

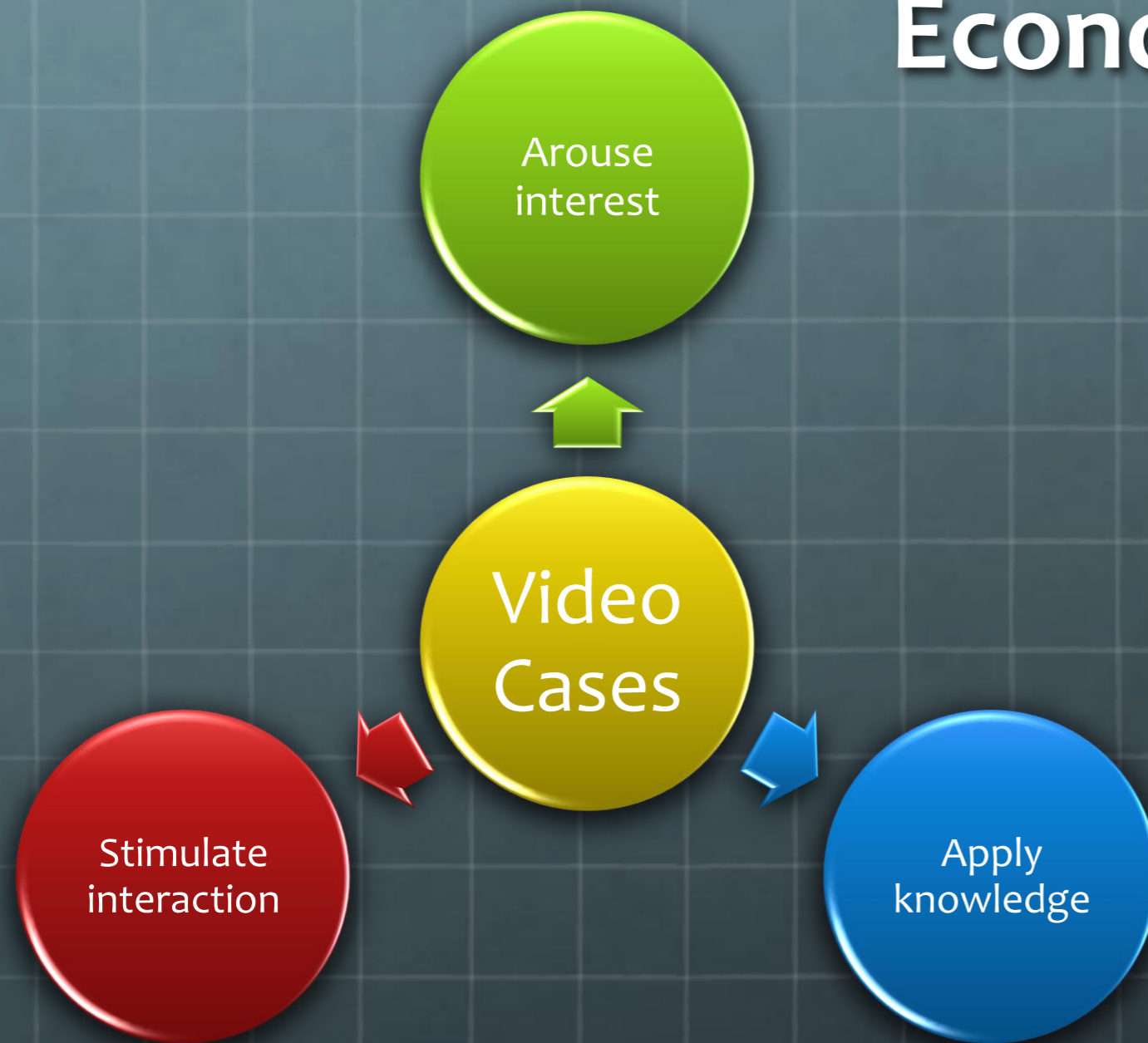


Adopting Peer-Created Multimedia Resources in Teaching & Learning

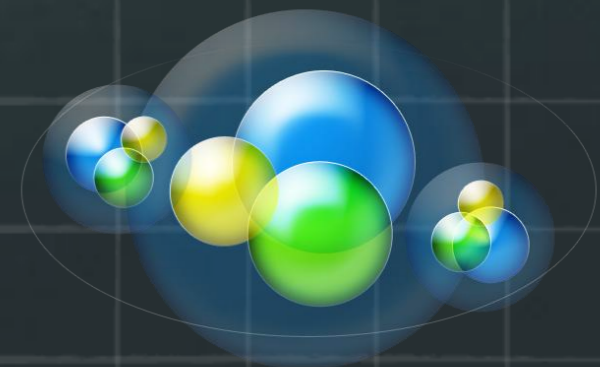
Dr. Fred KU

**Department of
Decision Sciences & Managerial Economics**

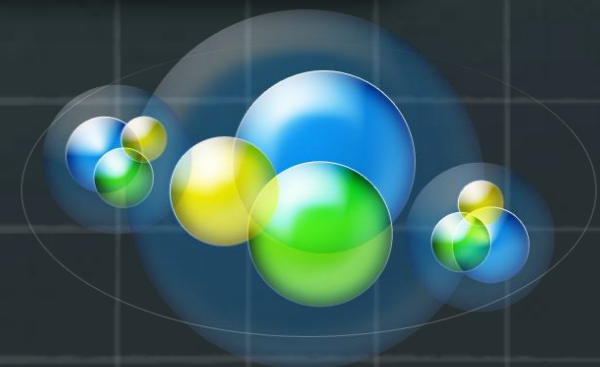
Multimedia Case Bank for Economics



1. Arouse students' interest – learning economics in **THEIR** own language
2. Apply knowledge learnt in the class to real life – find examples in **THEIR** own daily life
3. Stimulate exchange of ideas



