
Hurts Academics	104	17.8
Health/sleep/frustration/stress	56	9.6
Affects social life	54	9.2
Financial cost	42	7.2
Travel time	21	3.6
Lack of involvement in other campus activities	19	3.2
Too competitive/win attitude	18	3.0
Loss of work	17	2.9
Workload	12	2.0

*Note.* Table data from Williams 2001.

When compared to each other, some trends emerge. Most notably, as Littlefield points out that high school debaters are experiencing information often for the first time as their topics are likely not to overlap. However, while college debaters age, take more classes, and debate into their 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> years with longer speech times and more complex arguments, their goals shift from information retention to deeply analyzing and synthesizing information (Littlefield, 2001). As noted in Table 5, other trends emerge when comparing high school and collegiate disadvantages.

Table 3. High School Benefits of Debate Participation

Item	Frequency	% of Total
Speaking skills/Comm. Skill	144	22.32
Knowledge/Education	111	17.20
Social life/Meet People	83	12.86
Research Skills	73	11.31
Self-confidence/Handle stress	50	7.59
Critical/Analytical Skills	49	7.75
Argumentation skills	33	5.11
Thinking fast	25	3.87
Improved relational communication/Teamwork	22	3.41
College Admission	14	2.27

*Note.* Table data from Littlefield 2001. N = 645

The difference exhibited by high school students was in relation to the social stigma of debate team membership by others towards them or the activity itself (Littlefield, 2001). Littlefield (2001) does point out that none of the high school participants that indicated they had been in debate since middle school (5 or 6 years) indicated any of the social disadvantages (p. 92). Thus, the time in the activity may explain why this trend was not present with the college debaters. It is also possible that the social stigma issue may be intensified by digital competition. Bowers (2017) identified that those associated with technology experience stigma related to personality, gender, race, and religion.

Table 4. High School Disadvantages of Debate Participation

Item	Frequency	% of Total
Takes time from other things/Trade-off	124	22.06
Significant time commitment	77	13.70
Causes stress/Tension	49	8.71
No social life/Isolation	45	8.00
Fosters unhealthy habits/choices	41	7.29
Costly/expensive	40	7.11
Negative stigma by others	30	5.33
Perception/Criticism of self and other debaters	29	5.16
Competition/Politics/Judging issues	25	4.44
Critical of the nature of the debate activity	24	4.27

*Note.* Table data from Littlefield 2001. N = 562

Indeed, it is an atypical high school experience to spend entire weekends speaking into a webcam about in-depth foreign policy or philosophical concepts, and competition from home may implicate high school students' view of self. This phenomenon is evident in an example internet meme shown in Figure 1. Other examples of this phenomenon could be seen on numerous social media platforms during the fall 2020 online season. An example meme is provided below that illustrates what it may feel like for students being interrupted by parents that do not understand the activity. Posts like this were prolific on social media platforms during the height of the online-only 2020-21 season. Further research could explore online competitors' motivations compared to their younger age.

Table 5. Comparison of High School and College Debaters' Ranks of Disadvantages of Debate

Rank of Category by High School Debaters	Disadvantage Categories	Rank of Category by College Debaters
1	Takes time/Trade off	Xa
2	Significant time commitment	1b
3	Causes stress/Tension	3
4	No social life/isolation	4
5	Fosters unhealthy choices/Habits	Xc
6	Costly/Expensive	5
7	Negative stigma by others	X
8	Perceptions/Criticisms of self/Other debaters	X
9	Competition/Politics/Judging issues	8
10	Criticism of nature of debate activity	X
X	Hurts academics	2
X	Loss of work	9

*Note.* Table data from Littlefield 2001.

a = Collegiate categories were included in high school category: Travel time was ranked 6<sup>th</sup>; Lack of involvement in other activities was ranked 7<sup>th</sup>.

b = Collegiate category Workload, ranked 10<sup>th</sup>, was included in high school category.

c = Collegiate category included health/Lack of sleep/Frustration.

**Online Speech & Debate.** While some research has been conducted on the motivations of members of some of the more established sub-communities – Policy debate and Speech as noted above. No research has been conducted to see if these types of motivation factors are also present in the other sub-communities compared to one another. Some research has been

presented on digital Speech & Debate competitions, but not on the magnitude experienced because of the Covid-19 pandemic.

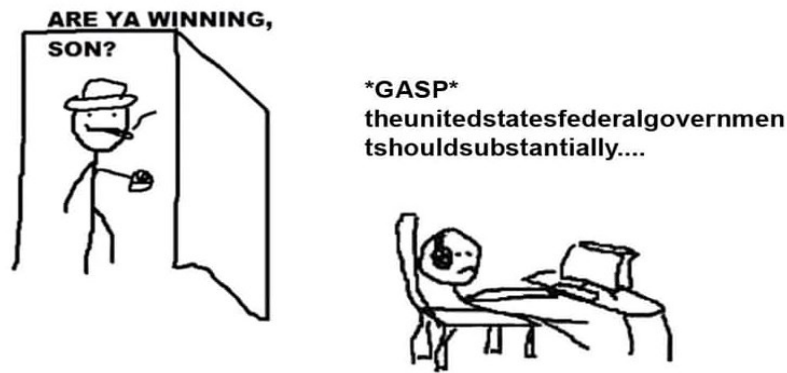


Figure 1. An Example of an Internet Meme Making Light of Online Competition.

Some early research looked at the use of the internet to facilitate online 'blog-style' debates, as is present in many online classes discussion boards. Maguire (2008) looked at blog-style internet debates when applied to candidates in a local election in 2004-2005. Maguire surveyed the candidates and many voters and found that they were fond of the process. However, some logistical issues, such as internet access and connectivity to candidates, were present (2008, pp. 338-340). This positive outlook may apply to recruits as they can be sold online Speech & Debate as a low barrier to entry activity. Other research seemed to capitalize upon the novice debater in a low barrier to entry environment. For example, Scott (2008) attempted to integrate a short in-class debate format into her information technology classroom, a field not known for an interest in public speaking. These short debates were targeted at increasing critical thinking skills, and once again, quantitative, and qualitative data from student surveys indicated strong positive feelings towards the activity (Scott, 2008, p. 42-43).

Another interesting dynamic is the feedback process. Typically, Speech & Debate competitors must wait for the ballot, or in some cases of nationally competitive debate, are given feedback directly after the debate. Researchers Jones, Georghiades, & Gunson (2012) examined how digital technologies can enhance feedback to students. They employed a digital screen capture process while instructors graded student work, recorded their verbal feedback, and wrote feedback on the document. Students overwhelmingly found the quality of feedback to have increased (Jones, Georghiades, & Gunson 2012). This feedback system may have applications for future asynchronous speech tournaments.

A few instances of data directly ask questions concerning online NDT/CEDA style debate. In October 2019, just a few months prior to the lockdown conditions imposed in the United States due to the pandemic, the University of Wyoming hosted the first large-scale online speech or debate tournament. Matt Liu (2019a) writes briefly in that tournament invitation some of the guiding benefits from the experience when attempting to persuade community members to attend:

Here's the elevator pitch: no plane tickets, no hotel expenses, no rental cars. Trophies, however, will be real and will be shipped to their winners. The tournament is sanctioned by CEDA. Most important: rounds and experience for your debaters that doesn't trade-off with other tournaments. We don't want digital to replace the face-to-face benefits of travel, and don't think it ever could or would-- but it might be a good supplement for those with geographic or financial barriers to travel. In fact, we've had both several schools that don't usually travel JV/novice debaters and several schools that previously left policy for alternative formats express interest. The novice division will use the ADA and D1 packets--that's been essential to our pitch of lowering entry barriers to schools that left policy for NFA-LD and parli. Digital also offers some unique benefits: because it's so much easier to drop in for one or two rounds when you don't have to give up your entire weekend flying across the country, I'm optimistic about creating a judging pool full of folks that will give amazing feedback for novice and JV debate. This same advantage means a whole new way to connect with alumni.

Given that this is a relatively new phenomenon for CPD, for those who are curious a longer rationale and response to potential concerns is included.

The tournament was hosted via Zoom and used an online 'skin' to replicate in-person tournaments named Yaately (Liu, 2019a). Forty-two debaters from eleven different programs participated (Liu, 2019a). A survey was conducted asking tournament participants ( $n = 33$ ), judges, coaches, and debaters, to report on their experiences (Liu, 2019b). Overwhelmingly, out of the 24 valid responses, 78.17% of respondents indicated the tournament was a very beneficial experience. Comparable results were present in other questions in the survey, where participants indicated the experience was overall valuable and positive, while drawbacks cited are in line with the assumed issues of technology and social interaction (Liu, 2019b).

More recently, Harvard University conducted the first hybrid tournament in fall of 2021 where roughly 27% ( $n = 22$ ) of the tournament entries competed digitally (Rebrovick, 2021b). In comparison, the remaining 73% ( $n = 57$ ) competed in person and when accounting for prelim judging commitments available 56% ( $n = 186$ ) were online judges and 44% ( $n = 146$ ) were in-person judges (Rebrovick, 2021b). Results from a qualitative survey ( $n = 68$ ) indicated that the hybrid model, at least in its first iteration, resulted in many technological problems for debaters and judges when there was a mix of online and in-person debaters and judges (Rebrovick, 2021a). Most notably, when survey respondents were asked about relaxing mutual preference, judging criteria would be all right with slightly worse mutual preferred judges in exchange for more fully in-person debates (Rebrovick, 2021a). Future research results may reflect total community preference by expanding the participant pool and once participants gain more experience with hybrid competition.



## **Research on Telework in Academia**

One of the closest analogs to help understand the motivations for and against online Speech & Debate is telework among academics. Academics have felt an increased stress level over the last few decades due to higher demands for efficiency and productivity (Heiden et al., 2020; Melin, Astvik, & Bernhard-Oettel, 2014; Ng, 2006). Other research directed exclusively at faculty satisfaction was first explored by Ng (2006). Ng evaluated various quantitative and qualitative data and identified various "issues for the academic" (p. 5). The six areas identified were 1. balance between work and family, 2. increased productivity and job satisfaction, 3. work environment at home, 4. professional and social isolation, 5. technology requirements, and 6. workgroup communication (Ng, 2006, pp. 5-8). These groups align similarly with the general motivation considerations expressed in the Hamaker (2019) and McDonald (2001) studies. Other research by Heiden et al. (2020) took a quantitative approach to measure the satisfaction of telework by assessing a variety of academics at multiple institutions in Sweden in a survey format. They found that a "high frequency of telework was associated with higher ratings of stress" (Heiden et al., 2020, p. 717). Other research from Tustin (2014) looked at academics at universities in South Africa and found that "telecommuting academics generally seem more productive and happier than nontelecommuters and also tend to experience lower levels of fatigue and work frustration" (p. 202). Also notably, Tustin found that the largest determinates of desire to work from home and the office are "flexibility of working at home/outside the office, flexibility to decide how work is done, and the quality of the work environment" (p. 202). Research that explores these connections to academics in the Speech & Debate world may prove fruitful. Further research exploring how digital competition's relative benefits and drawbacks may help the Speech & Debate community strike the optimum balance.

## **Self-Determination Theory**

No discussion of motivation is possible without understanding its application to self-determination theory. When understanding self-determination theory, it is essential to understand the differentiation between the content of goals or outcomes and the regulatory processes through which the outcomes are pursued (Deci & Ryan, 2000, p. 227). Moreover, "according to SDT, a critical issue in the effects of goal pursuit and attainment concerns the degree to which people can satisfy their basic psychological needs as they pursue and attain their valued outcomes" (Deci & Ryan, 2000, p. 227). The involvement of psychological needs aligns well with the motivations listed above. When applied to telework, self-determination theory is surprisingly ineffective as showing to be a determinant. Heiden et al. (2020) looked at the three basic needs required to be motivated – autonomy, competence, and relatedness - (Deci & Ryan, 2000; Heiden et al., 2020) and found that none of the areas were associated with the frequency of telework among academics (p. 718).

## **Hypotheses and Research Questions**

This literature has brought up the following questions:

- Hypothesis 1: A participant's online preference score is associated with membership in different sub-communities.
- Hypothesis 2: A participant's online preference score is associated with high school or college affiliation, their perceived program focus, if they have under 18 years old children at home, and their relationship status.
- Hypothesis 3: A participant's percentage of online tournaments they are willing to attend is associated with membership in different sub-communities.
- Hypothesis 4: A participant's percentage of online tournaments they are willing to attend is associated with high school or college affiliation, their perceived program focus, if they have under 18 years old children at home, and their relationship status.
- Hypothesis 5: A higher online preference score will negatively correlate with age.

- Hypothesis 6: A participant's percentage of online tournaments they are willing to attend will negatively correlate with age.
- Research Question 1: What are the frequencies of each sub-communities preference for the four types of schedule preference?
- Research Question 2: What is each sub-community's preferred online competition platform?
- Research Question 3: What is the preferred tabulation platform for each sub-community?
- Research Question 4: What are the technology preferences of online tournament participants?

## **METHODS**

### **Participants**

The participants for this study were 662 members of the Speech & Debate community. Participants self-identified the sub-community they most closely affiliate within the frequencies listed in Table 6. The mean age of participants is 33.85, with a range of 18 to 93 and a SD of 14.86. Participants reported their familial status in the following manner: Single,  $n = 304$ ; Partnership,  $n = 109$ ; Married,  $n = 227$ ; Other,  $n = 10$ . 19.2% ( $n=127$ ) of participants reported having children under the age of 18 at home. 77 respondents were removed because they did not specify their age. 168 respondents were removed because they did not complete enough of the survey. 93 respondents were removed because they were under age 18. One respondent was removed because they were clearly a fake response. 339 total responses were removed due to incomplete or inaccurate information. Prior to the collection of data, this research received Institutional Review Board approval on November 19<sup>th</sup>, 2021, from the Missouri State University IRB office and is listed under study number IRB-FY2022-23. See Appendix A for Human Subjects IRB approval.

