*NOTES ABOUT THE USE OF THIS FORM:*

1. *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*
2. *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
3. *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks”, or “sections”) and you are free to change the terminology.*
4. *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
5. *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
6. *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.*
7. *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
8. *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the* ***process****.*

*We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are* ***not*** *free to ignore any of the required information.*

*Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know* ***why*** *they are engaging with the content.*

There are 2 templates on the following pages. The **Module-level template**should be completed once, and the **Unit-level template** should be completed in respect of each of the Units (or Sections, or Weeks) in the Module

|  |  |
| --- | --- |
| **Details of institution that has developed the module** | |
| Name of University | Makerere University |
| Name of institutional contact | Prof. Muyinda Paul Birevu |
| Email address of institutional contact | [mpbirevu@cees.mak.ac.ug](mailto:mpbirevu@cees.mak.ac.ug) |

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| --- | --- |
| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) | |
| Licence type | ***X:\MIS\DL Administration\Research Projects\OTTER\IPR\CC licence logos\by-nc-sa.png***[Creative Commons Attribution-Non-commercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). |

|  |  |
| --- | --- |
| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* | |
| Lead author (+ email address) | **Salmon Mugoda (Email:** [**smugoda@bams.mak.ac.ug**](mailto:smugoda@bams.mak.ac.ug)**)** |
| *Responsible for:* | **Module development** |
| Co-author/co-contributor | **Stephen Mayende (**[**stepmayende@yahoo.co.uk**](mailto:stepmayende@yahoo.co.uk)**)** |
| *Responsible for:* | **Module development** |

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| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) | MS word |
| Will a Moodle common cartridge be uploaded as well? | Yes |

*(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into another university’s Moodle platform.)*

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| **Course details** | | | |
| Module title: | Introductory Microeconomics | | |
| Under- or Post-graduate? | Under-graduate | Year of study: | 1 |
| Class contact time (hours): | 40 | Number of credits: | 4 |
| Private/online study hours: | 60 | Number of weeks of study: | 14 |
| Total student learning hours: | 100 | Number of units of study: | 10 |

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| Programme(s) which might include this Module: | Bachelor of Economics, Bachelor of Development Economics, Bachelor of Arts Education, Bachelor of Science Education, Bachelor of Statistics, Bachelor of Social Science, Bachelor of Arts (Arts), Bachelor of Commerce, Bachelor of Business Administration, Bachelor of Population Studies and Bachelor of Social Work and Social Administration, Bachelor of Quantitative Economics, Bachelor of Science Actuarial Sciences, Bachelor of Science Business Statistics and Bachelor of Population Studies |
| Pre-requisite student abilities and knowledge: | Computer knowledge since the course is a blended course |
| Pre-requisite (or co-requisite) modules: | None |

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| Aim of the module: | The aim of this module is to teach you how to reason like an economist, as you learn about various economic concepts and examine the principles of microeconomics. In addition, this module will develop your ability to understand theory and apply this knowledge in real-world situations. |
| Brief description of module: | This module is an introductory course that introduces you to a wide range of economic concepts. The module focuses on how economic systems operate to allocate resources, distribute income, and organize production through the decisions of individual economic agents such as households, firms and consumers. The module focuses on the operation of a market economy where markets determine society's production and consumption decisions by transmitting information about the plans of buyers and sellers. The module also covers key basic economic questions of what, where, and for whom to produce. |
| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*   1. Explain the basic economic concepts in microeconomic theory; 2. Determine how decisions of demand and supply of goods and services are made by consumers and suppliers; 3. Relate inputs used in production to the resulting outputs, costs and revenues; and 4. Analyse the operations of the different market structures in an economy. |
| Indicative content: | This module will cover the following broad topics;  1. Basic Concepts in Economics;  2. Market Analysis;  3. Elasticity;  4. Consumer Behaviour;  5. Production Theory;  6. Theory of Costs;  7. Perfect Competition and Profit Maximization;  8. Monopoly;  9. Monopolistic Competition; and  10. Oligopoly. |
| Form of final/summative assessment: | This will constitute of midterm assessment marked out of 30% and final written, innovative examination marked out of 70% |

