

**Lesson Plan for Classroom Teaching Experience Session**  
**College Classroom Teaching–Spring 2019**  
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**Situational Factors:** *Define the situational factors (e.g., context, nature of subject, characteristics of learners, etc.) that will be used to inform decisions about the design of the class session.*

ECMT 463 Introduction to Econometrics is an undergraduate level course. The course provides a comprehensive overview of the econometrics methods for making statistical inferences. It introduces students to the tools of basic statistics and linear regression models that can be used to test economics theories.

The course has a total of about 100 students and most of them are either juniors or seniors. The class comprise mostly economics majors. It is also a writing intensive course and students are required to produce a research paper in groups of two or three people on any economics related topic of their choice, applying at least one of the econometrics methods they learned in class.

I am going to teach the recitation session that takes places in smaller classes of about 25 students. These sessions are intended to review the materials covered in that week and solve practice problems. The students also take their quiz every alternate week during these classes.

In this session I will be covering Instrumental Variables Regressions. This is an estimation method that can be used to obtain consistent causal estimate when the Ordinary Least Square regression fails to do so. The students should be introduced to the topic before coming in for the session in the two preceding lectures.

**Learning Outcomes:** *List learning outcomes for the class session, those specific to your module or section of the content. (Note: Learning outcomes should be written according to the recommended format: stating what students will be able to do and using Bloom's taxonomy of action verbs.)*

Learning outcomes for this topic:

1. Students can identify situations in which the Instrumental variable regression model can be used
2. Students will be able to explain the intuition behind the method
3. Students will be able to compare the two validity assumptions of exogeneity and relevance
4. Students will be able to classify a weak instrument.

**Assessment:** *How will you know that the students have been successful in meeting the learning outcomes? What assessment(s), formal or informal, will you use and when (e.g., start of class, end of class, midterm)? (Note: You might consider the type of assessment (e.g., assignments, exam questions, projects etc.) as well as the assessment format (e.g., multiple choice, short answer, fill in the blank, essay, open response, etc.)*

I will be asking questions to students throughout the class in an informal way to assess if the students are following and understanding the content. In the following week there will be a quiz on this topic that will help me assess how much the students learned.

**Learning Experiences/ Teaching Methods:** *What experiences will you incorporate to optimize learning for the students? What teaching methods will you use?*

Review lecture: I will be reviewing the core ideas of the topic in the form of a lecture with power point slides. I will emphasize the main words that are related to the core concepts.

Questioning: Questions will be frequently asked during the class. Students will be asked to sit as groups of two or three and questions during class will be directed towards the group. This elevates the discomfort students may experience if they are singled out and make them more willing to respond to a question with their group.

Practice Question: I will also solve a practice problem in class and students will be asked to solve the practice problem with me. I will make frequent pauses for the students to suggest possible solution to the questions.

**Reflection Preparation:** *What feedback mechanisms will you use to help you determine your effectiveness in teaching the module/content section? (Note: May include informal or formal assessments, peers, etc.)*

Students response to in class oral questions can provide me with a soft assessment of their concentration in class.

The quiz on the following week can be a much stronger assessment of how well the material was understood by the class and how much information was retained.

I may also collect students feedback and comment after the class to see how well they think they understood the topic.

I will also have my peer assess me during my session providing me with their valuable feedback.