

Case Design of Microeconomics Teaching based on BOPPPS Teaching Method

-- Taking "Demand and Demand Curve" as an Example

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Abstract: "Microeconomics" is a basic course of economics and management majors, and occupies an important position in professional teaching. However, in practical teaching, it is difficult to arouse students' learning enthusiasm due to the large number of theoretical knowledge and formulas, thus affecting the teaching effect. "Demand and demand curve" is the basic concept and core knowledge in the course of Microeconomics. In order to improve the teaching effect of this course, this paper takes "demand and demand curve" as an example, and carries out teaching design based on BOPPPS teaching theory. This paper introduces the case of the demand for masks during the epidemic period, which is concerned by the public, and echoes it at the end, so that students can solve this problem through the knowledge they have learned. The combination of the case design theory and practical practice can fully mobilize the enthusiasm of students to learn related economics knowledge and improve the teaching quality of economics courses. This teaching case can provide experience and reference for related teaching of economic management major.

Keywords: Teaching Reformation; BOPPPS Teaching Method; Microeconomics; Teaching Case.

1. Introduction

"Microeconomics" is one of the core courses for economics and management majors, as well as a basic course for students majoring in economics and management. It is also a basic course for students majoring in economics and management to learn follow-up professional courses [1]. The reform of teaching content, optimization of teaching process, innovation of teaching method and improvement of teaching evaluation of this course have been highly valued. Therefore, it is very important to explore the classroom teaching methods of Microeconomics that can stimulate the interest of relevant students in their later professional study. However, since the course contains a lot of theoretical knowledge and formula derivation, in traditional teaching, it is inevitable that students cannot deeply understand theoretical knowledge and have poor ability to use formulas.

BOPPPS teaching method is a student-centered teaching method that emphasizes students' participation in the whole process before, during and after class. In this teaching model, there are six stages [2-3]. They are bridge-in, objective, pre-assessment, interactive learning, post-assessment and summary. The uppercase combination of the above six stages is the abbreviation of this teaching method - BOPPPS teaching method. The introduction of BOPPPS teaching method into the teaching of Microeconomics can effectively solve the problems that students may encounter in this course, such as lack of in-depth understanding of basic theories and lack of interest in learning formulas, through enhancing the participation of students [4-5].

Therefore, this paper takes the basic knowledge point "demand and demand curve" in "Microeconomics" as an example to design the BOPPPS teaching case of this teaching knowledge point. "Demand and demand Curve" is

the basic knowledge point of Microeconomics. On the one hand, this paper introduces the knowledge of demand curve to readers in a novel way; On the other hand, it can provide reference and reference for the interactive teaching of economic management.

2. Teaching Case Design

According to the BOPPPS teaching method is divided into the following six stages:

2.1. Bridge in

First of all, the students will review the concepts of the market and competitive market in the previous chapter, and introduce the "how the force of demand determines the sale of an item and its price." In order to understand this problem, we need to learn the relevant knowledge about "demand" and "demand curve" in this course.

Then a real case was introduced: During the epidemic, many people had to buy masks. There are different types of masks, corresponding to different prices. If you have 10 RMB to buy a mask, you need to think about two questions: the first is what kind of mask products do I need to buy? The second question is how many masks do I need to buy? These are the two main questions we face when we talk about "demand."

2.2. Objective

Explain the learning objectives to the students so that the students' goals are clear. The learning objective of this lesson is that students understand and can repeat the concept of demand and demand curve without the use of information.

2.3. Pre-assessment

Before asking students to solve the problem of buying masks independently. First of all, through the case of buying

a mobile phone to introduce the basic knowledge of demand to the students.

Suppose you have 2,000 RMB to buy a mobile phone. There are three kinds of products available. The first is a Type1 cell phone which is 6,000 RMB; The second is a phone case, which only 10 RMB and the third is a Type2 phone, which is 2000RMB. Let the students think about what product are you going to buy?

2.4. Participatory Learning

2.4.1. Learning Content 1: Definition of "Demand"

Perhaps many students have the answer quickly. Let's analyze this problem from the perspective of demand in economics.

Step1: Tell the students the definition of demand: demand is the amount of a product that buyers are willing and able to buy. How do we understand this definition? We can see two key words in this definition. The first one is willing, which means I want to buy. The second one is able, which means to have enough money to buy. If we can understand these keywords and the relationship between them, we can understand the concept of demand.

