Building a Principles of Microeconomics for All: Using Backwards Design to Create Online, Hybrid and Face-to-Face Versions of a Principles Course with Active Student Engagement

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**Backward Design (Wiggins and McTighe, 2005)**

1. Identify Desired Results
   - What do you want students knowing or able to do?

2. Determine Acceptable Evidence
   - What do you need from students to show you they have achieved the desired results

3. Plan Learning Experiences and Instruction
   - With Diversity, Equity and Inclusion in Mind
     - Clarify Economics is more than the study of Money
     - Illustrate the Diversity of the Field
     - Allow Students to share their own Perspectives

The Result of the Redesign of Principles of Microeconomics

- **Exam Assessments**
  - Solve Problems based on Learning Objective where problems are based on real world examples seen in course
  - Solve Problems based on Learning Objective where problems are based on a “new” current events article

- **Writing Assessments and Learning Activities**
  - Read Article on current event and react on discussion board
  - Read Article on current event and 3/2/1* react on discussion board
  - Find Article to post on discussion board and 3/2/1* react to another posted article
  - Choose a hot topic/current debate that can be identified in economic terms (find 3 related articles)
  - Analyze the articles you identified. Are they using economics correctly? How?
  - Propose your own solution for the topic you chose given what you have learned and your own experiences
  - Pick an industry and identify the costs associated with a player in that industry.

- **Classroom Learning Activities**
  - Live or pre-recorded lectures walk through basic models found in economics with the associated mathematics.
  - Hybrid and Online Course use Pre-Recorded Lectures with Embedded Quizzing
  - Face-to-face course allows for think/pair/share moments and live questions
  - Practice for exams with problem sets based on alumni videos that speak to various ways our diverse students use economics in their careers
  - In online and live course, students watch these videos and do associated problems alone outside of class
  - Hybrid course devotes in-class time for these videos, students work in groups to solve associated problems
  - Groups assigned various policy debates and take sides based on prioritizing equity or prioritizing efficiency to prepare students for both writing assessment and solving exam problems regarding surplus.
  - Only possible in hybrid course given that there are fewer students, instructor is present to guide a safe discussion and students arrive prepared by video lectures

- **Summative Assessment**
  - A Classroom entry/exit Game by Stephen L. Cheung from Journal of Economic Education (2005) to prepare students for both writing assessment and solving exam problems based on cost concepts and perfect competition
  - Groups take side of large firms or anti-trust regulators and debate government involvement in firm to prepare students for both writing assessment and solving imperfect competition exam problems
  - Only possible in hybrid course given that there are fewer students, instructor is present to guide a safe discussion and students arrive prepared by video lectures

*From Barkley and Major, 2016 the student provides three things they learned from the reading, two things they found particularly interesting in what they learned, and one question they still have about the information contained in the reading

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