Congratulations, Chicago Student Invention Convention Finalist!

We are proud to invite you to take part in the online competition!

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CHICAGO STUDENT INVENTION CONVENTION

CSIC Online Competition Guidelines

DEAR PARENTS AND GUARDIANS,

Your child's class has been participating in the 2019-2020 Chicago Student Invention Convention (CSIC) program, and your student inventor has been doing a great job identifying problems and inventing solutions. **Your student's project was chosen as a finalist!**

Usually, student inventors present their inventions at the Chicago Student Invention Convention regional event at the Illinois Institute of Technology. This year, state regulations due to the COVID-19 outbreak have made this large public gathering impossible.

In the spirit of problem-solving and innovation, we have great news to share that the Chicago Student Invention Convention is still happening **and has changed to an online-only event**, with project submissions **scheduled for review on April 25th.**

Students who win our online competition can advance to the U.S. Nationals competition, which is also being held online this year.

How can my student participate in the online competition?

Students will **create videos** to showcase their invention prototype **using Encyclopedia Britannica's LumieLabs** and pitch video uploads to **YouTube**. LumieLabs has been offered free of charge to all CSIC inventors for the duration of the program, thanks to our generous sponsor, Britannica Digital Learning. **Videos are due at 6 pm on April 24 for consideration**.

Please review this packet of information for answers to your questions. If you still have questions, please reach out to your student's teacher, or to me at **ally@chicagoinnovation.com**

Thank you for your support!

Allison James

Important Dates

Throughout March/April	Invention Support and LumieLabs articles and videos will be posted on the website: http://chicagoinnovation.com/inventionconvention **Students refine their invention prototypes and create LumieLabs and YouTube Pitch videos.**
6 pm on Friday, April 24	Deadline for students' parents must register to participate in the online convention. Accepting registration now – April 24. Registration is online.** (If students are inventing in a group of 2, each student's individual guardian must register that student separately.) All student project videos must be submitted to http://chicagoinnovation.com/inventionconvention for judge consideration. Packages include: 1) LumieLabs "Digital Display Board" 2) Pitch Video (uploaded on YouTube) 3) Photos of Logbook
Saturday, April 25*	Volunteer judges review LumieLabs video submissions and award students. Student finalists continue to Nationals (also online).

**If you do not have access to the internet or a computer at home, please read "Our Commitment to Equity"

*Please note that due to the changing nature of the community response to COVID-19, this date may be changed and moved to a date in May in response to the amount of time students spend out of school.

CSIC will announce any date changes. At the time of this writing, the online competition and review of student video submissions is April 25.

Our Commitment to Equity

My school is closed. I don't have internet at home. What do I do?

Our program was not initially designed to be an online-only event. Therefore, many of the equitable supports to ensure that "innovation is for everyone" are different in an online model.

We recognize the limitations of the digital divide and how lack of access to computers and the internet can impact a student's ability to participate in CSIC's program remotely. We state our commitment to all CSIC partners and students:

Our Commitment

1) We recognize that due to the ever-developing restrictions in response to COVID-19, it is unclear if and when students will access to their trained CSIC instructor and resources
2) We will work with our partners to identify student finalists who want to create a video and compete, regardless of their access to computers/internet at home.
3) Working with our partners to identify important data points about our student inventors, we will make accommodations for convention deadlines so that students can be included in judging on a timeline where they have access to needed resources and instruction.
4) Student always have free access to Codeverse's Kidscript and Britannica's LumieLabs and LaunchPacks for the duration of the program.

What Students/Parents Can Do

If you are a student **who has been chosen as a finalist**, but you do not have access to the internet or a computer at home, **please tell your teacher or communicate with our program manager.** You will **still be included in the list of finalist projects** and CSIC **will be aware of your intent to register in the competition**. It is our hope that school will resume in time for you to regain access to digital resources in your classroom or program site. If not, we will create accommodations for programmatic milestones to ensure your video can be viewed by CSIC judges prior to Nationals.

Your Teacher's Contact Information: _____

CSIC Program Manager's Contact Information: (312) 988-1511 or ally@chicagoinnovation.com

Student Prizes

We are still finalizing the prize list for the 2020 Chicago Student Invention Convention. To give you an idea of past prizes, here is what we awarded in 2019, and is still a good indication of what to expect:

codeverse

Free coding classes

museum of science+industry chicago

Museum passes

Shedd AQUARIUM

Aquarium Passes

Prize Categories with 3 placements:

- Grades K-2
- 3rd Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- After School
- Overall
- Computer Science Award
  sponsored by Microsoft

Prize Categories with 1 placement

THOMPSON COBURN LLP	Thompson Coburn LLP will counsel the winning student project on intellectual property protection regarding their invention, including filing a United States patent application on the students' behalf if appropriate.

