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Chapter 1 : Classroom Response Systems in Economics

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A host of economists have been writing for years trying to convince the discipline of the need to move away from traditional lecture format and incorporate other teaching strategies into the economics classroom. A Handbook for Instructors. To push the issues even farther, Becker, Watts, and Becker released a follow-up book in titled Teaching Economics: More Alternatives to Chalk and Talk. The International Handbook on Teaching and Learning Economics is be the largest single-source reference for all kinds of teaching pedagogy and ideas. A Classroom Response System CRS is a technology tool that can be coupled with a number of the alternatives to chalk and talk. Based on a survey from several of his classes he found "Nearly 90 percent of students recommend their [clickers] continued use and 69 percent agreed or strongly agreed that the course was designed to keep them engaged. The tool must be carefully combined with an overall pedagogical strategy such as cooperative learning. The best way to think of a CRS is that it is a way of teaching, not just a new technology to add to a class. Salemi proposes the following clicker strategies for the principles course: These are basically just variations of the benefits of using clickers identified in this teaching module. While a Classroom Response System has quickly become associated with large classes, it can be equally but differently effective in small classes. It is particularly effective in principles classes but can be adapted to work well in an upper-division class. Assessment and collecting data for homework or games are likely to be more important benefits in classes beyond the principles level. These issues should be carefully considered and responses prepared before actual implementation. The challenges that arise in Economics are really no different than the challenges that arise in other disciplines. The best question to use depends on the desired benefit. For example, a certain multiple-choice question could be very effective to capture the benefit of student preparation but may not be very effective for assessment purposes. The provided examples are meant to be broadly based to provide specific questions to achieve the benefits described above. Four major manufacturers lead the industry today. See It Used This video is from a Principles of Microeconomics class discussing the relationship between elasticity and total revenue. It shows the following components of using clickers:

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Chapter 2 : Autism Social Situations and Responses Activity Flip Book {Special Education}

The guidelines are based upon Attribution Theory and use the crisis situation and the publics as the factors that help to determine when a crisis-response strategy is appropriate. Allen, M. W., & Caillouet, R. H. ().

Choosing appropriate research methodologies Choosing appropriate research methodologies It is vital you pick approach research methodologies and methods for your thesis - your research after all is what your whole dissertation will rest on. Choosing qualitative or quantitative research methodologies Your research will dictate the kinds of research methodologies you use to underpin your work and methods you use in order to collect data. If you wish to collect quantitative data you are probably measuring variables and verifying existing theories or hypotheses or questioning them. Data is often used to generate new hypotheses based on the results of data collected about different variables. However, often collections of statistics and number crunching are not the answer to understanding meanings, beliefs and experience, which are better understood through qualitative data. And quantitative data, it must be remembered, are also collected in accordance with certain research vehicles and underlying research questions. Even the production of numbers is guided by the kinds of questions asked of the subjects, so is essentially subjective, although it appears less so than qualitative research data. Qualitative research This is carried out when we wish to understand meanings, look at, describe and understand experience, ideas, beliefs and values, intangibles such as these. Research methods in brief Look at the very brief outlines of different methods below. Consider which you intend using and whether you could also find it more useful to combine the quantitative with the qualitative. Qualitative research methods Interviews Interviews enable face to face discussion with human subjects. If you decide to interview you will need to draw up an interview schedule of questions which can be either closed or open questions, or a mixture of these. Closed questions tend to be used for asking for and receiving answers about fixed facts such as name, numbers, and so on. They do not require speculation and they tend to produce short answers. With closed questions you could even give your interviewees a small selection of possible answers from which to choose. If you do this you will be able to manage the data and quantify the responses quite easily. The Household Survey and Census ask closed questions, and often market researchers who stop you in the street do too. The problem with closed questions is that they limit the response the interviewee can give and do not enable them to think deeply or test their real feelings or values. This would give you a very good idea of the variety of ideas and feelings people have, it would enable them to think and talk for longer and so show their feelings and views more fully. But it is very difficult to quantify these results. You will find that you will need to read all the comments through and to categorise them after you have received them, or merely report them in their diversity and make general statements, or pick out particular comments if they seem to fit your purpose. If you decide to use interviews: Draw up a set of questions that seem appropriate to what you need to find out. Do start with some basic closed questions name etc. Try them out with a colleague. Pilot them, then refine the questions so that they are genuinely engaged with your research object. Contact your interviewees and ask permission, explain the interview and its use. Thematically analyse results and relate these findings to others from your other research methods. Quantitative research methods Questionnaires Questionnaires often seem a logical and easy option as a way of collecting information from people. They are actually rather difficult to design and because of the frequency of their use in all contexts in the modern world, the response rate is nearly always going to be a problem low unless you have ways of making people complete them and hand them in on the spot and this of course limits your sample, how long the questionnaire can be and the kinds of questions asked. As with interviews, you can decide to use closed or open questions, and can also offer respondents multiple choice questions from which to choose the statement which most nearly describes their response to a statement or item. Their layout is an art form in itself because in poorly laid out questionnaires respondents tend, for example, to repeat their ticking of boxes in the same pattern. If given a choice of response on a scale , they will usually opt for the middle point, and often tend to miss out subsections to questions. You need to take expert advice in setting up a questionnaire, ensure that all the information about the respondents which you need is included and filled in, and ensure that you actually get them returned. Expecting people to pay to return postal questionnaires is sheer folly, and drawing up a really lengthy questionnaire will also inhibit response rates. You will need to ensure that questions are clear, and that you have reliable ways of collecting and managing the data. Setting up a questionnaire that can be read by an optical mark reader is an excellent idea if you wish to collect large numbers of responses and analyse them statistically rather than reading each questionnaire and entering data manually. You would find it useful to consult the range of full and excellent research books available. These will deal in much greater depth with the reasons for, processes of holding, and processes of analysing data from the variety of research methods available to you. Developing and using a questionnaire - some tips: Quantitative, or qualitative, or a mixture of both? What do you think your methods will enable you to discover? What might they prevent you from discovering? What kinds of research methods would be best suited to the kind of research you are undertaking and the research questions you are pursuing? What sort of problems do you envisage in setting up these methods? What are their benefits? What will you need to do to ensure they gather useful data?