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| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task/strategy |
| 1. Explain the basic economic concepts in microeconomic theory | i) E-tivity 1.1  ii) E-tivity 2.1  iii) Activity 3.1  iv) Activity 4.1  v) E-tivity 6.1  vi) E-tivity 7.1  vii) E-tivity 9.1 |
| 2. Determine how decisions of demand and supply of goods and services are made by consumers and suppliers | i) Unit 2 Pre topic activity  ii) E-tivity 2.1  iii) Activity 3.2  iv) Activity 4.1  v) E-tivity 5.1  vi) E-tivity 7.1  vii) E-tivity 8.1  viii) E-tivity 9.1  ix) Activity 10.1 |
| 3. Relate inputs used in production to the resulting outputs, costs and revenues. | i) E-tivity 5.1  ii) E-tivity 6.1  iii) E-tivity 7.1  iv) E-tivity 8.1  v) E-tivity 9.1  vi) E-tivity 10.1 |
| 4. Analyse the operations of the different market structures in an economy | i) E-tivity 7.1  iii) E-tivity 8.1  iv) E-tivity 9.1  v) E-tivity 10.1 |

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| **Significant features or elements of module** |
| Blended Learning Pedagogy |

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| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | First year under-graduate students |
| What **skills** should a *student* have **already** mastered before starting this Module? | Computer skills and ability to use internet |
| What **prior knowledge** of the subject matter should a *student* have? | Elementary economics and business knowledge |

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| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter  should *facilitators* have **already** mastered before starting to deliver this Module? | Mastery of economics, Computer skills, e-moderation skills and basic mathematics |
| What **skills** do *support staff* need in order to support the delivery of this module? | Computer skills, knowledge of the VLE |

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| **Quality assurance matters** | | |
| How will feedback on module be obtained from students? | There will be a formative feedback form sent to learners. They will also be encouraged to post their views on the VLE discussion board. | |
| How will student feedback be used to improve module? | By incorporating their views that have been analysed and found to be relevant to the unit. | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes  No |

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| **Unit-level overview** | | **Unit/week/section** | **0** |
| Topic name: | **Getting Started** | | |
| Aim of the topic: | This unit is intended to acquaint you with the virtual learning environment and online communication behavior (netiquette). The unit will also prepare you to socialise with others. | | |
| This topic covers: | Self-introduction, bonding, socialisation, team building and familiarization with the VLE | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  1. Use the VLE;  2. Socialise and bond with your fellow learners in the course;  3. Update your profile by adding information and a photograph; and  4. Practice good online communication behavior. | | |
| Overview of student activity: | Logging into the VLE, introducing yourself, updating your profile user name and password, visiting relevant offices and facilities like library and attending student briefings*.* | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? | |
| ***At the end of this unit, you will be able to:*** | | | | |
| 1. Use the VLE |  | i) Pre topic activity;  ii) E-tivity 0.1 | | i) Pre topic activity by successful posting your name on the VLE;  ii) E-tivity 0.1 by posting a photograph on the VLE. |
| 2. Socialise and bond with your fellow learners in the course |  | i) Face-to-face;  ii) E-tivity 0.2;  iii) E-tivity 0.4 | | i) Online by stating one’s expectations of the module and introducing other persons on the VLE. |
| 3. Update your profile by adding information and a personal photograph |  | i) E-tivity 0.1 | | i) E-tivity 0.1 by posting your photograph on the VLE. |
| 4. Practice of good online communication behavior |  | i) E-tivity 0.3 | | i) E-tivity 0.3 by stating and demonstrating good online communication behaviour. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This unit supports all outcomes since the skills acquired will be applied throughout the module. | | | |
| Purpose of the unit/week/section: | | | |
| This is an orientation week which is intended to enable you familiarize with online learning and the general learner environment. You will be expected to do e-tivities which include; how to log into the VLE, uploading your photograph and practicing good online communication skills. You will also visit relevant offices and facilities on campus. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| You will introduce yourself to your tutor and fellow learners physically or online before starting academic interactions. You will state your goals as well as expectations regarding the module. Your tutors are interested in knowing your expectations in this module and how to help you achieve them. | | | |
| Pre-topic activity: | | Number of hours | 2 |
| You will carry out the following activities:  i) Contact the technical team in the college computer lab by calling +256 701 195 533, visiting or emailing Solomon at [solmon.wamukota@mak.ac.ug](mailto:solmon.wamukota@mak.ac.ug) and request for your personal username and password that will give you access to the Virtual Learning Environment (VLE). (You will need to identify yourself by your student card);  ii) While in the computer lab (or at home or on your device), try to log onto the VLE on URL: http://muele.mak.ac.ug, using the credentials that you were given. If you are unable to log in, ask for help from the technical team;  iii) Once you have accessed the VLE, find the link to this course (Introductory Microeconomics) and post your name in the Week 0 Pre-topic activity discussion board to indicate that you have arrived; and  iv) Try to ensure that you have a digital photograph or passport of yourself as we will be using it in the course of the week. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 4 |
| You will visit relevant offices and facilities which include: The library, bursar, academic registrar, halls of residence, computer laboratories, sports and games facilities etc. and attend student briefing by university officials. While on the tour, identify:  i) Any colleague doing Introductory Microeconomics and find out more about the person; and  ii) Any other unique features/persons you come across. | | | |
| Online activity: | | Number of hours | 3 |
| What should students do? | E-tivity 0.1: Log into the VLE and follow the steps on the platform to uploading your photograph.  E-tivity 0.2: Introduce yourself and state your goals and expectations from this module.  E-tivity 0.3: Watch the following video on the importance of good online communication, make a summary of what you have learnt and share it with a colleague for comparison; [(99) Netiquette - YouTube](https://www.youtube.com/watch?v=80uRE972uQ0); <https://www.youtube.com/watch?v=80uRE972uQ0>  E-tivity 0.4: Introduce to your colleagues the person you met while on the tour | | |
| Where do they do it? | On the VLE | | |
| By when should they do it? | Sunday 15/08/2021 | | |
| E-moderator/tutor role: | | | |
| The tutor will guide you to ensure that you do not miss out any steps on your blended learning journey and answer any questions as they arise. For more technical support you will be directed to technical support staff to respond to your queries. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| We will use an assessment form where learners will tick off what they have been able to do. [The form is available Here](file:///C:\Users\ruthb\Dropbox\Reviews\2020-2021%20Reviews\Final%20reviews\Makerere\DBL3%20MDF%20resources\Unit%20zero%20Getting%20Started%20feedback%20form.docx) | | | |
| How does this section link to other sections of the module? | | | |
| This unit is the gate pass that will ease your comprehension of the module and links to all other units in terms of application of the skills that will be applied. | | | |

