



Engaging 2-Year and 4-Year Students in a Variety of Class Settings

PRESENTED BY ERIC CHIANG AND ERIKA MARTINEZ

**2023
Webinar**

ABOUT OUR CLASSES

- **We teach at public 4-year and 2-year institutions.**
- **We teach in various formats: face-to-face, hyflex, lecture capture, and fully online (synchronous & asynchronous).**
- **We have adapted how we teach in each institution based on lessons learned from the other.**



ABOUT US

Erika Martinez

**Professor of Instruction
University of South Florida (4 year public)**

**Instructor
Santa Barbara City College (2 year public)**



ABOUT US

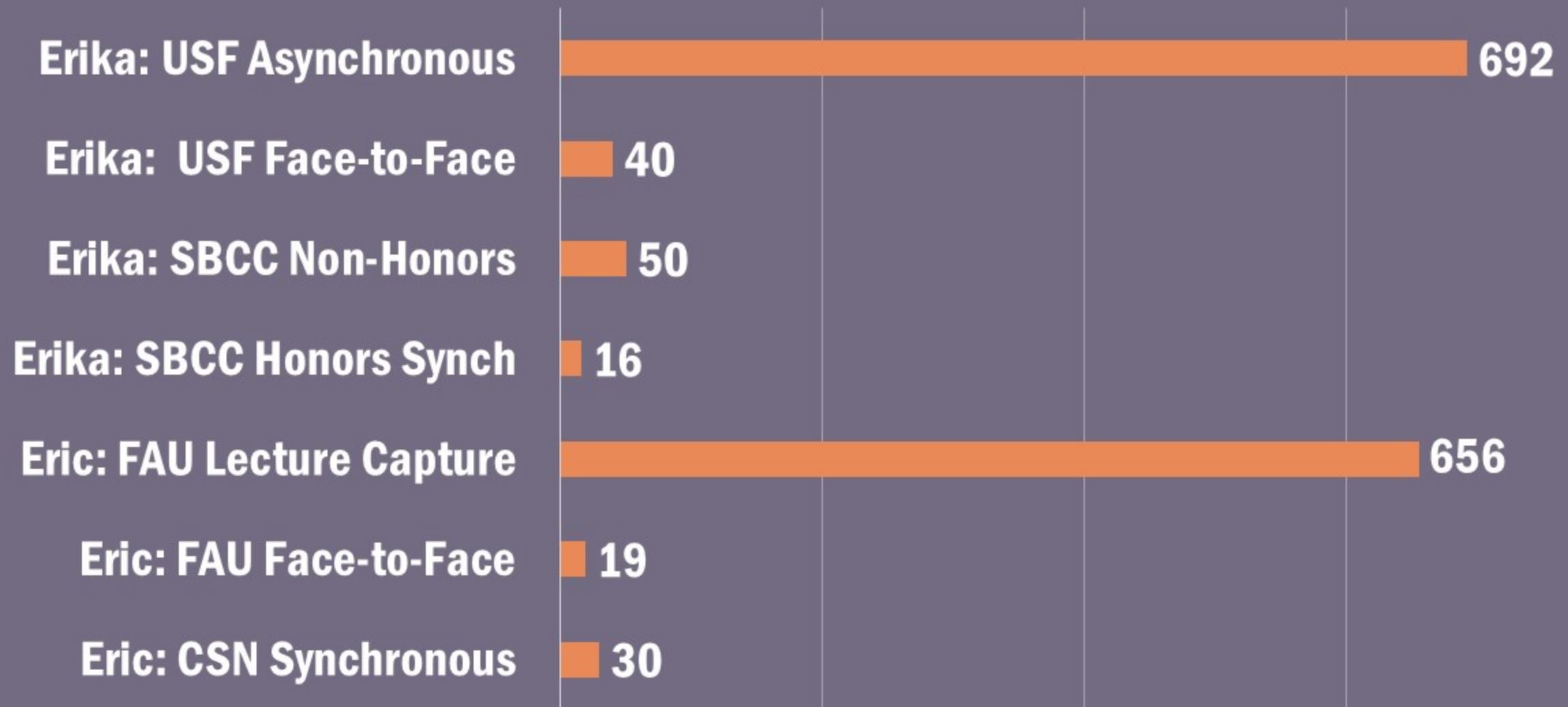
Eric Chiang

**Associate Professor and
Director of Instructional Technology
Florida Atlantic University (4 year public)**

**Instructor
College of Southern Nevada (2 year public)**



Our Current Principles Enrollments



About Our Schools

School	Description	Total Enrollment	% Female	% Undergrad Non-White	% Traditional Age (18-21)
University of South Florida	4 year public	49,867	57%	41%	42%
Santa Barbara City College	2 year public	13,781	56%	56%	45%
Florida Atlantic University	4 year public	32,120	58%	61%	42%
College of Southern Nevada	2 year public*	33,942	56%	74%	39%

TODAY'S WEBINAR TOPICS

- **Icebreakers, Classroom Engagement, and Active Learning**
- **Engaging Students with Writing Assignments**
- **Communicating with Students Effectively**



ICEBREAKERS & ENGAGEMENT

- **Empower students from the beginning by putting them in the role of the teacher.**
- **Moving from a passive learning to an active learning approach.**
- **Encourage students to share their knowledge and experiences, and then follow up to acknowledge their contributions.**



Icebreaker example: What is your favorite restaurant and why?

