Appendix A—Sample of In-Class Questionnaire (Lab Activity)
For simplicity, spaces have been removed from this summarized sample of the activity.

CONCEPTS AND SHORT PROBLEMS
1. Autarky occurs when a country does not trade with other nations. ___ True ___ False
2. For a nation to be an autarky, it must be self-sufficient. ___ True ___ False
3. The equilibrium at autarky occurs when domestic supply ___ domestic demand.
4. It is projected in 2050 that _____% (50/40/30/70) of the countries will depend on each other.

CONCEPTS AND SHORT PROBLEMS
5. At free trade, countries _____________________________________________________.
6. At free trade, goods are traded at ______ price (____).
7. For a country to export, the domestic price must be ______ (greater/lower) than the world price. In that way, the country will export its ____________ (shortage/excess supply).
8. The welfare change when a country exports is ________________.
9. When a country exports, the winners are the ____________ (producers/consumers), whereas the other party loses.
10. For a country to import, the domestic price must be ______ (greater/lower) than the world price. In that way, the country will import its ____________ (shortage/excess supply).
11. The welfare change when a country imports is the following: ____________________.
12. When a country imports, the winners are the ____________ (producers/consumers), whereas the other party loses.

PRACTICE!!!
Consider that the world only has two countries (Austria and Switzerland). All currency is in Euros:

Austria Market (Index A)

Demand: $Q^A = 800 - 10P$
Supply: $Q^A = 200 + 30P$

Switzerland Market (Index B)

