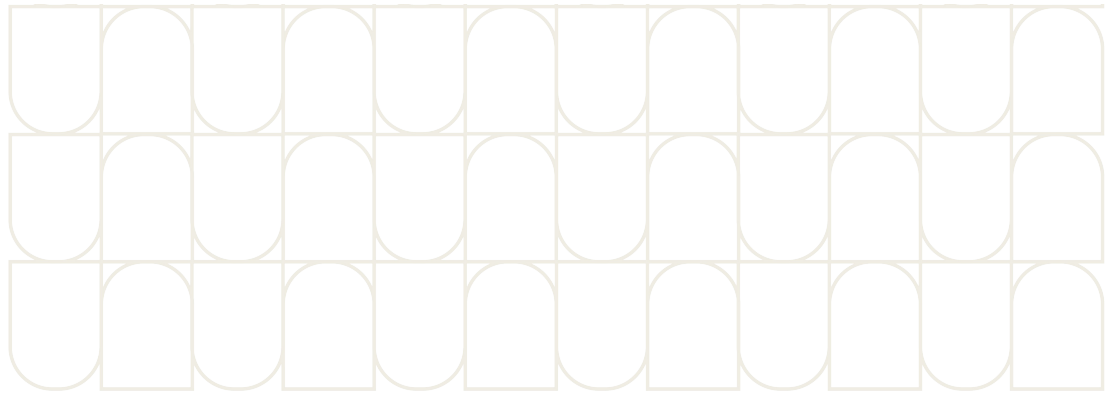




# **Workshops in economics**

**3rd year – Master in  
Management**



# **Course introduction**

# Course introduction

- Course overview

The course aims to apply tools from the economists' toolbox to specific problems defined as **global issues or as issues of sustainable development**. To define global issues, it can be referred to the United Nations' definition as "issues that transcend national boundaries and cannot be resolved by any one country acting alone."

**Prerequisites:** Microeconomics 1st year and macroeconomics 2nd year

Learning objective 2.4: Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.

Competency goal: Intellectual capacities

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# Course introduction

- Evaluation

**100% continuous assessment:**

Oral exam individual (30%)

Oral participation (20%)

Written exam individual (50%)

# Course introduction

- Evaluation

- Choose a policy brief topic
- Oral presentation of the question raised relevant to a problem at stake related to the course specific topic
- Evaluation on the content (the question exists, it is related to the course topic) and on the presentation itself (respect of the timing, attention of the audience..)

present how economists handle the selected topic + 2 academic articles on the subject (sum up and explain);

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during session 10, you need to compare the solutions for the issue raised according to an explicit criteria. Justify and explain.

- Evaluation on the content and on the presentation itself (respect of the timing, attention of the audience..)

# Course introduction

- Evaluation

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**100% continuous assessment:**

**Oral exam individual 3**

# Course introduction

- Evaluation

- During session 14, **all students**
- Final oral presentation of the policy brief in 1 minute. Focus on the proposed solution and the consequences.

## **100% continuous assessment:**

### **Written exam individual (50%)**

- During session 15, in-class exam, 2H
- Write a policy brief, 1500-3000 words required.