### **Measures**

Respondents completed a four-section survey designed to create an 'online preference score.' Score results were compared to various demographic data using ANOVA. Survey questions concerning online vs. travel tournaments asked questions about the following themes: general preference, social activities, educational benefits, cultural opportunities, food quality, missing of class or work, missing family, travel concerns, financial costs. Questions were reverse coded and then iteratively eliminated until a Cronbach's  $\alpha = .888$  was reached. The final score

consisted of 19 questions with a high score of 95 and a low score of 19 ( $M = 47.61$ ,  $SD = 12.71$ ). The final scale used all questions in Appendix B's Online Preference Score section except for questions 23, 24, 25, 26, 27, and 30.

Table 6. Sub-community Frequency

Item	Frequency	% of Total
High school Policy	128	19.3
High school Lincoln-Douglas	76	11.5
High school Public-Forum	42	6.3
High school Congress	19	2.9
High school Speech	101	15.3
College NDT/CEDA	122	18.4
College NPDA/NPTE	20	3.0
College IPDA	25	3.8
College NFA-LD	34	5.1
College Public-Forum	3	0.5
College Speech	59	8.9
College British-Parliamentary	24	3.6

*Note.* No member of the NEDA sub-community completed the survey.

Respondents were also asked to specify the percentage of tournaments in a hypothetical future season that was not affected by Covid-19, in which they would be willing to attend online tournaments. Often participants gave ranges or gave numerical responses with a bit of

explanation. Results were recorded to the mid-point of the range or the actual number recorded in the textual response. 493 participants responded with a mean of 30.22% (SD = 28.4).

Respondents were also asked various preference questions concerning online technology use, platform, tabulation, and season structure preferences. These questions are discussed from both the qualitative and quantitative lens in the results and discussion sections below.

## **Procedures**

Surveys were disseminated to all willing adult members of the Speech & Debate community via social media posts, personal requests, and promotion by tournament hosts. Participants were also asked to send the survey out to any interested potential respondents in their network. Responses were gathered via Qualtrics survey software and then exported to SPSS to be analyzed. Prior to being exported, responses that were incomplete, or were otherwise unacceptable due to age of participant etc. were removed from the data set.

## RESULTS

### Hypothesis 1

Hypothesis 1 looked at if a participant's online preference score is associated with membership in different sub-communities. A one-way ANOVA supported Hypothesis 1 ( $F(11, 616) = 2.870, p < .05$ ). See Table 7 for the ANOVA of OPS by Sub-community. Bonferroni post hoc tests at the .05 level identified a few relationships between sub-communities as significant: HS Congress and College NDT/CEDA, and HS Congress and College NPDA/NPTE. See all other post hoc comparisons and descriptive statistics by sub-community in Appendix C.

Table 7. ANOVA of OPS by Sub-community

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4945.095	11	449.554	2.870	.001
Within Groups	94751.670	605	156.614		
Total	99696.765	616			

### Hypothesis 2

A factorial analysis of variance was conducted to explore the relationships between online preference score, high school vs. college affiliation, perceived program focus, whether participants have children under age 18 at home, and familial status. See Appendix D for frequencies, means, and standard deviations as broken out by the variables. The only significant relationships within this hypothesis were the presence of under 18 at home. The presence of under 18 at home as a significant main effect was supported ( $F(1, 594) = 6.53, p < .05$ ). See Appendix D for all tests of between-subjects effects.

### Hypothesis 3

Hypothesis 3 looked at if a participant's percentage of online regular season tournaments they are willing to attend is associated with membership in different sub-communities. A one-way ANOVA did not support Hypothesis 3 ( $F(11, 491) = 1.347, p > .05$ ). See Table 8 for one-way ANOVA. See Table 9 for means and standard deviations broken out by sub-community.

Table 8. ANOVA of Percentage of Online Regular Season Tournaments Acceptable by Sub-community

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11869.132	11	1079.012	1.347	.195
Within Groups	384578.268	480	801.205		
Total	396447.400	491			

### Hypothesis 4

A factorial analysis of variance was conducted to explore the relationships between a participant's percentage of online regular season tournaments they are willing to attend, high school vs. college affiliation, perceived program focus, if participants have children under age 18 at home, and relationship status. See Appendix E for frequencies, means, and standard deviations. No significant effects were observed at the .05% confidence level. See Appendix E for all tests of between-subjects effects.

### Hypothesis 5



Hypothesis 5 stated that there is a relationship between age ( $M = 33.85$ ,  $SD = 14.86$ ) and online preference score ( $M = 47.61$ ,  $SD = 12.71$ ). A Pearson's correlation supported this hypothesis with a significant positive relationship ( $r(1) = .047$ ,  $p > .05$ ). See Table 10 and Table 11 below for the respective means, standard deviations, and for the Pearson Correlations.

Table 9. Percentage of Online Regular Season Tournaments a Sub-community Finds Acceptable

Sub-community	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
HS Policy	95	29.72	30.497	3.129	23.50	35.93	0	100
HS LD	57	31.09	29.002	3.841	23.39	38.78	0	100
HS PF	33	34.14	29.260	5.094	23.76	44.51	0	100
HS Congress	13	32.08	26.065	7.229	16.33	47.83	2	100
HS Speech	84	24.23	28.580	3.118	18.03	30.43	0	100
College NDT/CEDA	90	32.12	30.017	3.164	25.83	38.40	0	100
College NPDA/NPTE	15	18.17	15.597	4.027	9.53	26.80	0	50
College IPDA	21	29.12	18.561	4.050	20.67	37.57	0	50
College NFA-LD	22	41.14	27.427	5.847	28.98	53.30	0	100
College PF	2	47.50	17.678	12.500	-111.33	206.33	35	60
College Speech	42	35.79	26.402	4.074	27.56	44.01	0	100
College BP	18	22.08	26.041	6.138	9.13	35.03	0	100
Total	492	30.18	28.415	1.281	27.66	32.70	0	100

## Hypothesis 6

Hypothesis 6 stated that there is a relationship between age ( $M = 33.85$ ,  $SD = 14.86$ ) and the percentage of regular season tournaments a participant is willing to attend ( $M = 30.22$ ,  $SD = 28.4$ ). A Pearson's correlation rejected this hypothesis with an insignificant negative relationship ( $r(1) = -.073$ ,  $p > .05$ ). See Table 12 and Table 13 below for the respective means, standard deviations, and for the Pearson Correlations.

Table 10. Descriptive Statistics for Age by OPS

	Mean	Std. Deviation	N
Age	33.8585	14.86306	650
OPS	47.6145	12.71007	620

Table 11. Pearson Correlation for Age by OPS

		Age	OPS
Age	Pearson Correlation	1	.047
	Sig. (2-tailed)		.243
	N	650	613
OPS	Pearson Correlation	.047	1
	Sig. (2-tailed)	.243	
	N	613	620

## Research Question 1

Research question 1 proposed various season schedule options that incorporated online and hybrid options on a 5-point Likert scale and compared them to relevant sub-communities.

Table 12. Descriptive Statistics for Age by Percentage of Online Regular Season Tournaments

	Mean	Std. Deviation	N
Age	33.8585	14.86306	650
% Online Okay	30.22	28.400	493

### Research Question 1

Research question 1 proposed various season schedule options that incorporated online and hybrid options on a 5-point Likert scale and compared them to relevant sub-communities.

Table 13. Pearson Correlation for Age by Percentage of Online Regular Season Tournaments

		Age	OPS
Age	Pearson Correlation	1	-.037
	Sig. (2-tailed)		.420
	N	650	488
OPS	Pearson Correlation	-.037	1
	Sig. (2-tailed)	.420	
	N	488	493

87.3% of respondents answered their preference for gathering in person for preliminary rounds on the weekends and competing in elimination rounds in the evenings the week after. 87.5% of respondents answered their preference for attending major national tournaments in-person in "cool" locations and attending smaller regional tournaments online. 87.3% of respondents answered their preference for tournament hosts to switch from online to in-person from year to year with cycles offset so community members can visit all the locations over two years. 87.2% of respondents answered how they would prefer a season where all or nearly all regular season tournaments allow hybrid competition that includes in-person and online competitors. Results for each question are reported in Appendix F.

### **Research Question 2**

Research question 2 looked at the preferred online competition platform for each sub-community. 86.4% (n = 572) of respondents answered this question. See Appendix G for preferences for each sub-community.

### **Research Question 3**

Research question 3 looked at the preferred online tabulation platform for each sub-community. 88.4% (n = 585) of respondents answered this question. See Appendix G for preferences for each sub-community.

### **Research Question 4**

Respondents were asked a variety of questions to determine their quality of technology and location set up used to interact with an online tournament. Questions and the frequency of

the answers broken out by sub-community can be seen in the below in Appendix H.

## **DISCUSSION**

The primary goal of this study was to acknowledge now that online technology for Speech & Debate was forced to be developed due to the Covid-19 pandemic and then answer the fundamental question of what the larger community should do now. The findings revealed some significant relationships between several variables that may affect preference for online competition. The following sections focus on the relationship between a participant's online preference score, the percentage of regular season tournaments they are willing to attend and the remaining independent variables of sub-community affiliation, high school vs. college affiliation, their perceived program focus, if they have children under the age of 18 at home, and their relationship status.

### **Online Preference Score**

The first dependent variable tested was the online preference score. This was tested in three ways: first against sub-community preference, second against the remaining four variables, and third against age. A one-way ANOVA tested online preference score against sub-community of the respondent; this test indicated a significant relationship between preference for online competition and sub-community. When reminded that the online preference score is in a range of 19 to 95, it is interesting to note that the overall mean for all sub-communities online preference scores is 47.61 with a SD of 12.71. This indicates that even when considering all other themes of online and in-person tournaments, most participants are satisfied with some aspects of online competition.

When testing for the main determinants of the desire to attend tournaments, few variables were deemed significant by a factorial ANOVA. High school vs. college affiliation, familial

status, and perceived program focus did not result in any significant relationships. However, the presence of under 18 children in the home has significant effects on online preference. While comparatively fewer participants had children at home ( $N = 127$ ), its notable that this group has strong overlap with coaches' group. This data seems to strongly support the framework concerning telework in academia proposed by Ng (2006) mentioned in the literature review. Ng concluded that the primary reason academics prefer telework opportunities was for maintaining the balance of work and family, and certainly saving on travel time to and from tournaments can increase that.

Finally, the online preference score was compared to age. A Pearson's correlation showed an significant positive relationship. Researchers did expect that age might not be significant determining factor as many individuals value traveling to tournaments at all ages and that those who are older and have less experience with the technology may disprefer online competition. However, when examining results from this survey, age might be a good comparable to represent the qualities expressed by Ng (2006), Heiden et al. (2020) and Tustin (2014). Certainly, as community members age, they may come to value the ineffable qualities of the human experience that younger current competitors may not value.

Combining these results indicates that more targeted research needs to be conducted to identify what causes differing sub-communities to prefer online tournaments. Again, when evaluating Appendix G below, participants on average preferred online tournaments in some instances. While these determinates may not be that statistically significant, it still seems to align with the frequencies as presented in previous quantitative studies done on debater participation by Williams, McGee, & Worth (2001). For many Speech & Debate community members, the time trade-offs for a fully online season seem to indicate that a partially online regular season

would, on balance, be preferable. Reference Table 14 below for specific online preference score information by sub-community.

Table 14. Online Preference Score by Sub-community

Sub-community	Mean	N	Std. Deviation
HS Policy	48.2540	126	12.70901
HS LD	48.4110	73	13.44416
HS PF	50.4750	40	13.78589
HS Congress	56.4375	16	8.81641
HS Speech	45.2396	96	12.13585
College NDT/CEDA	44.7768	112	11.71563
College NPDA/NPTE	40.5000	16	13.06905
College IPDA	49.9200	25	10.98833
College NFA-LD	51.3871	31	13.78085
College PF	49.3333	3	9.01850
College Speech	50.1273	55	13.53056
College BP	45.6667	24	10.50328
Total	47.6240	617	12.72185

### **Percentage of Online Regular Season Tournament Deemed to be Acceptable**

A second dependent variable was tested to try to replicate the results of the online preference score. Participants were asked to specify the percentage of regular-season



tournaments they would be willing to attend online in a hypothetical future season that was not affected by the Covid-19 pandemic. Often participants gave ranges or gave numerical responses with a bit of explanation. Results were recorded to the mid-point of the range or the actual number recorded in the textual response. Percentage answers were first compared using a one-way ANOVA against sub-community and were not supported. While sub-community may not be a significant determinant for the difference in the percentage of online regular-season tournaments, noting the mean of each of the sub-groups is important because even the lowest, 18% as desired by College NPDA/NPTE, would still result in roughly 2 tournaments per season assuming a 10 tournament regular-season schedule. Even more notable is that when excluding College PF with only 3 responses, the lower bound within a 95% confidence interval is at lowest 9.13% for College BP, but often much higher for others. Meaning that, assuming the same 10 tournament regular-season schedule, in all sub-communities, at least a single tournament per season should be online. Looking at Table 9 above listed under Hypothesis 3, it is easy to see that every sub-community prefers some amount online tournaments during the regular season. Moreover, the inverse is also proven true – while all sub-communities would prefer a few online tournaments per season, no sub-communitity, on average, prefers a fully online season.

No significant results were shown when testing the percentage variable against all four of the remaining four variables using a factorial ANOVA. This means that in this case, high school vs. college affiliation, program focus, having children at home, and familial status all have no significant main effect with the percent of regular-season tournaments preferred.

Finally, the percentage was compared to age using a Pearson correlation. It produced an insignificant negative correlation. This result seems in direct contrast to the results from the online preference score. It seems that as stated above, when compared with the online preference

score, an insignificant relationship was expected due to the variety of reasons why some people may prefer travel tournaments.

