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Online

The Online section of the *Journal of Economic Education* identifies exemplary material for teaching and learning economics that is interactive or otherwise not conducive for the printed page. URLs for these Websites are identified in the descriptive notes.

KIM SOSIN, Section Editor

Web Instruction with the LBO Model

Rajshree Agarwal and A. Edward Day

URL: <http://www.bus.ucf.edu/ecoprinciples/LBOCourses.htm>

The Learning-by-Objective (LBO) model integrates various Internet tools for knowledge transmission, communication, and assessment of learning. Courses developed in the LBO framework range from Web enhancements of traditional course offerings to partial and complete substitution of in-class time in distance learning courses. The premise behind the LBO model is that students learn best when the information provided to them is in small, self-contained modules that allow them the maximum ability to learn actively and “hands-on.”

We identify the objectives in each chapter and develop modules using the 3-P principle (preparation, practice, and performance) for each objective. Each module contains the following components: (1) Objective: the learning outcome to be accomplished; (2) Preparation: reading the relevant pages in the text, additional Web-based supporting material that may include links to news sites and case studies, and a list of important relevant points; (3) Practice: using the concepts to solve a problem or apply to a particular case study. This may require critical thinking and analysis of a related Web link, or discussion on the bulletin board on the issue; and (4) Performance: A nongraded self-test allows students to test their understanding of the concepts before a required online graded quiz.

We use the LBO model to develop introductory micro and macroeconomics course Web sites with the instructional software WebCT, which provides student access in a password-protected environment within which student work is identifiable. Each LBO component is achieved through an integration of the various tools of communication (e-mail, forum or bulletin boards, online chat), knowledge dissemination (module, textual references, Web links to related sites), and assessment (self-test, graded quizzes, Web-based assignments). Tools such as grade books, calendars, and glossaries aid in “house-keeping” tasks.

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