The Idea of Co-creation



Case Bank - worksheet

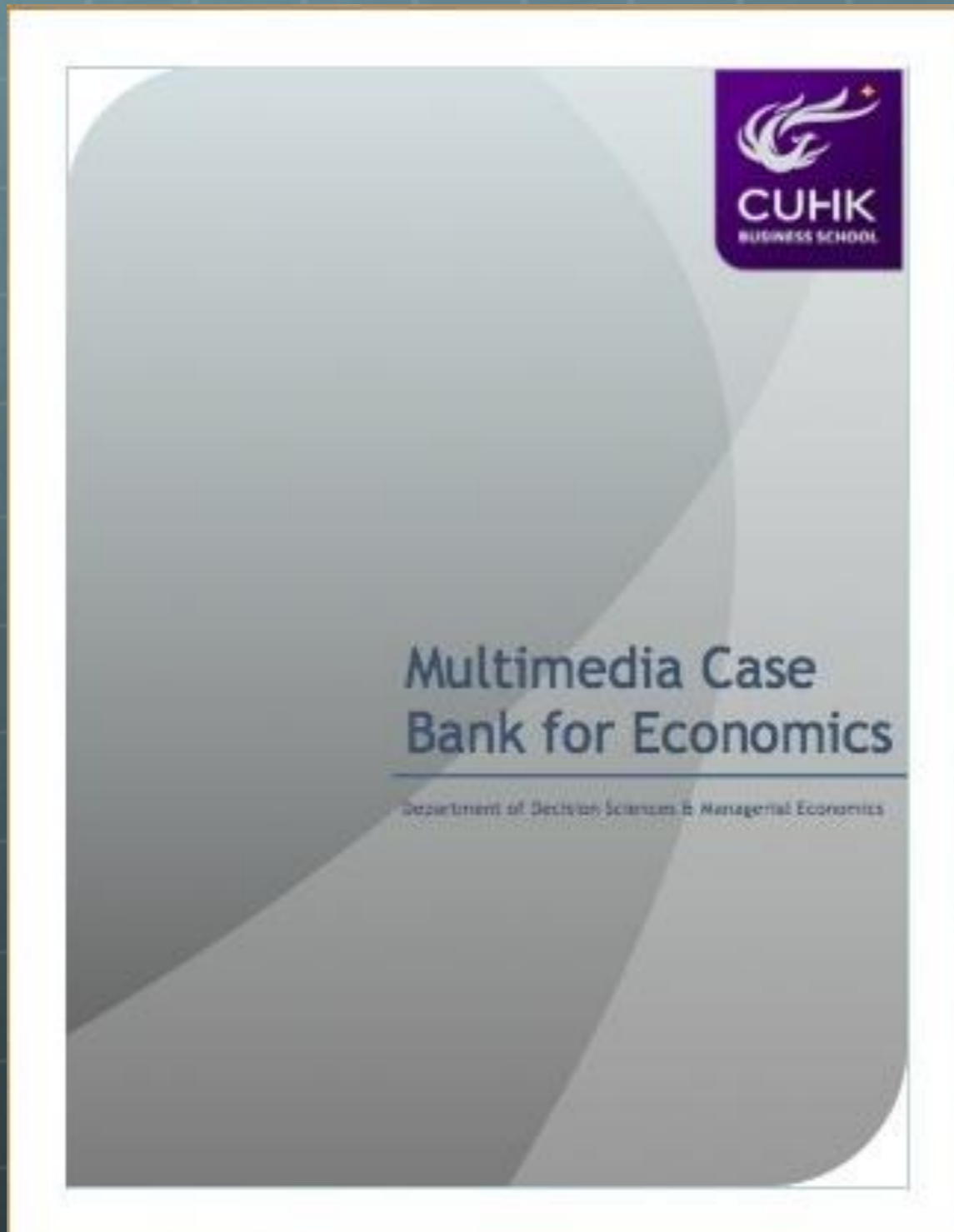


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決策科學與企業經濟學系

經濟學教案四：茶是故烏龍

作者: Kam Chi Kuen, Kwong Hoi To, Leung Tung Wai, Mok Chi Kit, Poon Sing Yung & Wong Chiu Hang (2010-2011)

簡介

本片以一間生產烏龍茶的公司比喻整個經濟體系，向同學解釋經濟增長。烏龍先生和雪梨小姐在偶然的相遇下迅速發展成為情侶。雪梨小姐在一次的公司週年大會得悉公司原來業績不太理想，於是提出了四個提高生產力的方法。烏龍先生經過一連串改革，終於令公司逐漸走上了軌道，最終和雪梨小姐幸福快樂地生活下去了。同時同學亦可從這例子了解經濟增長的原因。

學習重點

有什麼因素決定經濟增長的表現?

關鍵概念

1. 科技進步
2. 經濟增長

學習目標

1. 理解提高生產量的原因
2. 理解維持經濟增長的基本因素

Case Bank - worksheet

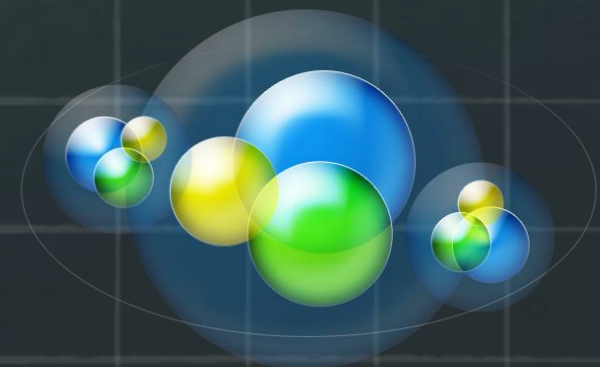