### **Schedule & Tournament Structure Preferences**

A variety of questions asked participants their preferences of how and when tournaments are best scheduled online and administered. Questions proposed a type of season or tournament structure and then respondents selected a response from a 5-point Likert scale ranging from strongly prefer to strongly disprefer. Answers were recoded numerically so that strongly prefer was given a 5 rating and strongly disprefer was given a 1 rating. These values and their relevant means can be seen graphically and textually in the following paragraphs.

There were some preference variations by sub-community. Regardless of sub-community, there was strong opposition to live preliminary rounds followed by online elimination rounds during the week after. There was also strong opposition to each tournament rotating live vs online over a 2-year period. While many sub-communities leaned against hybrids and prioritizing "cool" locations over region for in-person tournaments some did support it namely HS and College Speech. Evidence-based policy debate communities (HS policy / NFA-LD / NDT-CEDA) leaned toward supporting hybrid entries.

First, participants were asked to score how they felt about a tournament schedule where competitors gathered in person during the weekend for preliminary rounds and then met online later for elimination rounds during the evenings of the subsequent week. According to Figure 2, it is clear that participants overwhelmingly dislike this schedule style; while some sub-communities have some preference to this, those participants are few and far between. The mean ( $N = 581$ ,  $SD = 1.008$ ) response, after recoding of variables is a 4.0, suggesting that participants

sit squarely in the disprefer category. Only 7.7% (N = 45) of the 578 respondents who answered this question selected prefer or strongly prefer, while 69% (N = 401) of the 578 selected disprefer or strongly disprefer.

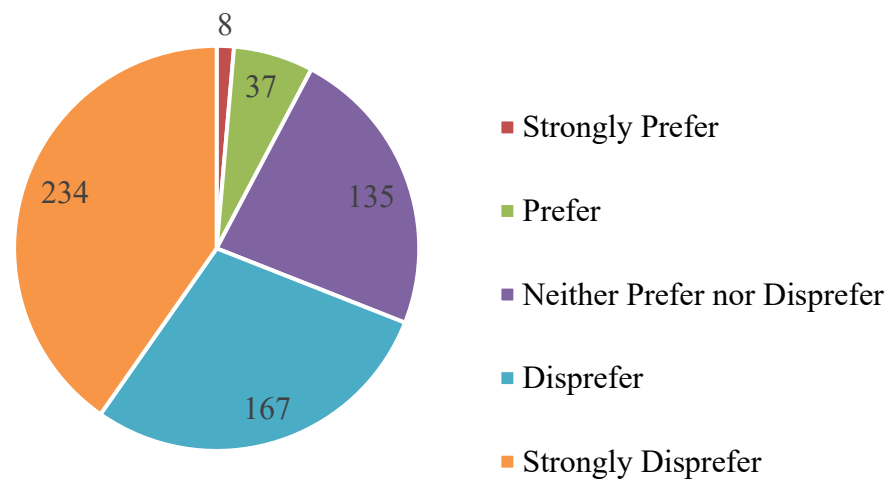


Figure 2. Simple Pie Chart of Gather In-person for Preliminary Rounds on the Weekend and Complete Elims Online During the Evening the Week After the Tournament.

A second question asked participants about attending major national tournaments at "cool" locations while attending smaller regional tournaments online. Answers to this question were largely mixed. Figure 3, below, shows that the results for this type of schedule skew slightly towards positive. Readers may view the various preferences of different sub-communities by looking at Appendix F. 42% of respondents (N = 247) indicated that they preferred or strongly preferred this system, and 67% either preferred, strongly preferred, or neither preferred or dispreferred. The mean (N = 582, SD = 1.276) response, after recording of variables is a 2.86, suggesting that a majority of participants lie in the prefer or no preference categories. Indicating that the community should make a concentrated effort to prioritize travel to "cool"

travel destinations. Some sub-communities such as college NDT/CEDA, HS Policy, and HS Speech make up the largest portion of these results.

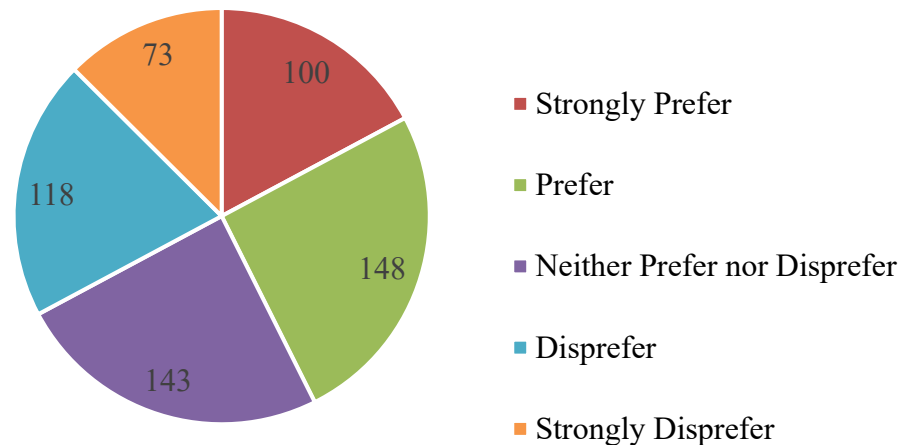


Figure 3. Pie Chart of Attend Major National Tournaments In-person at “Cool” Places/Travel Destinations and Compete in Smaller Regional Tournaments Online.

Participants were also asked how they felt about a rotating tournament schedule where hosts alternate from in-person to online from year to year with cycles offset so that attendees will visit all locations in two years. Results skew towards slightly negative. Figure 4 below shows this. Appendix F below shows the individual totals for each sub-community. The mean ( $N = 581$ ,  $SD = 1.145$ ) response, after recoding of variables, is a 3.26, suggesting that participants tend towards the disprefer category. All sub-communities tend towards disprefering this outcome.

A final schedule question explores hybrid tournaments, where some competitors are online and some competitors are in person. A brief reminder that the previously mentioned Harvard tournament survey indicated that roughly 30% of the entry field and 50% of judging online were dispreferred in a qualitative survey (Rebrovick, 2021a). The results to this question do not seem nearly as strong as the Harvard survey results.

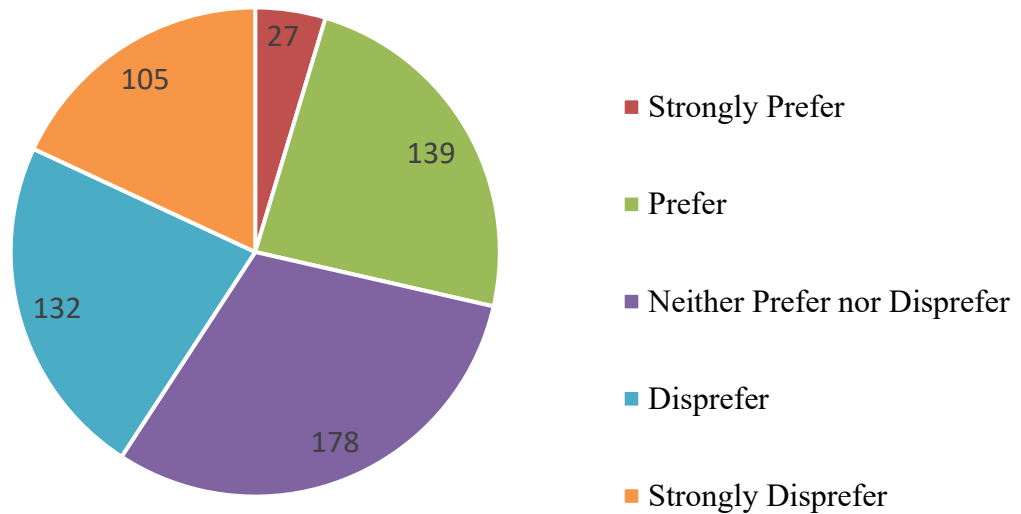


Figure 4. Pie Chart of Tournament Hosts Switch from Online to In-person From Year to Year, with Cycles Offset so Community Members Can Visit all of the Locations Over Two Years.

Figure 5 shows a near even distribution. The mean response of 3.07 ( $N = 580$ ,  $SD = 1.36$ ) shows that that while skewing slightly negative, this question still largely coalesced around the neither prefer nor disprefer answer. This result may be because participants had limited or no experience with a hybrid tournament. Further research on specific thresholds for hybrid tournament attendees may prove more exact than this question. Its notable that some sub-communities preferred hybrid significantly more than others. For the College NDT/CEDA and HS Policy sub-communities in particular, respondents choose either strongly prefer or prefer 47.6% and 35% of the time respectively. More target research should be conducted on this question to identify what exactly it is about hybrid tournaments that participants prefer.

## Competition & Tabulation Platforms

Research questions 2 and 3 looked at similar community issues concerning what form of competition and tabulation platforms were preferred by different sub-communities.

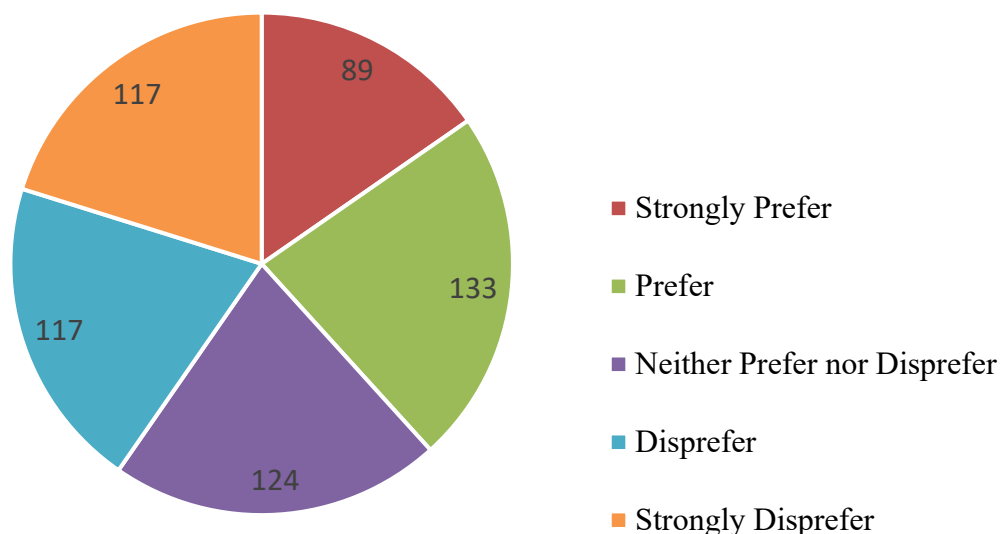


Figure 5. Pie Chart of a Season Where All or Nearly All Tournaments Allow Hybrid Competition, that Includes In-person and Online Competitors. Excluding National Championship Tournaments.

Research question 2 looked at the online tournament platform preferences of participants. While it is true that zoom breakout rooms are the most popular choice, representing 30% of the respondents ( $n = 198$ ), using overall frequency is not the best measure when considering how tournament hosts should structure tournaments for their particular sub-communities. Appendix G, above, shows the breakdown per sub-community. It seems that sub-communities tend to prefer the tournament platform that their community already primarily uses. For example, the vast majority of preference for NSDA Campus, 89.9% ( $N = 160$ ) comes from all of the High School sub-communities; Classrooms.cloud, used almost exclusively by college NDT/CEDA, and HS national circuit Policy and Lincoln-Douglas make up 80% ( $N = 72$ ) make up the majority of these responses; and Yaarly, used largely by the college IPDA community makes up 39.6% ( $N =$

19). It seems that participants tend to prefer the type of platform that they are accustomed to using, which also tends to occur when looking at preferred tabulation method. Preference for what is already the norm is likely a strong indicator of preference. Future research might explore the degree in which respondents are wedded to their current choices, and explore the strength of the reasons for the preference given possible explanations such as learning curves, comfort or others.

A third research question looked at the preferred tabulation method. When broken out by sub-community, a similar trend emerges, where sub-communities prefer the platform they already use. This can be seen in Appendix G, below. Tabbycat, the service used almost exclusively by the British Parliamentary sub-community represents 92.9% (N = 13) is the most prominent case of this preference. Tabbycat is so popular with the College BP community and so unknown to the research team that responses to the other category had to be recoded as a separate survey response. This question is particularly interesting given that many smaller local high school circuits went through a rapid age of digitalization of tournaments moving from paper only tabulation to computer assisted tabulation along with the pandemic. Notably, when looking at those who still prefer paper tabulation, 76% (N = 30) are the participants that identify with a high school sub-community. Also notably, across all sub-communities, Tabroom.com is the clear favorite at 68.3% (N = 400) of respondents, followed by Speechwire.com with 15.3% (N = 90).

### **Technology & Online Tournament Participation**

Quality of technology certainly colors the way in which people participate in online tournaments. It is important to note that different sub-communities and different programatic goals may change how people determine their technological preferences Some sub-communities

such as national circuit HS and College Policy might care much more about microphone quality, or access to additional monitors to view evidence, while others such as HS and College Speech may value camera and microphone quality to highlight their performance. It's important to note these differences when evaluating the results of the content of Appendix G. One of the online preference score questions asked respondents if they felt they had access to acceptably high enough quality technology to engage online successfully. Of the 646 respondents, 77.2% (N = 499) agreed or strongly agreed with this statement, leaving 22.7% (N = 147) respondents who believe their technology is either unacceptable or choose the neutral option. Given that a 1/5<sup>th</sup> of respondents thought their technology was inadequate, it may help interpret the following results when looking at specific sub-communities breakdowns of their particular technology use cases.

