

## **A Brief Discussion on the Curriculum Reform of “Microeconomics” Based on the Problem Teaching Method**

Jun Ye

School of Business, Jiangnan University, Wuhan 430000, China.

ddong11221@sina.com

### **Abstract**

**Microeconomics is an important part of the basic theory of modern economics. It mainly studies the behavior and interaction of consumers and enterprises in the market economy, describes the operation process of the market economy, and demonstrates the principle of the market mechanism. Solve the problem of optimal allocation of social resources. This article aims at the two major problems of students’ lack of correct understanding of the curriculum and difficulties in internalizing curriculum information in the learning process. The problem teaching method is used to find effective ways to help students improve their memory terminology and use theoretical analysis. Ability method to optimize learning effect.**

### **Keywords**

**Microeconomics; Problematic Teaching Method; Curriculum Reform.**

### **1. Introduction**

“Microeconomics” is a basic course for economic management majors, and one of the ten core courses for finance majors prescribed by the Ministry of Education. This course is centered on price analysis. Through the analysis of the behaviors of economic individuals such as households and enterprises, it explores the operation and function of the market competition behavior, and improves market operations.

Samuelson said that “Microeconomics” studies how a society uses scarce resources to produce valuable goods and services and distribute them among different groups of people. It should be said that “Microeconomics” is closely related to real life. Many of our daily life examples can be explained by microscopic theories. For example, why are high-end Swiss watches sold in Switzerland more expensive than in Hong Kong? Tickets for tourist areas, Adults and children are different, foreign tourists and domestic tourists have different prices, etc.

The first teaching goal of this course is knowledge goal. Students can master the basic knowledge of economics, can use economic principles, deeply analyze the economic behavior of individuals, and can enterprises, governments, and countries, and interpret economic data and economic policies; the second teaching goal is skill goals. Students can understand the core economic ideas frequently and repeatedly used by economists. When students are faced with choices, they can make optimal decisions through analysis, thereby improving their learning, Living condition. Therefore, it is of practical significance to explore and analyze the teaching reform of the “Microeconomics” course.

### **2. Questionnaire survey data analysis**

In June 2018, in order to build a “student-centered” teaching paradigm, the author randomly distributed 78 questionnaires to students on the campus of a local university (including students who have studied “Microeconomics”), the content of the survey is the understanding of the ten principles of economics. Among the 78 questionnaires, there are 45 questionnaires that have studied this course and 33 have not.

Survey data shows that the average score of students who have studied the course is 63.8 points, which is lower than the 64.8 points of students who have not studied. The degree of dispersion is greater than that of students who have not studied economics, and the stability of performance is less

than that of students who have not studied economics. It can be seen that in this school, the teaching and learning of the “Microeconomics” course did not achieve the ideal teaching effect. The reasons for this difference are both at the student level and at the teacher level.

Table 1 Questionnaire survey data analysis

fraction	Learned(number)	Haven't studied(number)
40	5	0
50	10	8
60	7	10
70	14	7
80	5	7
90	3	1
100	1	0
The average score	63.8	64.8
Standard deviation	15.1	11.2
Divorce coefficient	0.24	0.18

Through the observation of the “Microeconomics” teaching class in recent years, the completion of after-school homework, and the analysis of the final assessment it is concluded that students and teachers have the following problems in the teaching and learning of “Microeconomics”.

### 2.1 Student-level issues.

First, some students are in a zero-learning state and are not clear about the purpose of learning the course. In the in-class survey, it was found that most students did not know what they wanted to acquire in the course, what expectations they had, and did not have a clear self-learning goal.

Second, students lack the ability to remember terminology knowledge. In the questioning session in the classroom, for the problem of terminology knowledge, most students need to look through the textbook and cannot extract knowledge points at any time. At the end of the term interpretation assessment, 70% of the students could not answer correctly and lost more points.

Third, most students cannot accurately grasp the knowledge of economics and do not care about economic events at home and abroad. Therefore, in the discussion of case examples in class, students cannot fully explain the economic phenomena and economic activities around them. Use your own experience to analyze and elaborate. In the assessment of case analysis questions at the end of the semester, 90% of the students could not answer accurately.

### 2.2 Teacher-level issues.

First, teachers mainly adopt traditional teaching methods that focus on lectures. In the “textbook, teacher teaching and classroom” as the center. Under the traditional teaching concept, teachers take systematic knowledge as the main purpose, classroom teaching as the main organizational form, and only pay attention to the curriculum. The content instillation ignores the students’ learning initiative and learning differences.

