Hybridizing Economic Development: Moving Basic Modeling Online To Turn a 100 Student Lecture Course into an Intimate, Writing Intensive, 25 Student Course with Peer-to-Peer Interaction

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The Traditional Course in Economic Development

Failings of the two lecture 1.5hrs each, one discussion session 1 hr. model

Students came in with different backgrounds: some bored in lecture while others lost in lecture Little peer to peer interaction: stared at instructor while she spoke Exams required mostly memorization and some application of material to current events Discussion section often wasted because material was just repeated/reviewed Students did not write in the discipline

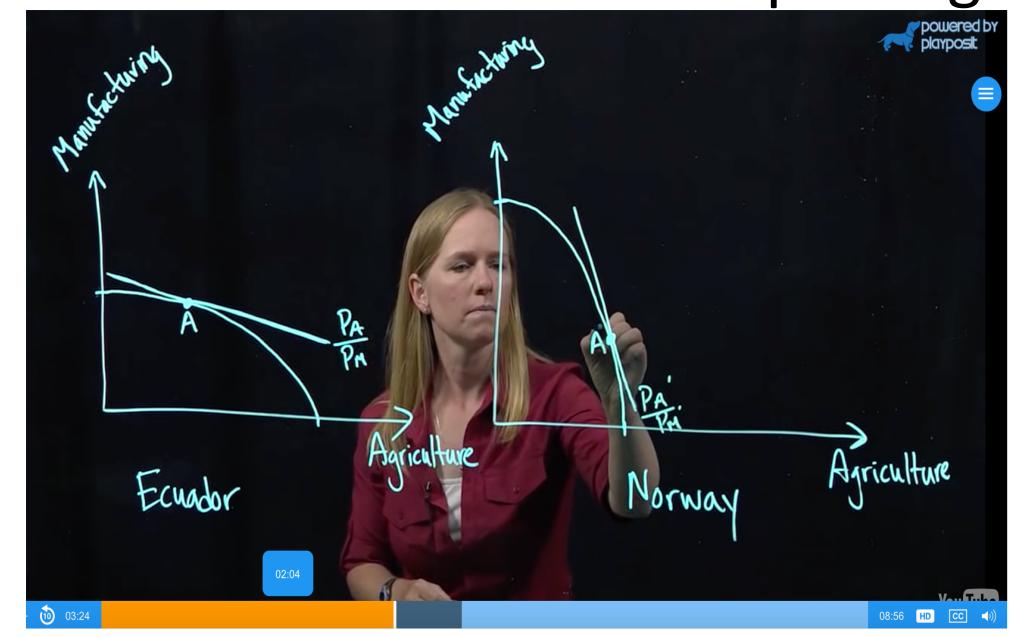






The Redesign of Economic Development

All Basic Modeling in Online Videos with embedded quizzing



Weaker students could repeat videos
Stronger students could fast forward
Embedded quizzing kept students on track
Language learners had captioning



Application of models to developing country experience in one 1.5 hr., 25 student "lecture" per week run by Instructor and TA alternating weeks



	nmary of the videos		Econo
	a. Do first three questions (15 minutes)		FCOIIO
	b. Discuss videos and answer any questions (10 minutes)		M
_	in the Case Study of Kenya (How Geography can Impact Growth) (20 minutes)		
	a. There is a great diversity of groups within Kenya	Name #1:	
	i. Easterley and Levine (1997) found a negative relationship between high ethnic	Name #2:	
	fragmentation and the low growth rate in sub-sahara countries. Leads to political	11ane //21	
	unstable, high government deficits and low public goods investment.	Name #3:	
	ii. Miguel and <u>Gugerty</u> (2005) Ethnic divisions lead to lower primary school funding and worse school facilities	Name #4:	
	iii. Barkan and Chege (1989) Group of population similar to the President received a disproportionate amount of government investment.	Name #5:	
	b. The Main Groups in Kenya Today	How does the Harrod – Domar Model of g	rowth (
	i. Proto Niger Congo (ancestors of the Bantu)	1. How does the marror - boniar woder of g	i Owell (
	ii. Proto Nile (ancestors of the Nilotic)		
	iii. Proto Afrasian (ancestors of the Ancient Egyptians)		
	iv. Proto Khoisan		
	c. 16000BCE – 1000BCE (ice age) – rain falls decreased	2. Why does Diamond believe that early farm	ing imp
	i. Proto Afrasian – modified the hunting and gathering to look much more like food		
	production. They did very well and populations increased and spread. They later		
	domesticated wheat and barley and goats and sheep. Later, they domesticated enset,		
	cotton and coffee bean.		
	ii. The Holocene Climate Optimum – increasing rain falls (11,700BP)	Should you use the term "third world" any	more?
	1. Sahara Desert shrank		
	a. Proto Nile met the proto Afrasian who copied the techniques of the proto		
	Afrasian domesticating pearl barley and sorghum		
	b. Niger Congo folks domesticated the yam that they had consumed wild		
	before the spread of the rainforest.	Why do the proto Bantu, not the proto Nile	e or the
	c. Proto Khoisan continued the hunter gatherer lifestyle.		
	iii. 3000BCE – rainfall fell to today's levels		
	1. Proto Nile and proto Afrasian spread South with expansion of desert (many into		
	Kenya) – didn't have crops for the rainforest region in Kenya and so the Khoisan		
	hunter gatherers coexisted with the agropastorialists.	5. According to Diamond's argument, why co	uld the
	2. Bantu were very successful with their crops suitable for wet weather. Also they		
	had hardwood trees that helped them produce high quality iron tools and weapons.		

