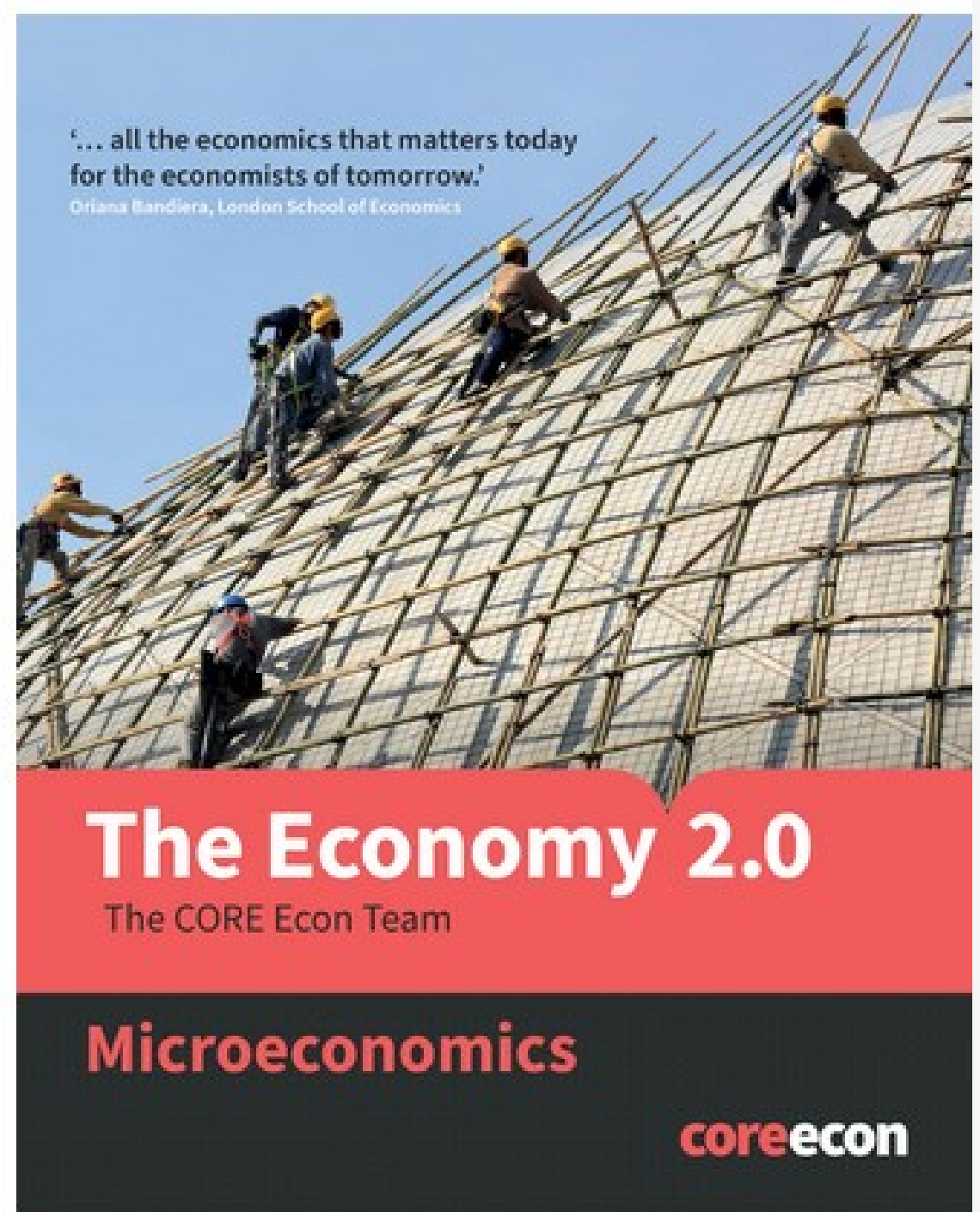


# Erfahrungen aus Reutlingen

Lehrbuch & Flipped Classroom (?)



# Ausgangslage

## Meine Veranstaltung

- Microeconomics
- 2tes Semester BSc  
International Business
- 4 SWS, ca. 15 Wochen +  
Tutorium
- 2 Gruppe mit 35+  
Studierenden
- Prüfungsform:  
KL2 + CA

## Meine Studierenden

- Deutsche und  
Internationale  
Studierende
- Heterogene aber  
insgesamt gute Gruppen
- Studierfähigkeiten  
unterschiedlich  
ausgeprägt
- Englisch als Vorlesungs-  
aber nicht Muttersprache

## Mein Hintergrund

- 13 Jahre an der HSRT
- Wettbewerbsökonomin
- Senatsbeauftragte für  
Hochschuldidaktik



# Warum Änderung der Veranstaltung?

- Primär für mich war: andere Themen, andere Schwerpunkte
  - „Einzige“ VWL-Veranstaltung für meine BWL-Studierenden
  - Zwiespalt: Was sollte man als Volkswirt wissen – und was als Bürger?
  - Vorlesung muss mir Spaß machen
- Buch als Grundlage:
  - engt ein, gibt aber auch Rahmen
  - Studieren in unterschiedlichem Tempo möglich
- Vielleicht Chance für ein „old-fashioned flipped classroom“