討論問題

1. 短片中雪梨小姐提及四個影響生產量的因素。請列出這四個影響生產量的因素，試利用影片中的例子加以說明之。↵
↵
2. A) 儲蓄的機會成本是什麼？試列出短片中有什麼例子說明儲蓄為投資提供資金。↵
B) 教育是經濟增長的基本因素，投資在人力資本的機會成本是什麼？投資在人力資本 的機會成本對工業國家及農業國家有何差別？↵
↵
3. A) 假設故烏龍公司決定增加員工數目，而原有生產設備數目不變，這樣對生產量有何影響，此事件與遞減定律有何關係？↵
B) 假設故烏龍公司決定維持員工數目不變，而原有生產設備數目上升，這樣對生產量有何影響，此事件與遞減定律有何關係？↵
C) 假設新的生產設備帶來新科技，遞減定律是否仍然成立嗎？試解釋。↵
↵
4. A) 某些國家（例如：香港）缺乏豐富天然資源，你認為會限制了這些國家或區域的經濟增長速度嗎？試解釋。↵
B) 本港有什麼制度和人力資本因素令經濟曾出現高速增長？↵
↵
5. A) 你認為政府有什麼政策可提高科技研究水平？試解釋。↵
B) 制度和人力資本對科技研究有何重要性？為何本港尚未有活躍的科技研究活動？↵
↵
6. A) 中國自 1978 年發起改革，為什麼中國人的人均收入在 1978 年後上升得比美國的還要快？↵
B) 這樣是否代表中國人民的生活水平已達滿意水平？試解釋。↵

