Georgia State University | Andrew Young School of Policy Studies

Microeconomics Reimagined

Utilizing instructional design, open educational resources & interactive tools

AEA Presentation
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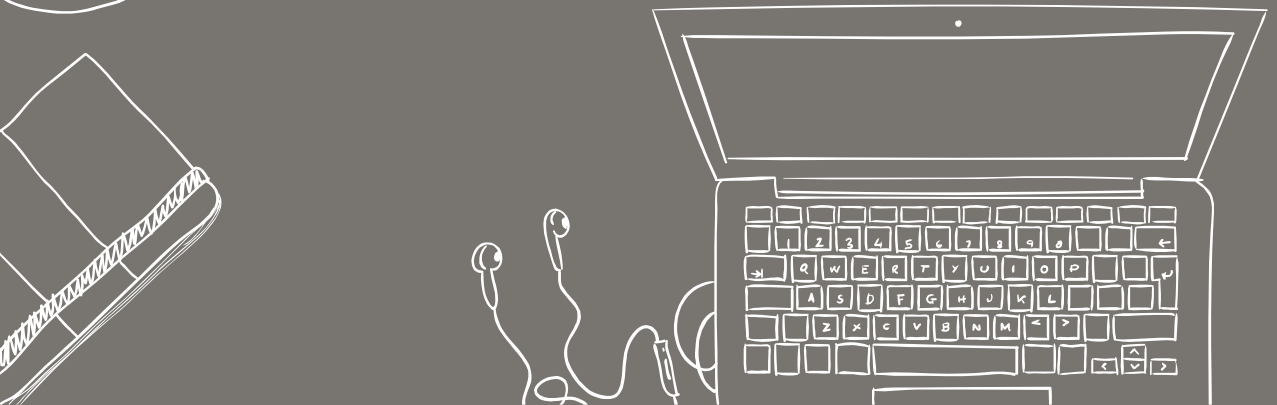
1.

Background

The purpose of the course re-design project



Our Solutions

Project Aims

To address multiple issues, the aim of our project was to redesign the ECON 2106 Principles of Microeconomics master course for an overall improved learning environment for students. The main objectives were to create a sustainable and replicable course that:

Engagement

Increases student engagement in the online space.

Success

Increases student success overall.

Cost

Provides course materials to students at zero monetary costs.

Active Learning

Increases active learning options (hands-on problems & materials to deepen student learning).

