



A ROAD MAP FOR ONLINE COURSE DEVELOPMENT IN TEACHING PRINCIPLES OF ECONOMICS AT A TECHNICAL UNIVERSITY

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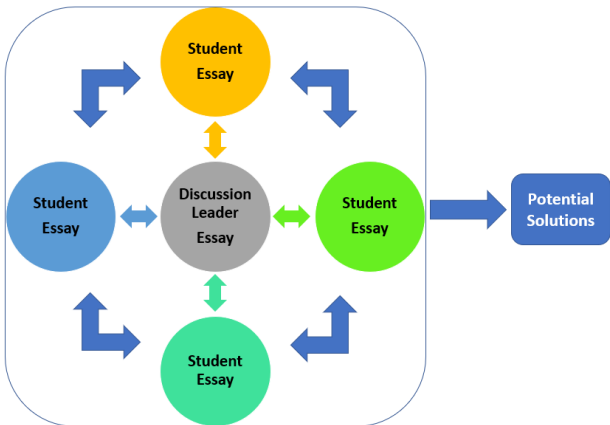
Introduction

➤ An online course design that blends current events in the economy into engaging assignments, enhances the quality and practicality of learning principles of economics at a technical college where economics is often viewed as a side or less relevant course

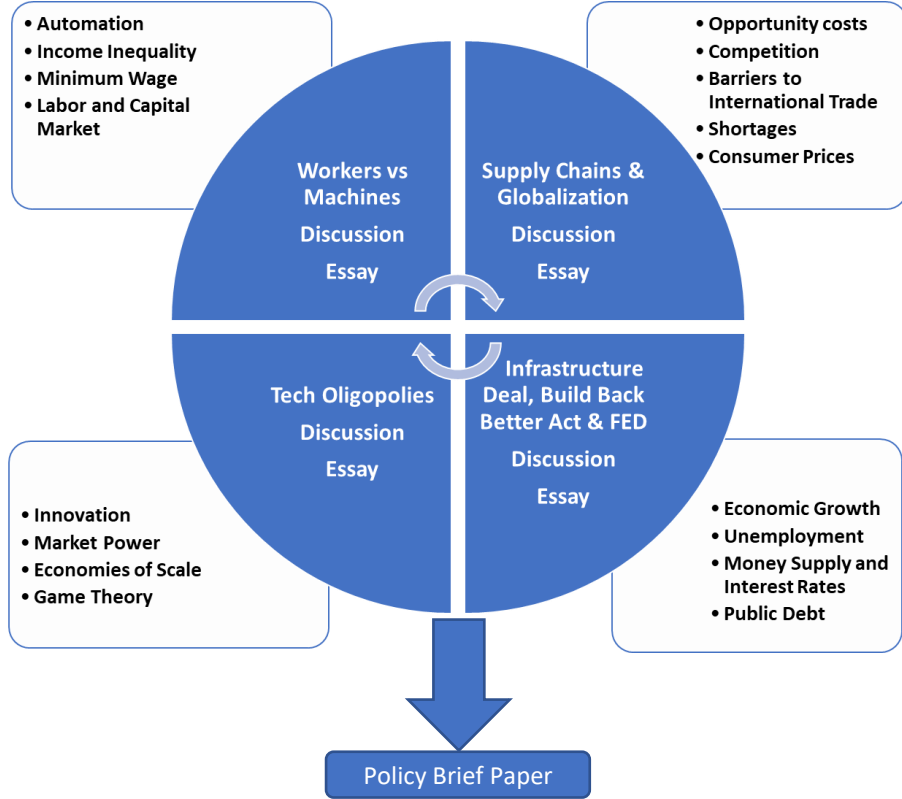
Objectives

- Promote creative thinking and active class participation (Sousa, 2006; Freeman et al., 2014)
- Increase independent and peer-to-peer deep learning (Biggs, 2007)
- Emphasize application of economic principles in students' everyday lives and their professional fields

Discussion Method



Assignments Design



- Four Discussion Essays to apply economic concepts/theories on contemporary issues related to technology. Students randomly split into groups to answer questions by assigned discussion leader and comment on classmates' essays in order to reach a potential solution to an economic problem.
- Policy Brief Paper as a Final Assignment to make connections between four discussion themes based on an assigned article and further individual exploration

Results

	Log Homework Score
Discussion Assignments	0.17
	(2.58)**
Female	0.113
	(1.92)*
Engineering	-0.184
	(-2.13)**
Computer_Info_Systems	-0.195
	(-1.39)
Construction_Management	-0.189
	(-1.55)
Computer_Science	-0.078
	(-0.95)
Applied_Math	-0.072
	(-0.9)
Interior_Design	-0.347
	(-2.91)***
Constant	4.398
	(54.72)***
Observations	90
R-squared	0.13

Robust t-statistics in parentheses
 * significant at 10% level; ** significant at 5% level; *** significant at 1% level

✓ Discussion essays improve students' interest in the subject and have a positive impact on their overall homework tests score when controlled for gender and major

Conclusions

- ❑ Pros: Effective application of economic concepts in various technical fields
- ❑ Cons: Demanding for instructors to grade when classes are large