

Syllabus for Fall 2020 ECON 9413 (01) Applied Micro/Econometrics Research Workshop

Logistics

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Meetings day/time: Fridays 1:00-3:30pm; specific schedule is in Teams (details below)

Meeting logistics: Microsoft Teams, hopefully at [this meeting link](#); details below

Internet: if your home internet is too slow, please go to campus to use the fast internet, *especially* if you are presenting!

Video/audio: to minimize background noise, please have your microphone muted during others' presentations until you have a question (then unmute yourself and ask your question; then mute yourself again after). You can also turn off your video to save bandwidth.

Resources: [links and advice collected here](#) for writing, presentations, and the overall transition to research.

Microsoft Teams

Access: [downloading the software/app](#) is recommended for best performance; you can also access Teams through a web browser at <https://teams.microsoft.com>

Logging in (for either app or browser): use your Mizzou PawPrint but with @umsystem.edu (along with your usual Mizzou password). For example, Dave logs in with kaplandm@umsystem.edu and his usual MU password.

Team: you should have been added to [the "9413 Applied/Econometrics" Team](#), which should appear when you click "Teams"; if not, please let an instructor know ASAP.

Class Notebook: this has the official schedule, a place for you to upload your slides and paper draft, and a place for you to write additional questions/comments to your classmates. Click on the Class Notebook tab, then the "_ Collaboration Space" section group, and then "Presentations" section within it. Inside this section is a page for each student presentation, ordered by the presentation date. On the page with **your** name, you can upload a file with your slides and a file with your most recent written draft. Below that, everyone (instructors and students) can then add questions/comments about the presentation, even after the presentation is done. (This will still count as participation, but try to challenge yourself to speak your feedback during the presentation; it is a useful skill to practice!)

Overview

The research workshop offers you an opportunity to:

- practice presenting your research
- practice learning about others' research (and thinking about it carefully)
- practice asking questions
- receive feedback on your research

Workshop Participants

The workshop (either this one or the money/macro one) is mandatory for any student who has not defended a dissertation proposal. (But you do not need to officially register if you have already fulfilled your ECON 9413 credit hours requirement.) The workshop is recommended for students past the proposal but before their dissertation defense.

You should find an advisor now if you have not already. You are welcome to ask us for advice.

We hope to provide valuable feedback, but it is even more important that you are working with your advisor. It's a helpful commitment mechanism to set up a regular meeting with your advisor (e.g., every Friday morning, or every other Wednesday afternoon). Your advisor can help you form appropriate research questions, help when you get stuck, review your work regularly, etc.

If desired, your advisor is welcome to attend your presentation. Just let your advisor know the date and time, and we can help with any logistical questions they have.

Presentations

Scheduling

Each student will present once during the semester. The initial schedule is determined by stratified randomization: all Year 5+ students present before all Year 4 students who present before all Year 3 students, but it is randomized within each group/stratum. You are then free to trade with another student if you can find a Pareto improvement; just notify the instructors by email (with the other student cc'd).

Content

The default slot is one hour, but you can request a longer slot (just email instructors). You are not obligated to fill the time; it is a maximum limit, not a suggestion. When you practice by yourself (without questions), try to limit yourself to 40 minutes; again, less is fine. You will probably benefit just as much from hearing others' questions and comments as from talking, so this allows just as much time for others' questions and comments. As usual in economics, questions and comments will be asked during the presentation.

Before Your Presentation

Before your presentation, please:

- (at least 15 minutes before) upload your slides to the appropriate Class Notebook page (for your presentation) in Teams; if you have difficulty, attach the slides file to a new Post (in the Posts tab)
- (at least 2 weeks before) add your title (and optionally a very short abstract) to your presentation's Class Notebook page in Teams, so others who are interested can plan to attend
- practice multiple times (with a timer / clock)

Written Work

You are **not** required to submit written research; it does not enter your grade. However, you are strongly encouraged to submit whatever written research you currently have (related to your presentation), in order to improve the quality of feedback you receive. To increase the quality of the feedback you get, please upload this to your Class Notebook page within 2 weeks of your presentation (and let your instructors know it's there).

Audience Participation

Listen carefully to your peers' presentations, and ask questions. If you don't understand something, ask for clarification: it helps the presenter realize something was unclear (perhaps more complex than they realized), and it helps you understand better, which improves the quality of your additional feedback (which also helps the presenter).

Logistically, you may just unmute yourself and interrupt to ask questions. Depending on your background, this may feel rude or impolite, but it is the culture of presentations in economics, so this is a good opportunity to practice getting accustomed to it. (You could try the "raise hand" or chat, but probably the speaker will not notice you.)

If you actually have a suggestion or think something might be wrong, I'd suggest offering such feedback in the form of a question, or at least very tentatively. In my experience, often the suggestion/correction is due to the listener's misunderstanding, but it is still helpful to tell the presenter. For example, instead of "Your standard errors are wrong; you need to cluster at the state level," ask, "Why do you think it's more appropriate to have standard errors clustered at the county level instead of state level?" Or instead of "You need both the individual fixed effect and a lagged term," ask, "What model/assumptions would require including a lagged term in addition to just the FE, and which model/assumptions do you use for which only the FE is necessary?"

Remember it's not a competition, but a cooperation. Everyone can help everyone, and everyone benefits.

Grades

Semester grades are based half on your research presentation and half on your engagement with other students' research (i.e., class participation). In each case, **effort** is of primary importance. You do not need to ask "smart" questions; you do need to ask questions. You do not need to have completed Econometrica-worthy research; you do need to explain whatever research you have clearly enough to get helpful feedback. You do not need to pretend you're not nervous when presenting; you do need to practice practice practice enough that you're looking at the audience (not your slides) when you speak.