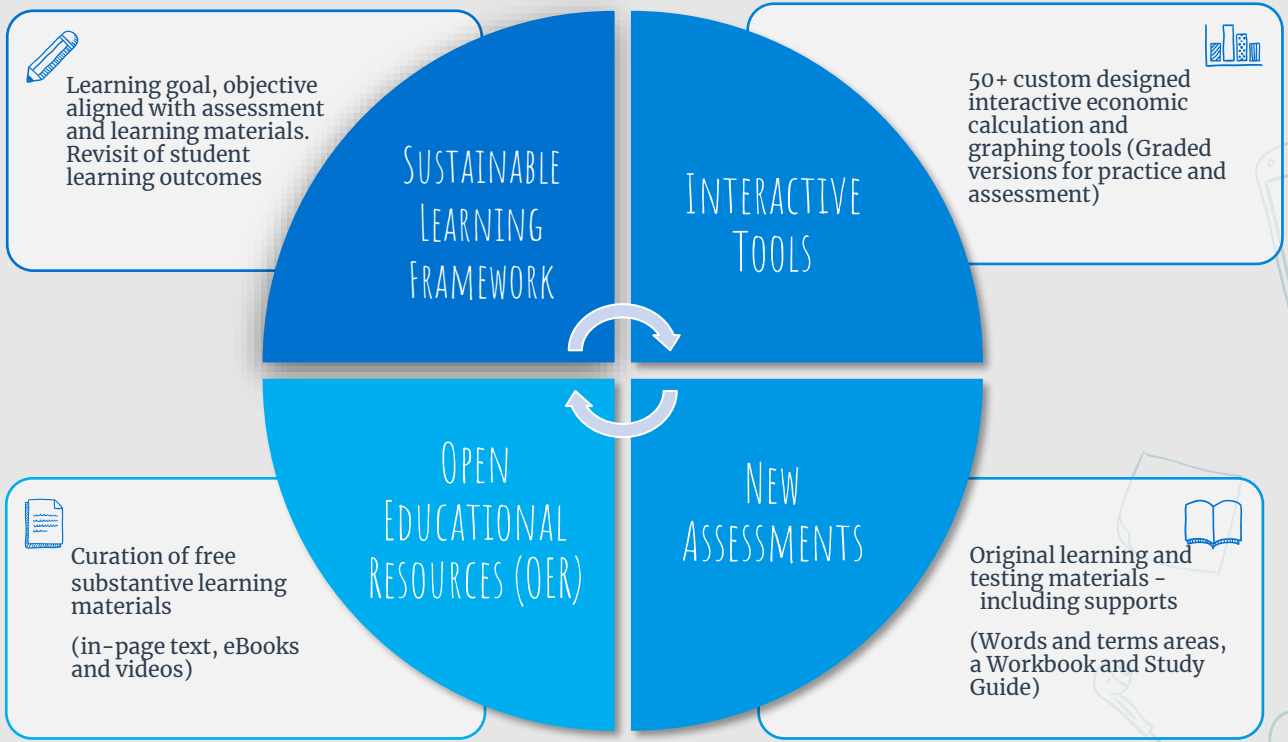
Facilitation

Reduces the stress of facilitating large classes (grading, student monitoring, etc.).

Outcomes

An undergraduate "master course" that can be delivered in any format (In-person, hybrid, online asynchronous, and online hybrid)

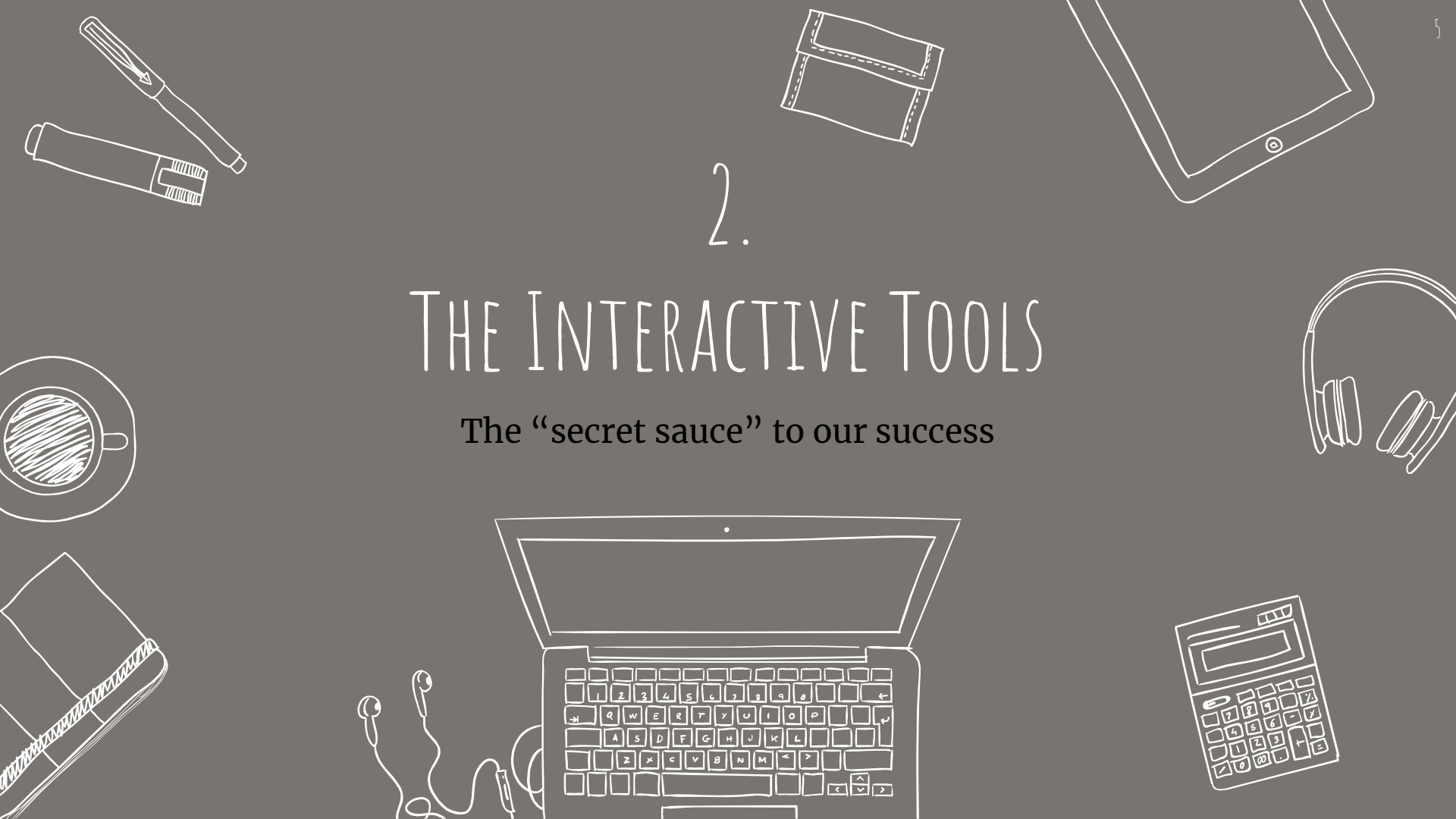
Piloted in 16 sections
Enrollment 1,377 students
(Fall 2021-present)



