



From Policy Goals to Real-World Effects: A Policy Project

I describe a multi-part group policy project in a Principles of Microeconomics course, where students critically analyze an assigned policy. In the first part, students write two letters explaining the policy's motivation, one to a fifth grader and another to a policymaker. The second part involves creating two flyers, one supporting and one opposing the policy. In the final part, students present the policy's outcomes, focusing on unintended consequences, and propose an alternative policy that achieves the same goals while avoiding those consequences, using economic reasoning to support their proposals.

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1. Introduction

For economics instructors, one of the most rewarding aspects of teaching is helping students connect the theoretical concepts they learn in lectures and textbooks to real-world situations. Many students are drawn to understanding how these concepts are applied in policy settings. To support this interest, I outline a semester-long project that allows students to think critically about the economic concepts learned in class and how they relate to public policy. The advantage of project-based learning (PBL) is that it provides students with a hands-on approach to learning, which has been found to improve student retention and learning outcomes (Zhang and Ma, 2023).

The policy project is a collaborative, multi-part assignment designed for a Principles of Microeconomics course, though its flexible format makes it suitable for a variety of introductory or elective courses. Throughout the semester, students worked in groups to complete three major components of the project. Each group was assigned a specific policy chosen by the instructor, which remained consistent for the group throughout the semester. In the first part of the project, groups submitted two letters discussing the motivation behind their policy, with one written for an audience with a basic understanding of the policy and the other for a policymaker. The second part involves analyzing the background and institutional context of the policy. Groups created two flyers: one presenting the viewpoint of those opposing the policy and the other from the perspective of supporters. The final part of the project had groups present the outcomes of the policy to the class, with a focus on the unintended consequences of the policy. Groups were assessed on their ability to describe the causes of these consequences using the economic tools and theories learned in class. Further, groups had to propose an alternative policy that achieves the same stated goals of the original policy while mitigating the unintended consequences.

The project helps students understand that policies do not exist in isolation and that even well-intentioned policies can have unintended consequences. The first two parts of the project encourage groups to explore the context in which policies are created, setting the stage for the final part, where students apply the economic models and intuition they've learned throughout the semester to analyze the outcomes of the policy.

2. Literature Review

There is a growing body of evidence highlighting the benefits of PBL, particularly in enhancing student learning and engagement. A meta-analysis by Balemen and Keskin (2018) shows that students in science courses using PBL perform better on exams, suggesting that the use of projects deepens understanding. Komara et al. (2023) find that PBL supports the development of critical thinking skills, which are important not just for analyzing policy but also for applying economic models to a wide range of real-world issues. At the introductory level, where generating student interest may be a central goal of the instructor, Ammaneswari (2023) finds that PBL can effectively stimulate interest in economics.

Strasser and Wolfe (2014) outline a semester-long policy-oriented project used in Intermediate Macroeconomics. The project asks students to work in teams to write reports analyzing the economy, and to propose and evaluate macroeconomic policies. Similar to the project previously outlined, the semester-long nature of the project allows groups to receive interim feedback from the instructor, enabling them to make adjustments to improve their performance. Students reported enjoying the project and felt it helped them better understand macroeconomic concepts. In microeconomics, Monaco (2018) describes a collaborative group project to help students work through complex economic ideas. Groups study a new theoretical

model in detail, then use their expertise to explain the model to the class. Similarly, the policy project described in this paper requires groups to present different aspects of their policy to the class at each stage. This allows them to share what they've learned with their classmates and reinforces their own understanding of the policy.

3. Description

This project was carried out in a Principles of Microeconomics course during the Fall 2023 semester at a liberal arts college. At the beginning of the semester, students were randomly placed into groups of four to five students. Each group was assigned a policy topic, such as no-fault divorce laws in the U.S., No Child Left Behind, dry county liquor laws, the U.S. prohibition on alcohol, or mandatory minimum sentencing. These policies were chosen for their unintended consequences, which will be the primary focus of the project's final section. The project lasted the entire semester and was divided into three main parts: motivation, background, and outcomes.

