

Developing a Flipped Classroom Model: A Cost-Benefit Analysis

Participants

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with
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Students enrolled in Principles of Macroeconomics



Research shows that the human brain accepts new concepts largely through constant recall while interacting socially.

HW assignments (to be completed prior to the Flipped Classroom)	Students who thought the materials were clear and mostly clear (% of those who did most or all the assignment)	Students who thought the materials were helpful (% of those who did most or all the assignment)
Watched the videos	90%	87%
Read the textbook chapter	88%	83%
Went over the PowerPoint slides	90%	88%
Practiced on MyEconlab	91%	91%
Went over the lecture notes	88%	91%

Goals

- to explore the benefits and costs of the flipped classroom in economics
- to assess students' perceptions of the value of the flipped classroom

This study has found that

- Reading a textbook is the least preferred way of studying
- The majority of the students came unprepared
- 80% of the students found classroom activities helpful in complementing assigned materials

Research Foci

Idea #1 The “flip” is the reversal of the traditional teaching method, with “lecturing” done outside class time and tutoring (or “homework”) during the class.

Idea #2 Successful flipping has one big catch -- if it's going to work, the before class learning absolutely must happen. How can we, instructors, control this?

Searching for a Common Denominator: Environmental Policy and Environmental Education in China and Poland

Participants

Anna Shostya, PhD

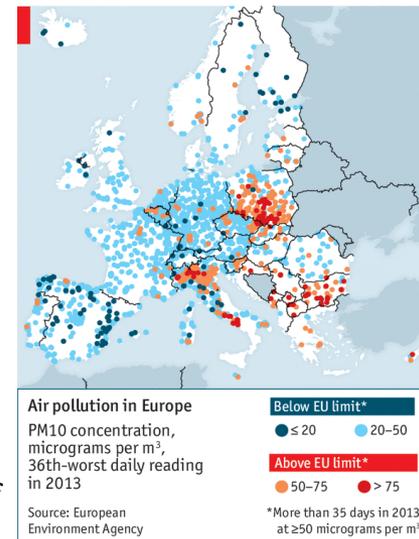
Joseph Morreale, PhD



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-- Even though the Chinese government has introduced a more stringent environmental policy, the country still has one of the worst air pollution problems in the world
-- Poland ranks a staggering 33 out of Europe's 50 most polluted cities (Source: WHO)



Economist.com

Goals

To identify the reasons for lack of environmental activism in China and Poland

This study has found that

Chinese and Polish students do not know much about real-life pollution, are not aware of the dangers it poses, and do not care much about environmental problems

Research Foci

Idea #1 Why do young educated people in China and Poland remain ignorant of environmental issues and threats?

Idea #2 What are the links between environmental education and environmental awareness and activism?

Idea #3 What are the links between environmental activism and the development of environmental policy?