Case Bank - worksheet

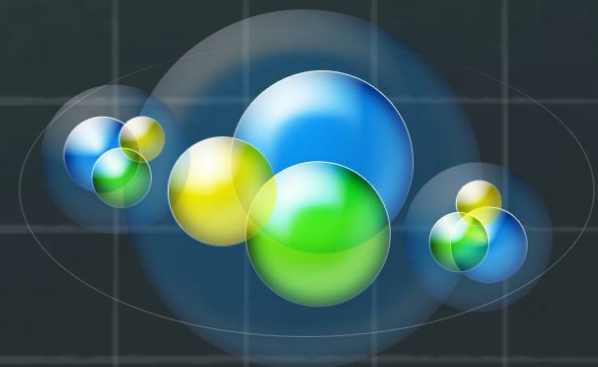
Case Bank - worksheet

- 某些國家 (例如: 香港) 缺乏豐富天然資源，你認為會限制了這些國家或區域的經濟增長速度嗎？試解釋。
- 本港有什麼制度和人力資本因素令經濟曾出現高速增長？
- 中國自1978年發起改革，為什麼中國人的人均收入在1978年後上升得比美國的還要快？
- 這樣是否代表中國人民的生活水平已達滿意水平？試解釋。



Ways to Use Video

-  Economic Forum
-  Presentation + discussion
-  Online discussion



Economic Forum

Video is shown in class and worksheet is distributed.

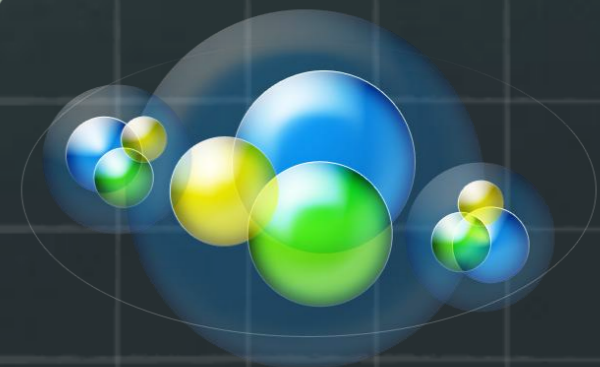
Groups are formed and students have 30 mins to discuss the questions on the worksheet.

Question-and-answer with reward follows.

Video
show +
worksheet

30 mins
group
discussion

Q & A with
rewards



Presentation

Video is shown in class and worksheet is distributed.

1 team or 2 work out their solution and present it in front of the class.

Questions from the floor are invited and teacher comments on the team

Video show
+ worksheet

Presentation
by students

Questions
from the floor
+ comments



Online Discussion

Video show + worksheet

Written draft solution by students

Peers' Comments

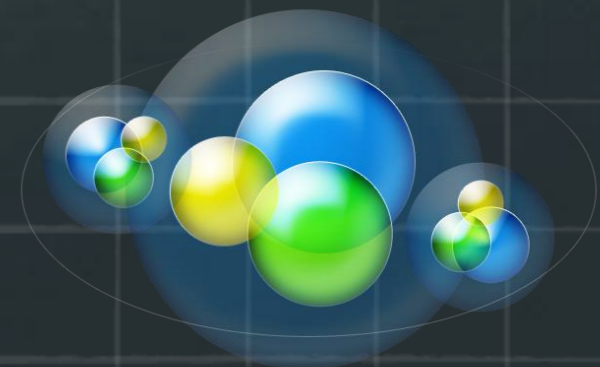
Consolidation of comments

Finalized version

Students' written work is posted on Facebook and comments from peers are invited.

The final version is submitted after consolidating others' comments.

The idea of collaboration & peer learning



Students' Feedback

The adoption of peer-created video helps in various aspects.