Part 1: Motivation

In the first part of the project, students research and explain the motivation behind their assigned policy by writing two two-page letters: one aimed at a fifth grader (10 years old) and the other at a policymaker. This approach requires students to have a deep understanding of the policy by explaining it in both simple, elementary terms and with more technical language suited for policymakers. Writing letters to two different audiences on the same topic helps students develop a stronger use of vocabulary and ensures they have a thorough grasp of the often complex motivations behind policy creation (Miles, 1992). Specifically, when students write for a younger audience, it can enhance their conceptual understanding of the subject matter (Gunel et al., 2009).

The letter to the fifth grader should convey a solid grasp of the policy using simplified language and storytelling, while the letter to the policymaker should demonstrate the same level of understanding but with appropriate technical terminology. This part of the project was inspired by WIRED's "Five Levels of Difficulty" series, where experts explain complex topics at different levels of understanding.¹

Groups were evaluated on their ability to clearly explain the institutional background that led to the creation of their assigned policy. This included discussing the political, business, and social environments that made the policy necessary, as well as the stated goals of the policy. Proper citations were required in both letters. The instructions and rubric for this part of the project can be found in Appendix A.

Another goal of the project is to expose students to a variety of policies. To achieve this, each group was given two minutes in class to briefly present their assigned policy and its motivation. This part of the project was informal and ungraded. After each presentation, the instructor would add key motivations behind the policy to ensure the entire class had a solid foundation of the policy's rationale. The first part of the project was assigned early in the semester, before students had covered much economics. This timing allows students to dive into the motivations behind policies without needing a lot of economic background, giving them a solid starting point for deeper economic analysis in later parts.

¹ As a reference video, mathematician Emily Riehl explains infinity in five levels of difficulty: <https://www.youtube.com/watch?v=Vp570S6Plt8>. This video is also linked in the instructions for Part 1 of the project located in the appendix.

Part 2: Background

For the second part of the project, students investigated the background of the policy by creating two flyers, one from the point of view of a group that supported the policy and one from the point of view of a group that opposed the policy. The groups could be a political party, a business, a special interest group, or any other relevant entity. At a minimum, the flyers should address why the group they choose supports or opposes the policy and provide relevant information about the policy from that group's perspective. For example, if a group were assigned the prohibition of alcohol in the U.S., a supporting poster could be from the point of view of the Woman's Christian Temperance Union, while an opposition poster could be from the point of view of Catholics.

Students were evaluated on both the content and the design of the flyers. The flyers should be visually appealing without excessive text and should include symbols, images, and colors that reinforce their message. In addition to the flyers, students were asked to submit a two-page write-up detailing the background of their policy and providing a rationale for the images and colors they used in the flyers. The write-up should address who enacted the policy, the process by which the policy was approved, who supported and opposed the policy, an explanation for why they chose the groups they did, an explanation for why they chose the images and colors they included on the flyer, and how this relates to the facts stated on the flyer. In class, each group had about three minutes to present their flyers and verbally explain their content. The instructions and rubric for this part of the project can be found in Appendix B.

Similar to the motivation part of the project, this part reinforces that policy does not exist in a vacuum. However, it requires a bit more economic intuition, as students are asked to consider the incentives driving different groups to support or oppose a policy.

Part 3: Outcomes

In the final part of the project, students evaluate the policy's outcomes using economic models and reasoning developed throughout the semester. Each group delivers a seven-minute in-class presentation covering the following points: whether the policy met its original goals, if it remains in effect, and any unintended consequences it produced. Groups should use slides to support their presentation. In discussing unintended consequences, groups are expected to explain the economic factors underlying these outcomes, such as changes in incentives or potential market failures. To address these issues, each group proposes a redesign of the original policy aimed at reducing the unintended consequences. This redesigned policy should be supported by economic reasoning that explains how it avoids the pitfalls of the original. The presentation should be from the perspective of policymakers, intended for other policymakers. Following each presentation, there was a three-minute Q&A session where classmates could ask the group about their redesigned policy. The instructions and rubric for this part of the project are located in Appendix C.

The policies selected at the start of the project were chosen specifically for their unintended consequences. For example, dry county liquor laws often lead to increased impaired driving incidents, as residents travel to wet counties to drink, and then drive back home inebriated (Gary et al., 2003).

