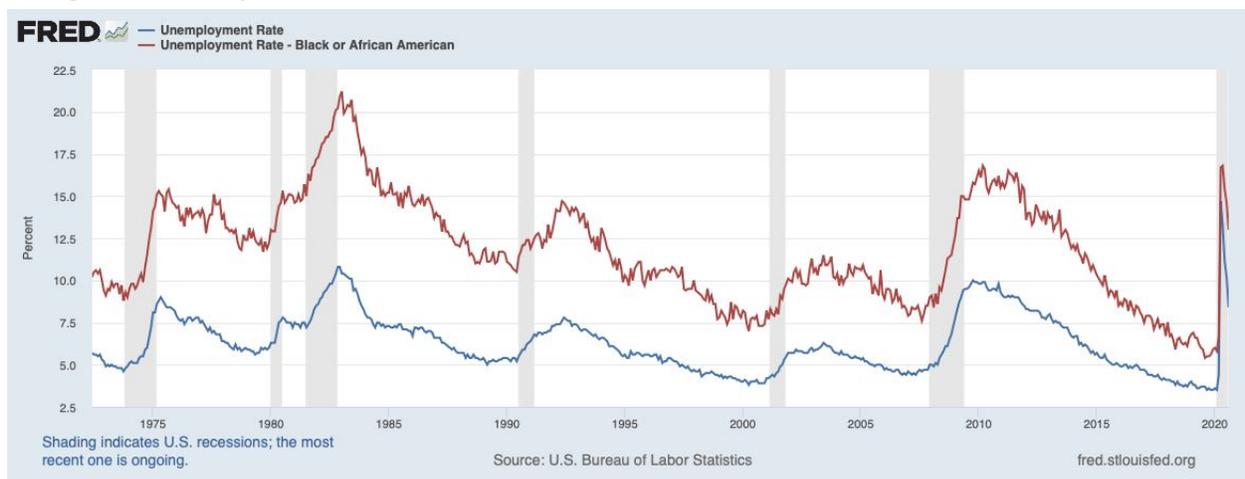


Shayla Siljkovic

Reflection of the Economics Practicum Course

Switching to being an online student hasn't been an easy transition. Yes, there are benefits; living in my pajamas, being able to do my work when I please, etc. But, with this comfort comes enablement. I lost my drive to work and pursue my learning, since I am so secluded it feels as if I am not a student most days. My classes have become filled with busy work and material that seems to flow straight through my brain, without any absorption of the content. This is the only class that seems to disrupt the norms of the others, as I had different expectations to fill.

My contribution to the project was something I had to take responsibility for, which made me accountable. The material of this class is different from my others as it is connected to the real world and requires awareness of current events and economic trends. Instead of just memorizing facts and doing worksheets, you have to use your mind to analyze information valuable to the group's goal. Personally, I created the unemployment section of the project we presented for our recommendation for the FED'S monetary policy approach. Collectively, we addressed the FED's dual mandate and federal funds rate. We examined the varying factors that would contribute to their actions and rates they would set. The pandemic was a factor we had to consider and examine in relation to our guidance for the FED. Below I have attached one of the graphs I employed to explain my logic for our proposal. The graph displays the comparison between the unemployment rate of the general population vs. the African American population. As we see the African American population is significantly higher in all time periods. As a result, I proposed encouraging banks to allocate their attention towards favorable rates and opportunities to help this demographic. This would help the entire population's unemployment rate, given that they constitute 13.4% of it.



What I appreciated the most about this class was how I received feedback on a consistent basis. For the majority of my academic career I have found that teachers generally sit back and do not offer much assistance. Without having periodic meetings with my professors, I couldn't dictate what exactly they wanted at times, leaving me with work that possibly didn't satisfy their requirements. On the other hand, Dr. Smirnovas class built in times where she would overlook

our progress and help us fine tune the work. This helped tremendously in ensuring our contributions were efficient in relaying the key information, given that we were under such strict time constraints. Additionally, having the ability for peer feedback was great as it is always helpful to have another set of people that can catch mistakes and offer advice. A feature I didn't particularly care for was the length of classes and the time. I prefer classes to be earlier on in the day, especially if they are as long as this class. Besides this, there isn't really anything else I struggled with in this class.

Out of all the courses I have taken thus far, this class ranks at the top of my list for the aforementioned reasons, as well as a few more. The attention given to the students by our professor encouraged me to do better work, as well as the relativity to our lives that the content holds. I would recommend this class to anyone interested in partaking in a different class format and one that forces you to step outside of the cookie cutter format we are accustomed to.