

# RESEARCH BASED INSTRUCTIONAL STRATEGIES OF MICROECONOMICS CLASSROOM AND USING PODCASTS TO ENGAGE UNDERGRADUATE MICROECONOMICS STUDENTS

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## ABSTRACT

*A challenge in tutoring principles of economics is moving scholars beyond memorization of crucial terms and simple operation of generalities to advanced order thinking, similar as evaluation and conception transfer. This advanced order thinking is necessary for scholars to answer abecedarian questions in economics. Wieman identifies the same struggle with respect to tutoring wisdom and recommends applying a scientific approach to tutoring by consulting objective data, erecting on proven practices, and making use of technology. We apply this approach to the tutoring and literacy of economics, counting on cognitive wisdom literature to help us structure our course. With a strong focus on pupil- centered active literacy, we apply an approach that has formerly been used in calculation and wisdom classes for times. The overarching theme from the cognitive wisdom literature is a pupil- centered active- literacy approach. One decreasingly popular mode of tutoring that facilitates pupil- centered active literacy is flipping the classroom. With this approach, scholars are introduced to course material before attending a face- to- face class on that material using class time to achieve advanced situations of literacy.*

**Keywords:** Instructional Strategies, Microeconomics, Instructional Strategies.

## INTRODUCTION

Flipping goes by other names, similar as flipping the classroom, but basically flips the conditioning generally done during class time, similar as lecture, with conditioning done outside of class, similar as problem sets. Under this approach, scholars come familiar with the material and achieve the low situations of Bloom's taxonomy, knowledge and some appreciation, singly before attending class leaving class time to concentrate on the more delicate tasks of applying, assaying, synthesizing, and assessing (Fluvià, 2010).

Utmost scholars are able of learning the meanings of crucial terms on their own, but they profit from the backing of the professor and their peers when working through more complex tasks that affect in deeper literacy. This approach has been shown to be largely effective at perfecting pupil achievement, particularly in quantitative subjects similar as calculation and drugs and has also been shown to increase learning earnings in economics. Cognitive scientists have been studying and testing ways for tutoring and literacy for decades. Despite this ample body of literature, Brown, Roediger, and McDaniel advise that “ a great deal of what we suppose we know about how to learn is taken on faith and grounded on suspicion but doesn't hold up

under empirical exploration. For illustration, constantly reading or studying a text or class notes is a common study fashion, but exploration shows little to no enhancement in capability to A amalgamated or cold-blooded class is another common delivery mode in advanced education because of its success in achieving pupil- learning issues while adding inflexibility for scholars (Gleeson et al., 2019).

Blending reduces the quantum of face- to- face class time, replacing it with online work similar as vids and discussion boards, which can engage further scholars than a class discussion that only involves the oral nonage. scholars in amalgamated economics classes haven't shown significant advancements in achievement compared to scholars in traditional classes also scholars in amalgamated classes have shown lower situations of knowledge retention than scholars in traditional classe still, the combination of flipping and blending has led to increased literacy earnings for scholars in principles of economics classes. While lecture is still the most generally used tutoring system in economics, ample substantiation supports a shift to exploration- grounded educational strategies (Moryl, 2013).

The success stories from the calculation and wisdom disciplines have exploration- grounded educational strategies ( RBIS) at their core. These strategies take a constructivist view account for the fact that “*knowledge cannot be transmitted but must be constructed by the internal exertion of learners*”.

An introductory microeconomic course to achieve some of the advancements in undergraduate instruction called for by the literature. Becker highlights a concern that scholars find microeconomics text conversations of requests too abstract, calling for further current events and real world operations in the classroom (Sherwood, 2022).

Recent editions of standard economics handbooks reflect the recognition of the value of incorporating current events and real world operations to scholars, an addition that would be welcome in other course factors as well (Thayaparan & Gunathilaka, 2020).

Therefore, the conditioning in which the scholars engage during class result in the creation of knowledge. The most important aspect of a flipped and/ or amalgamated class isn't the mode, but rather how the face- to- face class time is used.

## CONCLUSION

Recent exploration on flipped economics courses shows advancements in scholars grades, increased learning earnings and a reduction in the pull out rate in comparison to a traditional class still Jensen find no significant enhancement in literacy when comparing flipped classes to non-flipped active literacy classes.

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