CORE Schools Economics Challenge (CORE-SEC) 2019 Overview

CORE is a global initiative that is bringing the best of economics thinking - addressed to contemporary problems - into classrooms around the world. With the help of our partners Financial Times for schools, we are launching the CORE Schools Economics Challenge 2019. We are challenging students in schools across the world to create an accessible and entertaining short video, making use of CORE's free ebook *The Economy*. The competition is open to high school/secondary school students (up to and including 18 years of age) from across the world. The competition is open to all - you do not need to be studying economics at school in order to enter - or to win.

This year's theme is:

"Why is addressing climate change so difficult?"

> The school strike for climate, an international movement of school students organised a global protest on 15th March to demand action to prevent climate change. As Greta Thunberg, the student who inspired school climate strikes across Europe, told the FT: "We don't have time to wait for us to grow up and fix this in the future. The people who are in power now need to do this now."

Many of the resources that you need are available on the CORE website (www.core-econ.org) particularly Unit 20 of *The Economy* ebook. You can also find multiple resources on the Financial Times for schools, which is available free online for 16-19 year olds and their teachers after a simple registration here. Other useful resources include the FT's climate change coverage and the database of FT articles mapped to *The Economy* ebook which can be found on the CORE website here. It's up to your group to find the most valuable resources and link these ideas to meet the project theme.

You can get some ideas by reviewing the winning entries from the 2017 and 2018 competitions. In addition, the CORE-SEC is based on a multimedia project, the First Year Challenge, which University College London (UCL) has been running since 2014.

It is important to stress that this must be your project. Depending on your school, you will either be assigned to a group or can choose your team yourself. Your teachers will provide guidance on organisational and legal requirements and they might act as quick sounding board for your ideas. BUT, please do not ask your teachers to help putting the project together or for any other input.

Decide what kind of media file your group would like to create (a video of max 3 minutes in one of the standard video files such as .mp4, .avi, .mov, .mpg, .rm). Once you are in your

teams, you should make sure that everyone contributes to the project. Remember to distribute the tasks wisely. Some of you may be experienced with creating media files, others will prefer to work on a research task. It's up to you to distribute these tasks as you see fit.

Now work on it. You will have to organise meetings with your group. If you need help producing media files, search the internet. This is one starting point. You can also refer to the Economists in Action videos in *The Economy*.

We don't expect your video or podcast to be professionally produced - the content is at least as important as your ability to produce a great media file.

And lastly - please title your video any way you wish, you don't need to use the theme of the competition (although you can if you wish to do so).

Tips and tricks from last year's participants

- Don't spend too long deciding what to focus your video on - make a decision and stick with it.
- Start making the video early. Don't leave producing the video right to the end. You won't have time to edit it.
- Find a team where everyone will put in their fair share of work.
- Have strict deadlines for each individual task in the process such as research or creating a story board.

Judging Criteria

Entries will be assessed against the following criteria (weighting in brackets):

- Content - presenting the theme of the competition in an original, creative, and accurate way (40)
- Quality of narrative (40)
- Production quality (20)

Your video should be no longer than 3 minutes. Points will be deducted if the video is longer than 3 minutes, although the final credits do not count towards this limit.

Please bear in mind this is a video competition and, therefore, PowerPoint presentations will not be considered. Animated videos are acceptable though.

A CORE judging panel composed of senior representatives from CORE, FT, and Econ Films will award the top three prizes and the prize for a collaborative entry. In case of a large number of submissions a shortlisting panel composed of representatives from CORE will shortlist six entries which will be evaluated by the judging panel in the final round.

Submitting entries

Only one entry is allowed per school. In addition, to encourage cooperation among diverse schools in a local area, schools may each enter ONE additional collaborative entry with another local school. However, any individual team member may only participate in one

team. Videos should be made in the English language or in another language with English subtitles.

Once each school has selected their entry, they should submit it to CORE by uploading it to a shared storage platform (Dropbox, Google Drive or any other option which is convenient and easy for CORE to access) **by 30th September 2019.** Entries received after this date cannot be considered. Schools should also notify CORE of their entry by emailing an entry form to sec@core-econ.org. The judging panel will choose a final set of winners by 25th October 2019. The winning entries will be publicly announced on the CORE and FT websites.

Some students may wish to form teams with students from several schools. In such a case please contact us so that we can ascertain the best way to accept your entry in view of the competition's Terms and Conditions.

Prizes

The prizes will be awarded to the top three entries, as judged by the CORE judging panel:

1st place = £1000 for the school and £500 Amazon vouchers for students
2nd place = £750 for the school and £300 Amazon vouchers for students
3rd place = £500 for the school and £200 Amazon vouchers for students

There will be an additional prize of £1000 for each school and £500 Amazon vouchers for students (shared equally between all the participating students) for the collaborative entry.

Any queries?
Contact us on sec@core-econ.org.

NOTE FOR TEACHERS: TEAMS; DEALING WITH COPYRIGHT; REFERENCING; AND DATA PROTECTION

Teams should be a maximum of 10 people. As you will know, smaller teams might work more efficiently, with fewer free-rider problems, but teams of up to 10 are fine if that works better in the context of your school.

This project is the team's work. As teachers, you should provide an introduction to the project and answer any immediate questions the students have about its scope and the deadlines (note we have intentionally given a relatively long period for the work to be completed to accommodate schools/pupils with different pressures from across the world).