Good application of concepts

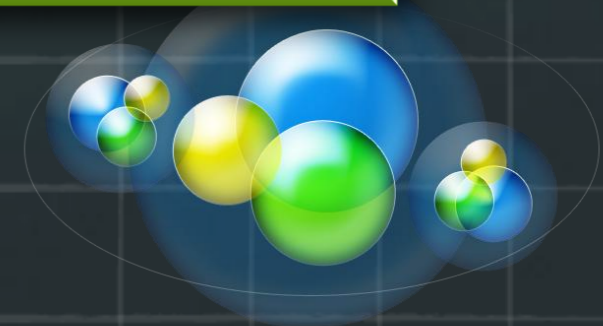
Video consolidates understanding

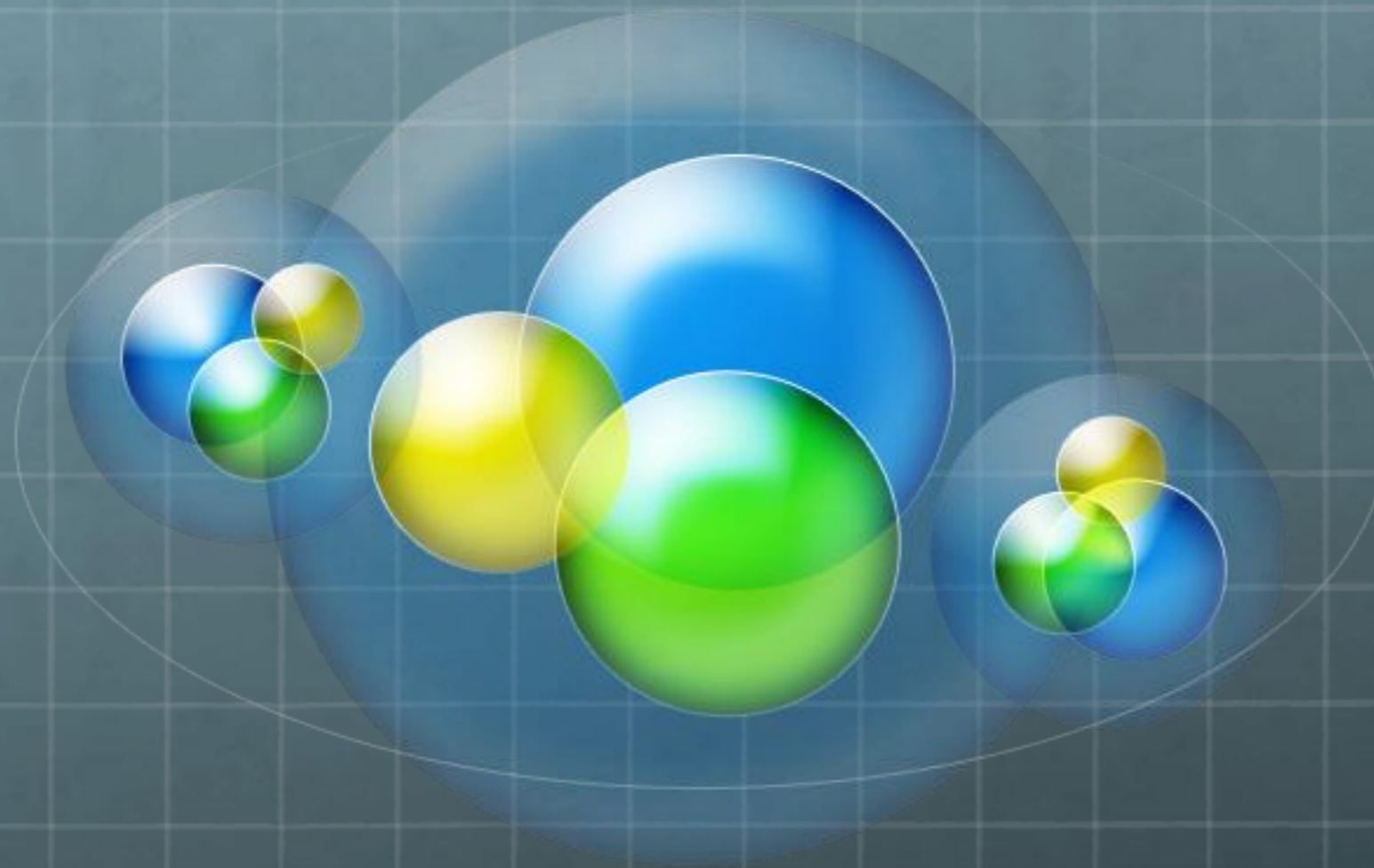
Enhancing analytical skills

Discussion leads to new ideas

Memorable experience

Heavy workload





Thank you!

Discussion & Sharing