

**International Society for the Scholarship of Teaching and Learning (IS-SoTL),
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Scholarship of Teaching and Learning in a Classroom Economy

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Summary text:

This research explores the potential contribution of economic analysis to the scholarship of teaching and learning within a classroom economy. We look at the interactions among various participants in a classroom economy. Economic analysis can offer insights into the optimal time allocation problem in which students juggle among courses while instructors balance between teaching and research. The research can shed light into important problems such as student cheating as well as other policy issues.

Abstract text:

This research explores the potential contribution of economic analysis to the scholarship of teaching and learning within the context of a classroom economy. We propose a holistic approach by looking at the interactions among participants in a classroom economy such as students, instructors, and possibly administrators, parents, governments, and society. It is a multi-objective multi-constraint environment in which students usually take a normal load of four or five courses in a term. Likewise, instructors usually carry a normal teaching load of two or three courses per term in addition to research activities and administrative duties. Economic analysis can offer insights into the optimal time allocation problem in which students juggle among assignments, exams, projects, and deadlines while instructors are trying to balance between teaching and research. There is a competition for students' attention as they have to choose the best deadlines for their time constraint. This inter-dependence of teaching and learning activities in the classroom economy is an interesting and non-trivial feature which has probably not been given enough attention in the literature of both economics and education. The classroom economy framework can provide a controlled-experiment environment for data collection and policy analysis (perhaps much easier than a complex national economy). Finally, the research can shed light into important problems such as student decisions to cheat (along the line of the economics of crime and tax evasion) as well as other teaching-based education policy issues.