Course Revision for Intermediate Microeconomics (EBGN301) Enhancing the Flipped-Learning Experience

BACKGROUND

- Semester-long Calculus-based introduction to Microeconomic Theory. Traditionally a core course taught primarily for majors in Economics.
- The 2nd or 3rd course taken in Economics.
- Requirement for Major and Minor; also a HASS 300-level elective.
- Most students in this course are not economics or business majors. Unique audience compared to other institutions.
- Challenge: While students can handle the math, they have struggled on questions that ask them to evaluate policy or real-world issues.

WHAT IS CHANGING

- Implementation of a flipped environment where basic content is delivered online and class time is used for problem solving and analysis.
- Addition of both individual and group-based exercises in class.
- Use of regular Classroom Assessments (Application Cards) designed to encourage students to apply economic thinking to real-world problems.
- Enhancement of News Analysis Project to include multiple articles analyzed over the semester and a “scaffolded” approach.

EXPECTED RESULTS

- Development of professional skills valued across campus and in the working world: analytical and critical thinking, problem solving, teamwork, and communication.
- Improved ability to analyze real-word problems using the economic thought process.
- Real-world applications will increase engagement in class.
- Economics is everywhere and it is my hope that the students will recognize economics in action and perhaps even evaluate policies or events after they leave the course.

“The Summer Course Revision Program was intense, but it was a fantastic opportunity to meet faculty from across campus, learn some tricks of the trade, and have the chance to and to develop new tools to use next semester.”

Becky Lafrancois, PhD
Economics, Teaching Associate Professor

Becky is beginning her fifth year teaching at Mines. Prior to joining Mines, she was a member of the faculty at Michigan Technological University. Originally from New Hampshire, Becky enjoys living close to the mountains and, when she is not teaching or developing material for class, can be found running, taking photos, or traveling.