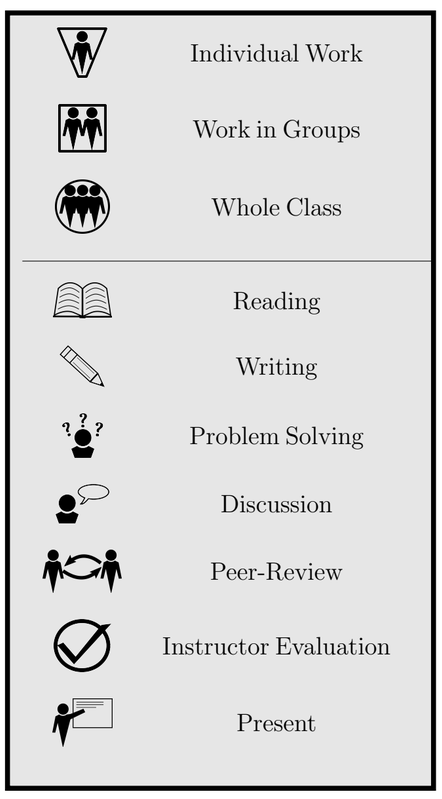
Business Case: Think Piece

By Charles-Albert Ramsay

Out of Class

In Class (Instructor)

In Class (Students)



Begin Here.

Students are assigned a reading from their textbook relating to the topic of the lecture

Students have a quiz due at the end of the semester on this reading

In class the instructor presents the lecture material on exchange rates.

The students can use the course back to fill in the blanks of their notes and answer analytical questions.

The instructor gives the students a prompt: the exchange rate between Canada and Mexico over the past 10 years.

In groups of 2-3, students roleplay as the CEO of Bombardier, who is considering buying more plane parts from Mexico. Based on the exchange rate and assumptions about the actions of others in the industry students decide whether or not to increase imports and set up a plant in Mexico.

Students then discuss what would happen to Mexico's production capacity, Canada's current account (ie.imports going up, going into a trade deficit)

Students discuss what would happen to Canada's capitol account (deficit) leading to imbalanced payments, what would happen to Mexico's capital accounts, and what is the relationship between the two?

Students then synthesize this information in order to predict how the imbalance might effect the overall exchange rate. During their discussions students are helping each other grasp the material better, teaching each other, and making sure everyone has understood the implications of their answers.

The questions are then broadened to ask how this might effect tourism, and bringing the question to something personal to each of the students. Students submit their answers to the instructor (around 1 page long)

The instructor gives a participation mark to each of the students who handed in work

After the instructor has read all of the answers of the students, they provide feedback verbally and provide any needed clarification based on common errors.