Discussion Board #1 (minimum 200 words)

Introduce yourself to the class and share something interesting about you. Then, answer the following: What is your favorite local restaurant and why? What is your favorite item that you order at that restaurant?



ICEBREAKERS AND ENGAGEMENT

- **Student Response Systems** – rapidly collect answers to questions from every student.
- **Breakout Groups** – Temporarily separate students into smaller groups.
- **Fact or Fiction Game** – Test students' knowledge of common misconceptions related to the course.
- **Economic Themes Bingo (S. Narker, Fed Reserve Atlanta)** – help students learn about their classmates as they move around the room and identify behaviors associated with economic themes.

Interactive and Gamified Response Systems – iClicker and Kahoot!

- Kahoot! - Great for an icebreaker and part of exam review day.



- iClicker - Create engaging lessons that catch and keep each student's attention.

Kahoot! Home Discover Library Reports Groups Marketplace

NEW COURSE SEARCH AVAILABLE NOW!

Lecture 1 - Welcome!
6 plays · 532 players

Start Assign Practice

Questions (9)

1 - Quiz
What is the name of this course?

2 - Quiz
What is the professor's name?

3 - Quiz
Everyone already has access to Achi

4 - Quiz
All exams in this course are

iClickers and Small Groups/Breakouts

Fostering Peer Instruction:

In peer instruction, instructors pose a challenging question to students, students answer the question individually, students work with a small group in the class to discuss their answers, and finally students answer the question again.

You receive \$60 as a gift and are deciding how to spend it. You narrow down your choices to A, B, C – They cost \$20, \$30, and \$60 respectively. You like B better than A, and finally you decide to purchase C. What is the opportunity cost of choosing C?

- a. The value of A and B combined**
- b. The value of B**
- c. \$60**
- d. \$30**

Small Groups/Breakouts – Analyzing Real World Events

NEWS ARTICLE

[Airlines are back to overselling flights and one traveler walked away with a \\$4,500 voucher](#)

[U1 Airlines Are Back to Overselling Flights What to Do When Bumped.pdf](#) ↓

Business Insider July 2, 2021

A family of 5 was paid \$22,500 to take the next flight 24 hours later. Just wow.

We probably won't get to all these questions in class but here are some things you should consider while reading...

1. Use the language of cost-benefit analysis to explain why airlines frequently overbook flights.
2. Passenger Luten said that he was **not** surprised that the flight was oversold, given that it was a holiday weekend and Iceland. How do these 2 factors explain why the airline would be more likely to oversell the flight?
3. What is the opportunity cost of staying on the original flight (i.e. what are passengers giving up to stay on the original flight)?

Icebreaker example: Economics 'Themes' Bingo



Economics 'Themes' Bingo

Instructions: There are four major themes in Economics - Gains from Trade, Incentives, Interdependency, and Scarcity. For this game, you must find classmates who have done one of the following traits and sign their name in the box. One classmate can only sign one box, per paper. In order for one of the "identify each" boxes to count you must also correctly identify the theme. First to a complete row, column, or diagonal wins. Most in 10 minutes wins.

Gains From Trade	Incentives	Identify Each	Interdependency	Scarcity
Has swapped Halloween candy with someone	Wore an outfit more often after getting a compliment on how good you looked in it.	Quit one job for another when offered a higher wage	Has had a classmate pass a test because you allowed them to cheat off your paper (Can sign "Anonymous" but be truthful)	Lost the enjoyment of hanging out with friends because you needed to work to pay your bills
Was able to get a sibling to trade one chore for another	Stopped making plan with someone after the person cancelled several times	Will almost always choose to play video games over watching TV	Has been tardy to school because the person driving you overslept	Chose to study instead of playing video games because you had a major test the next day
Traded lunch items in the cafeteria	Studied more for a class after receiving lower	BONUS Can define one of the 4 themes	Did better in school after choosing a new group of friends	Gave up playing a sport because you wanted to get an

WRITING ASSIGNMENTS

- **Economic analysis can be challenging, particularly for non-majors and non-traditional students.**
- **Provide opportunities to practice applying economic analysis throughout the semester**
- **Discussion boards with fun topics are a way for students to apply economic analysis to their own daily experiences.**



Using Discussion Boards to Practice Economic Analysis

Discussion Board #2: “Shopping Spree! (sort of...)”

Before completing this graded discussion, study the economic concepts of budget analysis, utility-maximization, and marginal benefit to apply these concepts to your post.

Suppose you have \$200 to buy one complete outfit (including shirt, pants or shorts, and shoes). The total cost must be less than \$200. For each item, insert an image, and describe each item in detail, the price, and where you can buy it. Give each item a rating on a scale of 1 to 100 for how happy you would be to own each item. Then, analyze your selections to determine how well you did in maximizing your overall utility (Hint: divide each item’s rating by its price, and compare). Did you maximize utility? If not, what would increase your overall satisfaction?

