

A Hybrid Redesign of Economic Development

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Abstract

We present, in detail, a hybrid re-design of a large enrollment economic development course at a public university. This upper division elective course enrolls primarily economics majors, international relations majors and managerial economics majors. When all teaching of basic modeling and definitions is moved online using asynchronous videos, students are able to meet in-person in smaller groups where in-class instruction includes collaborative learning. A writing assignment takes the place of a teaching assistant led “discussion section” and builds on the video and in-class assignments. The result is a successful move from a chalk and talk format to a hybrid course format with active, group learning and a carefully scaffolded writing assignment that closes course performance gaps between female, traditionally underrepresented minority, first generation and low-income students.