How to Register for the Online Competition

By 6 pm on April 24, students must submit the following:

1) **LumieLabs Video (1-3 minutes)**
   - **Purpose:**
     - **A video created with LumieLabs free digital storytelling program that acts as a digital version of a Display Board/Tri-fold Board**
2) **YouTube link to Pitch Video (4-5 minutes)**
   - **Purpose:**
     - **A video of students talking about their invention and the process creating it. Shares all the important information about your invention with the judges.**
3) **Photos of Logbook pages**
   - **Purpose:**
     - **Shares all the Logbook with the judges through pictures.**

Details on how to register online and submit your videos will soon be posted on
http://chicagoinnovation.com/inventionconvention

Uploading your video to YouTube

--Upload both the LumieLabs and Pitch videos as PUBLIC or UNLISTED.
--Do not set videos to private, as this will leave them inaccessible to your judges.
--You can create a channel just for your video or upload to a family member's channel.
--Copy and paste the YouTube video links into your online registration

Britannica's LumieLabs: How to Log In

LumieLabs is an **audio and video editing software** that also provides students with a free archive of stories, audio and video footage, and effects to create their own original videos. Students can also host and share their original videos via the LumieLabs platform.

How to Log In (1st Time Users Only)

STEP 1

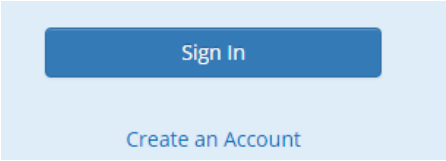
Visit
http://lumielabs.eb.com/

STEP 2

Log-In to Institution by using Access ID:
Access ID: Chicago **Password:** innovations

STEP 3

Create Personal Account **"Welcome to LumieLabs. We have verified your access from your institution, however you must still sign into your personal account."**

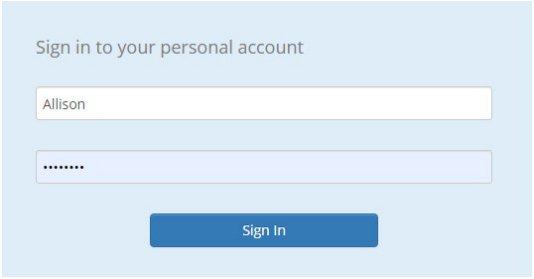


Click "create an account," fill out the information requested, and submit it. You can create a unique Log-In Name and Password. This is the account students will use to make videos. Be sure to write down the USERNAME and PASSWORD for future use.

How to Log In to your Personal Account

STEP 1

Once you have created your account using the steps above, use that information to sign in to access the full program!



Video explaining how to log into Britannica's products (includes both LumieLabs and LaunchPacks): https://zg8t9.app.goo.gl/KC5R

(If you are having trouble logging in, you may be trying to use your Personal Account credentials in the "Access ID" screen.)

Part I: Digital Display Board, LumieLabs Videos

Q: Do I need to create a Display Board?

A: No. But you do need to create a LumieLabs video. It is a "Digital Display Board," using LumieLabs

Britannica Digital Learning

Your LumieLabs video is your "Display Board" or visual aide for the judges.

Ideas of content for "Digital Display Board" in LumieLabs

- Researched Content:
  - Statistics or information about the problem that you researched
- LumieLabs Stock Content
  - LumieLabs Photos or Videos about the problem that you researched
- Your Original Content
  - Photos of data, graphs, charts, testing information from your prototype
  - Photos of design drawings, doodles, sketches from your prototype
  - Photos of a labeled diagram of your prototype
  - Clear and readable photos of your notes, worksheets, or other writing about your prototype
  - Photos of you and your prototype
  - Testimonials and quotations from people who tried your invention
  - Video clips of people using your invention to see it in action
  - Your favorite pages or elements of your logbook
- Music, transitions, etc.

Do not use LumieLabs to record the Pitch

- Your Pitch video is separate and should be recorded on a phone or video camera, uploaded to YouTube, and submitted as a separate file.

Rules for LumieLabs Digital Display Board/Logbook Submission:

- Finished LumieLabs videos should be 1-3 minutes

- Videos should always **identify** the student's name, grade, school, name of invention, and a brief statement of what the invention does at the start of the video.
- LumieLabs Videos should provide images, video, and Logbook pages to supplement the Pitch Video (YouTube)
- Use the judging rubric for both Logbook and Display Board for LumieLabs content guidance

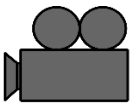
LumieLabs Tutorials and Examples:

- **LumieLabs training tutorial**: https://bit.ly/2IQXFEk
- **Examples of LumieLabs capabilities at different grade levels on Youtube:** https://bit.ly/2xJyXDT
  - *Your content will be different since yours is about inventions!*

Part II: Invention Pitch Video (YouTube)

Q: How will the judges know about my invention?