IV. Student Feedback

While I did not conduct a formal post-project survey, I gathered feedback through informal conversations and course evaluations. Overall, students expressed that they enjoyed

the project, particularly because it encouraged them to think critically about public policy and its tradeoffs. Many appreciated how the project was divided into manageable sections throughout the semester and noted the balance between creative and research-oriented tasks in each subpart.

However, a common point of feedback was that the first two parts of the project felt disconnected from the course's overall objectives while students were completing them. This was despite my efforts to emphasize the importance of understanding the institutional and societal contexts that underpin the implementation of public policy. Interestingly, after completing the final part of the project, students reported that they better understood the relevance of the earlier sections. To address this issue in future iterations, it may be beneficial to more explicitly connect parts one and two to the project's overarching goals early on, which could help improve buy-in and mitigate this concern from students. To make this connection more explicit, I added specific learning objectives to each part of the project and provided additional discussion on how these parts relate to the course and the final part of the project. These objectives are included in the appendices corresponding to each section of the project.

V. Integrating Policy Discussion in Instruction

A critical yet implicit part of the project involves discussing policies during class and how they relate to relevant economic content covered during instruction. The first benefit of integrating policy examples into lectures is that it will provide students with a framework for how to structure their projects by modeling how to analyze a policy using economic reasoning. When introducing a new policy, you can structure the discussion in a similar manner to the project. Start by reviewing the background that led to the policy's creation, then identify supporters and opponents, and finally analyze its consequences using economic models. The second benefit of using policy examples throughout the course is that it allows students to explore policies with fewer unintended consequences. This helps them recognize what effective policy looks like and how well-designed policies can align incentives to minimize unintended consequences.

A policy that can be discussed relatively early in the semester is urban growth boundaries (UBGs), since it allows students to use a simple supply and demand model to model market outcomes. UBGs are a perimeter imposed around urban areas that protect nature and farmland from fears of urban sprawl, leading to a decrease in the supply of land and, subsequently, higher land prices. Similarly, introducing cap-and-trade when covering externalities, the minimum wage when reviewing price floors, rent controls for price ceilings, and corn subsidies for perfect competition allows you to cover policies using more complex economic models.

VI. Handling AI Use

As Artificial Intelligence (AI) becomes more prevalent in higher education, it's important to consider how it can be integrated into this project, especially given recent research on AI's role as a complement to learning (Mollick and Mollick, 2022). Considering the proficiency of chatbots like ChatGPT in principles-level economics (Geerling et al., 2023), one approach is to encourage students to use AI while also discussing its limitations. This enables students to utilize AI as a tool, allowing them to transcend basic principles and enhance learning efficiency (Wu et al., 2020). To ensure transparency, students could be required to submit their interaction transcripts and prompts when using AI tools like ChatGPT, demonstrating how they incorporate AI into their work. It may also be helpful to add a section to the project rubric to reflect this. Additionally, during presentations at each stage of the project, you can ask students questions to assess their understanding of the material, ensuring they are not simply relying on AI to generate content. If the goal is to discourage over-reliance on AI, consider dedicating in-class

time for students to work on the project, allowing you to monitor their AI usage directly.

VII. Conclusion

This paper presents a multi-part group policy project that guides students in systematically analyzing economic policies. In the first part, students communicate the policy's motivation by writing letters to a fifth grader and a policymaker. In the second part, they create opposing flyers to analyze the policy from varied perspectives to learn about the policy's background. In the final part of the project, students assess the outcomes and unintended consequences of the policy. Groups propose an alternative policy that minimizes the unintended consequences by using the economic intuition and models they have learned throughout the semester.

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Appendix A: Motivation Instructions and Rubric

Instructions:

For this portion of the Policy Project, you will motivate the need for the policy by writing a series of two (2), two-page letters, double-spaced. One letter should be geared towards a fifth grader (10 years old), and the other letter should be geared towards a policymaker. In both letters, you should:

- Properly motivate why the policy was implemented.
- Discuss the institutional background that led to the perceived need for the specific policy intervention.
- When was the policy implemented? What was going on at this time that fostered such a policy?
- What was the stated goal of the policy?

