



Course Names Introductory Microeconomics, Introductory Macroeconomics

Credit Hours Three

Semesters Covered Spring–Summer 2008

Type of Data Reported Correlation between Use of Study Plan and Final Course Grade

Textbook in Use with MyEconLab

Microeconomics, 2e, 2006, Hubbard and O'Brien

MyEconLab Course Structure

Course Design

Students in both the online and in-class courses are assigned weekly quizzes and tests. Quizzes cover single chapters; tests cover a combination of several chapters. Students are advised to utilize the Study Plan for each chapter prior to taking quizzes and tests.

Assessments

A student's final course grade comprises the following:

Interactive Tests (best three out of five)	30 percent
Interactive quizzes (best five out of eight)	20 percent
Two equally weighted, proctored exams	40 percent
Participation in the discussion board	10 percent

MyEconLab Implementation

MyEconLab Study Plans, quizzes, tests, and discussion boards are used intensively in all of Diana Bajrami's courses. Quizzes and tests are created in Test Gen and uploaded in the program. MyEconLab was not used in the past for homework but is planned for use starting in spring 2009.

Contribution of MyEconLab to Final Grade

Use of MyEconLab contributes 60 percent of the final course grade for online courses and 40 percent of the final course grade for in-class courses.

MyEconLab Course Results

Bajrami is confident that the Study Plan is integral to student success. To illustrate this, she hypothesized that students who completed more Study Plan exercises earned higher grades in the course. Table 1 illustrates the results of a correlation analysis testing her hypothesis via a cross tabulation of exercise level and final grade level.

It is clear that there is a significant, positive relationship between the number of Study Plan exercises completed and the final course grade, as indicated by a gamma value of .446. (See Table 2.)

Fifty-eight percent of the students who earned an A completed most of the exercises in the Study Plan, versus 100 percent of the students who earned an F or a D, who did minimal work in the Study Plan.

This is a particularly strong relationship considering that the final course grade is a multifactor grade: students must work on the Study Plan, study the textbook, participate in discussion, and take the online tests and quizzes in order to achieve a high grade.

I immediately liked [MyEconLab]. It offered me just what I had been looking for. I use it in all my sections and recommend it to my peers.

—Diana Bajrami
College of Alameda

Number of Study Plan Exercises		F	D	C	B	A	Total
0–100	<i>n</i>	2.0	1.0	4.0	8.0	3.0	18.0
	Percent of grade level	100.0	100.0	66.7	50.0	25.0	48.6
101+	<i>n</i>	–	–	2.0	8.0	9.0	19.0
	Percent of grade level	–	–	33.3	50.0	75.0	51.4
Total	<i>n</i>	2.0	1.0	6.0	16.0	12.0	37.0

Table 1. Relationship between Use of Study Plan and Final Grade, Introductory Macroeconomics, Spring 2008 ($n=37$)

	Value	Asymptotic Standard Error ^a	Approximate T^b	Approximate Significance
Ordinal by ordinal Gamma	.446	.192	2.217	.027
<i>N</i> of valid cases	37			

Table 2. Symmetric Measures

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

What Students Are Saying

Bajrami surveyed Principles of Microeconomics and Principles of Macroeconomics students in spring and summer 2008 courses on their level of satisfaction with MyEconLab. A total of 70 students were surveyed.

60 percent agree The Study Plan is the most useful aspect of MyEconLab.

85 percent agree MyEconLab is useful or very useful to their effective learning.

When asked to comment about the usefulness of MyEconLab, students said the following:

This is an excellent opportunity for students to be exposed to a new way of learning.

I like being exposed to learning interactively and using the book, exercises, and graphs all at once.

I like the flexibility regarding the completion of assignments.

I'm able to receive the answer right away when I'm stuck on a problem and can click Ask My Instructor.

I have the option to catch up on what I missed in class.

Conclusions

Since implementing MyEconLab, Bajrami notes a “significant improvement in student success demonstrated by the effectiveness and the efficiency of learning.” In addition, she notes that with MyEconLab she is able to cover more chapters more effectively.

It is clear that the Study Plan is significantly correlated to the course grade—a finding Bajrami will use to inform her

teaching strategy. She plans to continue her research on the relationship by conducting a longitudinal study.

Submitted by Diana Bajrami, Instructor
College of Alameda