Competition location is an important aspect of how participants may interact online, especially as students give long speeches at high volume or perform an intricate, passion filled forensics piece. Respondents gave a variety of answers, but a large portion disclosed that they participated from a regular 'non-smart' classroom, 31.5% (N = 189) or from a home office, 30% (N = 180). Further breakdowns can be observed in Appendix H listed below. Another aspect of competition location is who else is present in your competition space. The vast majority of respondents, 90% (N = 534), indicated that they either had access to a space where they could be totally alone, or if they did share a space, it did not hinder their competitive or judging experience. Only 9.9% (N = 59) of respondents indicated that others were frequently in their space and were a bother. Perhaps as online competition becomes more infrequent, competitors, judges, and coaches will be able to find access to private spaces for their participation.

Respondents also answered questions concerning the quality of their camera, microphone, and screen setup. As mentioned before, different sub-communities may value



investing in different technologies. Participants overwhelmingly said that they used a 75.2% (N = 452) laptop camera compared to all other options. HS Speech has the largest share of cellphone camera users at 54.5% (N = 6) likely because of the desire to have a higher quality video and lack of need for a large screen. Microphones mimic the camera solution results with 52.7% (N = 316) of participants using their stock laptop microphone. However, some did diversify their choices by opting for consumer external microphones, 15.5% (N = 93), headsets, 15.3% (N = 92), earbuds, 9% (N = 54), and finally professional microphones 5.3% (N = 32). The laptop trend continues for the final question concerning screen solutions. 62% (N = 376) use only their laptop display. Future research on these subjects may benefit from breaking out technology usage by role – either competitor, judge, or coach.

## **Limitations**

This study would have benefited from a larger sample size, particularly among those who specialize in high school events. For simplicity and time constraint reasons, researchers only pursued an exempt IRB process that limited out high school students under the age of 18. It would also be beneficial if the graduating class of May 2020 of high school and college were more easily reachable as they directly experienced multiple years of traditional in-person competition and then experienced the transition to online competition. Some sub-communities had a comparatively low population. This primarily affects HS Public Forum and Congress results and all college Parliamentary debate styles, NFA-LD, Public Forum, and Speech. If more respondents were included from the underrepresented sub-communities, and from those younger competitors who directly experienced the transition, it may inform results and create a more holistic view of how current competitors view online competition.

5 survey questions were worded in a sub-optimal way, requiring recoding to ensure usability, which may have skewed some results of the study. The question about current roles in the community was not used except to inform coding of the HS or College focus nominal variable. Many Speech & Debate folks wear many hats at many institutions, and this question hoped to gather that information. Instead, many respondents choose all roles that they have *ever* occupied. Therefore, using the current wording many respondents selected all options. For that reason, current role(s) held in the Speech & Debate community was not used as a variable. Furthermore, this means that some individuals who work at a High school and a collegiate institution may have different answers for the online preference score, percentage of acceptable online tournaments in a future season, and the questions based on hypothetical tournament and season structure based on the role through which they were viewing the questions through. Future studies of a similar nature should ask respondents to fill out the survey multiple times for each role in the community they currently occupy. The question described can be seen below in appendix A, demographic questions, question 1. If the data reflected a response for each role a respondent gave, then not only would the quantity of responses increase dramatically, but more importantly, results could be refined to identify what the preferences were for specific roles in combination with specific sub-communities (e.g., what are the online preference score results of HS congress competitors in comparison to their coaches?).

The next questions hoped to identify the program focus. Like the above question, respondents should have been asked to fill this out based on the roles they currently occupy. Also, these should be two separate questions. First, a question about which level of competition the respondent is answering for, which should include elementary and middle school, and second, what is the competitive focus of that program. The question described can be seen below

in appendix A, demographic questions, question 4. If the data set included this specificity researchers could better identify what level of competition compared to type of sub-community has significant preference differences.

The next question was ideally supposed to be a secondary gauge of online preference. But many respondents choose to answer textually and specify numbers for each type of activity they coach. In this case, the median number was chosen, and textual answers were recoded into a percentage. Future questions should be explicit that a numerical answer is necessary and restrict answers to real integers between 0 and 100 exclusively. A second question should be asked that asks respondents to identify how many regular season tournaments they typically attend in this role so that researchers can look at results assuming an actual tournament count. Put another way, 25% of a 20-tournament regular season is double (5 tournaments), 25% of a 10-tournament regular season (2.5 tournaments). The question described can be seen below in appendix A, other online competition questions, question 36. As mentioned above, more specific demographic questions would lead to more precise answers to this question and would allow for more particular results when compared to sub-communities and roles.

Another section of the survey hoped to gather information on people's quality of technology in order to compare this to online preference. Asking questions about this proved difficult. Originally, researchers wanted to avoid using a traditional Likert scale because they felt the Likert scale would not appropriately measure the actual quality of technology. For example, some respondents might consider a set of AirPods as a microphone as "very high quality," while others may only consider a professional standup microphone as "very high quality." When attempting to recode the different technology questions into an interval score, the Cronbach's alpha proved this measure as unreliable. In hindsight, a Likert scale should have been used

alongside the questions concerning specific types of technology that were discussed in research question 4. This way, the Likert scale could produce a reliable tech quality scale, and data on what type of technology the communities use can be collected.

An additional issue is in when the survey was conducted. The survey was distributed in two large bursts towards the end of Fall 2021 and early Spring 2022 during which opinions could have drifted. Some questions, especially those regarding season and tournament structure may have been influenced by the current state of travel restrictions and limited experience at the time the survey was conducted. For example, some respondents may have reacted more adversely to the concept of future online tournaments given they had been largely required to participate exclusively online for almost two years. While others may be expressing their opinions about online or hybrid tournaments while they have had limited experience with, or lack the technical expertise to engage fully in the online space, especially given the development of those skills in the coming seasons. Additionally, opinions may be clouded, as some of the online tournament technology has really only matured over the last few months of the 2021-2022 season. Lastly, some participants may have limited experience with emerging tournament structures such as hybrid tournaments of which there have been comparatively few (and in some circuits, none at all) at the time of this study.

Finally, the researcher used the Qualtrics "blocks" feature to organize questions. This caused considerable attrition after block 2 of 4, resulting in at least 100 respondents completing the online preference score questions and then leaving the survey. All of the demographic and OPS questions were taken to include their results in the survey, but all of their valuable qualitative data was lost.

## **Future Research**

Future research on the issue of online Speech & Debate is vital as technology and community preferences evolves. One opening for future research is administering the online preference score portion of the survey to the community after a few full seasons that are no longer affected by the Covid-19 pandemic. Another would be to complete a full IRB that allows for under 18-year-old students to take the survey. Offering the survey at future in-person tournaments may also lead to more results. Other research questions lie at the intersection of technology and Speech & Debate. Notably exploring how Speech & Debate can utilize technology to optimize tournament administration efficiency and developing best practices for tournament communication both online and in-person may be a fruitful endeavor. Other research could explore the relationship that specific sub-communities have to each other and how technological integration could decrease administrative overhead in both time and cost for communities with currently diverging interests.

## **Conclusion**

This study found that there are a variety of reasons that individuals may or may not prefer online competition. The data collected proved that all sub-communities solidly prefer, on average, at least a few tournaments per season occur online. The data did not conclude that any specific determinant (sub-community allegiance, high school or college affiliation, if they have children at home, or their relationship status) could be named significant in all instances, rather all individuals seem to have competing internal dialogues that guide their preferences. Decision makers in all sub-communities should thoroughly evaluate the preferences listed in the text and tables of this thesis to inform their planning for the following seasons. Moreover, decision

makers should acknowledge that all sub-communities of Speech & Debate report that a few tournaments per season happening online would be welcomed.

This thesis utilized a quantitative approach to evaluate survey data to identify the motivations for Speech & Debate in the online arena. Now that the digital age of Speech & Debate has begun to mature and that the technology has arrived, the Speech & Debate community may as well make use of it for the better. Using the results and analysis above, hopefully, the Speech & Debate community at large can take advantage of the recent technological advances to better tournament experiences for current participants and ensure greater access for more competitors.

Thus, Speech & Debate decision makers should consider implementing the following:

1. Ensure that there are at least a few online only tournaments available for each sub-community per season; and
2. Work towards decreasing barriers to online competition including access to technology and locations; and
3. Adapt tournament and travel schedules to align with preferences more closely by each sub-communities' preferences outlined in research question 1; and
4. Advance efforts to simplify and unify digital competition and tabulation platforms to ensure compatibility and comfortability across sub-communities.

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## APPENDICES

### Appendix A: Human Subjects IRB Approval



**To:**

Isabelle Bauman  
Communications  
LeAnn Brazeal

**Date:** Nov 19, 2021 11:08:42 AM CST

**RE:** Notice of IRB Exemption

**Study #:** IRB-FY2022-233

**Study Title:** Online Speech & Debate: Should we Zoom into the future?

This submission has been reviewed by the Missouri State University Institutional Review Board (IRB) and was determined to be exempt from further review. However, any changes to any aspect of this study must be submitted, as a modification to the study, for IRB review as the changes may change this Exempt determination. Should any adverse event or unanticipated problem involving risks to subjects or others occur it must be reported immediately to the IRB.

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This study was reviewed in accordance with federal regulations governing human subjects research, including those found at 45 CFR 46 (Common Rule), 45 CFR 164 (HIPAA), 21 CFR 50 & 56 (FDA), and 40 CFR 26 (EPA), where applicable.

Researchers Associated with this Project:

**PI:** Isabelle Bauman

**Co-PI:** LeAnn Brazeal

**Primary Contact:** Parker Hopkins

**Other Investigators:**

## Appendix B: Survey Questions

### Appendix B-1: Demographic Questions:

1. What is your current role(s) in the Speech & Debate community? (Select all that apply)
  - a. HS Competitor
  - b. HS Assistant Coach
  - c. HS Head Coach
  - d. HS Hired Judge
  - e. College Competitor
  - f. College Assistant Coach
  - g. College Head Coach
  - h. College Hired Judge
  - i. Interested alumni that judges infrequently
2. What is your age?
  - a. \*Short Answer\*
3. What Speech & Debate event/sub-community do you affiliate with the most?
  - a. HS Policy
  - b. HS LD
  - c. HS PF
  - d. HS Congress
  - e. HS Speech
  - f. College NDT/CEDA
  - g. College BP
  - h. College NPDA/NPTE
  - i. College IPDA
  - j. College NFA-LD
  - k. NEDA
  - l. College PF
  - m. College Speech
4. What best represents the primary goal of your program? Check all that apply.
  - a. HS State/Local Competition
  - b. HS Regional Competition
  - c. HS National Competition
  - d. College local Competition
  - e. College Regional Competition
  - f. College National Competition
5. Please select the familial status that best represents you:
  - a. Single
  - b. Partnership
  - c. Married

- d. Other
- 6. Do you have children under the age of 18 at home?
  - a. Yes
  - b. No
- 7. Were you able to attend in-person travel tournaments prior to the pandemic?
  - a. Yes
  - b. No
- 8. Have you attended an online tournament before?
  - a. Yes
  - b. No, but I will use my online experiences to inform my answers to the rest of the questions.

**Appendix B-2: Online Preference Score Questions:**

- 9. I enjoy online tournaments.
  - a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
- 10. I prefer online tournaments to travel tournaments.
  - a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
- 11. Online tournaments are the only way to go.
  - a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
- 12. Travel tournaments are the only way to go.
  - a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
- 13. I prefer travel tournaments to online tournaments.
  - a. Strongly agree
  - b. Somewhat agree

- c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
14. I enjoy travel tournaments.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
15. I only attend online tournaments because they are required.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
16. Travel tournaments are preferable because I got to talk to others in the community.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
17. Travel tournaments are preferable because I could go out at night with other competitors, judges, or coaches.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
18. Travel tournaments are preferable because of the experiences during the van rides.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
19. Travel tournaments are preferable because I could physically be in the same room as the judge and other competitors.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree

- e. Strongly disagree
20. Travel tournaments are preferable because I got to watch live elimination rounds after I was eliminated.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
21. Travel tournaments are preferable because of the cultural experiences I got from going to other places.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
22. Travel tournaments are preferable because of the food we got to eat at restaurants.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
23. Travel tournaments are stressful because I miss classes or work.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
24. Travel tournaments are stressful because I miss time with my family.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
25. Travel tournaments are stressful because I miss time with my friends.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
26. Travel tournaments are stressful because of the long time to get there and back.

- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
27. Travel tournaments are stressful because of the cost it takes to attend.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
28. Online tournaments are preferable because I get to sleep in my own bed each night.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
29. Online tournaments are preferable because I get to compete against more opponents that I otherwise would get to.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
30. I have access to acceptably high-quality technology to compete online successfully.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
31. I think that competing online significantly negatively effects the way I'm able to present my arguments.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
32. I think that competing online negatively effects the way I can use music in my arguments.
- a. Strongly agree
  - b. Somewhat agree

- c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree
33. I think that competing online negatively effects the way I can use performance in my arguments.
- a. Strongly agree
  - b. Somewhat agree
  - c. Neither agree nor disagree
  - d. Somewhat disagree
  - e. Strongly disagree

### **Appendix B-3: Other Online Competition Questions:**

34. Are there any other reasons why you miss in-person travel tournaments that aren't covered above, or reasons you'd like to explain in more depth?
- a. \*Short Answer\*
35. Are there any other reasons why you prefer online tournaments that aren't covered above, or reasons you'd like to explain in more depth?
- a. \*Short Answer\*
36. In a future season without any Covid-19 restrictions, what percentage of regular season online tournaments would you like to attend?
- a. \*Short Answer\*
37. When you participate in an online tournament, what answer best reflects where you compete, or judge from?
- a. My office at my institution
  - b. Smart classroom
  - c. Regular classroom
  - d. A home office
  - e. A different space in my home that is not a dedicated office space
38. Are there others (besides your debate or duo partner) in your physical competition/judging space while competing/judging online?
- a. No, I'm in a space where I'm able to be alone
  - b. Yes, infrequently and they are not a bother
  - c. Yes, frequently
  - d. Yes, throughout the whole round.
  - e. Yes, but they are other judges/ competitors with headphones who are not a bother.
39. During online tournaments what do you use as a camera solution?
- a. A high-quality professional or smart classroom camera
  - b. A consumer quality webcam
  - c. Laptop camera
  - d. Cellphone camera



40. During online tournaments what do you use as a microphone solution?
- a. A high-quality professional microphone or conference mic
  - b. A consumer quality microphone
  - c. A headset with a boom mic (gamer or professional)
  - d. Laptop microphone
  - e. Cellphone microphone
  - f. Earbuds (Air Pods or similar)
41. During online tournaments what do you use for a screen?
- a. Only a laptop screen
  - b. My single desktop display
  - c. My multi-monitor desktop display
  - d. My laptop with external monitors
  - e. My laptop to compete, and a classroom projector to display the competition room.
  - f. I compete or judge from a cell phone or tablet
42. What is your preferred way to participate in an online tournament?
- a. NSDA Campus
  - b. Zoom Breakout Rooms
  - c. Classrooms.cloud
  - d. WebX
  - e. 8x8 Meet (ForensicsTournament.net)
  - f. Cascade Commons
  - g. Hop In
  - h. Yaately
  - i. Other
43. What is your preferred tabulation method?
- a. Paper (by hand)
  - b. Tabroom.com
  - c. Speechwire.com
  - d. Forensicstournament.net
  - e. SpeechEase
  - f. TalkTab
  - g. The Joy of Tournaments
  - h. Other
44. If you are involved in hosting a high school summer institute that was forced online, how was enrollment effected? Think of percentage increase or decrease in attendees or other concerns. Please include the type of events taught, average length, and any other information you think may be helpful to understand how going online effected your summer institute.
- a. \*Short Answer\*

45. If you are a coach of a team how has your team been affected? Think of percentage change in number of team members, funding, or other concerns.
- a. \*Short Answer\*
46. Is there anything else related to online Speech & Debate you would like to add?
- a. \*Short Answer\*

#### **Appendix B-4: Online Tournaments and Season Structure Questions:**

47. Gather in person for prelim rounds on the weekend and complete elims online during the evening the week after the tournament.
- a. Strongly Prefer
  - b. Prefer
  - c. Neither Prefer nor Disprefer
  - d. Disprefer
  - e. Strongly Disprefer
48. Attend major national tournaments in-person at "cool" places/travel destinations and compete in smaller regional tournaments online.
- a. Strongly Prefer
  - b. Prefer
  - c. Neither Prefer nor Disprefer
  - d. Disprefer
  - e. Strongly Disprefer
49. Tournament hosts switch from online to in-person from year to year, with cycles offset so community members can visit all the locations over two years.
- a. Strongly Prefer
  - b. Prefer
  - c. Neither Prefer nor Disprefer
  - d. Disprefer
  - e. Strongly Disprefer
50. A season where all or nearly all tournaments allow hybrid competition, which includes in-person and online competitors. Excluding national championship tournaments.
- a. Strongly Prefer
  - b. Prefer
  - c. Neither Prefer nor Disprefer
  - d. Disprefer
  - e. Strongly Disprefer
51. Are there any other permutations of season structure or online tournaments that you find appealing?
- a. \*Short Answer\*

## Appendix C: Hypothesis 1

### Appendix C-1: Multiple Comparisons of Online Preference Score by Sub-Community

Dependent Variable: OPS  
Bonferroni

(I) Subcommunity	(J) Subcommunity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
HS Policy	HS LD	-.15699	1.84075	1.000	-6.3881	6.0741
	HS PF	-2.22103	2.27120	1.000	-9.9093	5.4672
	HS Congress	-8.18353	3.32135	.925	-19.4266	3.0596
	HS Speech	3.01438	1.69540	1.000	-2.7247	8.7535
	College NDT/CEDA	3.47718	1.62521	1.000	-2.0243	8.9787
	College NPDA/NPTE	7.75397	3.32135	1.000	-3.4891	18.9971
	College IPDA	-1.66603	2.73999	1.000	-10.9412	7.6091
	College NFA-LD	-3.13313	2.50899	1.000	-11.6263	5.3601
	College PF	-1.07937	7.31080	1.000	-25.8272	23.6684
	College Speech	-1.87330	2.02250	1.000	-8.7197	4.9731
	College BP	2.58730	2.78722	1.000	-6.8477	12.0223
HS LD	HS Policy	.15699	1.84075	1.000	-6.0741	6.3881
	HS PF	-2.06404	2.46186	1.000	-10.3977	6.2696
	HS Congress	-8.02654	3.45453	1.000	-19.7205	3.6674
	HS Speech	3.17138	1.94340	1.000	-3.4072	9.7500
	College NDT/CEDA	3.63417	1.88248	1.000	-2.7382	10.0066
	College NPDA/NPTE	7.91096	3.45453	1.000	-3.7830	19.6049
	College IPDA	-1.50904	2.90000	1.000	-11.3258	8.3077
	College NFA-LD	-2.97614	2.68281	1.000	-12.0577	6.1055
	College PF	-.92237	7.37226	1.000	-25.8782	24.0335
	College Speech	-1.71631	2.23449	1.000	-9.2803	5.8477
	College BP	2.74429	2.94466	1.000	-7.2237	12.7123

HS PF	HS Policy	2.22103	2.27120	1.000	-5.4672	9.9093
	HS LD	2.06404	2.46186	1.000	-6.2696	10.3977
	HS Congress	-5.96250	3.70186	1.000	-18.4937	6.5687
	HS Speech	5.23542	2.35516	1.000	-2.7370	13.2079
	College NDT/CEDA	5.69821	2.30515	.905	-2.1049	13.5014
	College NPDA/NPTE	9.97500	3.70186	.478	-2.5562	22.5062
	College IPDA	.55500	3.19060	1.000	-10.2455	11.3555
	College NFA-LD	-.91210	2.99457	1.000	-11.0490	9.2248
	College PF	1.14167	7.49134	1.000	-24.2173	26.5006
	College Speech	.34773	2.60056	1.000	-8.4554	9.1509
	College BP	4.80833	3.23125	1.000	-6.1298	15.7464
HS Congress	HS Policy	8.18353	3.32135	.925	-3.0596	19.4266
	HS LD	8.02654	3.45453	1.000	-3.6674	19.7205
	HS PF	5.96250	3.70186	1.000	-6.5687	18.4937
	HS Speech	11.19792	3.37932	.064	-.2414	22.6373
	College NDT/CEDA	11.66071*	3.34466	.035	.3387	22.9827
	College NPDA/NPTE	15.93750*	4.42457	.023	.9599	30.9151
	College IPDA	6.51750	4.00662	1.000	-7.0453	20.0803
	College NFA-LD	5.05040	3.85233	1.000	-7.9901	18.0909
	College PF	7.10417	7.87357	1.000	-19.5487	33.7570
	College Speech	6.31023	3.55471	1.000	-5.7228	18.3433
	College BP	10.77083	4.03906	.519	-2.9018	24.4435
HS Speech	HS Policy	-3.01438	1.69540	1.000	-8.7535	2.7247
	HS LD	-3.17138	1.94340	1.000	-9.7500	3.4072
	HS PF	-5.23542	2.35516	1.000	-13.2079	2.7370
	HS Congress	-11.19792	3.37932	.064	-22.6373	.2414
	College NDT/CEDA	.46280	1.74062	1.000	-5.4294	6.3550
	College NPDA/NPTE	4.73958	3.37932	1.000	-6.6998	16.1789
	College IPDA	-4.68042	2.80998	1.000	-14.1925	4.8316
	College NFA-LD	-6.14751	2.58524	1.000	-14.8988	2.6038
	College PF	-4.09375	7.33731	1.000	-28.9313	20.7438
	College Speech	-4.88769	2.11635	1.000	-12.0517	2.2764
	College BP	-.42708	2.85605	1.000	-10.0951	9.2409

College NDT/CEDA	HS Policy	-3.47718	1.62521	1.000	-8.9787	2.0243
	HS LD	-3.63417	1.88248	1.000	-10.0066	2.7382
	HS PF	-5.69821	2.30515	.905	-13.5014	2.1049
	HS Congress	-11.66071*	3.34466	.035	-22.9827	-.3387
	HS Speech	-.46280	1.74062	1.000	-6.3550	5.4294
	College NPDA/NPTE	4.27679	3.34466	1.000	-7.0452	15.5988
	College IPDA	-5.14321	2.76820	1.000	-14.5138	4.2274
	College NFA-LD	-6.61031	2.53977	.625	-15.2077	1.9871
	College PF	-4.55655	7.32142	1.000	-29.3403	20.2272
	College Speech	-5.35049	2.06055	.636	-12.3257	1.6247
	College BP	-.88988	2.81495	1.000	-10.4188	8.6390
College NPDA/NPTE	HS Policy	-7.75397	3.32135	1.000	-18.9971	3.4891
	HS LD	-7.91096	3.45453	1.000	-19.6049	3.7830
	HS PF	-9.97500	3.70186	.478	-22.5062	2.5562
	HS Congress	-15.93750*	4.42457	.023	-30.9151	-.9599
	HS Speech	-4.73958	3.37932	1.000	-16.1789	6.6998
	College NDT/CEDA	-4.27679	3.34466	1.000	-15.5988	7.0452
	College IPDA	-9.42000	4.00662	1.000	-22.9828	4.1428
	College NFA-LD	-10.88710	3.85233	.321	-23.9276	2.1534
	College PF	-8.83333	7.87357	1.000	-35.4862	17.8195
	College Speech	-9.62727	3.55471	.459	-21.6603	2.4058
	College BP	-5.16667	4.03906	1.000	-18.8393	8.5060
College IPDA	HS Policy	1.66603	2.73999	1.000	-7.6091	10.9412
	HS LD	1.50904	2.90000	1.000	-8.3077	11.3258
	HS PF	-.55500	3.19060	1.000	-11.3555	10.2455
	HS Congress	-6.51750	4.00662	1.000	-20.0803	7.0453
	HS Speech	4.68042	2.80998	1.000	-4.8316	14.1925
	College NDT/CEDA	5.14321	2.76820	1.000	-4.2274	14.5138
	College NPDA/NPTE	9.42000	4.00662	1.000	-4.1428	22.9828
	College NFA-LD	-1.46710	3.36402	1.000	-12.8547	9.9205
	College PF	.58667	7.64653	1.000	-25.2976	26.4709
	College Speech	-.20727	3.01863	1.000	-10.4256	10.0111
	College BP	4.25333	3.57633	1.000	-7.8529	16.3596

College NFA-LD	HS Policy	3.13313	2.50899	1.000	-5.3601	11.6263
	HS LD	2.97614	2.68281	1.000	-6.1055	12.0577
	HS PF	.91210	2.99457	1.000	-9.2248	11.0490
	HS Congress	-5.05040	3.85233	1.000	-18.0909	7.9901
	HS Speech	6.14751	2.58524	1.000	-2.6038	14.8988
	College NDT/CEDA	6.61031	2.53977	.625	-1.9871	15.2077
	College NPDA/NPTE	10.88710	3.85233	.321	-2.1534	23.9276
	College IPDA	1.46710	3.36402	1.000	-9.9205	12.8547
	College PF	2.05376	7.56683	1.000	-23.5607	27.6683
	College Speech	1.25982	2.81062	1.000	-8.2544	10.7741
	College BP	5.72043	3.40260	1.000	-5.7977	17.2386
College PF	HS Policy	1.07937	7.31080	1.000	-23.6684	25.8272
	HS LD	.92237	7.37226	1.000	-24.0335	25.8782
	HS PF	-1.14167	7.49134	1.000	-26.5006	24.2173
	HS Congress	-7.10417	7.87357	1.000	-33.7570	19.5487
	HS Speech	4.09375	7.33731	1.000	-20.7438	28.9313
	College NDT/CEDA	4.55655	7.32142	1.000	-20.2272	29.3403
	College NPDA/NPTE	8.83333	7.87357	1.000	-17.8195	35.4862
	College IPDA	-.58667	7.64653	1.000	-26.4709	25.2976
	College NFA-LD	-2.05376	7.56683	1.000	-27.6683	23.5607
	College Speech	-.79394	7.41972	1.000	-25.9105	24.3226
	College BP	3.66667	7.66357	1.000	-22.2753	29.6087
College Speech	HS Policy	1.87330	2.02250	1.000	-4.9731	8.7197
	HS LD	1.71631	2.23449	1.000	-5.8477	9.2803
	HS PF	-.34773	2.60056	1.000	-9.1509	8.4554
	HS Congress	-6.31023	3.55471	1.000	-18.3433	5.7228
	HS Speech	4.88769	2.11635	1.000	-2.2764	12.0517
	College NDT/CEDA	5.35049	2.06055	.636	-1.6247	12.3257
	College NPDA/NPTE	9.62727	3.55471	.459	-2.4058	21.6603
	College IPDA	.20727	3.01863	1.000	-10.0111	10.4256
	College NFA-LD	-1.25982	2.81062	1.000	-10.7741	8.2544
	College PF	.79394	7.41972	1.000	-24.3226	25.9105
	College BP	4.46061	3.06156	1.000	-5.9031	14.8243

College BP	HS Policy	-2.58730	2.78722	1.000	-12.0223	6.8477
	HS LD	-2.74429	2.94466	1.000	-12.7123	7.2237
	HS PF	-4.80833	3.23125	1.000	-15.7464	6.1298
	HS Congress	-10.77083	4.03906	.519	-24.4435	2.9018
	HS Speech	.42708	2.85605	1.000	-9.2409	10.0951
	College NDT/CEDA	.88988	2.81495	1.000	-8.6390	10.4188
	College NPDA/NPTE	5.16667	4.03906	1.000	-8.5060	18.8393
	College IPDA	-4.25333	3.57633	1.000	-16.3596	7.8529
	College NFA-LD	-5.72043	3.40260	1.000	-17.2386	5.7977
	College PF	-3.66667	7.66357	1.000	-29.6087	22.2753
	College Speech	-4.46061	3.06156	1.000	-14.8243	5.9031

\*. The mean difference is significant at the 0.05 level.