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Chapter 3 : Choosing appropriate research methodologies

Improve your Spanish knowledge with free questions in "Listen and choose the appropriate response to basic questions" and many other Spanish skills.

I am indebted to my former students who provided ideas for this particular page. Also, I will provide a checklist that may help you in the final stages of writing questions. You have to have a structure to write a questionnaire or an interview guide. You need the following for a questionnaire: Age bracket as defined may be an identification question. If you are studying about cellular telephone etiquette, for example, you may want to first ask if the respondent owns a cellular telephone. If you are surveying students, what class status is the person Freshman-Sophomore-Junior-Senior-Graduate? If you are surveying employees, what department does the person work in? How long in years or months has the person worked in that particular company? You need to identify your respondents to make sure you have the right sample for the research you are undertaking. You know all the managers have the title, "Department Manager. All this information through demographic questions will enhance the classification of data in your report. People have to trust your data because you have made a sincere effort to gather demographic information as backup for your report writing. At least two of my students have asked for the criteria mentioned in class to be placed on the Web. David Robinson, before his untimely death, developed these criteria in one of his business communication textbooks. Questions should be asked in some kind of logical order. Difficult questions should be given proper emphasis. Difficult questions usually contain more than one idea. One idea to a question, please. Questions should be easy to understand. Questions should only ask for needed information. Questions should request only information the respondent will be able to provide. Questions should ask for information the respondent will be willing to provide. Questions should not lead respondents to provide certain answers. Questions should provide for the various possible responses. Otherwise, you are writing a forced choice question. Questions should be tested for both content and format. Focus, Brevity, and Simplicity Make a Good Survey When you start to prepare a survey, either a questionnaire or an interview guide, you need to remember three important words: These words are not my original ones; they are gleaned from the thinking of Pamela L. Alreck and Robert B. Settle, authors of The Survey Research Handbook: Guidelines and Strategies for Conducting a Survey, 2d ed. These authors believe we first need a focus. Your questions need a focus. Are your questions written in such a way that the respondent understands exactly what you are asking? The authors offer the following suggestions for well-written questions: Which of these brands are you most likely to buy? What time do you ordinarily leave home for work? Which candidate will you vote for on election day? Your questions should not run on forever. You want to avoid double questions where too much is asked in the stem of the question. As the authors reiterate, the longer your question, the more difficult the time for the respondent to create an answer. The authors offer these suggestions for well-written, briefer questions: Please list the year and make of each car you own. How many months ago was your last physical exam? The authors demand that in your clarity you make sure any reader interprets the question in the same way p. Clearness is established by precise wording. How much influence do you, yourself, have on which charities your church contributes to? Do you usually take aspirin as soon as you feel some discomfort, or only when you feel actual pain? That depends on what data you want to gather. I would consider a combination where appropriate. Question preparers are prone to ask too many questions in the same question. Think of this admonition: Do you think the solution is to go on strike or work overtime? Five choices on a rating scale are given to you. How much better the phrasing of the question would have been if the preparer had written two questions: If you looked at solutions to our current work dilemma, would you advise going on strike? If you looked at solutions to our current work dilemma, would you advise more overtime? It is important to avoid confusing the respondent in a survey. Too many ideas to think about in our survey question may distort your results. Also, it would be helpful to have a five-point rating scale. Avoid Leading Questions One of the greatest hazards you face as a question writer is the use of leading questions. If you are questioning college students, for example, you would not say: The question implies that the college student respondent thinks a tuition increase is inevitable. A much better version of the question would include: How would you react to a possible tuition increase on this campus? Do you feel that the work in the office has been piling up since we lost our last employee? Look carefully at the construction of the previous question. That phrase, "do you feel," already creates a leading question. Most people reply especially if they are overburdened that the work will continue to pile up. You have lost the value of your question. The words, "piling up," also create a negative impression. What situations have you noticed since we lost our last employee? The word, Situations, provides a more neutral response. You still have your open-ended question. You still have to classify your data after the answers are received. You have not led the interviewee to answer a certain way. You have left the issue wide open; still, you expect answers about the work piling up. You could have also provided a closed-end question for this particular item. After you have completed your interview guide, please consider these last-minute questions: Have you asked at least five well-written questions? Have you simply labeled the title as Interview Guide? Have you provided many open-ended questions so the interviewee will be allowed to talk? Have you provided some demographic questions job title, years in the company, and so forth to identify your interviewees? Have you vowed to take sufficient notes from the interview questions rather than simple phrases that mean little? Have you vowed to keep dates and pertinent data about each interviewee? Have you checked each question for any leading qualities? Good luck in writing your questions. You will do fine if you remember that questions have to be composed carefully. You cannot afford to write any old questions. Cover Letter Increases Response You have been given the daunting task of writing a cover letter to accompany the questionnaire. You need this letter because you want the responses through the mail or some other suitable manner. What do you do? First, consider how the letter is composed: Talk about why the respondent is important to the data. Sell the person on responding. Talk about that you are a college student. You need the data for such-and-such a report or whatever. You know it is an imposition to ask the person to respond.

