

**Econ 216, Fall 2021**  
Presentations Guidance

This document provides some guidance on the in-class presentations.

**1. Format.**

Plan on presenting for about 20-30 minutes with questions afterwards. This obviously requires that you go into greater depth than in the competition. I suggest that you begin with an outline of your presentation, making your main conclusions clear. We do not want suspense in this type of presentation.

Pay attention to the distribution of speaking. It does not have to be exactly equal across students, but all students should participate. Try to avoid having excessive exchanges between students, it can make for a choppy and unnatural presentation.

**2. Slides**

You want slides (*e.g.* Powerpoint, Beamer, etc.), it is hard to imagine a decent presentation without them. Good slides will act like an outline for the audience. They will not include so much information as to overwhelm the audience. Rather, they will highlight your key points that you verbally expand on.

Given the nature of this assignment, your slides will almost surely include data or analysis. Explain what these show and how they support your case. Their purpose should be easy to explain to the audience.

**3. Sources.**

You need to provide sources for your analysis. If you use someone's analysis/graph/table, provide a source. If you present data (*i.e.* a graph), say where it comes from. If you present your own work, briefly explain your methods.

The Federal Reserve itself is probably your best source. This includes the FRED economic database, and analysis from the regional banks and the Board of Governors. Use this freely, but give credit.

#### **4. Taking Questions**

This may be the hardest part of the presentation to prepare for. Try to view your presentation critically. What parts are hardest to explain in a short amount of time? Be prepared to elaborate. Do you take any positions that are controversial? If so, understand other perspectives and be prepared to defend yours. I recommend that your group practice asking each other questions. Many groups assign individual student's responsibility for taking questions on different parts of the presentation.

Even with the best preparation, there is still a chance that your group is stumped by a question. If so, it is often better to acknowledge that you would want to study the question more rather than giving a poor answer.