## Appendix C-2: Descriptive Statistics of Online Preference Score by Sub-Community

OPS

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
HS Policy	126	48.2540	12.70901	1.13221	46.0132	50.4947	23.00	91.00
HS LD	73	48.4110	13.44416	1.57352	45.2742	51.5477	24.00	91.00
HS PF	40	50.4750	13.78589	2.17974	46.0661	54.8839	26.00	81.00
HS Congress	16	56.4375	8.81641	2.20410	51.7396	61.1354	41.00	75.00
HS Speech	96	45.2396	12.13585	1.23861	42.7806	47.6985	23.00	86.00
College NDT/CEDA	112	44.7768	11.71563	1.10702	42.5831	46.9704	23.00	78.00
College NPDA/NPTE	16	40.5000	13.06905	3.26726	33.5360	47.4640	24.00	67.00
College IPDA	25	49.9200	10.98833	2.19767	45.3842	54.4558	28.00	71.00
College NFA-LD	31	51.3871	13.78085	2.47511	46.3322	56.4420	28.00	78.00
College PF	3	49.3333	9.01850	5.20683	26.9301	71.7365	40.00	58.00
College Speech	55	50.1273	13.53056	1.82446	46.4694	53.7851	21.00	81.00
College BP	24	45.6667	10.50328	2.14397	41.2315	50.1018	26.00	69.00
Total	617	47.6240	12.72185	.51216	46.6182	48.6298	21.00	91.00



## Appendix D: Hypothesis 2

### Appendix D-1: Tests of Between Subject Effects of Online Preference Score by High School v College Affiliation, Program Focus, Presence of Under 18 Children at Home, and Familial

Dependent Variable: OPS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5309.725 <sup>a</sup>	34	156.168	.970	.518
Intercept	129790.287	1	129790.287	806.351	<.001
HS_v_College	62.186	1	62.186	.386	.534
L_v_R_v_N	631.991	2	315.996	1.963	.141
U18_YN	1051.064	1	1051.064	6.530	.011
Fam_Stat	1050.027	3	350.009	2.175	.090
HS_v_College * L_v_R_v_N	557.194	2	278.597	1.731	.178
HS_v_College * U18_YN	75.693	1	75.693	.470	.493
HS_v_College * Fam_Stat	175.972	3	58.657	.364	.779

L_v_R_v_N * U18_YN	61.895	2	30.948	.192	.825
L_v_R_v_N * Fam_Stat	949.502	5	189.900	1.180	.318
U18_YN * Fam_Stat	910.458	3	303.486	1.885	.131
HS_v_College * L_v_R_v_N * U18_YN	46.417	2	23.208	.144	.866
HS_v_College * L_v_R_v_N * Fam_Stat	102.834	4	25.709	.160	.959
HS_v_College * U18_YN * Fam_Stat	190.927	1	190.927	1.186	.277
L_v_R_v_N * U18_YN * Fam_Stat	168.692	2	84.346	.524	.592
HS_v_College * L_v_R_v_N * U18_YN * Fam_Stat	.000	0	.	.	.
Error	90137.586	560	160.960		
Total	1445765.000	595			
Corrected Total	95447.311	594			

a. R Squared = .056 (Adjusted R Squared = -.002)

**Appendix D-2: Descriptive Statistics of Online Preference Score by High School v College Affiliation, Program Focus,  
Presence of Under 18 Children at Home, and Familial Status**

Dependent Variable: OPS

HS v College	Local v Regional v National	U 18 @ Home	Familial status	Mean	Std. Deviation	N
HS	Local	Yes	Single	45.3333	11.01514	3
			Partnership	67.0000	.	1
			Married	47.9565	9.82334	23
			Total	48.3704	10.27375	27
		No	Single	49.2258	11.02938	31
			Partnership	56.3333	17.45470	6
			Married	49.8667	12.73262	30
			Total	50.1493	12.39043	67
		Total	Single	48.8824	10.91778	34
			Partnership	57.8571	16.43602	7
			Married	49.0377	11.49576	53
			Total	49.6383	11.79471	94
	Regional	Yes	Married	47.8333	8.20015	12
			Total	47.8333	8.20015	12
		No	Single	48.0000	14.26096	17
			Partnership	62.3333	14.46836	3
			Married	47.0000	13.29662	11
			Total	49.0323	14.18329	31
		Total	Single	48.0000	14.26096	17
			Partnership	62.3333	14.46836	3
			Married	47.4348	10.68485	23
			Total	48.6977	12.71208	43

National	Yes	Single	49.1429	11.09698	7
		Partnership	46.0000	2.82843	2
		Married	51.6250	13.95557	32
		Other	56.5000	30.40559	2
		Total	51.1860	13.67524	43
	No	Single	46.6489	12.89720	94
		Partnership	45.3214	14.80003	28
		Married	45.9211	12.27034	38
		Other	36.0000	16.97056	2
		Total	46.1173	13.06761	162
	Total	Single	46.8218	12.74707	101
		Partnership	45.3667	14.29126	30
		Married	48.5286	13.28257	70
		Other	46.2500	23.32917	4
		Total	47.1805	13.32481	205
Total	Yes	Single	48.0000	10.60398	10
		Partnership	53.0000	12.28821	3
		Married	49.6866	11.76179	67
		Other	56.5000	30.40559	2
		Total	49.7683	11.92704	82
	No	Single	47.3732	12.64216	142
		Partnership	48.4865	15.88259	37
		Married	47.5696	12.56030	79
		Other	36.0000	16.97056	2
		Total	47.5038	13.10972	260
	Total	Single	47.4145	12.48864	152
		Partnership	48.8250	15.55781	40
		Married	48.5411	12.20465	146
		Other	46.2500	23.32917	4
		Total	48.0468	12.85553	342

College	Local	Yes	Married	54.0000	19.07878	3
			Total	54.0000	19.07878	3
		No	Single	52.6667	3.21455	3
			Partnership	56.0000	.	1
			Married	52.5000	3.53553	2
			Other	55.0000	.	1
			Total	53.4286	2.76026	7
		Total	Single	52.6667	3.21455	3
			Partnership	56.0000	.	1
			Married	53.4000	13.63085	5
			Other	55.0000	.	1
	Regional	Yes	Total	53.6000	9.27601	10
			Single	71.0000	.	1
			Married	39.5556	10.53697	9
			Other	46.0000	.	1
			Total	43.0000	13.37161	11
		No	Single	46.2143	13.19195	14
			Partnership	50.0000	4.58258	3
			Married	43.3333	4.61880	3
			Total	46.3500	11.27305	20
		Total	Single	47.8667	14.23209	15
			Partnership	50.0000	4.58258	3
			Married	40.5000	9.35657	12
			Other	46.0000	.	1
			Total	45.1613	11.94738	31

National	Yes	Partnership	61.0000	.	1
		Married	49.5000	13.86590	20
		Total	50.0476	13.74582	21
	No	Single	47.6698	12.99723	106
		Partnership	45.1636	12.02276	55
		Married	46.6538	11.66171	26
		Other	44.0000	7.61577	4
		Total	46.7330	12.43412	191
	Total	Single	47.6698	12.99723	106
		Partnership	45.4464	12.09947	56
		Married	47.8913	12.60023	46
		Other	44.0000	7.61577	4
Total	Yes	Total Single	47.0613	12.57437	212
		Single	71.0000	.	1
		Partnership	61.0000	.	1
		Married	47.1250	13.95789	32
		Other	46.0000	.	1
	No	Total	48.1714	14.10566	35
		Single	47.6260	12.84357	123
		Partnership	45.5932	11.76218	59
		Married	46.7097	10.88789	31
		Other	46.2000	8.22800	5
	Total	Total	46.9128	12.17108	218
		Single	47.8145	12.96234	124
		Partnership	45.8500	11.83048	60
		Married	46.9206	12.44252	63
		Other	46.1667	7.35980	6
		Total	47.0870	12.43365	253

Total	Local	Yes	Single	45.3333	11.01514	3
			Partnership	67.0000	.	1
			Married	48.6538	10.85889	26
			Total	48.9333	11.07633	30
		No	Single	49.5294	10.59227	34
			Partnership	56.2857	15.93439	7
			Married	50.0312	12.34840	32
			Other	55.0000	.	1
			Total	50.4595	11.84742	74
		Total	Single	49.1892	10.53259	37
			Partnership	57.6250	15.23096	8
			Married	49.4138	11.62429	58
			Other	55.0000	.	1
			Total	50.0192	11.59761	104
	Regional	Yes	Single	71.0000	.	1
			Married	44.2857	9.95059	21
			Other	46.0000	.	1
			Total	45.5217	10.99946	23
		No	Single	47.1935	13.59024	31
			Partnership	56.1667	11.73740	6
			Married	46.2143	11.90461	14
			Total	47.9804	13.06674	51
		Total	Single	47.9375	14.01598	32
			Partnership	56.1667	11.73740	6
			Married	45.0571	10.64658	35
			Other	46.0000	.	1
			Total	47.2162	12.43864	74

National	Yes	Single	49.1429	11.09698	7
		Partnership	51.0000	8.88819	3
		Married	50.8077	13.82388	52
		Other	56.5000	30.40559	2
		Total	50.8125	13.59957	64
	No	Single	47.1900	12.92786	200
		Partnership	45.2169	12.93516	83
		Married	46.2187	11.93829	64
		Other	41.3333	10.46263	6
		Total	46.4504	12.71423	353
	Total	Single	47.2560	12.85155	207
		Partnership	45.4186	12.82228	86
		Married	48.2759	12.96456	116
		Other	45.1250	16.11067	8
		Total	47.1199	12.93326	417
Total	Yes	Single	50.0909	12.21847	11
		Partnership	55.0000	10.80123	4
		Married	48.8586	12.49980	99
		Other	53.0000	22.33831	3
		Total	49.2906	12.57739	117
	No	Single	47.4906	12.71247	265
		Partnership	46.7083	13.49301	96
		Married	47.3273	12.06945	110
		Other	43.2857	10.85840	7
		Total	47.2343	12.68054	478
	Total	Single	47.5942	12.68192	276
		Partnership	47.0400	13.45018	100
		Married	48.0526	12.26949	209
		Other	46.2000	14.54342	10
		Total	47.6387	12.67619	595



## Appendix E: Hypothesis 4

### Appendix E-1: Tests of Between-Subjects Effects of Percentage of Online Regular Season Tournaments Deemed

Acceptable by High School v College Affiliation, Program Focus, Presence of Under 18 Children at Home, and Familial Status

Dependent Variable: % Online OK

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	18235.251 <sup>a</sup>	32	569.852	.697	.894
Intercept	49415.247	1	49415.247	60.423	<.001
HS_v_College	29.089	1	29.089	.036	.850
L_v_R_v_N	1791.163	2	895.581	1.095	.335
U18_YN	797.093	1	797.093	.975	.324
Fam_Stat	208.581	3	69.527	.085	.968
HS_v_College * L_v_R_v_N	741.676	2	370.838	.453	.636
HS_v_College * U18_YN	16.645	1	16.645	.020	.887
HS_v_College * Fam_Stat	5786.767	3	1928.922	2.359	.071

L_v_R_v_N * U18_YN	302.535	2	151.267	.185	.831
L_v_R_v_N * Fam_Stat	1293.831	5	258.766	.316	.903
U18_YN * Fam_Stat	3805.581	3	1268.527	1.551	.201
HS_v_College * L_v_R_v_N * U18_YN	587.162	2	293.581	.359	.699
HS_v_College * L_v_R_v_N * Fam_Stat	1002.765	3	334.255	.409	.747
HS_v_College * U18_YN * Fam_Stat	166.896	1	166.896	.204	.652
L_v_R_v_N * U18_YN * Fam_Stat	2228.052	2	1114.026	1.362	.257
HS_v_College * L_v_R_v_N * U18_YN * Fam_Stat	.000	0	.	.	.
Error	363113.174	444	817.822		
Total	819877.500	477			
Corrected Total	381348.425	476			

a. R Squared = .048 (Adjusted R Squared = -.021)

## Appendix E-2: Descriptive Statistics of Percentage of Online Regular Season Tournaments Deemed Acceptable by High

### School v College Affiliation, Program Focus, Presence of Under 18 Children at Home, and Familial Status

Dependent Variable: % Online OK

HS v College	Local v Regional v National	U 18 @ Home	Familial status	Mean	Std. Deviation	N
HS	Local	Yes	Single	30.67	51.394	3
			Partnership	50.00	.	1
			Married	26.23	27.038	20
			Total	27.77	29.296	24
		No	Single	26.18	26.727	28
			Partnership	25.00	20.412	4
			Married	33.76	35.768	27
			Total	29.57	30.704	59
		Total	Single	26.61	28.650	31
			Partnership	30.00	20.917	5
			Married	30.55	32.237	47
			Total	29.05	30.137	83

Regional	Yes	Married	32.05	24.091	10
		Total	32.05	24.091	10
	No	Single	33.24	34.457	17
		Partnership	50.00	.000	2
		Married	20.67	31.289	9
		Total	30.39	32.539	28
	Total	Single	33.24	34.457	17
		Partnership	50.00	.000	2
		Married	26.66	27.557	19
		Total	30.83	30.238	38