WHY USE WRITING ASSIGNMENTS

- **The process of writing improves a student's ability to recall information, make connections between different concepts, and synthesize information in new ways.**
- **Different types of assessments can help you understand student progress in various ways.**
- **Students have diverse abilities, backgrounds, interests, and learning styles, so assessment variety puts all students on a level playing field in terms of demonstrating what they know and can do.**

SETTING UP EFFECTIVE WRITING ASSIGNMENTS

- **Use Process writing:** This allows learning to take place within the assignment and improvements to be made before the final submission.
- **Present a reasonable timeline of various due dates and provided feedback.**
- **Provide clear and reasonable expectations on the purpose, requirements, and assessment.**
- **Require students apply the theory, analyze with a graphical model, and include a creative component.**

Example - WRITING ASSIGNMENT OBJECTIVES

The assignments will assess a student's ability to:

- **Perform critical and analytical thinking**
- **Problem solve**
- **Provide effective written communication**
- **Evaluate limitations imposed on any new approach or solution within a discipline to propose original contributions to problems.**
- **Break down complex problems to examine, propose, and support potential solutions even if those solutions deviate from acceptable, mainstream solutions.**

Sample Assignment

Assignments Details

A Case Study on the Rental Housing Market

Rubric Case Study

In recent months, much has been made of the difficulty that renters have in finding an affordable house or apartment to rent. While the rise in rents has been particularly dramatic of late, the question of how to help renters live affordably is nothing new. Starting in the post-World War II era, major cities like New York City began imposing restrictions on how much landlords could raise their rents. The hope was that people from across the income spectrum would be able to populate these cities. However, this so-named “rent control” has led to a new set of problems in housing markets.

This is a multipart assignment consisting of a pre-writing assignment, rough draft, and final paper. You will examine and evaluate the rental housing market, outlining the merits and weaknesses of rent control as well as suggest an alternative, from an economic point of view. As you progress through the course you will incorporate more and more economic language into your analysis, in the end forming a complete economic discussion.

COMMUNICATING WITH STUDENTS

- **Out-of-class communication makes student-teacher relationships more personal and contributes to student learning.**
- **Students become more motivated and engaged.**
- **Keeps students on track.**
- **Reduces confusion and gets ahead of student questions.**



COMMUNICATION TIPS

- **Messages should be clear and understandable**
- **Offer timely guidance and reminders**
- **Repeat everything!**
- **Remain consistent**
- **Make it easy**



Communicating About Grading and Grades - at the Beginning

▾ Understanding Your Grade

Throughout the semester you will complete five different types of graded assignments; homework, participation in discussions, quizzes, exams, and general education writing assignments. Your course grade is a weighted average of the different assignment types according to the following grading scheme.

Course Grading Scheme

<u>Assessment</u>	<u>Percentage of Final Grade</u>
Homework	5%
Quizzes	5%
Participation	10%
GenEd Assignments	20%
Within Semester Exams	35%
Final Exam	25%

Canvas will automatically recalculate your grade according to the course grading policies (see syllabus to review the grading policies in detail). The grade displayed in Canvas is your current up-to-date grade in the course, it will continuously update with each new posted grade. Watch the video below to see how weighted averages work and understand your Canvas grade for this course.

Communicating About Grading and Grades - at the Beginning

Grades for Test Student

Print Grades

Arrange By

Assignment Group

Name	Due	Status	Score	Out of
Outcomes Assessment Quiz (ALC version 2) Extra Credit	Dec 2 by 11:59pm			5
Final Exam (online - remotely proctored) Final Exam	Dec 9 by 6pm			100
• Replace Midterm Exam (replace lowest midterm w/final if better) Midterm Exams	Dec 9 by 6pm		0	100 x
• Midterm Exam 1 (online - remotely proctored) Midterm Exams	Sep 23 by 6pm		77	100
Midterm Exam 2 (online - remotely proctored) Midterm Exams	Oct 28 by 6pm			100
#GEA1_Case Study #GEA: Enhanced General Education Assignments	Nov 30 by 11:59pm			90
#GEA2_Short Essay GenEd: Pre-writing and Draft	Nov 16 by 11:59pm			0
• Pre-Writing GenEd: Pre-writing and Draft	Sep 21 by 11:59pm		2.5	5
Rough Draft GenEd: Pre-writing and Draft	Oct 26 by 11:59pm			5
Post-Lecture 1 Quiz Ch. 1: Exploring Economics Quizzes	Aug 26 by 11:59pm		90	100
Post-Lecture 2 Quiz Ch. 3: Supply and Demand Quizzes	Sep 2 by 11:59pm		70	100 x
Post-Lecture 3 Quiz Ch. 4: Markets and Government Quizzes	Sep 9 by 11:59pm		80	100 x

Total: 82.15%

Show All Details

Assignments are weighted by group:

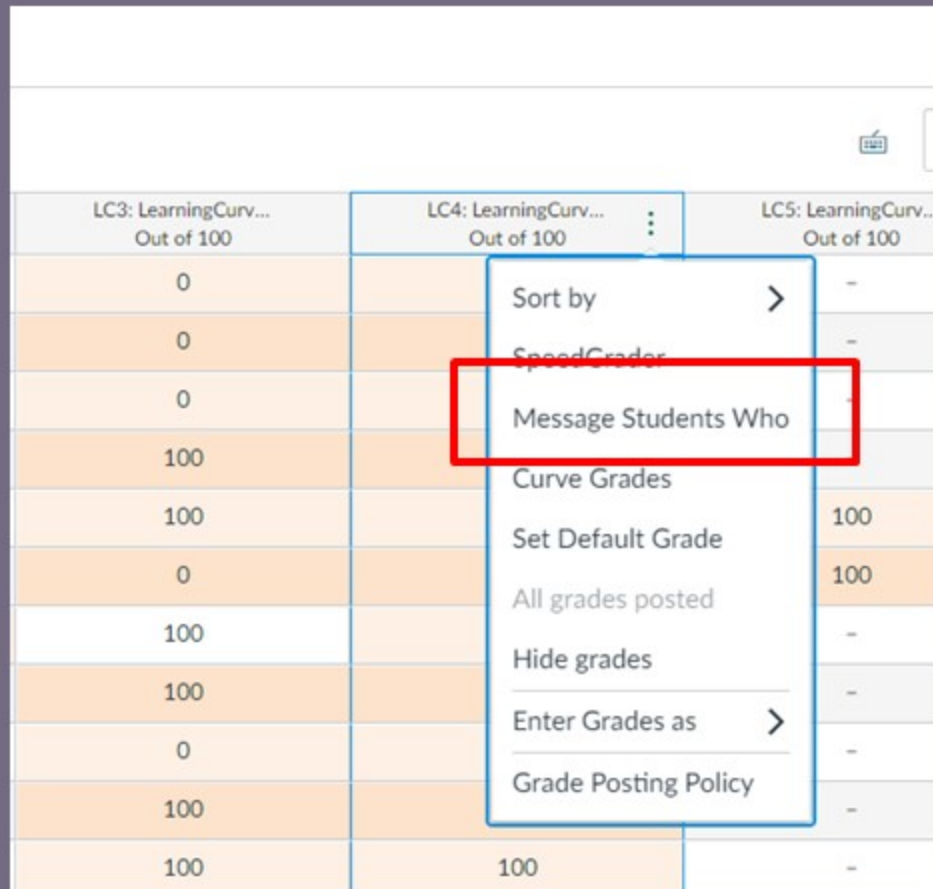
Group	Weight
Extra Credit	0%
Final Exam	25%
Midterm Exams	35%
#GEA: Enhanced General Education Assignments	18%
GenEd: Pre-writing and Draft	2%
Quizzes	5%
Homework	5%
Participation - Discussion Boards	10%
Ungraded	0%
Total	100%

Calculate based only on graded assignments

You can view your grades based on What-If scores so that you know how grades will be affected by upcoming or resubmitted assignments. You can test scores for an assignment that already includes a score, or an assignment that has yet to be graded.

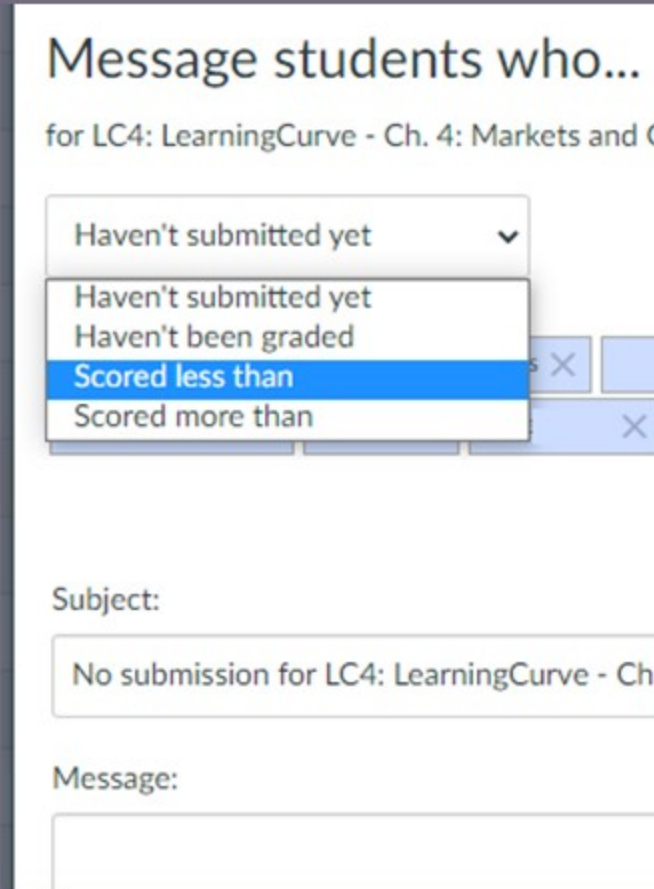
Communicating About Grading and Grades – in the Middle

- You can leverage most LMSs to easily send several students individual emails at once.
- Using Canvas Gradebook
- Using Canvas New Analytics