# Flipped Classroom – John Hattie

- Effektstärke: 0,40 (vs. 0,81 in Entwicklungsländern)
- Kein klarer Vorteil gegenüber traditionellem Unterricht, v. a. bei bereits aktiver Gestaltung
- Bei starker Involvierung von Schüler:innen im Präsenzunterricht teils Vorteile für traditionelle Ansätze
- Nutzen meist durch mehr Lernzeit, Übung und Wiederholung
- Größter Effekt bei Kombination mit Vorlesungen, Laboren oder Demonstrationen – gar nicht unbedingt aktivierende Methoden
- Kürzere Umsetzungen (unter 4–6 Wochen) oft wirksamer

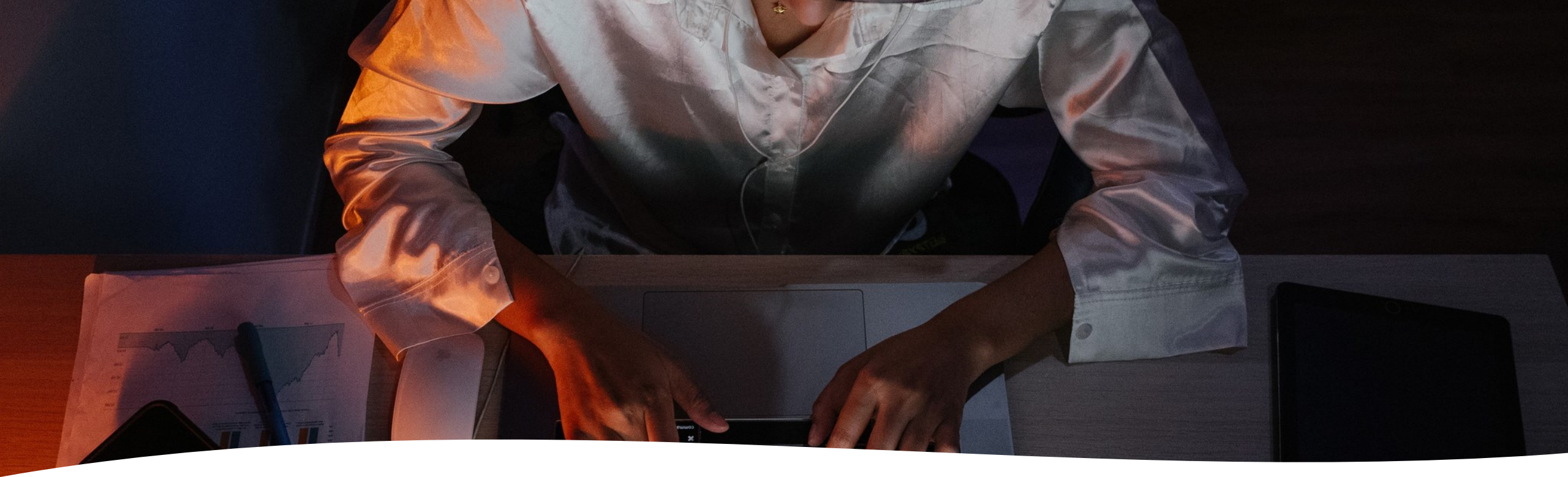


## Was ich mache: R.E.T.R.O.

- **R**ead (das Lehrbuch vorab)
- **E**ngage (sich mit dem Stoff befassen)
- **T**est (kleiner Check des Verständnisses)
- **R**evue (gemeinsam schwierige Punkte im Unterricht klären)
- **O**perate (anwenden: Aufgaben rechnen, Paper diskutieren)

# Assessment Normative und Summative

| Aspekt                     | Formative Assessment                                                                                                                                                                          | Summative Assessment                                                                                                                                                     |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hauptziel                  | Lernen unterstützen,<br>Rückmeldung geben                                                                                                                                                     | Leistung messen, Abschluss oder<br>Zertifizierung                                                                                                                        |
| Zeitpunkt                  | Laufend im Lernprozess                                                                                                                                                                        | Am Ende einer Einheit, eines<br>Kurses oder Semesters                                                                                                                    |
| Typische Formate           | Quiz, kurze Essays, Peer-<br>Feedback, Diskussionen                                                                                                                                           | Klausur, Abschlussarbeit,<br>standardisierte Tests                                                                                                                       |
| Gewichtung                 | Keine oder geringe Benotung                                                                                                                                                                   | Stark benotet, oft<br>ausschlaggebend                                                                                                                                    |
| Nutzen für Studierende     | Frühes Erkennen von Stärken und<br>Schwächen, gezielte<br>Verbesserung möglich                                                                                                                | Offizieller Nachweis des<br>Könnens, Motivation durch klare<br>Zielmarken                                                                                                |
| Nutzen für Lehrende        | Einblick in Lernfortschritt,<br>Anpassung der Lehre möglich                                                                                                                                   | Dokumentation von<br>Lernergebnissen, Rechenschaft<br>gegenüber Institutionen                                                                                            |
| Bezug zu Bloom's Taxonomie | Unterstützt vor allem die unteren<br>bis mittleren Stufen: <b>Erinnern,</b><br><b>Verstehen, Anwenden,</b><br><b>Analysieren</b> – durch kleine<br>Aufgaben, Rückmeldung und<br>Wiederholung. | Prüft eher die höheren Stufen:<br><b>Analysieren, Evaluieren,</b><br><b>Kreieren</b> – etwa in Essays,<br>Projekten oder Prüfungen mit<br>Transfer- und Synthesaufgaben. |