National	Yes	Single	22.50	20.702	8
		Partnership	10.00	.000	2
		Married	28.42	27.953	24
		Other	5.00	.	1
		Total	25.34	25.523	35
	No	Single	29.87	29.058	67
		Partnership	30.13	28.544	20
		Married	23.94	27.498	32
		Other	90.00	14.142	2
		Total	29.33	29.322	121
	Total	Single	29.08	28.264	75
		Partnership	28.30	27.789	22
		Married	25.86	27.531	56
		Other	61.67	50.083	3
		Total	28.44	28.484	156

Total	Yes	Single	24.73	29.031	11
		Partnership	23.33	23.094	3
		Married	28.28	26.533	54
		Other	5.00	.	1
		Total	27.16	26.423	69
	No	Single	29.46	29.189	112
		Partnership	30.87	26.542	26
		Married	27.40	31.485	68
		Other	90.00	14.142	2
		Total	29.54	30.013	208
	Total	Single	29.03	29.087	123
		Partnership	30.09	25.933	29
		Married	27.79	29.283	122
		Other	61.67	50.083	3
		Total	28.95	29.132	277

College	Local	Yes	Married	40.00	14.142	2
			Total	40.00	14.142	2
		No	Single	50.00	.	1
			Married	50.00	.	1
			Other	30.00	.	1
			Total	43.33	11.547	3
		Total	Single	50.00	.	1
			Married	43.33	11.547	3
			Other	30.00	.	1
			Total	42.00	10.954	5
	Regional	Yes	Married	33.44	33.725	8
			Other	25.00	.	1
			Total	32.50	31.672	9
		No	Single	32.00	20.166	10
			Partnership	36.67	12.583	3
			Married	40.17	19.751	3
			Total	34.41	18.128	16
		Total	Single	32.00	20.166	10
			Partnership	36.67	12.583	3
			Married	35.27	29.733	11
			Other	25.00	.	1
			Total	33.72	23.252	25

National	Yes	Partnership	30.00	.	1
		Married	34.13	28.382	15
		Total	33.88	27.439	16
	No	Single	34.85	29.935	85
		Partnership	28.84	28.789	41
		Married	25.48	19.639	25
		Other	22.50	13.919	3
		Total	31.49	28.059	154
	Total	Single	34.85	29.935	85
		Partnership	28.87	28.436	42
		Married	28.72	23.335	40
		Other	22.50	13.919	3
		Total	31.71	27.930	170



Total	Yes	Partnership	30.00	.	1
		Married	34.38	28.512	25
		Other	25.00	.	1
		Total	33.87	27.464	27
	No	Single	34.71	28.881	96
		Partnership	29.37	27.970	44
		Married	27.84	19.931	29
		Other	24.38	11.968	4
		Total	31.96	27.085	173
	Total	Single	34.71	28.881	96
		Partnership	29.39	27.650	45
		Married	30.87	24.265	54
		Other	24.50	10.368	5
		Total	32.22	27.074	200

Total	Local	Yes	Single	30.67	51.394	3
			Partnership	50.00	.	1
			Married	27.48	26.218	22
			Total	28.71	28.437	26
		No	Single	27.00	26.616	29
			Partnership	25.00	20.412	4
			Married	34.34	35.233	28
			Other	30.00	.	1
			Total	30.23	30.160	62
		Total	Single	27.34	28.486	32
			Partnership	30.00	20.917	5
			Married	31.32	31.472	50
			Other	30.00	.	1
			Total	29.78	29.507	88

Regional	Yes	Married	32.67	27.858	18
		Other	25.00	.	1
		Total	32.26	27.131	19
	No	Single	32.78	29.526	27
		Partnership	42.00	11.511	5
		Married	25.54	29.338	12
		Total	31.85	27.987	44
	Total	Single	32.78	29.526	27
		Partnership	42.00	11.511	5
		Married	29.82	28.178	30
		Other	25.00	.	1
		Total	31.98	27.513	63

National	Yes	Single	22.50	20.702	8
		Partnership	16.67	11.547	3
		Married	30.62	27.887	39
		Other	5.00	.	1
		Total	28.02	26.169	51
	No	Single	32.65	29.559	152
		Partnership	29.26	28.476	61
		Married	24.61	24.176	57
		Other	49.50	38.907	5
		Total	30.54	28.589	275
	Total	Single	32.14	29.216	160
		Partnership	28.67	27.995	64
		Married	27.05	25.775	96
		Other	42.08	39.256	6
		Total	30.15	28.201	326

Total	Yes	Single	24.73	29.031	11
		Partnership	25.00	19.149	4
		Married	30.21	27.141	79
		Other	15.00	14.142	2
		Total	29.05	26.746	96
	No	Single	31.88	29.096	208
		Partnership	29.93	27.263	70
		Married	27.54	28.421	97
		Other	46.25	35.698	6
		Total	30.64	28.709	381
	Total	Single	31.52	29.068	219
		Partnership	29.66	26.812	74
		Married	28.74	27.807	176
		Other	38.44	33.884	8
		Total	30.32	28.305	477

## Appendix F: Research Question 1

### Appendix F-1: Subcommunity by In Person Preliminary Rounds and Online Elimination Rounds Crosstabulation

		Strongly Prefer		Prefer		Neither Prefer nor Disprefer		Disprefer		Strongly Disprefer		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Subcommunity	HS Policy	3	37.5%	8	21.6%	23	17.4%	34	20.4%	43	18.4%	111	19.2%
	HS LD	1	12.5%	5	13.5%	16	12.1%	23	13.8%	24	10.3%	69	11.9%
	HS PF	0	0.0%	3	8.1%	9	6.8%	6	3.6%	21	9.0%	39	6.7%
	HS Congress	0	0.0%	1	2.7%	5	3.8%	6	3.6%	4	1.7%	16	2.8%
	HS Speech	0	0.0%	5	13.5%	27	20.5%	25	15.0%	35	15.0%	92	15.9%
	College NDT/CEDA	3	37.5%	7	18.9%	27	20.5%	30	18.0%	40	17.1%	107	18.5%
	College NPDA/NPTE	1	12.5%	1	2.7%	3	2.3%	4	2.4%	8	3.4%	17	2.9%
	College IPDA	0	0.0%	0	0.0%	4	3.0%	7	4.2%	11	4.7%	22	3.8%
	College NFA-LD	0	0.0%	2	5.4%	2	1.5%	11	6.6%	15	6.4%	30	5.2%
	College PF	0	0.0%	1	2.7%	0	0.0%	0	0.0%	1	0.4%	2	0.3%
	College Speech	0	0.0%	0	0.0%	8	6.1%	14	8.4%	28	12.0%	50	8.7%
	College BP	0	0.0%	4	10.8%	8	6.1%	7	4.2%	4	1.7%	23	4.0%
Total		8	100.0%	37	100.0%	132	100.0%	167	100.0%	234	100.0%	578	100.0%

## Appendix F-2: Subcommunity by Attending Major National Tournaments In-Person at “Cool” Destinations

		Strongly Prefer		Prefer		Neither Prefer nor Disprefer		Disprefer		Strongly Disprefer		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Subcommunity	HS Policy	11	11.1%	26	17.6%	28	19.7%	26	22.2%	19	26.0%	110	19.0%
	HS LD	9	9.1%	15	10.1%	13	9.2%	23	19.7%	9	12.3%	69	11.9%
	HS PF	8	8.1%	6	4.1%	11	7.7%	7	6.0%	7	9.6%	39	6.7%
	HS Congress	0	0.0%	6	4.1%	3	2.1%	6	5.1%	1	1.4%	16	2.8%
	HS Speech	17	17.2%	19	12.8%	30	21.1%	10	8.5%	16	21.9%	92	15.9%
	College NDT/CEDA	18	18.2%	28	18.9%	25	17.6%	26	22.2%	11	15.1%	108	18.7%
	College NPDA/NPTE	2	2.0%	7	4.7%	2	1.4%	2	1.7%	4	5.5%	17	2.9%
	College IPDA	5	5.1%	8	5.4%	4	2.8%	5	4.3%	0	0.0%	22	3.8%
	College NFA-LD	8	8.1%	9	6.1%	7	4.9%	5	4.3%	1	1.4%	30	5.2%
	College PF	0	0.0%	0	0.0%	0	0.0%	2	1.7%	0	0.0%	2	0.3%
	College Speech	16	16.2%	13	8.8%	15	10.6%	2	1.7%	5	6.8%	51	8.8%
	College BP	5	5.1%	11	7.4%	4	2.8%	3	2.6%	0	0.0%	23	4.0%
Total		99	100.0%	148	100.0%	142	100.0%	117	100.0%	73	100.0%	579	100.0%

## Appendix F-3: Subcommunity by Hosts Alternating from Year to Year with Offset Cycles

		Strongly Prefer		Prefer		Neither Prefer nor Disprefer		Disprefer		Strongly Disprefer		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Subcommunity	HS Policy	3	11.1%	26	19.0%	32	18.0%	22	16.7%	27	26.0%	110	19.0%
	HS LD	2	7.4%	15	10.9%	16	9.0%	20	15.2%	16	15.4%	69	11.9%
	HS PF	2	7.4%	9	6.6%	12	6.7%	10	7.6%	6	5.8%	39	6.7%
	HS Congress	1	3.7%	5	3.6%	3	1.7%	6	4.5%	1	1.0%	16	2.8%
	HS Speech	6	22.2%	13	9.5%	35	19.7%	18	13.6%	21	20.2%	93	16.1%
	College NDT/CEDA	4	14.8%	26	19.0%	36	20.2%	28	21.2%	13	12.5%	107	18.5%
	College NPDA/NPTE	0	0.0%	7	5.1%	5	2.8%	2	1.5%	3	2.9%	17	2.9%
	College IPDA	2	7.4%	5	3.6%	10	5.6%	3	2.3%	2	1.9%	22	3.8%
	College NFA-LD	0	0.0%	13	9.5%	7	3.9%	5	3.8%	5	4.8%	30	5.2%
	College PF	0	0.0%	2	1.5%	0	0.0%	0	0.0%	0	0.0%	2	0.3%
	College Speech	5	18.5%	11	8.0%	19	10.7%	9	6.8%	6	5.8%	50	8.7%
	College BP	2	7.4%	5	3.6%	3	1.7%	9	6.8%	4	3.8%	23	4.0%
Total		27	100.0%	137	100.0%	178	100.0%	132	100.0%	104	100.0%	578	100.0%

## Appendix F-4: Subcommunity by Hybrid Competition Preference

		Strongly Prefer		Prefer		Neither Prefer nor Disprefer		Disprefer		Strongly Disprefer		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Subcommunity	HS Policy	16	18.0%	23	17.3%	24	19.5%	21	18.1%	25	21.6%	109	18.9%
	HS LD	7	7.9%	20	15.0%	14	11.4%	16	13.8%	12	10.3%	69	12.0%
	HS PF	5	5.6%	10	7.5%	7	5.7%	8	6.9%	9	7.8%	39	6.8%
	HS Congress	4	4.5%	4	3.0%	3	2.4%	4	3.4%	1	0.9%	16	2.8%
	HS Speech	5	5.6%	17	12.8%	24	19.5%	17	14.7%	30	25.9%	93	16.1%
	College NDT/CEDA	24	27.0%	27	20.3%	24	19.5%	18	15.5%	14	12.1%	107	18.5%
	College NPDA/NPTE	4	4.5%	3	2.3%	3	2.4%	2	1.7%	5	4.3%	17	2.9%
	College IPDA	3	3.4%	6	4.5%	3	2.4%	5	4.3%	5	4.3%	22	3.8%
	College NFA-LD	9	10.1%	7	5.3%	5	4.1%	5	4.3%	4	3.4%	30	5.2%
	College PF	1	1.1%	0	0.0%	0	0.0%	1	0.9%	0	0.0%	2	0.3%
	College Speech	6	6.7%	12	9.0%	14	11.4%	12	10.3%	6	5.2%	50	8.7%
	College BP	5	5.6%	4	3.0%	2	1.6%	7	6.0%	5	4.3%	23	4.0%
Total		89	100.0%	133	100.0%	123	100.0%	116	100.0%	116	100.0%	577	100.0%



## Appendix G: Research Questions 2 and 3

### Appendix G-1: Subcommunity by Online Platform Preference

		NSDA Campus		Zoom Breakout Rooms		Classrooms.cloud		WebX		8x8 Meet (ForensicsTournament.net)		Cascade Commons		Hop In		Yaaty		Discord		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Subcommunity	HS Policy	50	28.1%	32	16.2%	17	19.1%	2	40.0%	0	0.0%	0	0.0%	1	33.3%	5	10.4%	4	23.5%	111	19.4%
	HS LD	34	19.1%	16	8.1%	13	14.6%	0	0.0%	0	0.0%	2	50.0%	1	33.3%	0	0.0%	1	5.9%	67	11.7%
	HS PF	22	12.4%	7	3.5%	8	9.0%	0	0.0%	1	3.3%	0	0.0%	0	0.0%	0	0.0%	1	5.9%	39	6.8%
	HS Congress	3	1.7%	8	4.0%	5	5.6%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	0	0.0%	0	0.0%	17	3.0%
	HS Speech	51	28.7%	35	17.7%	1	1.1%	1	20.0%	2	6.7%	1	25.0%	0	0.0%	0	0.0%	1	5.9%	92	16.1%
	College NDT/CEDA	7	3.9%	46	23.2%	42	47.2%	1	20.0%	2	6.7%	1	25.0%	0	0.0%	1	2.1%	1	5.9%	101	17.7%
	College NPDA/NPTE	3	1.7%	2	1.0%	0	0.0%	0	0.0%	6	20.0%	0	0.0%	0	0.0%	4	8.3%	1	5.9%	16	2.8%
	College IPDA	0	0.0%	2	1.0%	0	0.0%	0	0.0%	1	3.3%	0	0.0%	0	0.0%	19	39.6%	0	0.0%	22	3.8%
	College NFA-LD	3	1.7%	16	8.1%	2	2.2%	0	0.0%	8	26.7%	0	0.0%	0	0.0%	0	0.0%	1	5.9%	30	5.2%
	College PF	1	0.6%	0	0.0%	0	0.0%	0	0.0%	1	3.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.3%
	College Speech	3	1.7%	23	11.6%	1	1.1%	1	20.0%	8	26.7%	0	0.0%	0	0.0%	16	33.3%	1	5.9%	53	9.3%
	College BP	1	0.6%	11	5.6%	0	0.0%	0	0.0%	1	3.3%	0	0.0%	0	0.0%	3	6.3%	6	35.3%	22	3.8%
Total		178	100.0%	198	100.0%	89	100.0%	5	100.0%	30	100.0%	4	100.0%	3	100.0%	48	100.0%	17	100.0%	572	100.0%

