

Course Name Introduction to Microeconomics

Credit Hours Three

Semester Covered Fall 2006

Types of Data Reported Average Attendance, Quiz and Test Grades



Textbook in Use with MyEconLab

Foundations of Economics, 3e, 2007, Bade and Parkin

MyEconLab Course Structure

Course Design

Up to and including spring 2004, Introduction to Microeconomics was taught in a traditional format. Courses comprised in-class lecture, required attendance, and paper-and-pencil exams.

In spring 2005, Jurgen Brauer introduced MyEconLab online tests into his Introduction to Microeconomics curricula. Since then, he has steadily increased the usage of MyEconLab in the course. The increased use of MyEconLab has enabled Brauer to make fundamental changes in the teaching format without risking its academic integrity. The course is now self-study; the questions are harder and more detailed; and quizzes and tests are posted online.

These changes have meant time savings for Brauer, the ability to serve more students than ever before, and an increased emphasis on student self-responsibility that serves the students throughout their college career.

Assessments

Students in the fall 2007 Introduction to Microeconomics course were assessed via the following:

- 14 Quizzes Online using MyEconLab, 28 percent of grade
- 14 Tests Online using MyEconLab, 28 percent of grade
- 1 Midterm Online using MyEconLab, proctored, 22 percent of grade
- 1 Final Online using MyEconLab, proctored, 22 percent of grade

MyEconLab Implementation

Brauer uses MyEconLab for quizzes and tests. It is recommended to students that they utilize the program's Study Plan and its variety of online study tools.

Contribution of MyEconLab to Final Grade

Use of MyEconLab contributes 100 percent of the final course grade.

MyEconLab Course Results

Brauer estimates that by using MyEconLab, he saves 112.5 hours of lecture time over the course of a semester. He doesn't have an exact figure for time spent on tutorials but says, "It is far less than 112.5 hours, one-on-one, and much more effective."

As he replaces lectures with MyEconLab assignments, Brauer gains more free time, and his students can more conveniently study according to their own schedule, and in any place with Internet access. Table 1 illustrates that a decrease in attendance has no adverse effect on quiz or test grades.

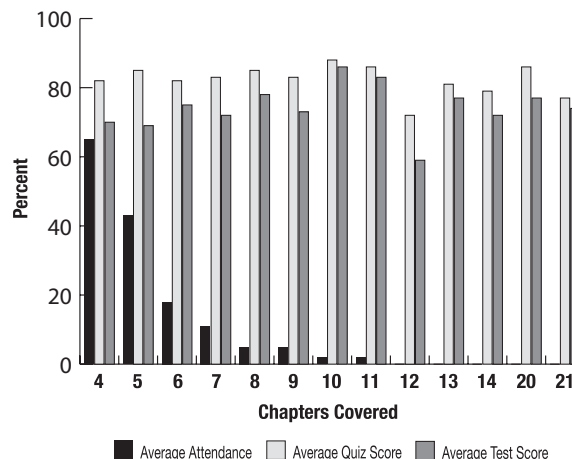


Table 1. Average Attendance, Quiz and Test Scores, Fall 2006

By introducing the use of MyEconLab in a gradual fashion, I believe I am probably serving the majority of my students better than before while preserving or improving academic standards and conserving academic resources such as lecturer time and classroom space.

—Jurgen Brauer
Augusta State University

What Students Are Saying

Students who completed Brauer's fall 2007 course evaluation agreed or strongly agreed with the following statements:

- The course was a valuable learning experience for me.
- I regularly read the textbook chapters.
- I regularly worked the in-chapter problems and exercises prior to the Quiz/Test.
- I regularly worked the end-of-chapter problems and exercises prior to the Quiz/Test.
- I regularly used the online Study Plan.
- I regularly used other online study tools (e-Text, Flashcards, Glossary, etc.)
- I regularly completed the online Quiz well before the deadline.
- I regularly completed the online Test well before the deadline.
- I like the current format of weekly assignments.
- Now that it's over, I prefer to take this course as a self-study rather than as a traditional in-class course with two or three class meetings per week and traditional in-class exams.

Conclusions

Brauer cites a variety of reasons why he is committed to teaching with MyEconLab—some related to how the program benefits learning, others related to how it benefits teaching.

- Students learn by doing.
- Students learn without punishment.
- Repetition (high-frequency testing) promotes mastery.
- Mastery is demonstrable once it is gained.
- Self-paced learning accommodates a breadth of learning levels and styles.
- Online format affords scheduling flexibility for the student.
- Self-study and tutorial support are available around the clock.
- Classroom is delivered to the student instead of students to the classroom (the inverted classroom)
- The instructor can offer more individual attention to each student.
- Constraints on administrative resources are decreased; instructors gain time to teach more classes.

Within the course itself, Brauer has noticed that with MyEconLab his students use the textbook more than they did before. "They actually read and study the textbook, and they work the problems," he says. "They relearn how to study and how much they can accomplish by themselves."

Brauer also appreciates that with MyEconLab, he can—and does—"assign much more complex, involved problems than would be possible in a classroom setting."

His future plans for MyEconLab include initiating unlimited homework attempts, creating the midterm and final from MyEconLab's test bank (versus the textbook), and offering videos and podcasts for his introductory courses.

In spring 2008, Augusta State University introduced economics as a minor. Forthcoming intermediate- and advanced-level classes will also be offered via MyEconLab. Instructors will dictate to what degree MyEconLab is used in each of their courses.

Submitted by Jurgen Brauer, Professor
Augusta State University