

**Learning Techniques Student Survey
Econ 365, History of Economic Thought**

**Spring 2007
Kirsten K. Madden, Professor**

Please provide the following general information (this information will be used to evaluate differences across student responses regarding the various learning techniques):

Total Credits Completed at MU: _____
(through Fall 2006 semester)

Overall G.P.A. _____
(through Fall 2006 semester)

Number of Credits taken during this Spring 2007 semester: _____

Do you have a **major in economics**? Yes No

Do you have a **minor in economics**? Yes No

Gender: Female Male

What motivated you to do the work required in Econ 365 this semester: GPA/completing requirements for graduation or innate interest/desire to learn the subject matter? For the overall level of motivation you had in this class, what percent would you attribute to each of these factors? (Notes: If you add another motivating factor, please describe what it is below after the word “other”. Your numbers should sum to 100.)

Motivator	% this factor contributed to your overall motivation in Econ 365
GPA/completing requirements for graduation	
Innate interest/desire to learn the subject matter	
Other:	
Overall Motivation (your figures should sum to 100)	100%

Instructions

We applied a number of techniques to support learning in the history of economic thought this semester. Please take time to fill out this survey and provide feedback concerning each technique. In your survey responses, please provide your best estimate of the typical or average outcome resulting from the application of each technique. When filling out tables, please mark “X” inside a box (please don’t mark “X” on the lines of the boxes.) Please add additional comments concerning any of the specific techniques after filling out the corresponding tables.

Note: I am especially interested in comments concerning the interpretive discussion technique as it compares to other learning techniques. To refresh your memory, examples are provided of each technique that was applied in class.

Examples of the Specific Techniques

Lecture: Smith, Book III on the Natural Progress to Opulence; Malthus' Theory of Population; Overview of Robert Owen's *New View of Society*; Overview of Karl Marx's economic ideas; all of John Maynard Keynes's ideas

Directed reading assignment: Examples: (a) multi-page assignment on Smith, Chs. 8-10, asking you to answer specific questions such as "List three reasons Smith gives to explain why "masters" "have the advantage in" disputes with workers over issues like wages."); (b) all homework questions for *Gandhi's Economic Thought*

Chain of cause-and-effect diagramming: David Ricardo's theory of distribution of wages, profit and rent and onset of the ultimate stationary state (done in class in teams)

Interpretive question cluster discussion technique: Approximately 10 questions given per reading before class for students to answer, with all of the questions supporting a primary interpretive question. After in-class discussion, students were asked to revise answers to the primary interpretive question. Examples of the primary interpretive questions: Smith Chs. 1-3 ("According to Smith, why does an increase in living standards for the common man depend upon cooperation?"); Smith, Chs. 4-7 ("According to Smith, who (if anyone) has justifiable rights to claim the value generated in exchange?"); Robert Owen ("According to Owen, how is it that if one's innate desire for self-happiness or self-love is directed by true knowledge, it will generate the maximum sustainable well-being for all?"); Karl Marx ("Why, according to Marx, must private property be abolished when the system of bourgeois production is supplanted by communism?"); John Ruskin ("Why does John Ruskin advocate a political economy that is based in justice?" and "What does Ruskin really mean by justice?")

Four-part analysis of ideas--explain, apply, ethical evaluation, personal reaction: Ruskin team project. Student teams were assigned a selection of 6 out of 30 ideas from the reading. Students reviewed the reading out of class and wrote up responses to the four-part questions: explain the idea, apply it to the present, evaluate the ethical foundations of the idea, and provide a personal reaction to the idea. One class period was used to discuss a small selection of the ideas. After class, all of the student answers were posted on Blackboard. Examples of the assigned ideas: just payment "time for time, strength for strength, and skill for skill"; Ruskin was pro-private property, adding an important stipulation that "the rich have no right to the property of the poor"; and definition of valuable: "that which leads to life with its whole strength...independent of opinion and of quantity"

In-class concept quiz: on Heilbroner Chs. 1/2/11 (what was the economic revolution?); on Heilbroner's coverage of Malthus and Ricardo (what was Malthus's main point in his *Principle of Population*; what were the corn laws, etc.)