In the letter to the fifth grader, you should demonstrate a deep understanding of the policy while conveying its motivation in a way that a fifth grader would understand. This should not only include simpler language but more storytelling. In the letter to a policymaker, you should demonstrate a similar level of understanding while conveying the motivation for the policy using the proper level of technicality. You should watch this [video](#) as a reference for the level of explanation I am looking for.

In class, you will provide a one to two-minute verbal policy brief to motivate the need for the assigned policy to the class.

Finding quality sources can be challenging. Some quality sources to get you started include:

- **Academic economic, or policy journals:** Some journals may be too technical for this project and your current level of economic understanding. The *Journal of Economic Perspectives* is a general-interest economics journal designed for a broader audience that may be a good place to start.
- **News agencies:** Some news agencies are reliable, while others may be more biased. Some lesser biased news sources you may wish to consult include the *Associated Press*, *The Economist*, and *BBC*.
- **Government agency websites:** You can often find important information regarding a policy or economic data from government websites. These include the Bureau of Labor Statistics, the Department of Education, and the Federal Reserve's Federal Reserve Economic Data (FRED)

Here are some additional resources that you can use to determine whether a source is reliable:

- University of Georgia Libraries (<https://guides.libs.uga.edu/reliability>): This link discusses what is a reliable source and how to evaluate the reliability of a source.
- Harvard Guide to Using Sources (<https://usingsources.fas.harvard.edu/evaluating-sources-0>): Comprehensive guide to using and evaluating sources
- Consult a university librarian: The university library has librarians that can help you find

reliable sources for this project.

This part of the project may initially feel separate from the rest of the course, but understanding the context in which a policy is created is essential for analyzing its outcomes and effects. In policy-oriented economics research, discussing a policy's background and motivation provides the necessary framework for interpreting its impacts. Policies do not exist in a vacuum; they are shaped by the institutional, social, and political contexts in which they are developed.

Learning Objectives:

- Understand the motivation behind a policy using audience-appropriate language.
- Identify the institutional, political, and social factors that necessitated the policy.
- State the explicit goals of the policy as defined by policymakers.
- Locate and correctly cite quality sources to substantiate the motivation of the policy.

Ruberic

Criteria	Score					
Background: Fifth Grader	5 pts	4 pts	3 pts	1 pts	0 pts	
	Distinguished	Proficient	Competent	Unsatisfactory	Missing	
In your letter, properly explain the institutional background that led to the creation of the policy at a level a fifth grader will be able to understand. This could include the political, business, and social environment leading up to and at the time of the policy. Be sure to also provide information on when the policy was implemented.	Presented all the major components asked in an exemplary and detailed fashion at the appropriate audience level. The group went above and beyond what was asked.	Presented all the major components asked in a clear and detailed fashion at the appropriate audience level.	Missing some critical information and/or could have been explained better to the appropriate audience.	Missing major portions and/or could have been explained much better to the appropriate audience.		

Stated Goal: Fifth Grader	5 pts Distinguished Presented all the major components asked in an exemplary and detailed fashion and went above and beyond what was asked.	4 pts Proficient Presented all the major components asked in a clear and detailed fashion at the appropriate audience level.	3 pts Competent Missing some critical information and/or could have been explained better to the appropriate audience.	1 pts Unsatisfactory Missing major portions and/or could have been explained much better to the appropriate audience.	0 pts Missing
Citation and Sources: Fifth Grader You should properly cite information you use using APA style in-text citations. You should also submit an additional page with your citations. You should also use quality sources. For example, you may use Wikipedia as a way to learn more about the policy, but you should not cite Wikipedia. You may cite news articles at the time the policy was implemented, academic articles, bills if the policy comes from the state or federal government, etc. There is no minimum number of citations required	3 pts Proficient Used high-quality sources and cited them properly.	2 pts Competent Sources could be improved or some citations were incorrect.	1 pts Unsatisfactory Used poor sources or failed to cite most references properly.	0 pts Missing No citations	
Background: Policymaker In your letter, properly explain the institutional background that led to the creation of the policy at the level of a policymaker. This could include the political, business, and social environment leading up to and at the time of the policy. Be sure to also provide information on when the policy was implemented.	5 pts Distinguished Presented all the major components asked in an exemplary and detailed fashion at the appropriate audience level. The group went above and beyond what was asked.	4 pts Proficient Presented all the major components asked in a clear and detailed fashion at the appropriate audience level.	3 pts Competent Missing some critical information and/or could have been explained better to the appropriate audience.	1 pts Unsatisfactory Missing major portions and/or could have been explained much better to the appropriate audience.	0 pts Missing