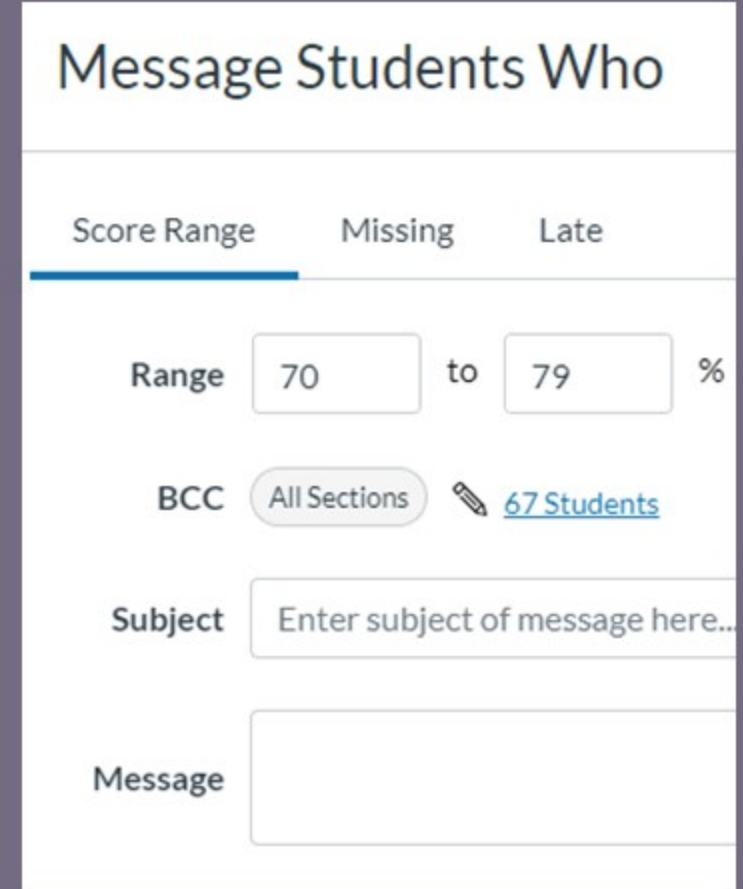


A screenshot of the Canvas Gradebook interface. A table with three columns is visible: 'LC3: LearningCurv... Out of 100', 'LC4: LearningCurv... Out of 100', and 'LC5: LearningCurv... Out of 100'. The 'LC4' column is selected, and a context menu is open over it. The menu items are: 'Sort by', 'SpeedGrader', 'Message Students Who' (highlighted with a red box), 'Curve Grades', 'Set Default Grade', 'All grades posted', 'Hide grades', 'Enter Grades as', and 'Grade Posting Policy'.

LC3: LearningCurv... Out of 100	LC4: LearningCurv... Out of 100	LC5: LearningCurv... Out of 100
0		-
0		-
0		-
100		-
100		100
0		100
100		-
100		-
0		-
100		-
100		-
100	100	-



A screenshot of the 'Message students who...' dialog box. The title is 'Message students who...' and the subtitle is 'for LC4: LearningCurve - Ch. 4: Markets and C'. A dropdown menu is open, showing options: 'Haven't submitted yet', 'Haven't submitted yet', 'Haven't been graded', 'Scored less than' (highlighted in blue), and 'Scored more than'. Below the dropdown, there is a 'Subject:' field with the text 'No submission for LC4: LearningCurve - Ch.' and a 'Message:' field.



A screenshot of the 'Message Students Who' dialog box. The title is 'Message Students Who'. There are three tabs: 'Score Range', 'Missing', and 'Late'. The 'Score Range' tab is selected. Below the tabs, there is a 'Range' field with '70' and '79' entered, followed by 'to' and a '%' sign. Below that, there is a 'BCC' field with 'All Sections' and '67 Students' (with a pencil icon). Below that, there is a 'Subject' field with the text 'Enter subject of message here...'. At the bottom, there is a 'Message' field.

Communicating About Grading and Grades – in the Middle

- Tailor comments to individual students

The screenshot displays a Canvas LMS interface for an assessment titled "Exam 3 - UPLOAD". The top navigation bar shows the student's progress: 26/26 Graded, 73.62 / 100 (74%) Average, and 7/26 remaining. The student's name is Robert.

The main content area shows a handwritten document with the following work:

Questions (2-c) $x_d = 150 - \frac{3}{80} p$

Question 2
 $E_d = \frac{dx_d}{dp} = \frac{3}{80} \cdot \frac{p}{150 - \frac{3}{80} p} = \frac{3p}{80(150 - \frac{3}{80} p)} = \frac{3p}{150(80) - 3}$

Question 3 & 4
 $p = 1000$
 $= \frac{1000}{3999} = 0.25 < 1$

The right sidebar contains the following information:

- Submitted: Apr 1 at 9:56pm
- Student Viewed Document: May 6 at 5:15pm
- Submitted Files: (click to load)
- Test 3 APT.pdf
- Assessment Grade out of 100: 75
- Assignment Comments: Hello Robert, great job with the consistent work between the last two exams and certainly an improvement over exam 1. Remember exam 4 and the make up exam are close together and you need to do well on both. Make sure you take the time over spring break to go back to lecture 1-6 material and prepare for the make-up. Please let me know if you have any questions or concerns as we head into the last few weeks of the semester. Dr. Erika Martinez, Apr 12 at 12:20pm

Communicating About Grading and Grades – near the End

- Account
- Dashboard
- Courses
- Calendar
- Inbox
- History
- Syllabus Archive
- Help

Home

Syllabus

Announcements

Modules

Grades

Macmillan Learning

Honorlock

Microsoft Teams meetings

Recent Announcements

ECO 2023

Principles of Microeconomics

Dr. Martinez • evm@usf.edu • Online • Asynchronous (no meeting times)



[Getting Started](#) [Syllabus](#) [Modules](#) [Student Support](#)

Welcome to Principles of Microeconomics! This course is an introduction to the fundamentals of microeconomics. Microeconomics studies individual consumer and firm behavior and how their decisions affect market outcomes. Some topics include supply and demand, the theory of the firm, and consumer behavior. The course will also introduce economic methodology including creating arguments, empirical verification, and policy decision-making. Upon completion of the course, you should have a basic understanding of the choices facing consumers and firms, and the workings of different market structures.

