

Presentations in the Economics classes

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I. General Information

- For each chapter a team presents a case study linked to the topic of one subchapter of the textbook used in this class. This should be an own case study about a contemporary topic (you might check for ideas in the cases delivered in the book at the end of each chapter, but should find your own case).
- It is strongly recommended to **start with the research** / review of academic articles about your topic (rather than searching for them at the end and complain there was nothing to find).
- Your task is to **focus on a (small) part of the chapter/subchapter**, something you find interesting / important to share with the class. *Your task is NOT to summarize the (whole) chapter!*
- Maximum presentation time is 20 minutes (*definite stop after 25 min*)
- Enroll for a presentation as soon as possible - using the AULIS group
- Check the results of our class discussion "What makes a good presentation"
- Each team must deliver 3-5 review questions at the end of the presentation (might be used in tests)
- The goal is that you **deliver and moderate a discussion** about contemporary issues of economic policy in class. The focus lies on the discussion of different (theoretical / political) standpoints. This holds for the content of your presentation as well as the discussion in class // after/during your presentations.
- You have to provide a handout:
It should be structured in the same way as the presentation: Content, Layout, ... should help the audience follow your argumentation and gather the most important message(s). [A handout normally doesn't have more than 2-3 pages]
- **Academic sources: (very important!)**
 - You are required to use at least **five additional academic sources** (=not counting our textbook – which of course also must be quoted)
 - You have to refer to at least **three academic (!) journal articles** (or published papers)
 - Spend some time in the library (online) to find other sources; the University Library provides helpful tools (academic data bases introduced in class, esp. **EconBiz**, EconLit)
 - Books about general Economics as well as specific books about your topic / field can both be helpful, you might want to start with classic textbooks like
 - You are required to provide a formally correct literature list
As literature management systems are very helpful, you are required to [share your Zotero group](#) with me (or another system)
- Recall that the material for the presentation (handout and ppt) must be delivered on the day before the presentation by 4 p.m!
If a team fails to deliver the material in time this will lead to a reduction of the grade.

II. Marking grid

Chapter: _____

Name/s: _____

1. Content (60%)

| | Evaluation | -- to ++ |
|---|------------|----------|
| 1.1 Research question: Defined appropriately & answered | | |
| 1.2 Literature selection / independent research 5 ac. srcs, 3 jnl ! | | |
| 1.3 Contents (apt selection, ...) | | |
| 1.4 Application(s) of theories | | |
| 1.5 Range of perspectives | | |
| 1.6 Conclusion (answering the question) | | |

Sub-total: _____%

2. Handout and formal aspects (20%)

| | Evaluation | -- to ++ |
|--|------------|----------|
| 2.1 Handout: Structure and Layout; helpful? | | |
| 2.2 material delivered on time | | |
| 2.3 Time management | | |
| 2.4 References & quotations | | |

Sub-total: _____%

3. Communication and Teamwork (20%)

| | Evaluation | -- to ++ |
|---|------------|----------|
| 3.1 Effective Structure | | |
| 3.2 Lively interesting / Initiative and creativity | | |
| 3.3 Media: ppt, A.V/I.T, and other | | |
| 3.4 Integration of own material (ppt, handout, other) | | |
| 3.5 Speaking style skills | | -- |
| 3.6 Integrated team-work | | |
| 3.7 Discussion: motivation and moderation | | |

Sub-total: _____%

Total: _____%

III. Detailed information about marking criteria

1 Content: (60 % of presentation mark)

- Did the group present an apt **RESEARCH QUESTION**
- Has the group answered the question/s?
- Did they cover all the required reading and information?
- Have they independently found relevant material using their own research skills?
→ did they fulfil the requirement of ≥ 5 academic sources including ≥ 3 academic articles?
- Did the group focus on an apt selection of topics / contents?
- Have they given applied relevant concepts/theories/ideas and knowledge to the question?
- Have they given due weight to the range of perspectives?
- Have they come to a well-argued conclusion?

In this section we are looking for your having applied the relevant content to the question. We are testing your understanding and your ability to construct an argument. This is a vital skill because it means that you have to select from all the information available what you consider to be the most relevant facts/arguments and present these in a concise way. Importantly we are looking for you to show the range of views expressed in attempting to look at the question but for you to attempt to show where you feel such views are strong or weak and for you to come to a view yourselves. We also expect you to involve yourselves in independent research.

2 Handout and formal aspects (20 % of presentation mark)

- Handout: Structure and Layout; helpful?
- material delivered on time
- Time management during presentation
- References and quotations: is the literature list complete and formally correct?

3 Communication and Teamwork (20 % of presentation mark)

- Is the presentation lively and interesting?
- Is it structured effectively with a clear introduction, a sustained argument which covers all views but seeks to judge between them and a clear conclusion supported by evidence?
- Have the group shown initiative and creativity in the design of the presentation?
- Is there effective and appropriate use of audio-visual aid and/or other media, role plays ...?
Especially use and layout / effectiveness of ppt-slides.
- Does the handout complement the presentation in a way that enables the audience to follow the presentation and then take away an effective summary of it?

- How well do the presenters present themselves? Is there good voice projection, eye contact, confident delivery and interaction between the presenters? What use is made of cue cards/ bullet points as opposed to reading from a script?
- Is the presentation clearly an integrated group effort as opposed to individual contributions “cobbled” together?
- How well have they co-ordinated their activity and planned their presentation?
- Is there evidence that the group have discussed their work prior to the presentation and are aware of the contribution of each member?
- Discussion:
 - How well prepared are the group to answer or pose questions that are relevant to the subject?
 - Did the group appropriately initiate and moderate a class discussion about the topics presented / theses brought forward?

In this section we are looking for a presentation which holds the attention of the audience. You have to be enthusiastic and show the interesting issues involved. You need to consider how you structure your presentation and how as a group you are going to present yourselves. Avoid simply carving up the presentation into individual chunks of time.

→ Try and “switch” between presenters, use PowerPoint presentation facilities, add other media: board, posters, audio, video, ..., role plays, interactive parts

Your handout should be around two pages and should be constructed so that it helps outline your structure and shows the key points/issues that you wish to show. It should also contain the names of the presenters and the name of the course they are following. It should also contain a full listing of all the reading/research sources you have used using a well defined method of referencing.

This is a team presentation, and you have to work as a team. It is easy for tutors to show the extent to which you have operated in the way specified by the assessment criteria given above for group skills. If you have worked as a group there will be a consistent use of the presentation aids, there will be smooth interchanges between presenters. In the questions afterwards all members will be able to field question should they be called upon.

If a group contains a member who is not their pulling their weight it is up to the rest of the group to sort this out. They can approach their lecturer for advice and the lecturer may wish to talk with the particular individual, but it is not up to the tutor to sort out the internal dynamic of the group. If groups contain such “free riders” they will need to sort out their strategy for dealing with this.

All members of the group present will be awarded the same mark for the presentation. Students who do not attend because of mitigation will have to allow the lecturer for their routes to decide on the fairest way of making up for the non-attendance.

Please fully brief yourself with the assessment criteria for your group presentation. This is how you will be marked and so you need to prepare yourself accordingly.