2.

The Interactive Tools

The “secret sauce” to our success



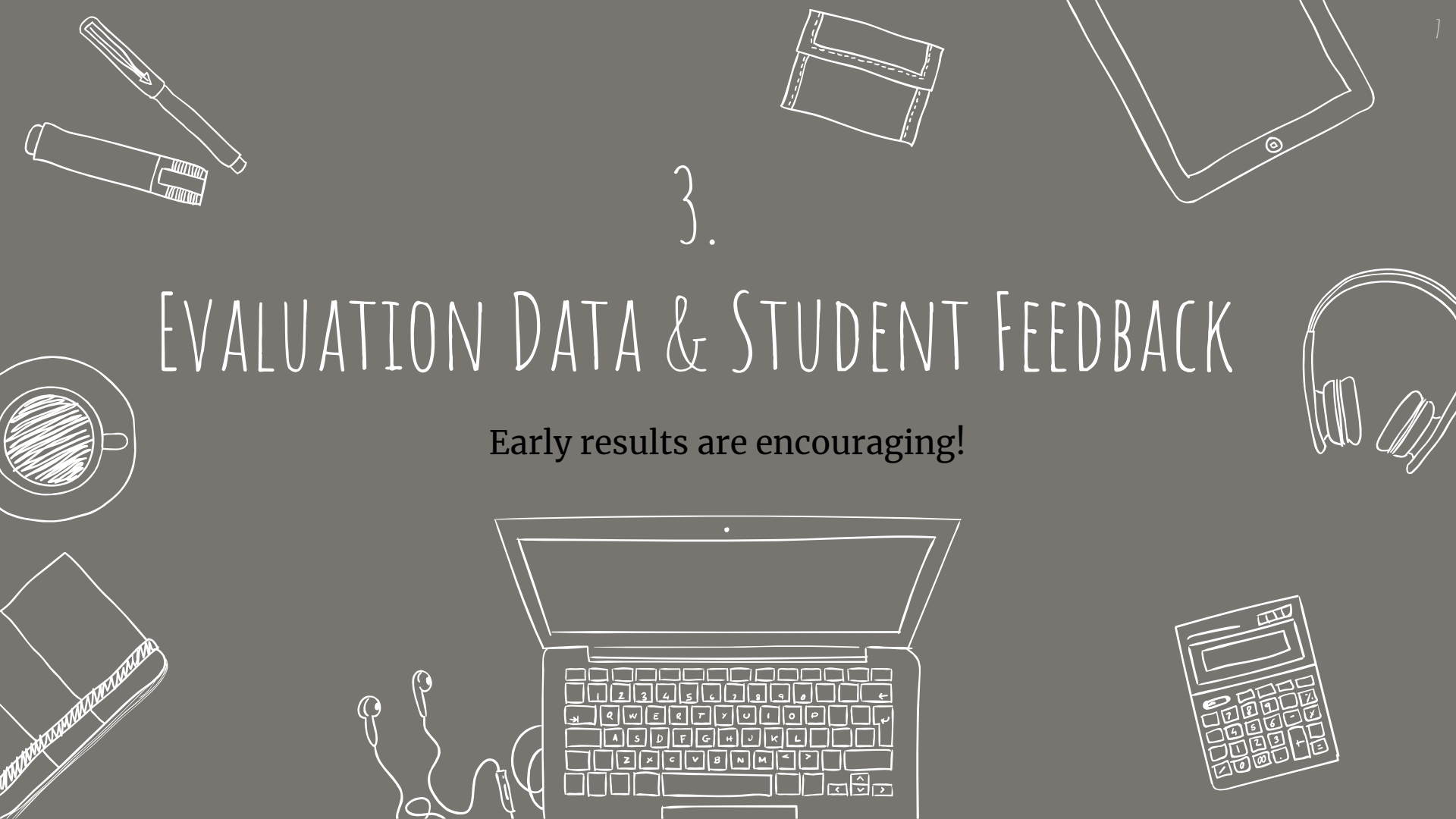
Key Benefits of the Interactive Tools

- ✓ Significant Randomization!
- ✓ Practice vs. Quiz versions (over 50 of each)
- ✓ Repetition & Immediate Feedback – Formative Assessment!
- ✓ Uniqueness lowers ability to cheat – Summative Assessment!
- ✓ Complexity built into problems
  - Impossible with native LMS tools

3.

Evaluation Data & Student Feedback

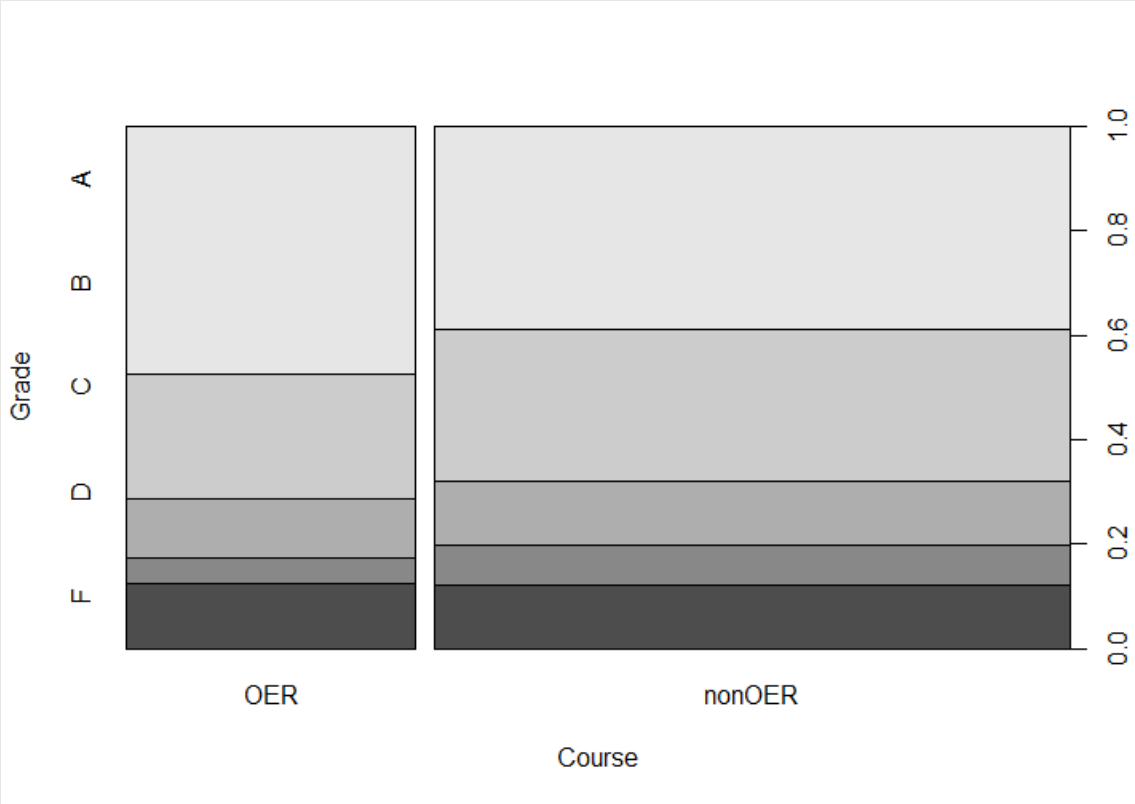
Early results are encouraging!



Outcomes in Fall 2021 & Spring 2022

- Grade Distributions
  - OER sections had better grade distributions compared to non-OER sections
  - Statistically significant (p-value = 0.01836)
- Saved over 1,300 students $75 each in course materials (over $97,500 total) from Fall 2021-present
- Student feedback was excellent

Comparison of Grade Distributions in Fall 2021 & Spring 2022



Asymptotic Linear-by-Linear Association Test

data: Grade (ordered) by Course (OER, nonOER)
Z = -2.3583,
p-value = 0.01836

alternative hypothesis: two.sided

4.

