

What do we want to achieve with a course unit?

Facilitate student's (independent) learning

- Memorise information
- Extract principles and underlying meaning
- Integrate new with previously acquired knowledge
- Enable students to apply their knowledge in a new context

Source: University of Manchester, Manual of Academic Procedures

What tools do we have?

- Lectures
 - Tutorials/Seminars
 - Reading
 - Coursework/Groupwork
 - Online quizzes
 - Podcasts
 - Online Clips
 - Peer Assisted Study Schemes
- } Tech enabled

Do not use the Lecture content as a definition of the course unit syllabus!

And make sure that students understand this!

- What is best achieved by lectures?
- What best by other tools?

Restrictions:

- School guidelines on how many lectures and tutorials you should put up
- Convention/Student expectation
- Workload

Today:

- How do online clips help?




How I use Online Clips

- To flip tutorial classes
- To move complex lecture material out of the lecture theatre
- To ask students to prepare for lectures (NEW), and then use the lecture for ...
- Exam answer exemplars

Lecture Prep

- Ask students to cover basic or introductory material prior to lecture
- Use lectures for:
 - To discuss more advanced stuff with more time
 - Spend more time on meaning/intuition
 - Spend more time on examples
 - Spend more time on links to other course units and real life
 - Allow for student interaction (clickers and peer discussion)
- In general activities in which you as a lecturer have a comparative advantage.

 **Week 3 - 10 February**

Pre-Lectures

Engage with the following clips: [Obtaining Macro Data](#) from the OECD webpage. Retrieving data is a really important skill. When using time-series data we have to revise the [Regression assumptions for Time-Series Data](#)

Lecture

Using Time-Series Data

[Lectures_1314_Week3_students.pdf](#)

The following data-sets (EViews files) are used in the lecture: [TS_Data_SpuriousRegression.WF1](#)

[UKCPI_AR4.WF1](#)

Post-Lectures

From the lectures you will have learned that spurious regressions are a serious issue. It can be very instructive to [create your own Spurious Regression Example in EXCEL](#). This clip demonstrates how to [use EViews for forecasting](#) (same example as in lecture just a bit more detail and clarifications)

Additional lesson from MOOCs:

- Produce shortish clips
- Finish with short question to allow students to [test understanding](#)

Exemplar Exam Solutions

- Chance to point out solving techniques
- Talk about typical mistakes, where did last year's students go wrong

Can I produce these clips?

What do I need?

- [Camtasia Studio](#) (screen recording software)
£89 (with educational discount)
free options are available as well (e.g. [Blueberry FlashBack Express](#))
- Tablet Input for handwriting
e.g. [Wacom Intuos](#), £122
- Or High Quality Tablet Computer (can be very expensive)



Can I produce these clips?

How to do it?

- Steep learning curve, but eventually straightforward
- After some practice basic clips are very easy to produce
- I publish via YouTube, Manchester can also host clips
- You can go fancy (clip editing, include quizzes that communicate with BB - SCORM objects)

Further thoughts

- Enrol in a MOOC
- Question why you are doing things
- Links to more detailed presentations on:
 - [What is Class contact for?](#)
 - [Making quant tutorials work!](#)
 - [DOs and DON'Ts of classroom inversion](#)
- Example clips:
 - [Ralf Becker on YouTube](#)
 - [Khan Academy](#)