To stay on track in this course complete the entire module every week, *do not rely on your Canvas Dashboard/calendar*. Not all activities will appear on your Canvas dashboard and you will end up missing important information and materials that are needed for you to be successful in this course.

UNIVERSITY of SOUTH FLORIDA

View Course Stream

View Course Calendar

View Course Notifications

To Do

- [Ch. 8 LearninCurve: Perfect Competition](#)
dev_eco2023_microeconomics_m
100 points |
Mar 27, 2023 at
11:59pm
- [Unit 9 Discussion - Perfect Competition](#)
dev_eco2023_microeconomics_m
100 points |
Mar 31, 2023 at
11:59pm
- [Unit 9 Quiz - Perfect Competition](#)
dev_eco2023_microeconomics_m
100 points |
Mar 31, 2023 at
11:59pm
- [Ch. 9 LearninCurve: Monopoly](#)
dev_eco2023_microeconomics_m
100 points |
Apr 3, 2023 at 11:59pm
- [Unit 10 Discussion - Monopoly Market](#)
dev_eco2023_microeconomics_m
100 points |
Apr 7, 2023 at 11:59pm
- [Unit 10 Quiz - Monopoly](#)
dev_eco2023_microeconomics_m
100 points |
Apr 7, 2023 at 11:59pm
- [Ch. 10 LearninCurve: Monopolistic Competition & Oligopoly](#)
dev_eco2023_microeconomics_m
100 points |
Apr 10, 2023 at 11:59pm

PROVIDING CUSTOMER SERVICE

- **Students expect to be treated as valued individuals.**
- **Enroll in a class yourself to experience first-hand how professors respond to students.**
- **Responding effectively to redundant questions.**



RESPONDING TO A “DUMB” EMAIL

Email from student: “When is the next exam?”

- **Response #0: Professor ignores/deletes message**
- **Response #1: “Look in the syllabus!”**
- **Response #2: “October 14”**
- **Response #3: “The next exam is October 14. This information, along with all other important dates, are in the syllabus and in Canvas. Thank you for taking this class!”**

INCENTIVIZING BETTER COMMUNICATION

Students have the habit of writing cryptic messages to professors...

- Not identifying course in the subject line**
- Short-hand or text-style writing without punctuation or capital letters**
- No signature (and sometimes not even a recognizable email address)**

How to encourage students to write more respectfully?