A: You will record a pitch video using a cell phone camera or video camera. You will upload this pitch video to YouTube.



Rules for Invention Pitch Video

- Finished pitch videos should be 4-5 minutes
- Videos should be a single recording (no editing) done on a cell phone camera or video camera that succinctly communicates the invention process and impact.
- It addresses all elements of the invention process from the Judge Rubric
- Videos should always **identify** the student's name, grade, school, name of invention, and a brief statement of what the invention does at the start of the video.

Do not use LumieLabs to record the Pitch Your Pitch video should be recorded on a phone or video camera, uploaded to YouTube, and submitted as a separate file.

Use These Guiding Questions When Creating Your Pitch Video:

Answering these questions in your pitch video will help the judges understand your invention!

- What is your name? What is your invention?
- Tell me about the problem your invention solves.
- Why did you choose this problem?
- Who else has this problem?
- Tell me about the research you did to see how other people tried to solve this problem.
- Tell me about the research you did to see if this invention exists already. (If something already existed, how is your different?)
- What different solutions did you come up with to solve your problem?
- How did you choose to invent this particular solution?
- How long did your invention take to make? How long did the whole invention process take?
- How does your invention work? Can you show us?
- What is your invention made of?
- Who would use your invention?
- Did you test your invention? How did it work?
- Did your invention work the first time? If not, how did you improve it?
- What did you like best about your invention?
- If you could further improve your invention, what would you do?
- What was the most fun part about inventing?
- What were some reactions you got from other people about your invention?

Helpful hints for filming

- Film original content a smartphone or video camera
- Plan what you are going to say. If you are on a team, decide who will talk about which topics before filming.
- Display and use your prototype in the video. Pick up your prototype. Use it! Show us what it can do!
- Film in a quiet, well-lit place. Avoid filming in front of a window.
- Use a loud, clear voice. You may want to practice this a few times.
- Before recording, take a deep breath and relax! Remember, you are the expert on your invention.
- Remember, no display board is needed. Your LumieLabs video is your digital display board. Anything you would normally put on a board, put in the LumieLabs video!
- Your pitch is just you and your prototype. Share your invention to the video the way you would share the invention with the judges!

Examples of Pitches:

https://www.youtube.com/watch?v=z273H_CkE4I&feature=youtu.be
Fizzy Hand, Lenart Elementary, Kindergarten

https://www.youtube.com/watch?v=h1XDpNqh40c&feature=youtu.be
Portable Sink, Lenart Elementary, 1st Grade

https://www.youtube.com/watch?v=9ziyXEvJqDY&feature=youtu.be
ChargAir, Quest Academy, 7th Grade

https://www.youtube.com/watch?v=rEREXoVPYtg&feature=youtu.be
The Heat Sleeper, Pulaski Elementary, 4th Grade

https://www.youtube.com/watch?v=--xWVQ3k3wU
Shelf Dropping Locker, Jungman Elementary, 7th Grade

https://www.youtube.com/watch?v=kGHTirmeiTk&feature=youtu.be
The Master Caster, Nettelhorst, 8th Grade

https://www.youtube.com/watch?v=h0eq8nFLB5M&feature=youtu.be
Bring it App, Skinner West, 3rd Grade

Part III: Logbook

Q: Do I need to submit my Logbook?

A: Yes, you will take pictures of your logbook to show the main portions.

Logbook

- Take pictures of your logbook pages.

Typical Parts to a Logbook Include:
1) A description of the problem addressed by the invention; 2) A description of solution ideas;
3) A description of the invention; 4) A description of how the invention solves the problem; and
5) A description of where the student researched the originality of their idea.

- Save the photo files. Submit your photos of the Logbook along with your videos.

Please keep your physical Logbook as you will need to provide further proof of its contents for Nationals (which is being held online this year).

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CSIC Online Competition Guidelines

Example: The Butterstick

No display board needed- visuals go into LumieLabs video!

Show the prototype in the Pitch Video (recorded on phone)

	Component	Evaluation
1.	Process	The students have brainstormed and tested multiple designs, different uses, and different audiences of their prototype. They provide evidence of extensive research, citing multiple resources. The students have also provided detailed description of development of invention. They have provided evidence of multiple attempts to create, develop, and improve invention. Finally, the students have extensive evidence of trial and error to develop and improve invention.
2.	Prototype	The invention/prototype solves the problem it was intended to solve. The invention/prototype reflects original, creative thought. The invention/prototype shows much attention to detail and works. The students have provided evidence to show that invention does not exist. As a bonus, the product seems to be simple to use, economical, and easily scalable in production.
3.	Impact	The invention is novel and addresses a practical problem in a creative way. The students concisely explain the problem the invention solves, giving the judge a clear understanding of the problem the invention solves and why the problem was chosen the invention would be used by targeted group.
4.	Communication	The students concisely explain the invention, giving the judge a clear understanding of the invention and how the invention works. The journal is entirely completed and concise.

Judging Rubric

Invention Process Criteria	Score 1 = not at all 5 = extremely well
Step 1: Identifying the Problem: *The Basics* To what extent does the student identify the invention and effectively explain the problem and need for a solution?	1 2 3 4 5
Step 1: Identifying the Problem: *Investment* To what extent did the student uncover this problem & become passionate about this problem?	1 2 3 4 5
Step 1: Identifying the Problem: *Empathy* To what extent does the student understand who else might experience this same problem? To what extent did the student understand the full impact the problem may have on others?	1 2 3 4 5
Step 2: Understanding the Solution: *Relevance* How fully explored was the relevance and potential use for this invention? Did the student demonstrate an understanding of what already exists to solve the problem	1 2 3 4 5
Step 2: Understanding the Solution: *Originality* Is it distinguishable from prior inventions? To what extent is the solution measurably novel, creative, and unique from other solutions? AND if there is a similar product that exists, did the student know this and explain how theirs is different?	1 2 3 4 5
Step 2: Understanding the Solution: *Research* Was there evidence of grade-appropriate research and consulting of multiple sources?	1 2 3 4 5
Step 3: Ideating: *Brainstorming/Imagination* Did the student identify at least one way that they developed ideas or brainstormed solutions to approach the problem? (i.e. provided a description of development of invention with multiple concepts brainstormed / explored)?	1 2 3 4 5
Steps 4 and 5: Designing and Building*: The Vision* To what extent did the inventor use a design process that reflects thoughtful design and original, creative thought?	1 2 3 4 5
Steps 4 and 5: Designing and Building: *The Materials* To what extent did the student choose the materials based on their iteration, critical thinking, creativity, or problem-solving?	1 2 3 4 5
Steps 4 and 5: Designing and Building: *Target Audience* Does the student clearly understand how their solution/invention meets the needs of its potential user(s) and benefactor(s)?	1 2 3 4 5
Steps 4 and 5: Designing and Building: *The Prototype* To what extent does the student display a testable prototype (or a well-explained non-working prototype) that clearly displays the characteristic that make the invention valuable, usable, and unique?	1 2 3 4 5
Step 6: Testing: *Challenges* To what extent does the inventor describe challenges they encountered in testing and how well did the inventor persevere or overcome those challenges?	1 2 3 4 5

Step 6: Testing: *Iterative Improvement* How well does student provide evidence of multiple attempts to develop, test, and improve the invention? (Evidence can be data, graphs, surveys, testimonials, etc.)	1 2 3 4 5
Step 6: Testing: *Functionality* To what extent does this invention solve the problem originally identified?	1 2 3 4 5
	= 70 SUBTOTAL
Logbook Criteria	**Score** **1 = not at all** **3 = extremely well**
The logbook describes the invention process and not just the product and details key elements of Steps 1-7 of Invention (Initial problem identification, researching, Ideating, to the Engineering Design Cycle phase).	1 2 3
The logbook seems to be representative of a real-time document created while the student was inventing, and not hurriedly at the end of the process.	1 2 3
	= 6 SUBTOTAL
Communication Criteria	**Score** **1 = Somewhat** **3 = Yes, indeed!**
Is the oral presentation clear, detailed, and effective?	1 2 3
Does the student seem like the primary voice and knowledge-expert driving this project? (Though age-appropriate help from parents is okay when credited.)	1 2 3
Value Proposition: Did the inventor convince you, the end user, why their invention adds more value or better solves a problem than other solutions?	1 2 3
	= 9 SUBTOTAL
LumieLabs Display Board	**Score** **1 = not at all** **5 = extremely well**
The LumieLabs video displayed significant aspects of the student's invention process and experience by using images, videos, sound, or other visual effects to showcase the prototype, testing results, design, logbook features, or other elements	1 2 3 4 5
	= 5 SUBTOTAL

= Total Score of 90 points