### Appendix G-2: Subcommunity by Tab Method Preference

		Paper (by hand)		Tabroom.com		Speechwire.com		ForensicsTournament.net		SpeechEase		The Joy of Tournaments		Spreadsheet		Tabbycat		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Subcommunity	HS Policy	6	15.4%	101	25.3%	5	5.6%	0	0.0%	0	0.0%	2	40.0%	1	7.1%	0	0.0%	115	19.7%
	HS LD	6	15.4%	52	13.0%	9	10.0%	1	4.8%	0	0.0%	1	20.0%	0	0.0%	0	0.0%	69	11.8%
	HS PF	2	5.1%	36	9.0%	1	1.1%	0	0.0%	0	0.0%	0	0.0%	1	7.1%	1	7.1%	41	7.0%
	HS Congress	0	0.0%	16	4.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	2.7%
	HS Speech	16	41.0%	43	10.8%	28	31.1%	1	4.8%	2	100.0%	0	0.0%	5	35.7%	0	0.0%	95	16.2%
	College NDT/CEDA	4	10.3%	97	24.3%	0	0.0%	2	9.5%	0	0.0%	0	0.0%	2	14.3%	0	0.0%	105	17.9%
	College NPDA/NPTE	0	0.0%	11	2.8%	1	1.1%	4	19.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	2.7%
	College IPDA	3	7.7%	4	1.0%	11	12.2%	2	9.5%	0	0.0%	2	40.0%	1	7.1%	0	0.0%	23	3.9%
	College NFA-LD	0	0.0%	24	6.0%	4	4.4%	1	4.8%	0	0.0%	0	0.0%	1	7.1%	0	0.0%	30	5.1%
	College PF	0	0.0%	1	0.3%	1	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.3%
	College Speech	2	5.1%	11	2.8%	30	33.3%	9	42.9%	0	0.0%	0	0.0%	2	14.3%	0	0.0%	54	9.2%
	College BP	0	0.0%	4	1.0%	0	0.0%	1	4.8%	0	0.0%	0	0.0%	1	7.1%	13	92.9%	19	3.2%
Total		39	100.0%	400	100.0%	90	100.0%	21	100.0%	2	100.0%	5	100.0%	14	100.0%	14	100.0%	585	100.0%

## Appendix H: Research Question 4

### Appendix H-1: Subcommunity by “I have access to acceptably high-quality technology to compete online successfully?”

		Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Subcommunity	HS Policy	5	20.0%	10	16.9%	7	11.1%	44	22.2%	62	20.6%	128	19.8%
	HS LD	2	8.0%	7	11.9%	7	11.1%	23	11.6%	36	12.0%	75	11.6%
	HS PF	0	0.0%	3	5.1%	7	11.1%	9	4.5%	22	7.3%	41	6.3%
	HS Congress	1	4.0%	2	3.4%	1	1.6%	3	1.5%	12	4.0%	19	2.9%
	HS Speech	7	28.0%	11	18.6%	14	22.2%	34	17.2%	35	11.6%	101	15.6%
	College NDT/CEDA	2	8.0%	14	23.7%	8	12.7%	37	18.7%	58	19.3%	119	18.4%
	College NPDA/NPTE	3	12.0%	1	1.7%	1	1.6%	3	1.5%	11	3.7%	19	2.9%
	College IPDA	1	4.0%	2	3.4%	5	7.9%	7	3.5%	10	3.3%	25	3.9%
	College NFA-LD	0	0.0%	3	5.1%	5	7.9%	3	1.5%	22	7.3%	33	5.1%
	College PF	0	0.0%	0	0.0%	0	0.0%	2	1.0%	1	0.3%	3	0.5%
	College Speech	4	16.0%	5	8.5%	3	4.8%	24	12.1%	23	7.6%	59	9.1%
	College BP	0	0.0%	1	1.7%	5	7.9%	9	4.5%	9	3.0%	24	3.7%
Total		25	100.0%	59	100.0%	63	100.0%	198	100.0%	301	100.0%	646	100.0%

## Appendix H-2: Subcommunity by Competition Location

		My office at my insitution		Smart classroom		Regular classroom		A home office		A different space in my home that is not a dedicated office space		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Subcommunity	HS Policy	9	13.2%	4	16.7%	33	17.5%	36	20.0%	35	25.4%	117	19.5%
	HS LD	5	7.4%	1	4.2%	22	11.6%	19	10.6%	22	15.9%	69	11.5%
	HS PF	0	0.0%	0	0.0%	9	4.8%	14	7.8%	18	13.0%	41	6.8%
	HS Congress	1	1.5%	1	4.2%	1	0.5%	12	6.7%	2	1.4%	17	2.8%
	HS Speech	8	11.8%	2	8.3%	41	21.7%	27	15.0%	18	13.0%	96	16.0%
	College NDT/CEDA	19	27.9%	10	41.7%	33	17.5%	30	16.7%	16	11.6%	108	18.0%
	College NPDA/NPTE	2	2.9%	1	4.2%	2	1.1%	7	3.9%	5	3.6%	17	2.8%
	College IPDA	5	7.4%	1	4.2%	15	7.9%	1	0.6%	1	0.7%	23	3.8%
	College NFA-LD	7	10.3%	2	8.3%	13	6.9%	7	3.9%	3	2.2%	32	5.3%
	College PF	0	0.0%	0	0.0%	0	0.0%	2	1.1%	0	0.0%	2	0.3%
	College Speech	10	14.7%	2	8.3%	15	7.9%	16	8.9%	11	8.0%	54	9.0%
	College BP	2	2.9%	0	0.0%	5	2.6%	9	5.0%	7	5.1%	23	3.8%
Total		68	100.0%	24	100.0%	189	100.0%	180	100.0%	138	100.0%	599	100.0%

### Appendix H-3: Subcommunity by Shared Space

		No, I'm in a space where I'm able to be alone		Yes, but they are other judges/competitors with headphones who are not a bother.		Yes, infrequently and they are not a bother		Yes, frequently		Yes, throughout the whole round.		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Subcommunity	HS Policy	63	17.8%	9	28.1%	35	23.5%	8	15.4%	2	28.6%	117	19.7%
	HS LD	39	11.0%	4	12.5%	17	11.4%	8	15.4%	0	0.0%	68	11.5%
	HS PF	22	6.2%	1	3.1%	14	9.4%	2	3.8%	1	14.3%	40	6.7%
	HS Congress	11	3.1%	1	3.1%	3	2.0%	2	3.8%	0	0.0%	17	2.9%
	HS Speech	53	15.0%	3	9.4%	24	16.1%	12	23.1%	1	14.3%	93	15.7%
	College NDT/CEDA	62	17.6%	11	34.4%	26	17.4%	6	11.5%	2	28.6%	107	18.0%
	College NPDA/NPTE	12	3.4%	1	3.1%	1	0.7%	3	5.8%	0	0.0%	17	2.9%
	College IPDA	16	4.5%	0	0.0%	6	4.0%	1	1.9%	0	0.0%	23	3.9%
	College NFA-LD	23	6.5%	1	3.1%	6	4.0%	2	3.8%	0	0.0%	32	5.4%
	College PF	1	0.3%	0	0.0%	1	0.7%	0	0.0%	0	0.0%	2	0.3%
	College Speech	39	11.0%	0	0.0%	7	4.7%	7	13.5%	1	14.3%	54	9.1%
	College BP	12	3.4%	1	3.1%	9	6.0%	1	1.9%	0	0.0%	23	3.9%
Total		353	100.0%	32	100.0%	149	100.0%	52	100.0%	7	100.0%	593	100.0%

## Appendix H-4: Subcommunity by Camera Solution

		A high quality professional or smart classroom camera		A consumer quality webcam		Laptop camera		Cellphone camera		Total	
		N	%	N	%	N	%	N	%	N	%
Subcommunity	HS Policy	3	14.3%	22	18.8%	90	19.9%	3	27.3%	118	19.6%
	HS LD	1	4.8%	10	8.5%	58	12.8%	0	0.0%	69	11.5%
	HS PF	0	0.0%	7	6.0%	33	7.3%	1	9.1%	41	6.8%
	HS Congress	0	0.0%	5	4.3%	12	2.7%	0	0.0%	17	2.8%
	HS Speech	2	9.5%	13	11.1%	75	16.6%	6	54.5%	96	16.0%
	College NDT/CEDA	7	33.3%	33	28.2%	68	15.0%	1	9.1%	109	18.1%
	College NPDA/NPTE	1	4.8%	5	4.3%	11	2.4%	0	0.0%	17	2.8%
	College IPDA	1	4.8%	2	1.7%	20	4.4%	0	0.0%	23	3.8%
	College NFA-LD	2	9.5%	7	6.0%	23	5.1%	0	0.0%	32	5.3%
	College PF	0	0.0%	0	0.0%	2	0.4%	0	0.0%	2	0.3%
	College Speech	4	19.0%	10	8.5%	40	8.8%	0	0.0%	54	9.0%
	College BP	0	0.0%	3	2.6%	20	4.4%	0	0.0%	23	3.8%
Total		21	100.0%	117	100.0%	452	100.0%	11	100.0%	601	100.0%

## Appendix H-5: Subcommunity by Microphone Quality

		A high-quality professional microphone or conference mic		A consumer quality microphone		A headset with a boom mic (gamer or professional)		Laptop microphone		Cellphone microphone		Earbuds (Air Pods or similar)		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Subcommunity	HS Policy	7	21.9%	19	20.4%	27	29.3%	46	14.6%	2	16.7%	17	31.5%	118	19.7%
	HS LD	1	3.1%	9	9.7%	6	6.5%	45	14.2%	0	0.0%	8	14.8%	69	11.5%
	HS PF	1	3.1%	8	8.6%	4	4.3%	23	7.3%	0	0.0%	5	9.3%	41	6.8%
	HS Congress	0	0.0%	2	2.2%	2	2.2%	9	2.8%	0	0.0%	4	7.4%	17	2.8%
	HS Speech	1	3.1%	8	8.6%	8	8.7%	68	21.5%	5	41.7%	5	9.3%	95	15.9%
	College NDT/CEDA	10	31.3%	29	31.2%	24	26.1%	38	12.0%	3	25.0%	5	9.3%	109	18.2%
	College NPDA/NPTE	2	6.3%	4	4.3%	2	2.2%	8	2.5%	0	0.0%	1	1.9%	17	2.8%
	College IPDA	1	3.1%	2	2.2%	2	2.2%	15	4.7%	0	0.0%	3	5.6%	23	3.8%
	College NFA-LD	2	6.3%	4	4.3%	10	10.9%	15	4.7%	0	0.0%	1	1.9%	32	5.3%
	College PF	0	0.0%	0	0.0%	0	0.0%	2	0.6%	0	0.0%	0	0.0%	2	0.3%
	College Speech	6	18.8%	5	5.4%	3	3.3%	35	11.1%	1	8.3%	3	5.6%	53	8.8%
	College BP	1	3.1%	3	3.2%	4	4.3%	12	3.8%	1	8.3%	2	3.7%	23	3.8%
Total		32	100.0%	93	100.0%	92	100.0%	316	100.0%	12	100.0%	54	100.0%	599	100.0%

## Appendix H-6: Subcommunity by Screen Solution

		My multi-monitor desktop display		My laptop with external monitors		My laptop to compete, and a classroom projector to display the competition room.		My single desktop display		Only a laptop screen		I compete or judge from a cell phone or tablet		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Subcommunity	HS Policy	14	19.7%	19	27.1%	3	12.5%	9	19.1%	71	18.9%	2	15.4%	118	19.6%
	HS LD	7	9.9%	4	5.7%	1	4.2%	7	14.9%	50	13.3%	0	0.0%	69	11.5%
	HS PF	4	5.6%	6	8.6%	0	0.0%	4	8.5%	27	7.2%	0	0.0%	41	6.8%
	HS Congress	2	2.8%	4	5.7%	0	0.0%	3	6.4%	6	1.6%	2	15.4%	17	2.8%
	HS Speech	10	14.1%	6	8.6%	3	12.5%	8	17.0%	62	16.5%	7	53.8%	96	16.0%
	College NDT/CEDA	13	18.3%	19	27.1%	14	58.3%	6	12.8%	55	14.6%	2	15.4%	109	18.1%
	College NPDA/NPTE	4	5.6%	1	1.4%	0	0.0%	2	4.3%	10	2.7%	0	0.0%	17	2.8%
	College IPDA	1	1.4%	0	0.0%	0	0.0%	2	4.3%	20	5.3%	0	0.0%	23	3.8%
	College NFA-LD	3	4.2%	5	7.1%	2	8.3%	2	4.3%	20	5.3%	0	0.0%	32	5.3%
	College PF	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.5%	0	0.0%	2	0.3%
	College Speech	10	14.1%	5	7.1%	1	4.2%	3	6.4%	35	9.3%	0	0.0%	54	9.0%
	College BP	3	4.2%	1	1.4%	0	0.0%	1	2.1%	18	4.8%	0	0.0%	23	3.8%
Total		71	100.0%	70	100.0%	24	100.0%	47	100.0%	376	100.0%	13	100.0%	601	100.0%