Everyday Macroeconomics: An Indicator Assessment Project

The Everyday Macroeconomics: An Indicator Assessment Project reinforces the course-learning outcome specified as: *be able to understand macroeconomic indicators and how these metrics relate to monetary and fiscal policy decisions as well as the interconnection between indicators, policy and business cycles.*

After you have assembled your group and have picked your indicator, you should start working on the following questions and engagement exercise (last bullet), keeping in mind the milestone dates provided further below. The milestones are provided to guide and assist your development of a 15 to 20 minute group presentation. All presentation will be allotted a 5 to 10 minutes for audience question and answer or alternatively, the additional time may be provided to the presentation's engagement exercise, if this takes longer than expected. All written work, including presentation slides are expected to follow APA style, and references both used and cited are to be provided.

Questions and Engagement Exercise—Presentation Components

- What is the indicator you are discussing? Be clear, provide context for why the indicator is cited and/or valued in discussion of the economy. Use credible references and include news and popular press items from reputable sources that provide examples of how the indicator is valued and assessed in real life application. State whether the indicator is leading, lagging or coincident and how it is used with other indicators to provide a directional assessment of the economy.

- What is the history of this indicator and the rationale for its creation?

- What is the source of data for the indicator? Any issues? Shortcomings? Strengths?

- How this data is compiled? Any issues? Shortcomings? Strengths?

- What are the uses of and application of this indicator? Any other indicators that are used in conjunction with this indicator to provide a view of the state of the economy?

- Engagement exercise: Develop a group exercise, maybe a question and answer period or, maybe a discussion; something to engage your classmates in remembering/learning about the indicator.

How you distribute group working responsibilities is group specific and to be determined by its comprising members. However, please note that there will be a group member assessment and to this end, it will be helpful to have well defined roles to foster evaluation. As noted above, **all presentations will be expected to be 15 minutes to a maximum of 20 minutes in length.**

The project has stated milestones. It is recommended that each group submit a summary of work in

progress and attainment of milestone goals on the date associated with the milestone's completion. The summary should be forwarded via email with a standard email subject nomenclature: Group Number_Date_Milestone #. The reporting on milestones will assist in maintaining the group's overall and individual member deliverables and allow for the instructor to intervene should a particular group or individual not be meeting project milestone expectations. Milestones as stated have suggested week associations related to project progress.

Milestones:

Milestone 1: In two weeks: Source for indicator and data/information compilation process should be underway; students working in a team should be in communication with one another.

Milestone 2: In five weeks: Group should have milestone 1 completed and members should be assigned to and working on the following elements of the presentation:

- Identify indicator including defining, determining if leading, lagging or coincident and why—provide justification;

- History of indicator/ rational for its creation;
- Source of data—ensure use of original source material;

- Explanation of data collection/development;

- Uses of indicator—media/business—make use of news and journal articles, paying attention to how the indicator is communicated and associated with relative to economic outcomes;

- Application of data and indicator—address how the indicator is used in individual, business and or government decision making;

- Other items of interest related to the indicator.

Milestone 3: In seven weeks: Begin the process of developing your presentation. Keep in mind that even if individual members have been assigned topics, your grade is dependent on the overall flow of your presentation. Work together to ensure smooth topic transitions and lack of content redundancy. Also, determine the mode of presentation. A few examples from prior semesters will be shared in class but you are encouraged to use your creativity—that is why the presentations are being shared in class rather than emailed to you! There is no template for your presentation. Also, note that the last day to see instructor for assistance specific to the project/presentation will be at the end of this milestone week.

Milestone 4: In eight weeks: Presentation dates set in class.

Milestone 5: In nine weeks: Presentations! Project assessment will follow the provided rubrics. (see file "Rubrics") In summary,

- I (the instructor) will provide a grade with respect to your presentation, including: organization (based on the elements above), clarity (to audience) and understanding (of presenters). Attribution: 50% of overall presentation grade.

- Your classmates will be asked to assess your presentation. Attribution: 40% of overall

presentation grade.

- Your teammates will be asked to provide an assessment of your teamwork and participation in the development of the presentation. Attribution: 10% of overall presentation grade.

Specific to project presentation, students may use any combination of media, oral and written communication. Handouts are optional. However, students will be evaluated on the explanatory capacity of their group presentation. Remember, as stated above, all written work, including presentation slides are expected to follow APA style, and references both used and cited are to be provided.