



2015 AIS Student Chapter Leadership Conference

Track: Video Competition

Background

Why Should Women Study IS?

If we look at recent advancements in the fields of communication, medicine, education, and entertainment, it is apparent that computing is changing just about every aspect of our lives today. Therefore it is important that the people that design and implement these technologies are as diverse as the population that they impact. Women are traditionally an underrepresented population not only in information systems, but across all computing disciplines. That's why we, along with the great people at the AIS IS Women's Network and National Center for Women in IT (NCWIT), are challenging you to change that by creating a short (no more than 5 minute) video explaining why women should study IS!

Guidelines

- The video can be no more than 5 minutes in length.
- You must submit your completed video and email to YouTube.com by the contest deadline.
- Once your video is submitted to the competition, you may not go back and make any changes to the video after the competition deadline.

Submission Instructions

- Upload your video to YouTube.com (make sure that you don't make your video private so we can access it!)
- Send an email to **ais.sclc.competition@gmail.com** with the link to your video, the names of the team members, the university that you represent, and a brief summary of your video (no more than 150 words).

Helpful Hints

- Grab the viewer from the first 3-5 seconds of the video. When you're at a computer, the next option is just a quarter second away. Don't let the viewer get away by having long introductions or black screens. Think of the best movies that you have seen...the action starts right away!
- Production values are important, but less important than the "interesting" factor of the video. A good idea done in a mediocre manner is better than a boring idea done well.
- Title of the video is really important, but often depends on the content and where you expect to find your audience. Strictly informational videos have lengthier titles that seem more authoritative. Infotainment titles have a lot more humor inflected in them.
- Lists are good for infotainment; viewers know what to expect. Most interesting fact should be presented first in order to keep the audience hooked!
- Find the most intriguing/awe-inspiring facts and information; make it memorable and shareable. The best facts might be surprising to the viewer and/or trigger an emotional response.
- Don't try too hard to be hip or cool. People generally see through that. This is especially true when you are focusing on a younger audience.
- Don't engage in male bashing or resort to using stereotypes to sell your point. There are enough good reasons for women to be in IS so don't resort to these tactics. They usually wind up backfiring anyway.
- Look for similar videos on the Internet. This will help you as you create your video!



Resources

- The National Center for Women in IT has a page full of resources located at: <http://www.ncwit.org/resources>. You can even search the resources for specific goals (recruitment, outreach, etc.) and specific target audience.
- YouTube has a huge number of videos for girls in computing. Use them for inspiration!

Possible Target Audiences

Your video doesn't have to focus on women in general (although that would be great!). You might want to focus your video on a particular target market. Lecia Barker, a Research Scientist for the National Center for Women in IT offers the following suggestions:

- High school Juniors/Seniors
- Undergraduate Juniors/Seniors
- Women who are re-entering the workforce after being out for a while to raise a family.
- Women who have undergraduate majors in non-computing disciplines such as psychology, sociology, or the humanities.
- Women and girls of color.
- Military spouses that need a degree that will allow them to have a good job that is "portable".
- Those that influence women and girls (ex. Parents, teachers, guidance counselors, etc.).

Scoring

All video submissions will be scored based on the rubric below. The questions after each subject will be the questions that we want the judges to consider as they assign their scores.

Entertainment Value (20%)

- Does the video grab your attention?
- Does it hold your attention throughout?
- How interesting did you find the video to be overall?

Information Value (20%)

- Does the video convey valuable information to the viewer?
- Is the information accurate to your knowledge?
- Does the information conveyed support the message of the video?
- Was the information presented effectively?

Message (50%)

- Does the video deliver a convincing message as to why women should study IS?
- Does it engage in any male bashing?
- Does it employ the use of stereotypes or use a mythbusting approach (presenting stereotypes and then denying them)?

Production Value (10%)

- How well done is the video from a production sense?
- Do they add any production elements outside of just straight video?

Deadlines

- All videos must be uploaded and emails must be received no later than noon CST on **January 29, 2015**.
- The winner will be revealed at the Student Chapters Leadership Conference on April 11, 2015 (need not be present to win).



Prizes

- Awards and cash prizes TBD

Other Rules

- Each team's submissions must entirely be the work of the team. Faculty may review the submission, but may not contribute to the content of the video.
- Late submissions will not be accepted.

Eligibility:

- Undergraduate and graduate students enrolled in an active AIS student chapter are eligible and encouraged to participate. Start a new AIS chapter and participate in the competition!

Materials Availability and Submission:

- Materials for each of the tracks are accessible for open viewing. Multiple submissions for each school are allowed, however, a maximum of two teams from each school for each track will be selected to participate in the onsite competition.

Competition Author: James Parrish, Ph.D., Graduate School of Computer and Information Sciences, Nova Southeastern University