# **Course introduction**

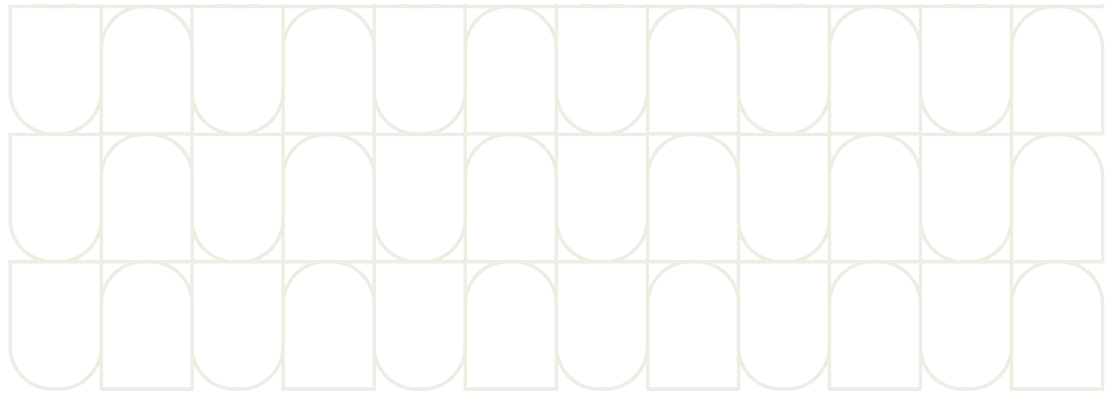
- Evaluation



# Pre-requisites

- Microeconomics – 1st year
- Macroeconomics – 2nd year

# Course topic (specific)



· 2.

# Academic reading

# Academic reading

- In this course, academic texts are needed to elaborate the policy brief.
- Academic texts are: long, dense and in English
- But... there are methods to make it **easier** to read.
- We are going to see some guidelines to help you.

# Academic reading

- An academic text does not read like a novel: it is rarely a narrative & is typically denser than fiction.
- An academic text is not read like a newspaper article: it is too long for that.
- Therefore, an academic text cannot be read from beginning to the end.
- An academic text is to be studied critically.

# Academic reading: context analysis

- 1st step: analyse the context of the document by answering this series of questions:
  - Who(?) wrote this document, affiliations, etc
  - When(?) date of publication informs you about the general context
  - Where(?) type of the publication, country, discipline, school etc...
  - Why(?) the interest of this publication
  - What(?) academic production, book chapter, text, equations, tables...

# Academic reading: content analysis

- What is the text about?
- Topic, issue at stake, the question raised
  - Who is the text about?
- Where? The geographical space studied
  - When? The period of time studied
    - Why?
    - How?

# Academic reading: different ways of reading

- It is not necessary to read the whole text the first time (cursive reading)
1. Quick reading: get a first understanding by looking at specific elements (= context analysis)
  2. Thorough reading: focus on selected parts (skip parts which are not interesting for your research/ are already handled)



# Academic reading: different ways of reading

1. **Quick reading:** get a first understanding by looking at specific elements (= context analysis)
  - The 'external' content of the text: title, author, publishing house or review where it is published etc.
  - The internal organisation of the text:
    - *The introduction (in order to find the issue at stake, the key question asked; sometimes to find the text's outline);*
    - *The conclusion (in order to gauge what answers were given in the text to the key question asked);*
  - *Sometimes an abstract or summary can be read instead of or in addition to the introduction and conclusion;*

# Academic reading: different ways of reading

- **2. Thorough reading:** focus on selected parts
- After quick reading, this reading method enables the reader to understand the structure of the text in depth, to recognize examples and evidence, and to select the information that is useful for writing.
- **Some parts may be skipped, for example:**
  - The methodology part, if it is very predictable in the context of the discipline
  - Parts which are unrelated to the topic that the student is researching
  - Parts whose content the reader already knows because of previous readings on the same topic.



# Academic reading: reading in a foreign language

- Sometimes a confusing task but there are some rules to follow to make it easier:
  - ✓ Don't stop reading even if you don't understand some words. Underline them or take mental notes
  - ✓ Look for the translation once you have finished a sentence.
  - ✓ Preferably, look up a word only when you have finished a paragraph and not before.
- **Always try to look up words in a dictionary as late as possible. Often, the context will teach you what the word means just like in your mother tongue language.**

# Academic reading: reading in a foreign language

- ✓ Sort out your priorities: identify the words you need to look up urgently and the ones you may look up after and remember that...
  - ...this is an academic text and 100% of the meaning may not be accessible to the reader the first time round.

# Exercise

- You have two minutes to tell me what this document is about (@Teachers: look for additional information in the document entitled “Session 1 exercise”).



**End of session 1**