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Chapter 4 : One Continuous Response | STAT /

Find an answer to your question Complete this conversation by choosing the appropriate response to the question. Complete this conversation by choosing the.

Interval scales are when we can establish equal distances between ordinal numbers â€" for example, when we measure temperature in degrees Fahrenheit. The difference between 19 and 20 degrees is the same as 80 and You can see the distance between the numbers is equal, but the labels vary depending on how enough people interpreted their meaning originally in Dutch. There are two arguments here. The classic stance, from S. If we cannot use means and standard deviations we also cannot use most statistical tests which use means and standard deviations in their calculations. Even most non-parametric tests convert raw values to ranks ordinal data and then compute the mean or median. Jeff Sauro gave a great example of this â€¦ Here are 6 task times ratio data: Jeff Sauro explains in a practical light what this means: Most online surveys utilize descriptive statistics and simple banners or cross tabs that can be analyzed using Chi-square which is a nonparametric analytical tool. So feel good working with ordinal data in general. The Limitations of Survey Scales Even if you design the perfect survey with the appropriate scales, there are still limitations in the insight you can conceivable uncover. The Meaning Behind The Numbers When you run a scale like, say, the Net Promoter Score, you get a number and you can compare that with your competitors and your past scores, but there are certainly limitations in how much it can tell you about your user experience. This is called a Net Promoter Score, and Net Promoter Scores, if you look at the industry averages that everybody wants to compare themselves to, the low end is typically in the mids and the high end is typically in the mids. You need a point scale because, if you had a 3-point scale, you could never see a difference. Would a net promoter score for a company say, like United, catch this problem? I wonder what his net promoter score for that purchase would be? What about the positive side? This is branding in the most primal of definitions. So you might actually be very enthusiastic about the product, but you just might not ever feel the urge to recommend hemorrhoid cream to your pals. I have my skepticism about Net Promoter Score. GreatBrook , a research consulting firm, did an experiment with a client where they created a bunch of different surveys with the same attributes, just different scale designs. They posed the questionnaires to 10, people, and found some interesting things: Providing a numeric scale with anchors only for the endpoints e. Presenting a scale as a series of verbal descriptions e. A school grade scale is where you ask the respondent to grade performance on an A, B, C, D, and F scale. Using Appropriate Language and Scales For certain information say age there are many ways you can ask for it. Each one produces a different level of precision. Image Source Since the ratio scale is more accurate, why do you see ranges for this question and questions like income? And some people can be sensitive about disclosing their exact age or income, so people are more comfortable giving a range, such as that seen in the nominal scale example above. Not doing this can create additional bias. How do you do that? You get on the phone and talk to your customers. Or run focus groups. Or run some on-site surveys. No matter what, you want to use the words â€" the phrases, jargon, emotions â€" that your customers are used to communicating with. Best Practices for Demographic Insights So with sensitive information like demographic info, how do you establish which defaults to use, which words to use, which scale to use? Well, other than focus groups and interviews to get to know your customers better, there are some general guidelines and best practices listed here. If you follow these, at the very least your respondents will likely have taken surveys like it before, and therefore will know how to answer things based on that context. For example, but the guideline for age ranges is the following:

Chapter 5 : Sample Size Calculator by Raosoft, Inc.

Introduction Choosing Results and next steps. In many ways the the process of developing your response design is similar to selecting tools from a toolbox. There are many tools to choose from but some work better for the job at hand than others.

In that case, we are studying just one group, namely, the population of moray eels. In that situation, we have a continuous response, namely, the length of the eel. As soon as we determine that we are studying one group with a continuous response, we should be thinking means, means, means, or Which is the more appropriate summary statistic, of course, depends on the distribution of the data, that is, whether it is symmetric or skewed. At any rate, the mean or the median is a natural way of summarizing the observed data, so therefore the statistical methods we should potentially use must necessarily concern either means of medians. Specifically, our options are: If the research question is an "is it this? Once we determine the appropriate statistical method, Minitab can do the dirty work for us using these commands: Example What is the mean length of the pointer finger of the population of college students? The research question involves the study of one group, namely college students. The research question involves a continuous response The research question is a "what is it? We can enter the resulting data into Minitab and then ask Minitab to calculate a t-interval for one mean for us. The research question involves the study of one group, namely graduating college seniors. The research question is a "is it this? The research question involves the study of one group, namely American households. At this point, because the response is continuous we could conduct a hypothesis test about the mean or the median. However, because it is well known that the distribution of American incomes is highly skewed, the median is a better measure of the "center" of the income distribution. Therefore, our analysis should probably concern the median. We can enter the resulting data into Minitab and then ask Minitab to conduct either a sign test or a signed rank test for one median for us. Two Paired Groups with a Continuous Response Suppose we are interested in comparing the heights of first-born and second-born twins. Then, we have two groups, namely that of the first-born twins and that of the second-born twins. The groups have a special characteristic, however, in that they are not independent. As you know, we say they are paired. Therefore, any analysis we perform would have to take this dependence into account. The response, height, is of course, continuous. The research question involves the study of one group, namely people. Oops, actually if you think about it, the question involves the study of two groups, people before exercise and people after exercise. Doing otherwise would introduce needless variability into the data. By measuring the same people twice, of course, removes the independence of the groups, and hence we should be thinking paired, paired, paired. Because the research question involves a continuous response So, we have a paired, paired, paired, mean, mean, mean or a paired, paired, paired, median, median, median. At any rate, the research question is clearly a "is it this? Of course, if we went a step further, we could also ask Minitab to calculate a confidence interval for us, so that we can quantify how different the pulse rates are before and after exercise. Two Independent Groups with a Continuous Response Suppose we are interested in comparing the gas mileage of two different vehicles, Toyota Camry and Volkswagen Passat, say. In this case, we have two independent groups, namely that of Toyota Camry vehicles and that of Volkswagen Passat vehicles. The response, gas mileage, is a continuous measurement. Example Do the resting pulse rates of adult males and females differ? The research question involves the study of two independent groups, namely that of adult males and females. Of course, we should check, as always, for normality of the data and the equality of the population variances. More than Two Independent Groups with a Continuous Response Suppose we are interested in comparing the average 5-kilometer race times of four different age groups. Because we have four independent groups and one continuous response, namely the race times, we would want to conduct a one-factor analysis of variance. If we were interested in testing whether a second factor, such as gender, had an effect on race times, then we would want to conduct a two-factor analysis of variance.