Stated Goal: Policymaker	5 pts Distinguished Presented all the major components asked in an exemplary and detailed fashion and went above and beyond what was asked.	4 pts Proficient Presented all the major components asked in a clear and detailed fashion at the appropriate audience level.	3 pts Competent Missing some critical information and/or could have been explained better to the appropriate audience.	1 pts Unsatisfactory Missing major portions and/or could have been explained much better to the appropriate audience.	0 pts Missing
Citation and Sources: Policy-maker You should properly cite information you use using APA style in-text citations. You should also submit an additional page with your citations. You should also use quality sources. For example, you may use Wikipedia as a way to learn more about the policy, but you should not cite Wikipedia. You may cite news articles at the time the policy was implemented, academic articles, bills if the policy comes from the state or federal government, etc. There is no minimum number of citations required.	3 pts Proficient Used high-quality sources and cited them properly.	2 pts Competent Sources could be improved or some citations were incorrect.	1 pts Unsatisfactory Used poor sources or failed to cite most references properly.	0 pts Missing No citations	

Appendix B: Background Instructions and Rubric

Instructions:

For this portion of the Policy Project, you will create two flyers providing background for the policy. One flyer will be from the point of view of a group that supports the policy and the other flyer will be from the point of view of a group that opposes the policy. You can take on the point of view of a political party, businessman, special interest group, etc. Your flyers should address (at a minimum):

- Why did the group you chose support or oppose the policy?
- Basic information about the policy that fits the narrative of your group's point of view. (You don't need to cite the facts directly on the flyer, but you should cite them on the write-up)

When designing your flyer, you should be intentional about the symbols, pictures, and colors used. That is, the form of the flyer should be in harmony with the content. In addition to the flyers, you will submit a ~1.5-2 page write-up outlining the background of the policy and your rationale for the images and colors you used. That is, the write-up should also include:

- Who enacted the policy?
- An explanation for why you chose the group you did.
- What was the process to get the policy approved? Was it a congressional body? A unilateral decision? Local governments?
- Was it supported by politicians, the general public, the business community, etc.?
- Mention the facts used on the flyer
- Rationale for why you chose the images and colors you included in the flyer.

In class, you will provide a 3-minute verbal explanation of your group's flyers.

This part of the project highlights the importance of understanding the diverse perspectives and incentives that shape policy debates. Policies are rarely universally supported; they are decided in the political marketplace where politicians weigh interests between groups with differing values and goals. By analyzing the views of both supporters and opponents, you will gain a deeper appreciation for the complexity of policymaking and the role that institutional and societal dynamics play in shaping outcomes. This exercise also reinforces the idea that policies do not exist in isolation but are deeply influenced by the interests and incentives of various stakeholders.

For guidance on finding quality sources, please refer to the instructions for Part 1 of the project.

Learning Objectives:

- Analyze the policy's background from the viewpoints of both supporters and opponents.
- Investigate the incentives driving support or opposition from different groups.
- Design visually compelling flyers that effectively communicate the perspectives of opposing groups.