Communication

How to communicate with your professors to your benefit

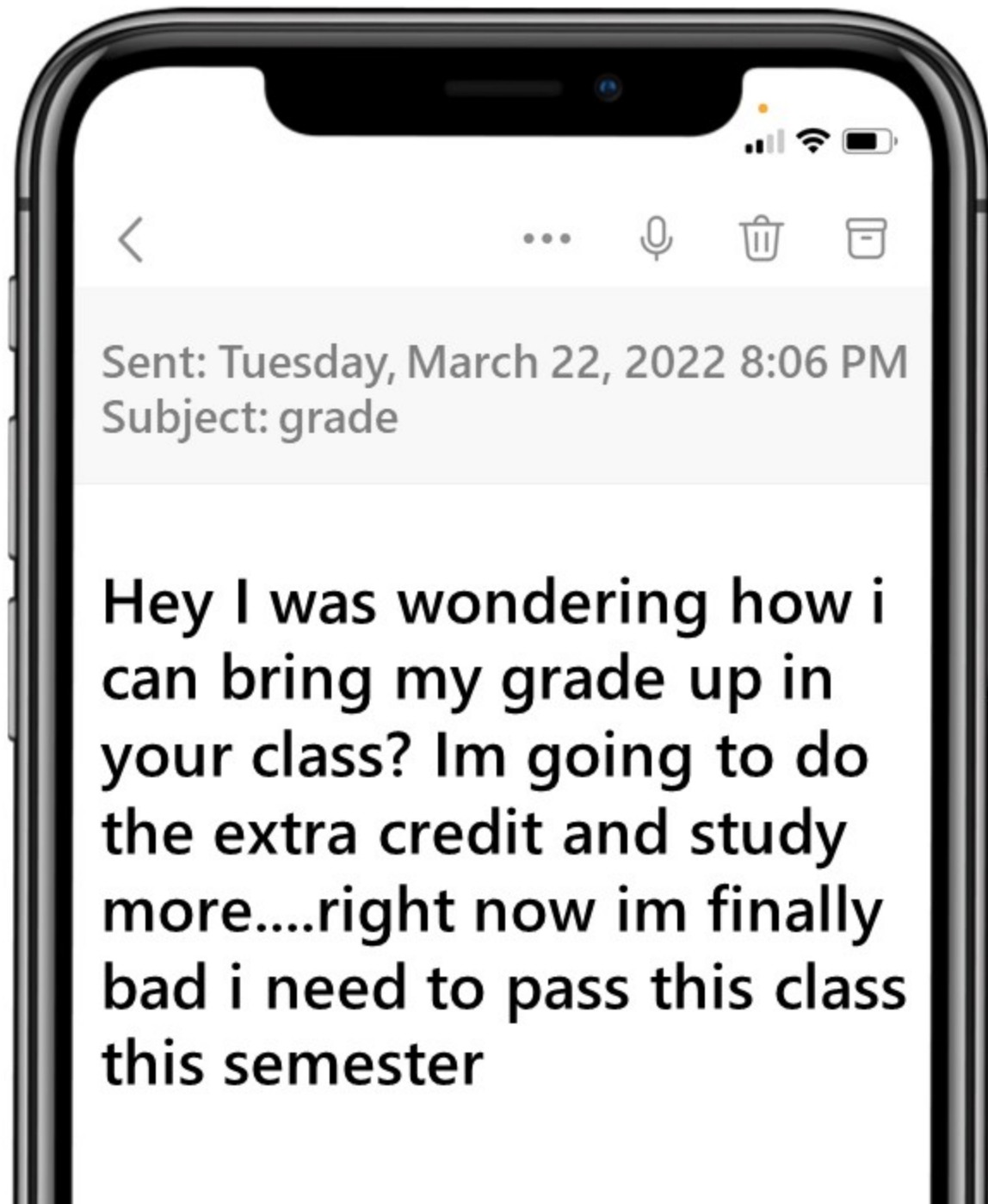




can i keep open my
Microsoft word note while
taking exam? coz i typed
my notes on it



**Real e-mails
from previous
classes**



Hey I was wondering how i can bring my grade up in your class? Im going to do the extra credit and study more....right now im finally bad i need to pass this class this semester



**Real e-mails
from previous
classes**



College of Business
Department of Economics
777 Glades Road
P.O. Box 3091
Boca Raton, FL 33431
Telephone: 561.297.3220
Fax: 561-297-2542

jon took my macro class last fall... he
pass with a c+... i dont remember him
well; soundslike a nice person tho