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Chapter 6 : Lesson Choosing Appropriate Statistical Methods | STAT /

What are guarantee companies? Choose the most appropriate response. Question options: ntee company is a company which has shares thereby guaranteeing the repayment of capital to its m ntee company does not have limited liability, the members take on unlimited liability. ntee company is limited according to an amount that each member of the company has promised to on. ee companies are limited.

Choosing an appropriate response 11 May Author: Except, that is, for those who are calling for a strong, if not massive, military response to what, if confirmed, will be a clear act of aggression which violates the Armistice and thus invokes the US-ROK security treaty. This will require maximum transparency in analysing and discussing the evidence which is currently being obtained and examined. Given that 80 per cent of ROK citizens already believe Pyongyang was somehow responsible, it will be equally important â€" and perhaps more difficult â€" for the Lee Myung-Bak government to convincingly demonstrate that such a conclusion cannot be reached. If the evidence of North Korean hostile action is persuasive then there must be a firm but measured response. Again, assuming the evidence is convincing, Pyongyang should be provided an opportunity to explain its action and to identify and appropriately punish the guilty parties if it proves to be a rogue element. An official apology and reparations would also be in order. Such a response would and should result in the case being closed, beyond a clear warning that repeat offenses will be dealt with more harshly. Here is what ought to be done. The UNSC should mandate, in addition to increased sanctions with stricter enforcement of those already on the books , that all North Korean submarines and torpedo boats are hereby restricted to port until further notice, with the ban subject to semi-annual review, based on North Korean behaviour. If, as is probable, the UNSC refuses to take such firm action, then the CFC should unilaterally take this position and seek broader international endorsement, especially from other members of the armistice committee. Perhaps, but at a minimum, it should result in a reconsideration of the planned dissolution of the CFC. Yet Pyongyang is not suicidal; it fully understands the risk of escalation and who would be the ultimate loser. Some will argue that such a response will undermine the prospects for a resumption of Six-Party Talks aimed at Korean Peninsula denuclearisation. Actually the reverse is true. It would be politically impossible for Seoul and inappropriate and unwise for Washington to return to such a dialogue even if Pyongyang was willing until the Cheonan matter is settled. It must make the case and then take the lead in crafting an appropriate response. The US, through the CFC, must be seen as being in lock step with its South Korean ally; Washington must not be seen as trying to hold back or water down any response endorsed by the South Korean government and people. To do so will call the US commitment, not only to the Republic of Korea but also to its other security allies, into question. Assuming that Pyongyang is demonstrated to be culpable, turning the other cheek or a gentle slap on the wrist is sure to result in continued North Korean acts of aggression. A firm but measured response along the lines suggested above seems the best way of ending the cycle of aggression and persuading Pyongyang that the international community is finally serious about putting an end to its unacceptable behaviour.

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Chapter 7 : The Koreasâ€™ Cheonan incident: Choosing an appropriate response | East Asia Forum

Choose the most appropriate response from the choices given. Each correct response earns you a mark (20 marks) Question One. All of the following are benefits of traditional management style except.

Additional product images click to enlarge: This is a wonderful tool to introduce appropriate social responses to situations that our students with Autism may perceive as stressful. There are 16 real-life full color "uncomfortable" situations with 16 appropriate answer cards. Choose a scenario and "flip" the cards on the right to find the responses. All appropriate responses are printed in green ink. Most situations allow for more than one acceptable response in order to encourage different scenarios. Your students will LOVE using these age-appropriate visuals! Print on white card stock paper. Trim along solid black border and black-dashed lines in the middle of each card. Using the 4 circle guides at the top of each task card, use a one-hole punch and make 4 holes where indicated. Attach with 4 one-inch loose leaf binder rings. Completed assembly is shown in the Preview. All rights reserved by author. This product is to be used by the original downloader only. Copying for more than one teacher, classroom, department, school, or school system is prohibited. This product may not be distributed or displayed digitally for public view. Clipart and elements found in this PDF are copyrighted and cannot be extracted and used outside of this file without permission or license. Intended for classroom and personal use ONLY. See product file for clip art credits. Given a story with pictures and text presented as a read-aloud by the teacher, STUDENT will describe the relationship between the pictures and the story.

Chapter 8 : Survey Design Choosing Survey Response Scales

Choosing the Appropriate Pedagogical Approach and Classroom Implementation Simply inserting some CRS questions into an economics lecture is likely not going to produce the desired results. The tool must be carefully combined with an overall pedagogical strategy such as cooperative learning.