Second, the teacher’s teaching goals are separated from the students’ learning goals. When most teachers teach courses, they do not understand the students’ existing knowledge background, and do not analyze in depth what students want to learn. The knowledge cannot be classified effectively, and no specific chapter goals have been formulated. In the process of teaching and learning, there is a serious separation between teaching goals and students’ learning goals.

## 3. The role of problem teaching method

Aiming at the problems existing in the learning process of students: First, most students lack the ability to memorize terminology knowledge; Second, students are not strong in accurately determining when to use economic principles to explain economic life phenomena. The problem-

based teaching method can help students improve their learning effects and form economic analysis thinking.

The so-called problem-based learning (PBL) is to put the knowledge learned in a meaningful actual problem situation, through the group cooperation between learners, in the process of problem solving, learning is implicit in the problem. The basic subject knowledge behind it, understanding and memorizing professional terms, developing thinking skills, solving practical problems, and self-learning ability, and cultivating students' sense of innovation and spirit of cooperation, Change students' traditional passive learning style. The PBL teaching method can also enhance students' knowledge of economic terminology and improve their ability to use economic principles.

The McMaster University School of Medicine in Canada has adopted PBL as an educational method to promote a holistic view. In the context of medical education, students put forward their own questions by systematically analyzing the patient's condition. Because of the lack of problem-solving knowledge, everyone can find their own learning goals. In this way, they are also familiar with the process of solving problems as doctors. Through this learning method, not only will you master relevant knowledge, but the learning experience will also be enriched and meaningful (Bampws, Tamblyn, 1980).

#### **4. Application of problem teaching method in the teaching of “Microeconomics”**

Take the needs in the course “Microeconomics” as a case of classroom activity design.

##### **4.1 The goals, activities and evaluations of classroom design.**

Question: Distinguish demand and demand, explain what determines demand?

Goal: Students can distinguish the meaning of demand and demand, and can explain the factors that affect demand.

Activities: Take practical problems as teaching cases, and learn in groups of students.

Evaluation: Formative evaluation (group discussion, teachers patrol the classroom, observe their discussions and conduct assessments to ensure that everyone in the group contributes to problem solving and summative evaluation) and select a group member to make a summary. Eventually achieve the consistency between goals, activities and evaluations.

##### **4.2 Design ideas for classroom activities**

Realistic problems and expected goals: distinguish between demand and demand, and explain what determines demand. The following events only occurred at a certain point in the real estate market:

- 1) Real estate prices fall;
- 2) Everyone believes that real estate prices will fall in the next month;
- 3) Bank loan relaxation;
- 4) The income level of residents has risen.

Use this information to answer questions ①—③:

- ① Explain the impact of each of the above events on the demand for mobile phones.
- ② Use graphics to illustrate the effects of each event.
- ③ What explains the law of demand?

The knowledge points to be mastered for the topic: demand and demand, demand law, demand curve, change in demand and change in demand.

Classroom activity road map: review the knowledge points of the previous class (5 minutes) → introduce a new class (2 minutes) → student's self-study based on real cases for 20 minutes. A teacher patrols each group to help students find problems, and then randomly selects groups to explain 25 minutes → The teacher answers questions in 20 minutes and a summary of class knowledge points

(8 minutes) → arranges questions for the next class (5 minutes) → answers individual students' questions (5 minutes).

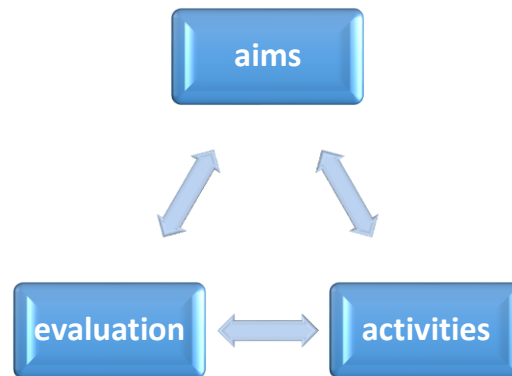


Fig 1 The relationship between goals, evaluations, and activities

## 5. Evaluation of learning effect

The problem teaching method ideally improves students' ability to memorize economic terms and use theories to analyze problems. In the process of classroom teaching, teachers participate in the discussion of each group, help students find problems and observe the whole discussion process of students participating in problems, and observe whether students can successfully solve problems within a given time. Teachers evaluate each student through formative evaluation. Finally, all groups are invited to show their answers to their questions. After the end of a class, students' enthusiasm for learning has not only improved to a great extent, but also the expected teaching goals can be better achieved, improving their ability to remember the terminology of economics and accurately determining when to use economic principles to explain Ability in economic life phenomena.

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