

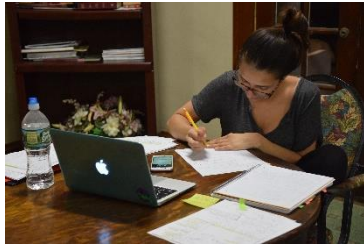
# Developing a Flipped Classroom Model: A Cost-Benefit Analysis

## Participants

Dr. Anna Shostya  
with  
Ms. Chelsea Ruda  
Economics Major, Senior



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

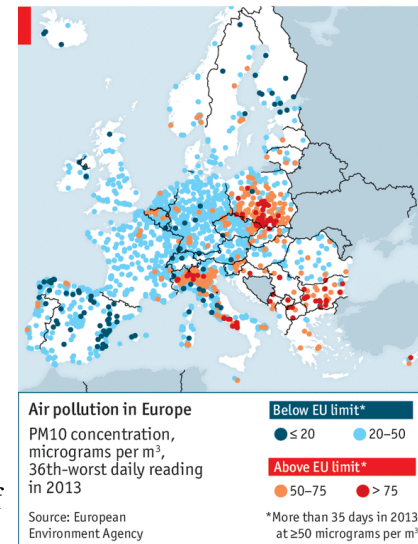
Joseph Morreale, PhD



To be presented at the Western Economic Association International (WEAI) at Newcastle Business School, University of Newcastle, Australia, January 11-14<sup>th</sup>, 2018



-- 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?