Students learned to work in groups
They learned from each other
Students had a "small" class in their major
Instructors spent the same time/week teaching

Students apply the week's topic to a unique developing country assigned to them for the quarter in a single page

Proposed Changes to Trade						
Belize has struggled economically in its trade sector over the past few years. Specifically, its						
economy now relies heavily on imports, and has seen a major fall in exports (Societe Generale,						
2017.) According to World Integrated Trade Solution (WITS), Belize's main imports are						
cigarettes, electronic parts for telephone lines, diesel powered trucks, liquefied butanes, and						
petroleum oils. The country's exports include raw cane sugar, citrus juices, petroleum oils, oils						
obtained from bituminous, and frozen shrimp and prawns (WITS, 2016.) To resolve this heavy						
dependency on imports, Belize can manipulate its trade through an export promotion strategy.						
For example, Belize can expand domestically by putting a brief tariff on items like cigarettes.						
That way, Belize would start to focus on stimulating its domestic market for cigarettes, and						
hopefully, can start exporting rather than importing them because of this strategy. From there,						
Belize can expand even further with brief tariffs on more complicated imports, like electronic						
parts for telephone lines as well as diesel powered trucks.						
However, Belize should continue importing more technology to help them evolve into a						
more technologically advanced country, and to move away from importing so many						
manufactured goods. According to the CIA's World Fact Book, tourism is the number one						
foreign exchange earner in Belize, so the country should focus its efforts on importing goods that						
could be beneficial to this industry, such as services and technology that can improve this sector						
(2018.) Furthermore, as stated by Alexander Simoes, website owner of the Observatory of						
Economic Complexity, petroleum oils are important exports that are in demand in the United						
States and the Netherlands (2016.) Belize's government can get involved with export promotion						

Students completed a 7-page country study
They learned to present in a safe, small group
Students became experts on a country
Up Bloom's Taxonomy to analyze, evaluate and create

Regression Estimates with Key Demographics										
Dependent Variable:	Midterm 1 Score		Midterm 2 Score		Final Exam Score					
Independent Variables:	Coefficients (Standard Errors)									
Intercept	82.02***	82.02***	76.24***	76.12***	77.40***	77.19***				
	(0.97)	(0.99)	(1.01)	(1.03)	(0.91)	(0.92)				
Hybrid Course	1.00	0.37	2.96*	3.59	12.31***	14.76***				
	(1.50)	(3.09)	(1.60)	(3.26)	(1.54)	(3.16)				
URM	-0.96	-0.60	-0.58	0.21	0.08	0.58				
	(1.35)	(1.42)	(1.41)	(1.48)	(1.30)	(1.36)				
English plus Another Language	-2.22*	-2.23*	-0.21	0.07	-1.52	-1.37				
English plus Another Language	(1.19)	(1.26)	(1.24)	(1.31)	(1.13)	(1.18)				
Non-English Only	-3.67***	-3.81***	-0.68	-0.77	-1.33	-1.03				
	(1.23)	(1.28)	(1.27)	(1.32)	(1.17)	(1.22)				
First Generation	-3.12***	-3.13***	-1.47	-1.54	-3.75***	-3.81***				
	(0.97)	(0.97)	(1.01)	(1.01)	(0.93)	(0.93)				
Transfer Student	-5.02***	-5.00***	-3.87***	-3.84***	-2.46***	-2.44***				
	(0.93)	(0.93)	(0.97)	(0.97)	(0.89)	(0.89)				
International Student	-4.35***	-4.36	-3.58***	-3.59**	-7.56***	-7.56***				
	(1.39)	(1.40)	(1.44)	(1.44)	(1.36)	(1.36)				
Hybrid*URM		-3.91 (4.43)		-8.11* (4.69)		-5.18 (4.55)				
Hybrid*English plus Another Language		0.80 (4.00)		-1.42 (4.23)		-1.50 (4.10)				
Hybrid*Non-English Only		2.12 (3.86)		2.34 (4.10)		-3.06 (3.96)				

Students performed as well or better on the exams and wrote a paper, worked in small groups and built rapport with their instructor and peers.

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