Demand: $Q^B = 100 - 5P$
Supply: $Q^B = 40 + 15P$

13. What is the autarky equilibrium for each country?
15. Set up the export supply: ____________________.
16. Set up the import demand: ____________________.
17. What is the world equilibrium? ____________________.
19. The exporter is __________, which sells ______ units to the foreign market.
20. What are the consumer and producer surpluses for each country? _____________________.
## Appendix B—Sample Evaluation Criteria for Final Presentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice (0 pts)</th>
<th>Intermediate (2 pts)</th>
<th>Fair (5 pts)</th>
<th>Good (8 pts)</th>
<th>Outstanding (10 pts)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time limit</td>
<td>Student has not prepared adequate time for presentation (&lt; 2 or &gt; 8 minutes).</td>
<td>Student is having difficulties with time limit, either short (2.5 minutes) or long (7 minutes).</td>
<td>Student is learning to adjust to adequate time: 3 minutes or 6 minutes.</td>
<td>Student is close to adequate time: &lt; 3.5 minutes or &gt; 4.5 minutes.</td>
<td>Student is able to present in effectively 4 minutes.</td>
<td></td>
</tr>
<tr>
<td>Poster presentation design</td>
<td>Design of the poster was taken from a basic design with poor colors, excessive number of lines per slide, difficult to read, images are not consistent with the presentation flow.</td>
<td>Design was directly taken from PowerPoint with no modification, background colors are not attractive and makes difficult to read for the audience, images are not high definition.</td>
<td>Design was based on template, modified to make it organized, the background colors are good but are not a good contrast with the letter color, images are not high definition.</td>
<td>Good design, colors are adequate, modified from other presentations, images are in good resolution but definition decreases in big screen; letter size is adequate, but the content is still difficult to read.</td>
<td>Design of the presentation is novel and attractive, colors are adequate, images are clear and have a reason in the presentation, letter size is acceptable, and the poster is easy to read.</td>
<td></td>
</tr>
<tr>
<td>Presentation skills</td>
<td>Student constantly reads from notes and is not able to keep the flow of the presentation.</td>
<td>Student is able to keep the flow of the presentation but only while reading from notes. There are constant pauses for rephrasing.</td>
<td>Student keeps the flow of the presentation, reads moderately, there are some pauses but does not capture the audience attention.</td>
<td>Student promotes some discussion during the presentation, but audience is not completely engaged, reads moderately but there are some pauses during presentation.</td>
<td>Student actively engage classmates in the presentation, shows proficiency in the topic, and provides an entertaining environment.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Lack of content, the topic was not covered in a state-of-art manner.</td>
<td>The presentation points out the major concepts of the topic but lacks providing details on the specific aspects of the topic. Content is not based on research or trustable news.</td>
<td>Presentation covers major concepts and some details, but it is unable to connect the ideas from previous andsequent slides. Content is based on trustable news but not relevant research.</td>
<td>Student covers major concepts and details and slides are connected providing flow for the presentations. Content is based on research and trustable news but is not recent and/or global.</td>
<td>Student covers major concepts and specific details, based on research and trustable news (in references). It provides examples that occur at the regional and global scale, consistent with the flow of presentation.</td>
<td></td>
</tr>
<tr>
<td>Economic application</td>
<td>Student is unable to connect how the presentation is connected to economics.</td>
<td>Student attempts to provide examples from economics but lacks explaining the economic basis.</td>
<td>Student is able to provide examples of economic applications; however, the media content is not based on trustable facts. Student makes fair connection with economics, but there is not full explanation in the presentation.</td>
<td>Student provides examples of economic applications based from books, research, and articles but still has limited explanation on how the economic principles are applied to these examples. Student also provides references.</td>
<td>Student provides examples of economic applications based from books, research, and articles, with full understanding of the economic theory applied in the example.</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Novice (0 pts)</td>
<td>Fair (2 pts)</td>
<td>Fair (5 pts)</td>
<td>Good (8 pts)</td>
<td>Outstanding (10 pts)</td>
<td>Score</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Organization</td>
<td>Organization of the presentation is unclear, and it is not easy to follow.</td>
<td>There is some level of organization though there are many ambiguities and irrelevances. Abbreviations are not explained, ineffective transitions.</td>
<td>There is some level of organization with few ambiguities and irrelevances. Abbreviations are not explained. Transitions are still drastic with no clear connection between slides.</td>
<td>Presentation has a clear organization structure with some ambiguities, easily followed, good transitions and structured format.</td>
<td>Presentation is clearly organized; easily followed; effective, smooth, and logical transitions; and professional format.</td>
<td></td>
</tr>
<tr>
<td>Voice and language</td>
<td>Audience is unable to hear the student.</td>
<td>Audience is unable to hear part of the presentation due to constant low voice.</td>
<td>Audience is able to hear the presenter, but there are parts that voice breaks.</td>
<td>Tone of voice is adequate for the audience with slight moderate issues.</td>
<td>Tone of voice is adequate for the audience.</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Presenter does not use proper basic language while presenting.</td>
<td>Presenter uses adequate basic language but is unable to connect simple sentences.</td>
<td>Presenter uses compound sentences but makes too many grammatical mistakes, and there are several signals of cacophony.</td>
<td>Vocabulary is varied, specific, and appropriate; frequently uses economic and correct vocabulary and grammar.</td>
<td>No cacophony, sentences are well structured, language is professional, and proper economic language is used.</td>
<td></td>
</tr>
<tr>
<td>Q&amp;A</td>
<td>Student is not able to answer any questions correctly.</td>
<td>Student is able to only answer one or less than 50 percent of the questions correctly.</td>
<td>Student is able to answer two or 50 percent of the questions correctly.</td>
<td>Student is able to answer three or 75 percent of the questions correctly.</td>
<td>Student is able to answer all questions correctly.</td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td>Student did not write the summary of the presentation.</td>
<td>Student provided only certain points but did not establish objectives.</td>
<td>Student was able to provide a main objective and some specific details, but they were not connected.</td>
<td>Quality of summary is acceptable, it included introduction, objectives, it was organized, and used divisions but did not mention major points.</td>
<td>Quality of summary is outstanding, with no grammar mistakes; it includes an introduction and objectives; it was organized, used divisions and subdivisions, and covered major points and a conclusion.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**
Appendix C—Students’ Feedback

C.1 Feedback from Students Reported in Course Evaluations for the Two Traditional In-Person Courses and the Online Course Before the Pandemic

“Dr. Luis was always available to help students who were struggling and made a huge effort to get to Gainesville to provide in-person instruction despite living two hours away and the course being online.”