Step 2: The first is the Type 1 phone. Many people choose this phone because of the advanced technology. Assuming students are also willing to buy it, you can put a "yes" on the "willing" option. But unfortunately, only 2,000 RMB is not enough to cover the cost, so put a "no" on the "able" option. The second kind is mobile phone case. It is very cheap, only 10 RMB. I can buy it but I don't want to buy it because I don't need it, so put a "no" for "willing" and a "yes" for "able". The third is the Type2 phone It was of good quality, so I wanted to buy it, and it was even more fortunate that I could afford it.

Step 3: Ask the students: In this case, which product has the demand? When the students answered Type 2 phone, continue to ask why? Because it met two conditions that I was willing and able to buy.

Step 4: Through the case of buying mobile phones, the students understand how to solve the demand problem with the idea of economics. So let's go back to the original question about buying masks. Let's say you have 10RMB, and then present three options: the first is a KN95 mask priced at 12RMB; The second is a warm mask at 5 RMB, only with warm function; The third is a surgical mask at 2 RMB. At the same time, there are two options below each product, respectively "willing to buy" and "able to buy", students are asked to write yes or no respectively below the products according to the knowledge they have just learned, and finally make a choice according to the result. At this point, students have fully grasped the definition of "demand".

2.4.2. Learning Content 2: Definition of "the Law of Demand"

The law of demand is introduced through the case of Double Eleven promotion. Let the students raise hands if you have bought products on Double Eleven. Most students will raise their hands. Then continue to ask, why? Most students will say it's because it's cheap. At this point, inform the students that they have mastered the concept of the "law of demand". The official definition of demand definition is given: the law of demand states that the price is inversely proportional to the quantity demanded. This means that when the price goes up, the quantity demanded decreases. When the price goes down, the quantity demanded increases.

2.4.3. Learning Content 3: Definition of " Demand Curve"

Based on the law of demand, further explain the definition of demand curve to students: the law of demand can be explained by the demand curve. The demand curve is a downward sloping line that relates to price and quantity demanded. Its characteristic is that, other things being equal, when the price of a good rises, the demand for that good will fall. Show different demand curves for different types of products.

2.5. Post-assessment

Guide the students to independently complete the calculation of the demand table and draw the demand curve of the mask on this basis.

Step 1: Ask students to fill out a request form. A demand table is a table composed of two columns of numbers, where the first column lists the price of the product and the second column lists the corresponding quantity of the product. Back to the problem of buying masks, assuming a budget of 10 RMB, calculate the maximum number of products that can be purchased when the product price is 10RMB, 5 RMB and 1 RMB, and fill in the corresponding position.

Step 2: Ask students to draw the demand curve of masks according to the demand table obtained, where the horizontal axis is the price of masks, and the vertical axis is the number of masks. At random, two students are asked to show the results of their demand table and demand curve on the front of the blackboard. Finally, ask other students to judge whether it is correct or not. Summarize the error-prone points.

2.6. Summary

Finally, the definitions of demand, demand law and demand curve are summarized in the slide. Students are invited to answer questions in the form of questions to deepen their impression. In addition, students were assigned homework to preview the knowledge about supply and supply curve, and it was predicted that the next section would continue to teach knowledge about supply of masks.

3. Conclusion

Microeconomics is the core course for students majoring in economic management, and the teaching reformation of this course is very important. As the course is more theoretical and there are many formulas, it is easy for students to feel bored, have low enthusiasm in learning, do not have a deep understanding of the theory, and have a fear of difficulty in learning formulas, thus affecting the learning effect. In order to solve this problem, this paper tries to apply the BOPPPS teaching method to the teaching of Microeconomics. Taking the basic core knowledge point "demand and demand curve" in the course of Microeconomics as an example, the case design of BOPPPS teaching method is carried out. The advantages of the teaching case design are summarized as follows:

(1) The case is structurally based on the BOPPPS teaching method. The six stages of learning are interlinked with each other, with a compact structure. In terms of teaching structure, students can always be motivated.

(2) The content of this case is based on current events, and the case of buying masks during the epidemic runs through the introduction, participatory teaching, post-test, and summary. On the one hand, by taking issues of concern to everyone in real life as examples, students can develop

curiosity in learning and stimulate their interest in solving practical problems through learning relevant knowledge of economics. On the other hand, through the initiation of a problem and the solution of the problem by the students themselves after learning the knowledge, students are involved in the whole process and have a sense of accomplishment and gain at the end of the course.

In summary, starting from the practical problems in the teaching of Microeconomics, this paper takes "demand and demand curve" as an example to design the structure and content of BOPPPS course. From the beginning to the end of the course, students can participate in the whole course, mobilize the enthusiasm of students and liven up the classroom atmosphere. The design of this case can provide reference for the teaching of economic management courses.

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