Teams are required to produce original content rather than repackage other people's work. However, if they want, they may make use of, or make reference to, other people's work (for example, they might make use of some media, or an explanation of a concept or books/papers, produced by someone else).

When this occurs, they must credit them with the idea. Otherwise, they are attempting to pass this work off as their own - this is plagiarism.

Throughout the work they must do the following:

- If they are using someone else's ideas, concepts, or materials, they must reference them clearly;
- They must not use copyright protected material;
- If they are using someone else's materials (i.e. quotes, video clips, etc.) including from sources such as YouTube, they must ensure they have the appropriate permission/exemptions from copyright to use them.

The videos produced by the UCL students show this can be done pretty painlessly.

CORE content is provided under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License, but with this call for entries CORE grants permission to the schools to use CORE content in their entries and no other permission is required from CORE.

The use of FT content is allowed under certain condition without permission; full regulations are available here. The FT does not control the rights in all the content on FT.com, so they cannot grant a waiver on behalf of other rights holders.

Advice on plagiarism and how to avoid it

Plagiarism is presenting another party's thoughts, words, artefacts or software as though they are your own. Using other people's work directly (i.e. copying it) or indirectly (i.e. summarising it) are both considered to be plagiarism if they do not acknowledge whose work they are copying or summarising. Use of unacknowledged information downloaded from the internet also constitutes plagiarism.

 Examples of plagiarism include:

- turning in someone else's work as your own,
- copying words or ideas from someone else without giving credit,
- failing to put a quotation in quotation marks,
- giving incorrect information about the source of a quotation,
- changing words but copying the sentence structure of a source without giving credit,
- copying so many words or ideas from a source that it makes up the majority of your work, whether credit is given or not.

UCL has a fuller explanation which may help.

Some of the common mistakes we have seen in previous years have been:

- using music as a cover track – make sure the music is either in the public domain or you have the author's permission,
- using an image or preview footage from a stock image library (such as Shutterstock) which still has a watermark visible - you will need to purchase the image to use it,
- using an image downloaded from Google Images – you need to make sure the image is "free to use, share, or modify" (use advanced search options to find such images).

Please note that any submission that uses copyrighted material without proper permission will not be accepted.

Referencing

The easiest way for students to avoid plagiarism is to ensure they always acknowledge when they have been inspired by the ideas/works/products of other people - to give them credit for their role in what has been produced. When using someone else's idea, cite it and where it can be found. Make sure they are accurate about where it is from (get the correct book, year, etc).

The references are best included at the end of the video, in the final credits. The final credits do not count towards the 3 minute limit.

This needn't be complex: imagine doing a podcast on the works of the economist John Maynard Keynes. It might make reference to the works of Lord Robert Skidelsky, whose biography on Keynes won awards. Here, it would be sufficient to say 'In his 2009 book, 'Keynes: The Return of the Master', Lord Robert Skidelsky says...'

Videoclips and how to use them

The only way to know students are using the clips correctly is to read the Terms of Service of the website they are taking it from. If they are in doubt, they need to contact the producer of the work and ask for permission.

YouTube

When third parties put their work on YouTube that does not mean others are able to use it in their own work. YouTube's Terms of Services state that:

"If you plan to include copyright-protected material in your video, you'll generally need to seek permission to do so first. YouTube cannot grant you these rights and we are unable to assist you in finding and contacting the parties who may be able to grant them to you."

That does mean it can be risky to reuse such material. So, if using YouTube, students are likely best off only using original work put on YouTube, and then contacting that person to let them know that:

- they are a school student group producing a piece of work for use in this competition,
- the purpose for using that individual's work (i.e. why do you think your work is necessary to what you are producing?) - let them know what format they are presenting the work in (e.g. video or podcast),
- confirm that credit will be given to them accordingly,
- your school or other educational institutions may use the piece of work your group produces for educational research which may therefore involve students video or podcast submission to others....and you are asking for their permission to use their work!

On YouTube, it is a common trend for people to write under pieces of media things like 'Copyright infringement not intended' or some other disclaimer intended to absolve them of copyright infringement. This does not stop it being an infringement and they may still be liable. If they come across such a disclaimer, that does not give them automatic permission to use the material.

Interviews

Students may wish to do interviews with people on the street. These can be interesting and may be an effective way to convey their message. But, when they do this, they must be mindful of data protection. When they interview someone, and record for subsequent use, they are asking them for information about themselves which might be considered sensitive. Examples of sensitive data includes political affiliation. When they ask someone for views on a particular economic policy, the answer often includes reference to political views they hold and they may not want this information to be shared. The law is very clear that they must protect people's data. It is easy to deal with data protection. The way they do this is to fully disclose what they are doing and what they will use the data for. This then means the individual can choose not to disclose information they are not comfortable to use in the way specified.

Let the individual know:

- that they are recording or filming the interview, potentially to include it in a piece of work they are producing,
- the work is coursework for their Economics studies at school,
- the work may be used by your school for educational research.

They should tell them this and ask them to record consent for their information being used in this way, either via video or with a written consent form available from you, their teachers. Students must retain this if they consent but do not need to produce it as part of their submission.

Obtaining parental consent

You will need to obtain consent from parents/legal guardians for students to participate and their photos to be used. A template form is attached which you may want to modify according to the requirements of your own country/institution.