Live Review & Conclusion

Let’s check out the Cool Econ Tools!

http://econreimagined.gsu.edu/

Thanks!

Any questions?

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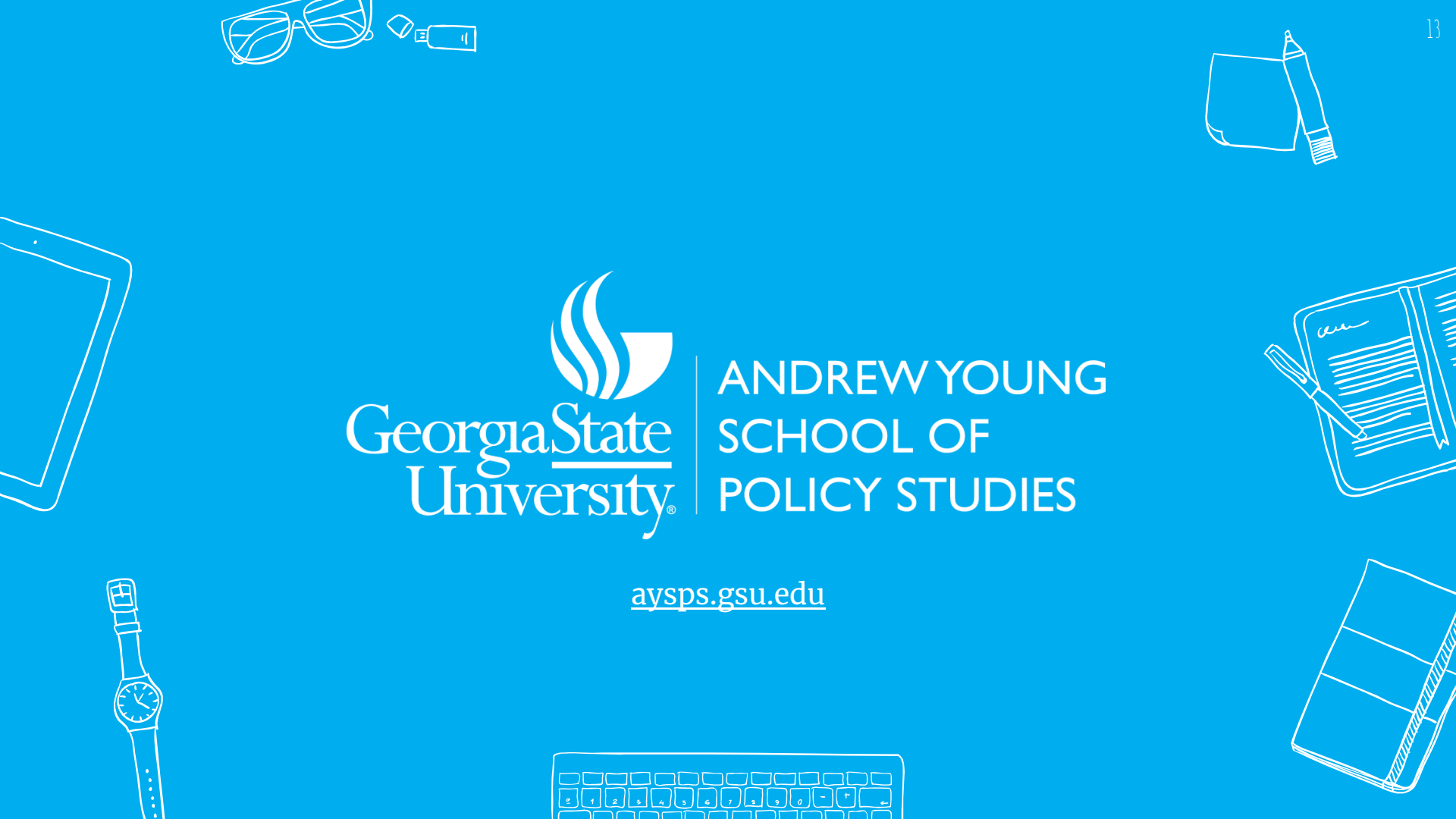

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