

Teaching Economic Data using ACRL Frames



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Agenda

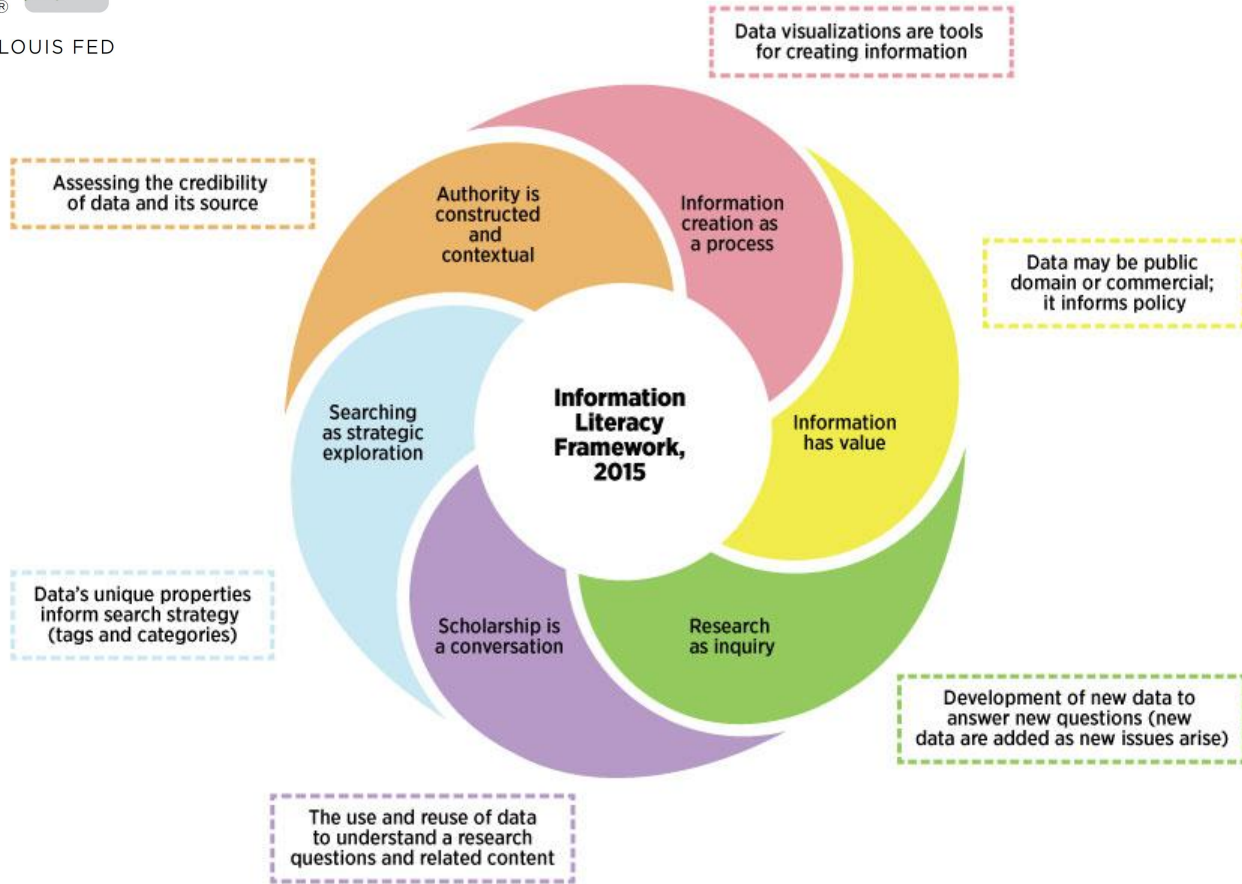
Using ACRL Frames to frame the work

Asking questions of data; helping students understand data through questioning

Sources for current data/issues to use in activities

Question for the Chat:

What do you wish your students understood about data?



An example you could use as an icebreaker

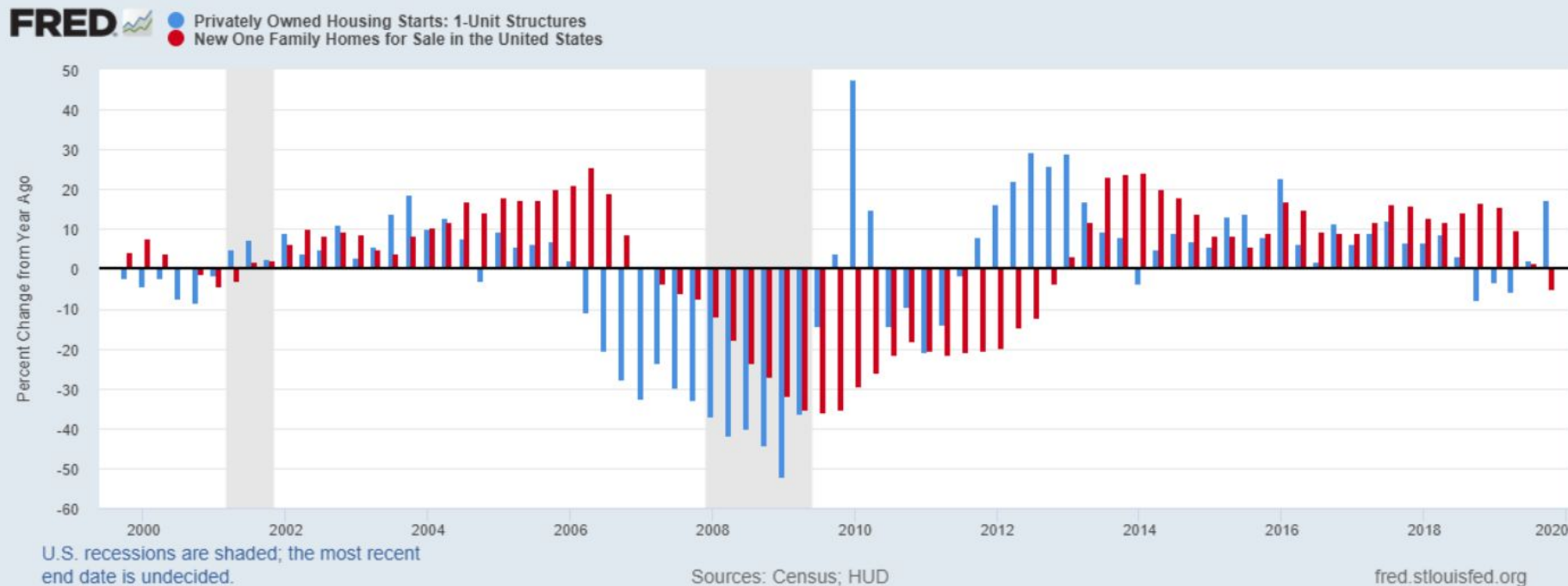
A FREDblog:

<https://fredblog.stlouisfed.org/2021/01/houses-sold-newly-started-and-for-sale-cycles-in-housing-activity/>

Shortening the time period to post 2000, let's zoom in:

<https://fred.stlouisfed.org/graph/?g=zU2P>

Looking at the graph--what is one thing you notice?



Data Literacy Activities

FRED Interactives

FREDblog

FRED in the classroom newsletter

GEOFred to show local variations

PageOne Economics

Questions to ask...

The full document is in the folder for this session: <https://tinyurl.com/DSS-datadiscuss>

QUESTIONS TO ASK OF DATA

ESTABLISHING CREDIBILITY






- *Who* gathered the data? Is it a trusted, reliable source?
- *When* was it collected? Is it relatively current? Or have many years passed since it was gathered? Are there more contemporary datasets available if needed?
- *Why* was it collected? Are there potential issues of bias or incomplete reporting?
- *How* are data points defined? Does “family” mean heterosexual couples only? Does the survey define Hispanics as white or as their own category? Who could help you better understand the trends in the data? Other community leaders? Demographers? Patrons? Non-patrons? Consider informational interviews

MAKING SENSE OF DATA






- *Compared to when?* If you are looking at 2017 American Community Survey (ACS) data, how does it compare to 2010 Census data, for example? What trends can you see over time?
- *Compared to whom?* If you are tracking data about SNAP recipients, how does that data compare to those who do not receive SNAP? How does your town’s unemployment rate compare to that of a similar town? How does the percentage of population by race differ in NCES school data versus overall population data?
- *Compared to what?* What events (e.g., 2008 recession) were happening around the time the data was collected that might help explain why there were unexpected shifts in data patterns?








Showing 14 resources Matching: FRED® Interactive



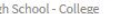




FRED Interactive - 7 Activities in 7 Minutes
Economics AP Economics
Graphs








FRED Interactive - Comparative Advantage
Economics AP Economics
Data Literacy
Trade Specialization Graphs








FRED Interactive - Data Citations
Economics Data Literacy
Graphs








FRED Interactive - Doing Basic Math
Economics



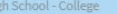




FRED Interactive - Index Numbers
Economics



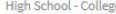




FRED Interactive - Information Literacy
Data Literacy
Money Graphs Inflation



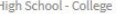




FRED Interactive - Mind the Units
Economics Data Literacy
Graphs








FRED Interactive - Nominal and Real Wages
Economics AP Economics
Data Literacy
Money Graphs Unemployment
Inflation








FRED Interactive - Real GDP per capita
Economics Data Literacy
Economic Growth Graphs








FRED Interactive - The Great Recession



FREDcasting: Consumer Price Index
Economics Data Literacy
Graphs Inflation



FREDcasting: Payroll Employment
Economics Data Literacy
Employment



ACRL Frames

Katrina Stierholz

Jan 21, 2021 - Jul 4, 2021



Jan 21, 2021 - Jul 4, 2021

FRED® Interactive



FRED Interactive - Nominal and Real Wages

Progress

Pre-Test: -
Post-Test: -



FEEDBACK



LAUNCH

Jan 21, 2021 - Jul 4, 2021

FRED® Interactive



FRED Interactive - Information Literacy

Progress

Pre-Test: -
Post-Test: -



FEEDBACK



LAUNCH

Jan 21, 2021 - Jul 4, 2021

FRED® Interactive

Breakout -
More data and more questions

Breakout Agenda

1. Bring up a new data series (Housing Starts/Houses for Sale) and have participants do the following Jamboard ideas:
 - a. Have participants write, in their own words, what happened in the data.
 - b. What questions would you ask of the data?
 - c. How would you engage students in generating questions and answers?
2. Talk about the document “Asking Questions of the Data”
3. Can we challenge each other to “dig into” the data more?

To start, go to:

More fun possibilities

<https://fredblog.stlouisfed.org/2021/01/a-friendly-warning-data-arent-perfect/>

<https://news.research.stlouisfed.org/2021/01/fred-adds-consumer-expenditure-surveys-from-bureau-of-labor-statistics/>

<https://news.research.stlouisfed.org/2021/01/teaching-the-economics-of-education-bring-fred-into-the-classroom-january-2021/>

Contact us!

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