“He’s very flexible with office hours and answers emails promptly, which is really good. He’s also really understanding of individual circumstance in getting the quizzes and pre-labs in. He provides good examples in his lectures and does a good job of explaining how exactly to work the problems, making sure we actually understand the material.”

“Dr. Luis also brought a positive attitude to his office hours, review sessions, and more recently the Zoom meetings. It didn’t matter what the class threw at him, Dr. Luis was able to adapt and promote a positive learning experience by providing help to each and every student who requested it.”

“Very fun to be around and really knows how to explain topics and concepts. I enjoyed the office hours and learned the most there, face to face.”

C.2 Feedback from Students Reported in Course Evaluations During the Pandemic for the Two Traditional In-Person Courses

“He is very knowledgeable in many topics for the class. He does well breaking things down for us to understand it better. Economics is tough, but he helps in any way he can.”

“Dr. Luis demonstrates to all of his students that he cares about their academic success by his availability to help answer questions about assignments through quick email responses and Zoom calls.”

“Dr. Pena–Levano is helpful, patient, and intelligent. He is enthusiastic about the topic and is always available to help when called upon.”

“Excellent job in being fair with the students, giving them an opportunity to learn the material in a way that didn’t have us stressing about the assignments. Good job with the new notes system in class.”
C.3 Feedback from Students Reported in Course Evaluations During the Pandemic for the Online Course

“This instructor was one of the best professors I have had in college. He went over and beyond anything he ‘had’ to do to help us as an online instructor. Professor Luis is not only a teacher but also a mentor.”
“The instructor did his best to help students, but because the class is online, the TA, Fei, was the biggest contribution to this course! When the professor came to campus, he was very helpful!”
“Dr. Luis’s strengths are that he is always willing to help and provide feedback on assignments, he provides quick response times when students email him with questions, and he does everything he can to make sure students understand the material and succeeds.”
“Dr. Luis was always available to help students who were struggling and made a huge effort to get to Gainesville to provide in-person instruction despite living two hours away and the course being online. [...] Dr. Luis’s sole focus was for his students to understand the material he was teaching and constantly emphasized how important mastering the topic was for courses beyond his own.
“The instructor strength is that he is very enthusiastic about the course as well as the TA.”
“I’ve never had a TA that helped so much! Hosting office hours each week and before exams holding review sessions. The class being online was very challenging, and the TA basically taught the class in person for anyone who attended her helpful office hours.”

C.4 Feedback from Students Reported in Course Evaluations During the Pandemic for the Two In-Person Courses and the Online Course, Emphasizing Student-Specific Adaptations of the Teaching Methods During the Pandemic

“Dr. Luis was the most helpful professor I have had in my college career. He was very accessible through Canvas message, and the in-person review sessions were extremely appreciated and greatly contributed to my knowledge of the material.”
“Dr. Luis’s strengths are that he is always willing to help and provide feedback on assignments, he provides quick response times when students email him with questions, and he does everything he can to make sure students understand the material and succeed.”
“He’s very flexible with office hours and answers emails promptly, which is really good. He’s also really understanding of individual circumstances in getting the quizzes and pre-labs in. He provides good examples in his lectures and does a good job of explaining how exactly to work the problems, making sure we actually understand the material.”
“Dr. Luis is an excellent instructor and was very helpful with every step of the course. He provides great feedback and is very encouraging and understanding of any issues.”
“Dr. Levano took the time to help me in any way that he could. He was quick to respond to messages and offered to help with assignments [...]. He made the course easier to understand for a person who isn’t a Food and Resource Economics major.”