Ruberic

Criteria	Score					
	5 pts	4 pts	3 pts	1 pts	0 pts	Missing
Content: Support Flyer						
Your flyer should display who enacted the policy, why the group you chose supported the policy, and basic information about the policy that fits within the narrative of the group you picked. It should be clear what group you picked to support the policy.	Distinguished Presented all the major components asked in an exemplary and detailed fashion at the appropriate audience level. The group went above and beyond what was asked.	Proficient Presented all the major components asked in a clear and detailed fashion at the appropriate audience level.	Competent Missing some critical information and/or could have been explained better to the appropriate audience.	Unsatisfactory Missing major portions and/or could have been explained much better to the appropriate audience.		
Form: Support Flyer						
Your flyer should be aesthetically pleasing and capture the eye of a passerby if the flyer were displayed in public. It should strike a balance between information conveyed with words and information conveyed using images and color.	Distinguished The flyer is aesthetically pleasing and strikes the perfect balance between text and imagery. Colors and images chosen were intentional.	Proficient The flyer appears nice but could use some improvement.	Competent The flyer could use some major improvements.	Unsatisfactory Form of the flyer is unconvincing		
Content: Opposition Flyer						
Your flyer should display who enacted the policy, why the group you chose opposed the policy, and basic information about the policy that fits within the narrative of the group you picked. It should be clear what group you picked to oppose the policy.	Distinguished Presented all the major components asked in an exemplary and detailed fashion at the appropriate audience level. The group went above and beyond what was asked.	Proficient Presented all the major components asked in a clear and detailed fashion at the appropriate audience level.	Competent Missing some critical information and/or could have been explained better to the appropriate audience.	Unsatisfactory Missing major portions and/or could have been explained much better to the appropriate audience.		

Form: Opposition Flyer	5 pts Distinguished	4 pts Proficient	3 pts Competent	1 pts Unsatisfactory	0 pts Missing
Your flyer should be aesthetically pleasing and capture the eye of a passerby if the flyer were displayed in public. It should strike a balance between information conveyed with words and information conveyed using images and color.	The flyer is aesthetically pleasing and strikes the perfect balance between text and imagery. Colors and images chosen were intentional.	The flyer appears nice but could use some improvement.	The flyer could use some major improvements.	Form of the flyer is unconvincing	
Write-Up	5 pts Distinguished	4 pts Proficient	3 pts Competent	1 pts Unsatisfactory	0 pts Missing
The write-up should include all content listed in the description of the project. Proper APA citations are required where necessary. You only need to turn in one write-up for both flyers, so you should discuss each flyer for about a page.	The write-up includes all major components and clearly illustrates the aesthetic choice made when designing the flyer. All citations are correct.	The write-up includes all components but could have been clearer in explaining the aesthetic choice made when designing the flyer. There may be some citation issues.	The write-up is missing some components and/or could have been clearer in explaining the aesthetic choice made when designing the flyer. There may be some citation issues.	The write-up could use some major improvements.	

Appendix C: Outcomes Instructions and Rubric

Instructions:

For this portion of the Policy Project, you will create a presentation that your group will give in class related to the outcomes of your assigned policy. You should provide a brief overview of the policy's background and motivation to bring the class back up to speed. You should then discuss whether the policy achieved its stated goal and whether the policy is still in effect. The primary focus for this part of the project will be on the unintended consequences of the policy. You will be asked to propose a new policy that addresses the unintended consequences. Therefore, you will present this portion from the point of view of a policymaker trying to gain support for their new policy. In short, your presentation should include:

- A brief reminder of the background and motivation for the policy, including its stated goals
- Whether or not the policy achieved the stated goals. You should provide evidence to support this claim
- Whether or not the policy is still in effect, with an explanation of why this is
- What were the unintended consequences of the policy?. You should describe the economics behind these unintended consequences (i.e., what happened to incentives, are there market failures, etc.)
- A redesigned policy that addresses the unintended consequences. You should provide support using economic reasoning about why your new policy will not suffer from the unintended consequences you mentioned

You will have 7 minutes to present this portion of the policy project, and everyone in your group should take part in the presentation. You should also create slides to aid in your presentation; you are free to use PowerPoint or Prezi. After each presentation, there will be a three-minute Q&A with the class about your policy. Keep in mind that the goal for this part of the project is to discuss outcomes and your new policy. Therefore, you should only spend about a minute on the background and motivation.

Remember, your presentation should be from the point of view of policymakers advocating on behalf of your proposed policy to a group of other policymakers.