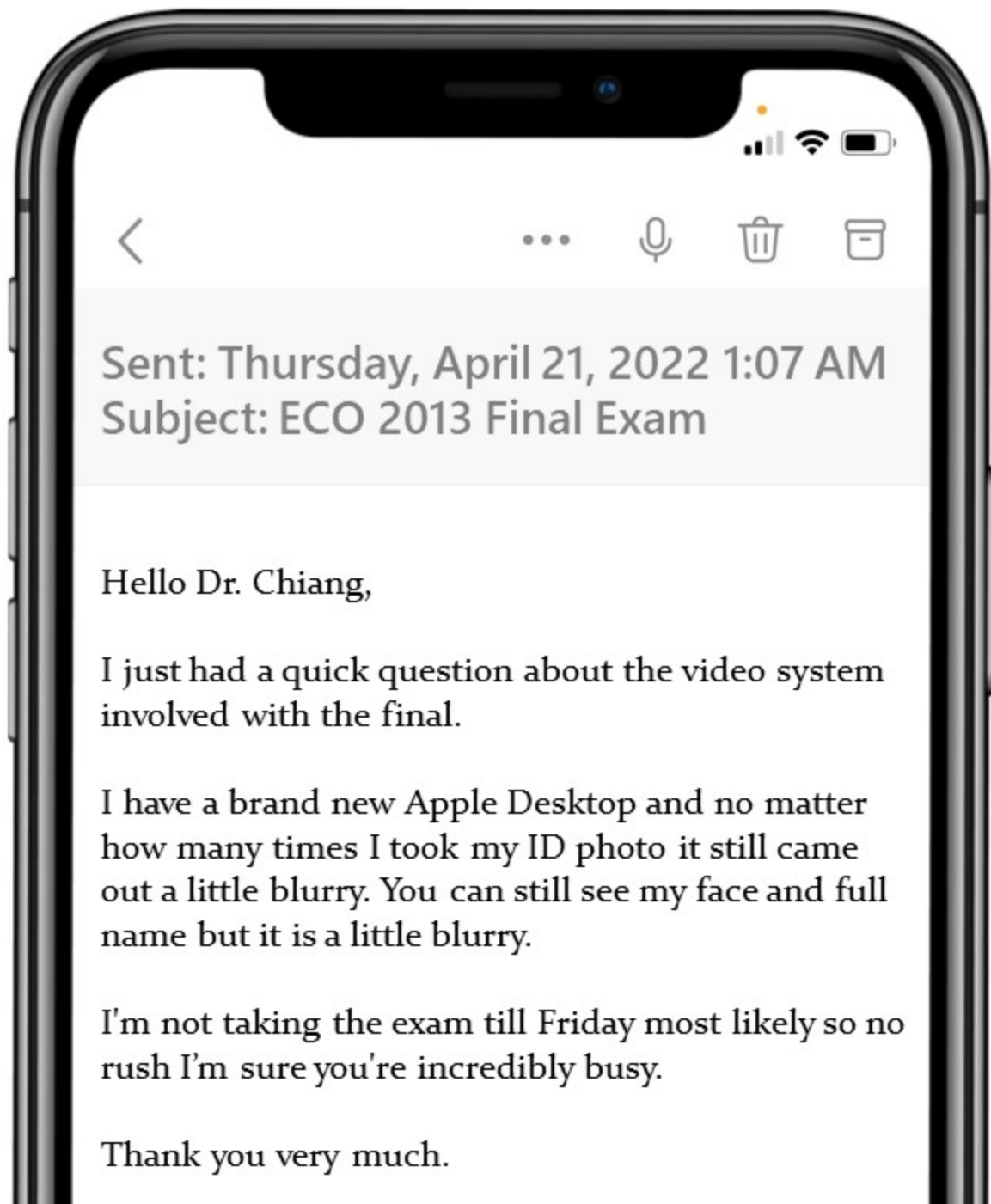
Imk if u need more info

A handwritten signature in black ink, appearing to be 'D. Kelly'.

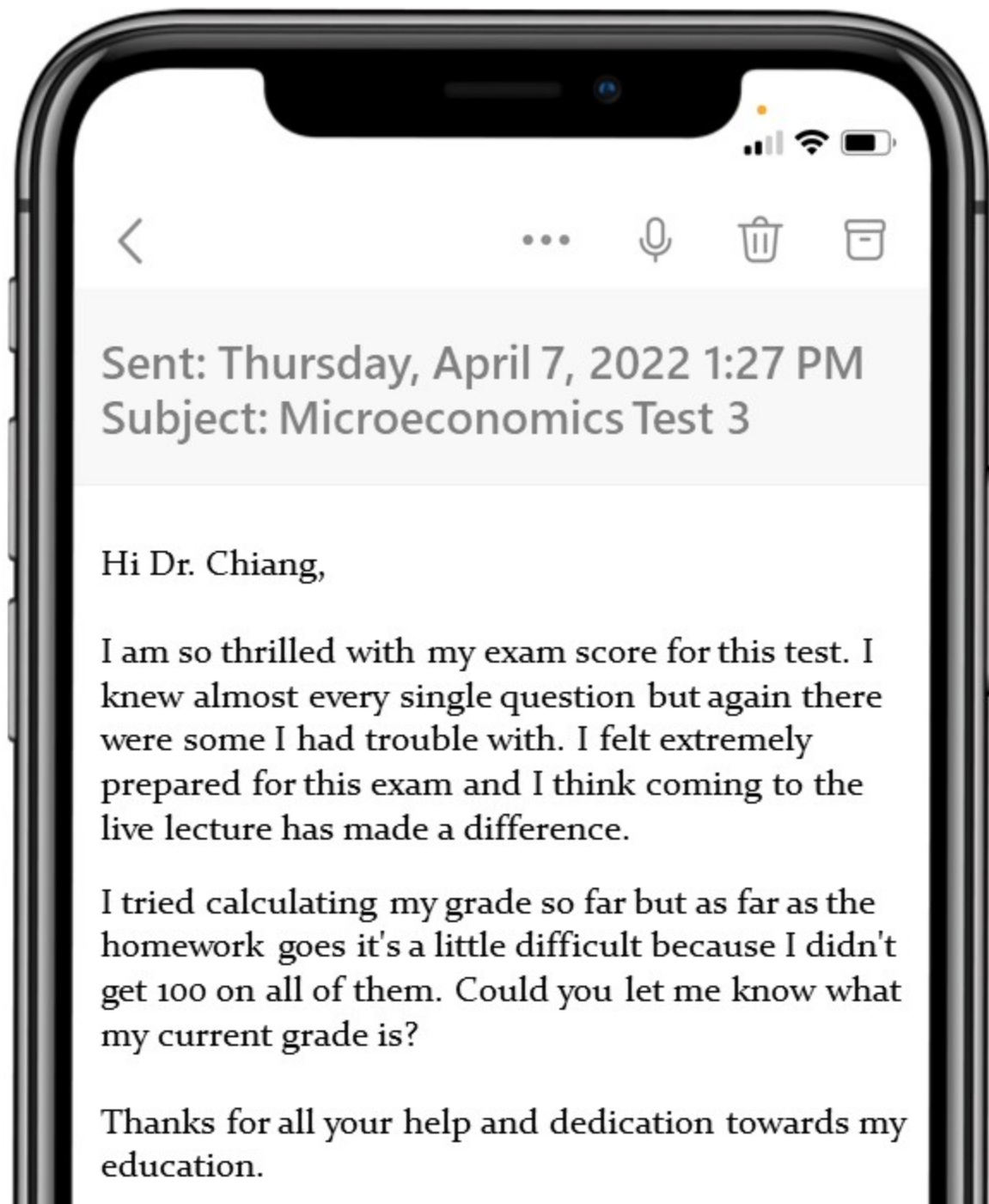
Boca Raton • Dania Beach • Davie • Fort Lauderdale • Jupiter • Treasure Coast

An Equal Opportunity/Equal Access Institution

**What if your
professor uses
the same effort
on your future
recommendation
letters?**



**Real e-mails
from previous
classes**



**Real e-mails
from previous
classes**

THANK YOU



Erika Martinez



Eric Chiang