



Teaching Intermediate Microeconomics in

“The Inside-Out Classroom”

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1858

FLIPPED
CLASSROOM ?



STEP ONE.

Students read assigned sections of text.



STEP TWO.

Students watch online tutorials.



Name	Attempted	Score
Stephanie Ross (2)	Assessments	4/21/2019
Pauline Gray (2)	Assessments	4/21/2019
David Gray (2)	Assessments	4/21/2019

STEP THREE.

Students take online multiple-choice quizzes. Several attempts are allowed so that students can master the material.



STEP FOUR.

Students work problems in class in small groups and present results to classmates. Instructor provides feedback and help if needed.

Introduction:

Traditional instruction in an undergraduate economic theory course generally adheres to the “chalk and talk” model. In the chalk-and-talk classroom, most class time is devoted to lecture, with application relegated to out-of-class homework sets.

Recent thinking suggests that a simple reorganization of the classroom may pay pedagogical dividends. In particular, educators have explored the idea of having students listen to lectures or read material at home, and devoting class time to applications of theory. Such “inside-out” classrooms may well facilitate better student learning.

How is the Inside-Out Course Structured?

Inside-out courses often require students to read, listen to lecture podcasts, or view videos of lectures at home. The following day, class time is devoted to working on problems and applications, often in groups. The professor typically roams the classroom to facilitate discussion and offer advice.

Advantages:

- ❖ Students receive guidance as they solve problems: one mis-step will not derail the student entirely.
- ❖ Doing group work in class removes the problem of coordinating group work outside of class.
- ❖ Grading is less demanding. Students can receive immediate verbal critique from both their peers and their professor; they can often respond to that critique on the spot.
- ❖ Students better develop mastery of the language of economics. In the inside-out classroom, time can be devoted to students' ability to verbally explain economic concepts.