

2021 Arkansas Economics Challenge

Digital Design Competition

Standards:

EDM.1.E.1 Evaluate the roles of scarcity, incentives, trade-offs, and opportunity cost in decision making (e.g., PACED decision making model, cost/benefit analysis, employment choices)

WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Learning objectives:

Students will determine the effectiveness of selected mediums and artistic techniques for conveying meaning.

Students will construct an original design that highlights an economic concept using technology resources.

Submission guidelines:

Create a digital project that visualizes an economic concept or economics in action. For example, if you were visualizing the concept of “Trade,” you might create a visual map of trade routes for the raw goods for a product. An example of a winning project could be a Canva-created flyer or banner, a video project, or a visual presentation created in Google Slides or Prezi. Brainstorm ideas and topics with your instructor or check out this list of [51 Key Economic Concepts](#) to get you started.

Digital Design Rubric

	Superior (4)	Strong (3)	Adequate (2)	Weak (1)	Unacceptable (0)	Comments
Concept, Idea, Visualization	The economic concept is clear and evident from the visual presentation. Design elements create support for the overall concept. Audiences can quickly recognize and derive meaning from work.	The economic concept is clearly displayed from the visual presentation. Design elements add support and audiences can derive meaning from work.	The economic concept is displayed from the visual presentation. Audiences can derive meaning from work after additional explanation.	Indicates confusion about the topic or concept. Design elements distract from understanding of concept, which may be unclear to the audience.	Prompt instructions not followed, little to no attempt made to develop design elements for concepts.	
Creativity	The student demonstrates superior creativity and originality in the selection of the visual/auditory/other components. The student exceeded the required expectations for project submissions.	The student demonstrates creativity in the selection of the visual/auditory/other components used to represent the economic concept.	The student demonstrates creativity in the selection of the visual/auditory/other components used to represent the economic concept.	The student demonstrates some use of creativity and originality.	The student shows little evidence of creativity or originality in the selection of visual/auditory/other components.	
Technical	No errors in grammar, usage, and mechanics.	May have a few errors in grammar, usage, and mechanics.	May have some errors but generally demonstrates control of grammar, usage, and mechanics	Numerous errors in grammar, usage, and mechanics.	Errors frequently interfere with deriving meaning from work.	

Additional comments from judges: