

Choose Your Own Adventure in Microeconomics

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Principles of Microeconomics

In this course, students learn to solve problems using the toolbox of microeconomics. We consider how individuals and firms make decisions and how those decisions affect market and policy outcomes. For much of the class, we examine microeconomics principles in a business context, but the Choose Your Own Adventure project encourages students to explore applications of microeconomics principles to other disciplines or areas of interest to students.

Choose Your Own Adventure

Students are grouped according to their expressed interests and tasked with exploring a topic of their choosing through the lens of microeconomics. Groups present their insights to the class.

ENDEAVOR
CENTER FOR HIGH IMPACT PRACTICES

Elements of HIPs

Through the CCGA HIPs Ambassador Workshop, I revised this [Collaborative Assignment](#) to include more of the eight key elements of HIPs identified by Kuh and O'Donnell (2013).

I added or improved the following elements of HIPs through my workshop revision.

- **Performance Expectations set at appropriately high levels**—In the past, students struggled with the open-endedness of the assignment. I added more structure by challenging students to use a framework we had previously discussed— 5 foundations of economics— to explore their topics.
- **Significant effort of time and effort by students over an extended period of time**—I took an assignment that I had been giving two weeks to complete and stretched it over the entire second half of the term.
- **Frequent, timely, and constructive feedback**—I added two preliminary assignments, giving opportunities for formal feedback: 1) a presentation outline, and 2) a peer-reviewed practice presentation.
- **Periodic, structured opportunities to reflect and integrate learning**— Students reflect on peer feedback and submit a written summary of ways in which they improved final presentations as a result of feedback.



Works Cited: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013).

Examples of Successes

- **Extended period of time** gave opportunity for one group to use local data (harder to find).
- **Outline assignment** helped one group discover how a variety of individual interests could fit under one topic umbrella, so each student remained engaged.
- **Peer feedback and reflection** led one group to me for coaching on prioritizing information to meet presentation time limit.