## Überraschungen & was gut läuft

- Positive Rückmeldungen
- Buchlesen kam gut an – keine Überraschungen mehr in der Vorlesung („LernTok“)
- Inhalte gefallen, werden als relevant wahrgenommen, nicht als abgehoben
- Ich lerne selbst Neues
- Überrascht, wie politisch konservativ viele Studierende sind



## Nachteile

- Weniger flexibel – Reihenfolge fordert Umdenken
- Manche Inhalte hätte ich anders dargestellt
- Kapitelwunsch: IO / Wettbewerbsökonomie / Marktmacht
- Mehr Environmental Economics

Backup

- **Course Summary and Common Thread**

This course explores the incredible progress humanity has made, yet acknowledges challenges like environmental degradation and inequality. We begin by examining capitalism's role, looking at how economic growth, division of labour, trade, and innovation have improved lives. Then, we dive into how markets and firms operate, influenced by institutions, laws, and social norms. We'll consider both the successes and shortcomings of markets, from well-functioning cases to market failures. Along the way, we explore topics like happiness, inequality, collusion, minimum wages, taxes, and government interventions, all through the lens of microeconomics.

- **Chapters 0 & 1: We live better, but the Earth's struggling.**

We start by acknowledging that, overall, the world has significantly improved: we live longer, and global issues like malnutrition and lack of education have improved. However, this progress comes with a cost, especially to the environment, due to heavy reliance on fossil fuels and growing income inequality across different countries. We introduce capitalism as an economic system built upon three key institutions: private property, markets, and firms. These institutions are regulated by legal frameworks and government policies, which help to ensure a well-functioning society that provides essential goods and services.

- **Chapter 2: Splitting tasks, trading goods, and clever ideas make the world go round**

Next, we examine why the world has improved: it's largely due to division of labour, trade, and innovation. We explore how these factors have driven economic growth and made societies wealthier. However, we pause to ask an important question: does economic growth inevitably harm the environment? Here, we briefly consider whether it's possible to decouple growth from environmental damage.

- **Chapter 3: Life's easier and work's shorter, but does more money mean more joy?**  
Moving on, we discuss how these economic changes have impacted individuals. Have working hours improved? Has our standard of living increased? We also delve into the question of whether more money equates to more happiness. This chapter introduces some basic economic tools, focusing on how individuals make choices based on constraints and preferences.
- **Chapter 4: Decisions are influenced by others and societal rules.**  
Here, we examine how society and its norms influence market outcomes. We look at strategic interactions and social dilemmas where the actions of one person affect others. Key concepts include altruism, self-interest, and how norms shape decisions. We also meet Elinor Ostrom and discuss how some social dilemmas can be solved through cooperation, with a fun detour into collusion and antitrust!
- **Chapter 5: Institutions and power decide the allocation of resources.**  
In this chapter, we look deeper into the rules of the economic "game"—how institutions and power dynamics determine who gets what. We introduce concepts like Pareto efficiency and fairness, and explore how different forms of labour (forced vs. freely chosen) affect outcomes. We also discuss the relationship between redistribution policies and a nation's growth.
- **Chapter 6: Firms and Workers**  
Why do firms exist? And why do people sign employment contracts? We explore the dynamics between firms and workers, including conflicting interests and the principal-agent problem. We also touch on historical perspectives like those of Karl Marx, and discuss modern issues such as minimum wages and the role of unions.

- **Chapter 7: Firms and Customers**

We dive into the decision-making processes of firms, focusing on how they set prices and output based on demand, costs, and market conditions. We consider the impact of market power and policies on how the economic surplus is divided between firms and customers. We also clarify what constitutes a relevant market for a firm.

- **Chapter 8: Markets work: Supply, Demand, and Competitive Markets**

This chapter examines perfectly competitive markets, where firms are price takers. We explore how supply and demand interact to determine prices, quantities, and welfare. We discuss the effects of competition on market outcomes and even touch on taxes, including a brief look at OPEC.

- **Chapter 10: Markets don't work: Market Failures and Government Intervention**

Finally, we look at what happens when markets fail to allocate resources efficiently. We explore the main sources of market failure, such as externalities, asymmetric information, and incomplete contracts. We also examine how governments can intervene to correct these inefficiencies, aiming to restore better market outcomes.