

Course: AAE 215 – Intro to Agricultural & Applied Economics (Spring 2020)

Enrolment: 62 students (mostly freshmen and from the College of Agricultural and Life Sciences)

Instructor: Eduardo Cenci, PhD Candidate, University of Wisconsin-Madison

Contact: [ecenci@wisc.edu](mailto:ecenci@wisc.edu)

Date: April 7<sup>th</sup>, 2020

### **Take-home Exam – Teaching Notes**

1. This packet includes three documents: exam questions, answer sheet, and suggested answers.
2. This take-home exam uses personalized questions to reduce the possibility that students copy answers from each other and from the material. Students use examples they have created before for discussion boards, or make new ones. They can pick different expressions for the demand curve in some questions, and come up with their own estimates in others, thus creating variation in the numerical answer. More important, many questions ask students to interpret and explain relationships and results. These are the questions worth more points because (a) they are more personalized, and (b) they require a higher level of learning.
3. For the exercise prompts, I drew questions from discussion boards assigned to my students on Canvas after each online lecture, so students were already familiar with them. The prompts can be easily adapted, though, for students who have not had these discussions before the exam.
4. This exam covers Units 6, 7, and 8 of CORE's textbook: "The Economy". With the exception perhaps of Unit 6, which focuses on efficiency wages and the labor discipline model, the topics covered in this exam pair well with the content of most introductory courses. All questions for Unit 6 are multiple-choice questions and can be easily removed. I also believe that the style of the questions and the general idea of the exam can be adapted to different content as well. For example, I will use the same type of exam for my final, which will also be a take-home one and will cover Units 11 and 12 of CORE's textbook (market dynamics and market failures).
5. My actual exam had more multiple-choice questions and did not have exercise 3. That's because I have a commitment with my students to use questions from their online quizzes in the exam and thus reward those who have worked in advance with the readings and the quizzes.
6. The inclusion of the 2 bonus points to encourage submission in an appropriate format seems to have worked. My TA has just started grading so we do not have a complete feedback on the experiment yet, but I could verify that the files are ordered, clear, and follow a consistent order. As someone who has graded hundreds of exams in the past, I know that consistency and order help with the process.
7. Feel free to ask any questions, suggest changes, and point errors on this material (see contact above). I hope this material helps!