

Cat 4 Resource Development

Group 4-056

# **Trade Wars: the Past & the Present**

**Yang Ziou 202 (34)**

**Brion Wong YuJie 202 (02)**

**Lim Jin Sian 203 (14)**

**Ranen Yong 2i2 (28)**

## **ABSTRACT**

**Trade Wars: the Past and Present** is an integrated, easy-to-use and information packed online platform which aims to teach lower secondary students information about trade wars, mainly focused on the US-China Trade War but still branches out to explore trade wars in the past such as the Boston Trade War. The website the product is based on is divided into 3 sections, the home page, a short tutorial on how to use the product and the link to the product. The product is located in a Microsoft Powerpoint that is linked to a website, houses both information for the US-China trade war as well as information on previous trade wars. Information for the current trade war is divided into 3 different sections, causes, impacts and (possible) solutions. These are further elaborated in the following slides. Information for past trade wars are in the form of a timeline, wherein major events are marked, and users can click on the prompts to read about them and how they impacted the future of the trade war. Furthermore, there are quizzes and feedback forms about each section so users can remember what they have learnt better. Slides are decorated so users will be less bored while reading.

### **1 Introduction**

#### **1.1 RATIONALE**

Trade war is a huge topic that is still under the spotlight today, even after a year. As our world continues to become more and more globalized, trade also plays a more major role in it and is essential for us to know about it in order to become informed citizens. However, the topic itself is extremely complicated and we hope to break it down so more students can learn about it.

## 1.2 OBJECTIVES

After using our product, we hope that the lower-secondary students will learn more about what trade wars are, the examples of trade wars throughout history and especially the ongoing US-China trade war. Since we are focusing on the US-China trade war, we will focus especially on the topics of the effects of the trade war on America, economically, socially and politically, the significant events that have taken place and their effects, and lastly the causes and solutions for the Trade War.

## 1.3 TARGET AUDIENCE

Our project is aimed at lower secondary students and all others that are interested. This is because all LS students take History. As such, there is a larger impact. Furthermore, this can prepare them for upper secondary humanities, such as the topic of international trade in SES and Industrialization in Geography, if they do decide to take them.

## 1.4 Resources

We propose to have a website in which users can easily navigate through to download our product, which is located in a Microsoft PowerPoint. In our product, users will be able to answer prompt questions that will ask them what they want to know (refer to Fig A). This will narrow down the search and they will be able to find what information they want. The use of Microsoft Ppt is that it is easier to navigate through as well as that it is more efficient. After asking about 3 or 4 prompts, the user will be led to a page that has the information they want to know (refer to Fig B)

Fig A:



Fig B:



## 2 REVIEW

There are not many similar resource packages on the web. The one of the only few that we found, History.com, has very limited information about trade wars with not enough specifics as it is mostly consisted of short and simple summaries of each trade wars. The resource package was also America-centered and did not have enough examples of other trade wars.

Another resource package would be Investopedia. Although this resource package includes more international examples such as The Boston Tea Party, it is mainly focused on the current U.S-China trade war and does not give any other information than a brief history of trade wars. The resource package is also too simplified and does not go into the details.

Our product instead focuses on all aspects of different trade wars, giving detailed yet clear information to the users. Our product does not only focus on a single perspective but rather includes perspectives from different countries, with detailed examples for every bit of information. This makes out product very specific yet easy-to-understand. The product also guides the users step-by-step when using the product, letting the users digest the information easily and at their own pace.

### **3 METHODOLOGY**

#### **3.1 Needs analysis**

We have conducted a needs analysis to ensure that our project would be of use.

A survey was conducted to see the extent that students knew about trade wars. The results of the survey for students in Hwa Chong showed that approximately 31.5% of the respondents were not aware about what exactly trade wars were. However, with 64.8% of respondents wanted to learn more about trade wars.

This can be compared to students outside of Hwa Chong, where 60% of them were not aware about what exactly trade wars were. 76% of the respondents wanted to learn more about trade wars.

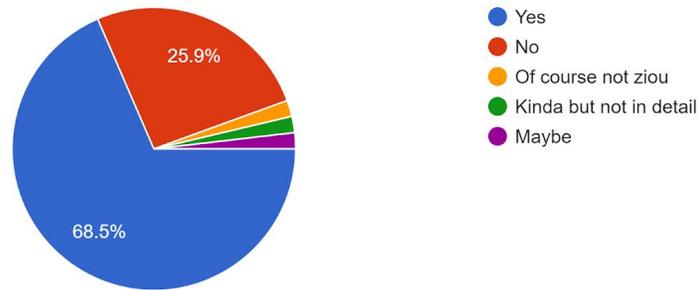
This therefore confirmed that our project was feasible and had an audience base.