In the first two parts of the project, you investigated the institutional background and motivations that led to the creation of your policy. As you learned, policy does not exist in a vacuum and may have groups that oppose it. This final part of the project highlights that often, well-intentioned policies may have severe unintended consequences. Therefore, policies often produce effects beyond their original objectives, and understanding these outcomes requires applying economic reasoning to analyze changes in incentives, behaviors, and market dynamics. By proposing a redesigned policy, you will practice using economic tools to address shortcomings while preserving the policy's intended benefits. This part of the project emphasizes that effective policymaking involves not only setting goals but also anticipating and mitigating potential unintended consequences.

For guidance on finding quality sources, please refer to the instructions for Part 1 of the project.

Learning Objectives:

- Evaluate whether a policy achieved its stated goals using evidence.
- Identify the unintended consequences of the policy and explain their economic causes.
- Create an alternative policy to mitigate the unintended consequences by applying economic theory and models to justify the redesign.
- Deliver a professional presentation discussing the policy outcomes and advocating for the redesigned policy.

Ruberic

Criteria	Score				
Motivation and Background Provide a brief motivation and some background information about the policy. You should effectively be summarizing the information from the first two parts of the project. You should provide enough information to provide the class with context for your policy while keeping in mind that this portion of the project is not focused on background information	3 pts	Proficient	2 pts	Competent	1 pts
		Provided the right amount of background in an engaging manner that informs the audience of the motivation and background of the policy.	Motivation and background could benefit from minor improvements.	Not enough background was given to provide context for the policy.	Unsatisfactory
Achievement of Stated Goals Describe whether or not the policy achieved its stated goals. Be sure to provide evidence for your claims.	5 pts	Distinguished	4 pts	Proficient	3 pts
		Achievement of stated goals was clearly stated and properly substantiated.	Some goals were not addressed and/or improperly evidenced.	All or some goals were stated but were not supported with evidence.	Competent
Policy in Effect	3 pts	Proficient	2 pts	Competent	1 pts
Is the policy still in effect? Why or why not?		Clearly stated with exemplary explanation	Stated whether the policy is in effect with an acceptable explanation	Unsatisfactory	0 pts
					Missing

Unintended Consequences	5 pts	4 pts	3 pts	1 pts	0 pts
Provide several unintended consequences of the assigned policy. For each, you should provide economic reasoning behind the unintended consequences.	Distinguished Provided a sufficient number of thoughtful unintended consequences. Used sound economic reasoning to explain why the unintended consequences exist.	Proficient Provided a sufficient number of unintended consequences. Used decent economic reasoning to explain why the unintended consequences exist	Competent Provided some unintended consequences. Used flawed economic reasoning to explain why the unintended consequences exist	Unsatisfactory Provided a few unintended consequences. Used poor or failed to use economic reasoning to support claims	Missing
Policy Redesign Create a redesign of the policy that addresses the unintended consequences you mentioned. Explain why your new policy does not suffer from the unintended consequences you listed using economic reasoning.	5 pts Distinguished Designed a well-thought-out policy with clear economic support explaining why the listed unintended consequences will not be an issue.	4 pts Proficient Designed a well-thought-out policy with economic support explaining why the listed unintended consequences will not be an issue.	3 pts Competent Designed an adequately thought-out policy with some economic support explaining why the listed unintended consequences will not be an issue.	1 pts Unsatisfactory Designed a poor policy with little to no support explaining why the listed unintended consequences will not be an issue.	0 pts Missing
Professionalism Slides were aesthetically pleasing, contained just enough text, and not read verbatim while presenting. The presentation style was effective. Proper citations were used where applicable. Everyone in the group participated equally in the presentation.	5 pts Distinguished Exemplary presentation with perfect slides. The presentation was clear and used proper citations.	4 pts Proficient Excellent presentation with great slides. The presentation was clear and used proper citations.	3 pts Competent One or more area could use improvement.	1 pts Unsatisfactory Slides and presentation could use major improvement. Citations were not done correctly.	0 pts Missing

POV and Audience	3 pts	2 pts	1 pts	0 pts	
	Proficient	Competent	Unsatisfactory	Missing	
Was the policy presented from the point of view of a policymaker speaking to other policymakers?	The presentation was geared to the proper audience and presented from the proper point of view.	Either the point of view or speaking to the proper audience could use minor improvements.	Major improvements needed		