

Chronicles of Our City

Objective:

To promote the video chronicle as a literary, journalistic, and historical genre for students to share the natural beauty and historical richness of the place where participants reside to raise awareness and sensitize the public to the importance of its appreciation and care.

Students Specific Competencies:

- Infer and analyze historical, social, geographical, and economic facts that have shaped them as current social individuals.
- Actively participate in favor of the society in which they develop.
- Express their being through aesthetic production based on the formal analysis of art and history.
- Develop projects according to the methodology appropriate to the research objective by carrying out the necessary procedures.

Specific bases:

Each school may register a team of a minimum of 3 and a maximum of 4 members, regardless of gender and semester. Each team will be allowed to make one video chronicle.

Each video chronicle should address the following elements of Cultural Heritage (UNESCO, 2018):

- Material Heritage
- Natural Heritage
- Intangible Heritage

This event, Chronicles of Our City, does not pursue commercial, advertising, or promotional purposes of any institution or organization; it focuses exclusively on the natural, cultural, aesthetic, and historical value of the space to be shared through the video chronicle.

The contest will be conducted in English.

Selection Phase.

At the time of the team's registration, a clear recording (audio and video) of the report in MP4 must be uploaded to the official website of the Premio Lidera, making use of supporting material so that it can be appreciated. The team must consider the following for its chronicle:

1. Structure

a. Introduction

It should attract the audience's attention and state the central idea regarding the chosen cultural heritage interestingly and clearly.

It should clearly establish the line the team has chosen to share its experience:

- Social-historical chronicler: Narrates chronologically and in detail how a particular social or cultural event occurred, as well as the changes and transitions the Heritage has undergone.
- Traveling-historical chronicler: Narrates in a detailed way the meaning that has for the residents, the determined Heritage, and delves into the socio-cultural experience and expressions through time.

b. Body

Clear, documented, pertinent exposition and development of the facts. The exposition must always be realistic and incorporate each of the events produced.

c. Commentary or conclusion

Brief closing commentary by the reporters, in general, in the third person to serve as closure and reflection. The team can express its position on facts and situations, rescuing universal values and promoting harmonious and empathetic coexistence.

2. Support material (presentation):

a. The participants must use support material for their video chronicle. It may include:

- Images and photos
- Graphics and infographics

b. Format of the information:

- The participants must give great importance to scientific rigor and avoid pseudoscience; therefore, they must cite the sources of consultation and consider data management in their supporting materials the specifications of the American Psychological Association (APA, 7th edition).
- The cited information should be visible in the video's images and included in each slide.
- A typeface without finials should be used.

3. Prestentiousness and style of reporters.

a. The five best video chronicles per area will go on to the on-site phase. The final presentation will take place during the Premio Lidera, and the schedule will be published on the official web page of the contest in due time.

4. The minimum time for the video chronicle is 9 minutes, and the maximum is 11 minutes.

Presential Phase (Final).

The five best video chronicles per area, chosen in the selection phase, will pass to the on-site phase. The chroniclers must attend the schedule set by the Academic Committee of the Premio Lidera to perform the sound and video test. It is the responsibility of the chroniclers to appear at the time stipulated for the rehearsal and

deliver the presentation for the test on USB, as well as to consider the material and technological resources that may be required for their presentation. In case of a no-show for said test, there will be no rescheduling, and the team will be automatically disqualified.

Dynamics of the contest:

1. The team presents itself.
2. The team exhibits the video chronicle in the stipulated time.
3. The team will have 6 minutes to answer the jury's questions. The questions will be about Cultural Heritage areas, such as natural, immaterial, and material, or the experience of being a chronicler.

Assessment:

There will be a committee made up of experts in the areas of history, tourism, and communication. Their decision will be final. The jury reserves the right to disqualify any team that does not meet the established specifications.

Selection Phase and Presential Phase (Final).

The teams will be assessed according to the following guidelines. The criterion of answers and questions will only be evaluated in the on-site phase.

Criteria	Very good 5 points	Good 4 points	Regular 3 points	Deficient 2 points
Planning	It is very evident that the students planned independently and used a convincing and creative script.	It is evident that students planned independently and used a compelling and creative script.	Students did not seem to plan independently and use a convincing and creative script.	Students did not plan independently and use a convincing and creative script.
Structure and functions of the chronicle	The chronicle provides well-organized and highly detailed information.	The chronicle provides a well-organized yet not highly detailed account.	The chronicle presents information in a somewhat disorganized manner and lacks sufficient detail.	The chronicle does not provide organized and detailed information.
	The video chronicle fulfills all the elements of its structure satisfactorily.	The video chronicle fulfills many of the elements of its structure satisfactorily.	The video chronicle complies with some of the elements of its structure satisfactorily.	The video chronicle does not fulfill all the elements of its structure satisfactorily.
	The language is unambiguous and uses pertinent literary elements to highlight important points of the video chronicle.	The language is clear and relevant to the audience, sometimes using elements of language that enrich the chronicle.	The language is not very clear and relevant to the audience; sometimes, it uses elements of language that enrich the chronicle.	The language is not clear and relevant to the audience; it does not use language elements that enrich the chronicle.
	The narration is kept aseptic, showing objective facts and narrating without entering further valuations or polemic aspects.	The narration is often kept aseptic, showing some objective facts.	The narration is kept aseptic but does not objectively show the facts through sources supporting the information and positions.	The narration does not have an aseptic posture; it tends to be intentional and subjective in its approach.
	The video chronicle deals profoundly and pertinently with the natural, immaterial, and material areas of the chosen Cultural Heritage.	The video chronicle clearly and pertinently addresses the natural, immaterial, and material spheres of the chosen Cultural Heritage.	The video chronicle deals with some of the natural, immaterial, and material areas of the chosen Cultural Heritage.	The video chronicle addresses one of the natural, immaterial, and material spheres of the chosen Cultural Heritage.
	The research process and use of reliable sources that nourish the video chronicle is very evident.	The inquiry process and the use of reliable sources nourish the video chronicle.	The process of inquiry and use of reliable sources that nourish the video chronicle is somewhat evident.	The process of inquiry and use of reliable sources that nourish the video chronicle is not evident.
	The video chronicle creatively and innovatively fulfills the objective of informing and motivating the public to know and visit the Heritage it shares.	The video chronicle fulfills the objective of informing and motivating the public to get to know and visit the Heritage it shares.	The video chronicle somewhat fulfills the objective of informing or motivating the public to know and visit the shared heritage.	The video chronicle does not fulfill the objective of informing and motivating the public to get to know and visit the Heritage it shares.
Collaboration	All the chroniclers participate in the video chronicle, demonstrating a compelling and harmonious collaboration process.	Some chroniclers participate in the video chronicle, demonstrating an effective collaborative process.	A few chroniclers participate in the video chronicle, demonstrating a poor collaborative process.	There was no evidence of any collaborative process.
Style	The chroniclers have a personal style that denotes confidence, interest, and excitement for their role as chroniclers.	Almost all chroniclers have a personal style that often denotes confidence, interest, and emotion for their role as chroniclers.	Some chroniclers have a personal style that sometimes does not denote confidence, emotion, or interest.	There is no clear personal style of the chroniclers that demonstrates interest and excitement for their role as chroniclers.
Answers to judges' questions	The chroniclers respond to the judge's questions with clarity and relevance and demonstrate a process of research and collaboration.	The chroniclers respond with clarity and relevance but do not demonstrate a process of research and collaboration.	The chroniclers respond clearly to the judge's questions.	The chroniclers do not respond with clarity or relevance and demonstrate a process of research and collaboration to the judge's questions.