

Product Name **MyEconLab**

Course Name **Principles of Microeconomics**

Credit Hours **Three**

Key Results

Students who spend more time in the Study Plan perform better on both quizzes and exams and ultimately earn higher grades in the course. Increased engagement with the program and course content has also resulted in higher homework scores and increased pass rates.

Text

Microeconomics, 4e, Glenn Hubbard and Anthony O'Brien

Implementation

Principles of Microeconomics is a required course for business, economics, and social work majors. It is also taken by some secondary education students majoring in social studies. The course provides an introduction to microeconomics, the price system, resource allocation, problems of monopoly, and the role of government in regulating and supplementing the price system.

I began using MyEconLab in 2007 in order to increase the levels of active learning, student accountability, and assessment in my course. Class sizes had grown from 50 students to 200 students or more, which in turn increased the magnitude of such issues as student motivation, course management, and measurement of student performance. Initially, I created 10 or 12 weekly homework assignments and two in-class quizzes. Based on both the results and my observations from 2007 to 2009, I made a second round of changes in 2010: I began preloading the lecture, meaning that students were expected to do the reading and complete a weekly quiz *prior* to the corresponding lecture. Students were allowed multiple attempts at the quiz but had to achieve at least 70 percent in order to open the homework.

In 2011, I wanted to increase the number of assessments without losing lecture time. So I switched the order of the homework and quizzes and moved two of my three midterm exams to MyEconLab. Although homework assignments do not contribute toward the course grade, students must achieve at least 80 percent on the homework to access the corresponding quiz. Quizzes and exams in MyEconLab are taken between Friday morning and Sunday evening each week. Students are allowed two attempts at both assessments, with the better score counting as their grade. In addition to using MyEconLab in Principles of Microeconomics, I use it in two other courses.

MyEconLab is also a great tool in structuring my lectures. I use it as a motivational tool—using live RSS news feeds, current news articles, and the like.

Assessments

57 percent Exams (two of four in MyEconLab)

43 percent MyEconLab quizzes

Results and Data

Since implementing MyEconLab—through every phase of my redesign—student pass rates have improved (figure 1).

I also have noticed a relationship between Study Plan usage and final course grades: those students who spend more time in the Study Plan perform better on the quizzes and exams and ultimately earn higher grades in the course (figure 2).

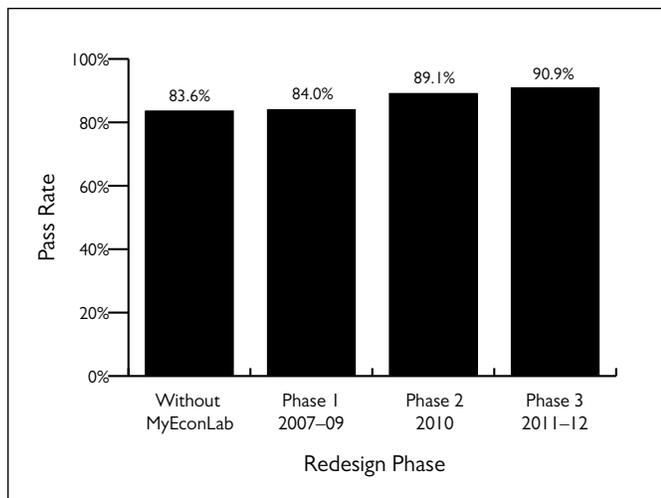


Figure 1. Average Pass Rates before MyEconLab Implementation and throughout the Redesign, 2006-12

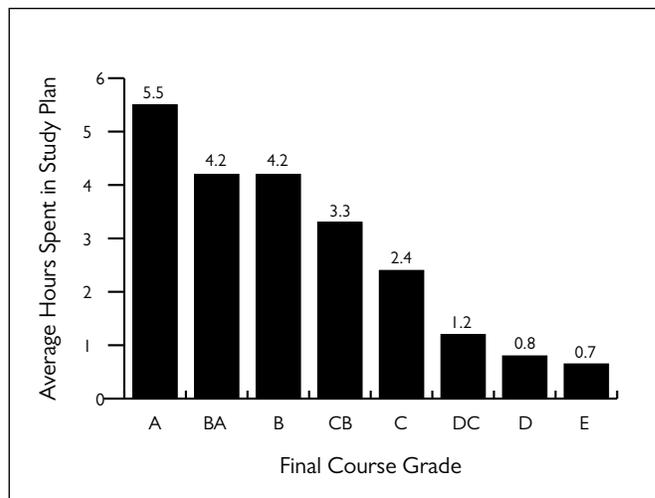


Figure 2. Relationship between Hours Spent in the Study Plan and Final Course Grade

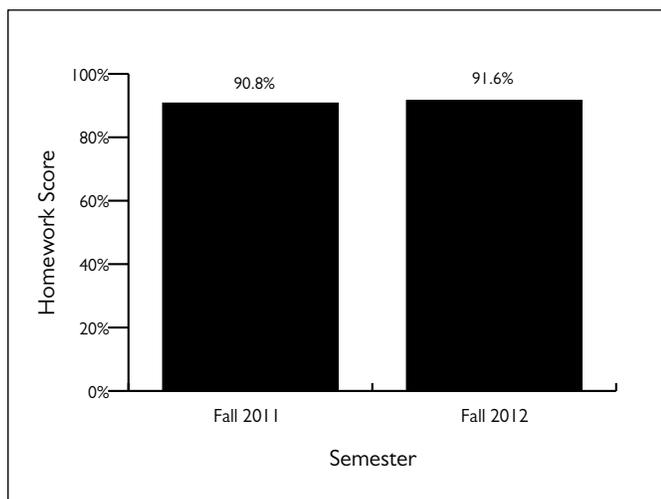


Figure 3. Average Homework Scores, Fall 2011 and 2012

The Student Experience

Students find MyEconLab to be an effective tool. In class, I tell my students about the relationship between working in the Study Plan and performance in the course. That information then spreads by word of mouth, and overall usage of the program has increased over time.

My students are very engaged in MyEconLab. Although they must achieve only at least 80 percent to open the quizzes, they don't stop at 80 percent mastery; their homework scores are much higher (figure 3).

The item analysis in MyEconLab helps me identify which homework and quiz problems are troublesome for students, so that I can adjust my lectures accordingly. For those students who need help, I can see everything they have and have not done in MyEconLab, and the guidance I provide becomes both more targeted and more specific.

Conclusion

MyEconLab is the cornerstone of my course. It provides the flexibility I need to make the kinds of changes that lead to better student engagement and measurable improvement in my courses.

*Submitted by Michael Ryan
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