<p>Pre-class preparation time that you devoted to prepare for use of technique (provide an average estimate of how much time you devoted before coming to class to prepare using the specific technique for one assignment)</p>	<p>time in minutes—mark “X” under the closest approximation per technique. Note: 120 minutes = 2 hours; 180 minutes = 3 hours; if >210, write the average number of minutes you spent</p>							
	0	30	60	90	120	150	180	>210
Lecture								
Directed reading assignment								
Chain of cause-and-effect diagramming								
Interpretive question cluster discussion technique								
4-part analysis: explain, apply, ethical evaluation, react								
In-class concept quiz								
Exam I— in-class								
Exam II—questions provided before the in-class exam								

<p>Post-class absorption time that you devoted to use of technique (provide an average estimate of how much time you devoted after leaving class to understand the material covered using the specific technique for one assignment)</p>	<p>Time in minutes—mark “X” under the closest approximation per technique. Note: 120 minutes = 2 hours; 180 minutes = 3 hours; if >210, write the average number of minutes you spent</p>							
	0	30	60	90	120	150	180	>210
Lecture								
Directed reading assignment								
Chain of cause-and-effect diagramming								
Interpretive question cluster discussion technique								
4-part analysis: explain, apply, ethical evaluation, react								
In-class concept quiz								
Exam I— in-class								
Exam II—questions provided before the in-class exam								

Comments on time spent with each technique:

Clarity of Insight and Depth of Understanding into the content material that was derived from technique	1	2	3	4	5	6	7	8	9	10
	Low			Medium				High		
Lecture										
Directed reading assignment										
Chain of cause-and-effect diagramming										
Interpretive question cluster discussion technique										
4-part analysis: explain, apply, ethical evaluation, react										
In-class concept quiz										
Exam I— in-class										
Exam II—questions provided before the in-class exam										

Comments on clarity of insight/depth of understanding:

Retention of content material covered after use of technique	1	2	3	4	5	6	7	8	9	10
	Low			Medium				High		
Lecture										
Directed reading assignment										
Chain of cause-and-effect diagramming										
Interpretive question cluster discussion technique										
4-part analysis: explain, apply, ethical evaluation, react										
In-class concept quiz										
Exam I— in-class										
Exam II—questions provided before the in-class exam										

Comments on retention:

Amount of confusion concerning content material while applying technique	1	2	3	4	5	6	7	8	9	10
	Low			Medium				High		
Lecture										
Directed reading assignment										
Chain of cause-and-effect diagramming										
Interpretive question cluster discussion technique										
4-part analysis: explain, apply, ethical evaluation, react										
In-class concept quiz										
Exam I— in-class										
Exam II—questions provided before the in-class exam										

Comments on confusion while applying technique:

How much of the confusion concerning content material was resolved after application of the technique?	1	2	3	4	5	6	7	8	9	10
	None		Some			Most			All	
Lecture										
Directed reading assignment										
Chain of cause-and-effect diagramming										
4-part analysis: explain, apply, ethical evaluation, react										
Interpretive question cluster discussion technique										
In-class concept quiz										
Exam I— in-class										
Exam II—questions provided before the in-class exam										

Comments on the amount of confusion resolved after application of technique:

Number of unresolved questions concerning content material after application of technique	1	2	3	4	5	6	7	8	9	10
	Low			Medium				High		
Lecture										
Directed reading assignment										
Chain of cause-and-effect diagramming										
Interpretive question cluster discussion technique										
4-part analysis: explain, apply, ethical evaluation, react										
In-class concept quiz										
Exam I— in-class										
Exam II—questions provided before the in-class exam										

Comments on unresolved questions:

Level of interest stimulated in the content material through use of the technique	1	2	3	4	5	6	7	8	9	10
	Low			Medium				High		
Lecture										
Directed reading assignment										
Chain of cause-and-effect diagramming										
Interpretive question cluster discussion technique										
4-part analysis: explain, apply, ethical evaluation, react										
In-class concept quiz										
Exam I— in-class										
Exam II—questions provided before the in-class exam										

Comments on level of interest stimulated:

Overall Ranking of Techniques: Which technique would you most highly recommend for future use in economics courses?	Rank the techniques from 1 to 8 where Most recommended technique: 1 Least recommended technique: 8
Lecture	
Directed reading assignment	
Chain of cause-and-effect diagramming	
Interpretive question cluster discussion technique	
4-part analysis: explain, apply, ethical evaluation, react	
In-class concept quiz	
Exam I— in-class	
Exam II—questions provided before the in-class exam	

Why did you give these rankings?

For the following open-ended questions, please feel free to also consider the ethics paper you are currently working on.

Was there any technique that was particularly good in your opinion? Why?

Was there any technique that was particularly bad in your opinion? Why?

Regardless of the difference in time spent on various techniques, which technique did you like the best and why?

Regardless of the difference in time spent on various techniques, which technique did you learn from the most and why?