## 3.2 Survey Results

### Students in Hwa Chong

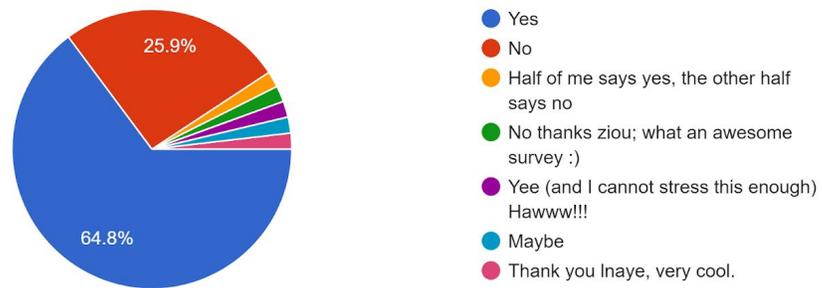
Do you know what is a trade war?

54 responses



Do you want to learn more about trade wars?

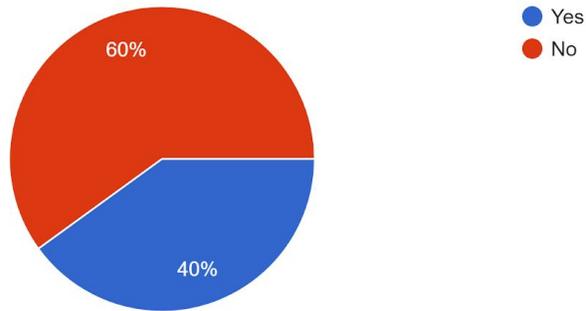
54 responses



## Students outside of Hwa Chong

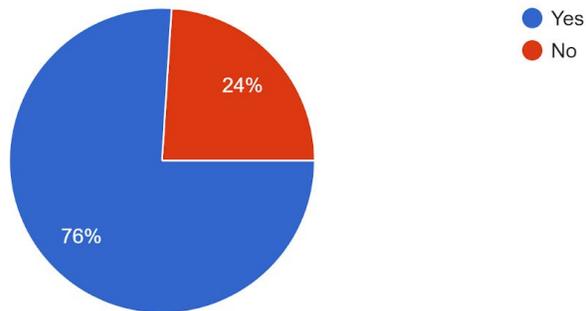
Do you know what are trade wars?

25 responses



Are you interested in learning more about trade wars?

25 responses



### **3.3 Development of Resources**

Pieces of information collected from various sources were compiled and pieced together. The compiled information was then collated into our educational resource.

A quiz was also included at the end of the resource for students to revise what they have learnt from the resource.

### 3.4 Pilot Test

A pilot test was conducted on 51 students. They took a quiz at the start. After that, they were shown a demo of our resource, then took the quiz again, after which they gave some feedback. Feedback from the pilot test was used to improve the final product.

Their initial average score was at 3.43 / 9 points with the highest score being 7 / 9 points. However, after using our resource, the average score rose up to 6.36 / 9 points with the highest score bring full marks. Feedback included a lack of follow-up after the slides, slightly questionable formatting of slides, etc..

## 4 OUTCOME AND DISCUSSION

After the pilot test, we decided to change the website to make it more user-friendly. In addition, we made the product more attractive. Much effort was also put in to add more information, as well as images.

### Before



## After

The image shows a navigation menu with six items: Introduction (orange icon), FAQ (grey icon), Examples of Trade Wars throughout history (yellow icon), US-China Trade War (blue icon), Quizzes! (green icon), and Citations (orange icon). Below the menu is a dark grey bar with a 'Previous Page' button. The main content area is titled 'Causes (cont.)' and contains a paragraph: 'Thus, he pushed for a trade war against China by putting tariffs on 1000 Chinese imported goods. He also did this to "protect and create more jobs for Americans". Whether this move succeeded, we will discuss in another chapter.' To the right is a screenshot of a tweet from Donald J. Trump: 'When a country (USA) is losing many billions of dollars on trade with virtually every country it does business with, trade wars are good, and easy to win. Example: when we are down \$100 billion with a certain country and they get cute, don't trade anymore-we win big. It's easy!'.

## 5 CONCLUSION

**Trade Wars: the Past and Present** has been a difficult project to undertake as it took us many hours to research on the topic and compile all the information into manageable text but still getting the gist of it.

The whole process of this project enabled us to pick up many important skills. Decision-making and unity were required at the initial stage of the project, while we were thinking of a project idea. Creative thinking, resilience, empathy and patience were all required in the process while working on the project as there was a need to spend countless hours to research on the topic and to compile our findings. In addition, some of us were unable to make it to some of our project work meetings and we had to learn to put ourselves into the shoes our teammates. The project also allowed us to develop the crucial skill of presenting in front of an audience like eye contact and confidence.