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| = Total number of hours | 10 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | VLE manual, University map and [(99) Netiquette - YouTube](https://www.youtube.com/watch?v=80uRE972uQ0) |
| How are students enabled to access the resources? | Links to the resources will be provided on the VLE by the tutor |
| Where in this unit are students expected to work collaboratively? | During face-to-face time |
| How has an inclusive approach been incorporated in this unit? | This unit caters for inclusivity through several considerations including but not limited to; provision of both video and text resources, predominant use of MS word which is easily accessible by all, using both pronouns of gender (she/he), and no specific reference to a particular country |
| How will feedback on unit be obtained from students? | There will be a feedback form sent to learners. They will also be encouraged to post their views on the VLE discussion board |
| How will student feedback be used to improve unit? | By incorporating what has been analysed and found to be relevant to the unit |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | There will be immediate feedback during the face-to-face sessions |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit/week/section** | **1** |
| Topic name: | **Basic Concepts in Economics** | | |
| Aim of the topic: | To introduce you to basic concepts in economics which will assist you understand the module. | | |
| This topic covers: | Definition of economics, Methodology, Models and Assumptions, Fundamental  questions in Economics, Scarcity, Choice and Opportunity Cost, Production Possibility  Curve (PPC), Shifts in the PPC, Relationship between Production Possibility Curve,  Choice and Opportunity Cost, Slope and Shape of a Production Possibility Frontier and  their implications, The Traditional Economic System, The Command or Centrally  Planned Economy, Pure Capitalism and Mixed Economy. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Explain the basic concepts in economics. | | |
| Overview of student activity: | Read textbooks, Watch a video, discussions on the forum | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain the basic concepts in economics | 1, 2, 3, 4 | i) Pre topic activity;  ii) E-tivity 1.1 | i) Online by posting summaries on the VLE for discussion and comments;  ii) Online by posting group work to the tutor for formative assessment. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | | |
| Module-level outcomes addressed: | | | | |
| Unit one addresses module-level outcomes 1, 2, 3 and 4 | | | | |
| Purpose of the unit/week/section: | | | | |
| Economics has basic concepts which need to be mastered by learners. These concepts underpin the application of economics. Once they are embedded, you will be able to apply them in real life situations, such as how consumers and producers make decisions. Week 1 provides insights into the module which will help you to understand its broader aspects. | | | | |
| Over to you: *(a description of the process of the section)* | | | | |
| This unit deals with the key concepts in microeconomic theory and these are staggered throughout the module. In this unit you will learn about the basic concepts in economics which provide insights into the module. Your tutor will also conduct online lectures on the unit to help you comprehend the subject content | | | | |
| Pre-topic activity: | | Number of hours | 4 | |
| Welcome to the study of Introductory microeconomics. This is a blended course having elements of face-to-face, self-study, group work and online study. This course will have regular weekly assignments, forum discussion as well as class discussion. Watch the following videos:  i) <https://www.youtube.com/watch?v=IzccVWouIxM>,  ii) <https://www.youtube.com/watch?v=W9IjktFC9Tg>  Summarise the key concepts learnt and post to the discussion board. Identify those concepts appearing in the posts of any two of your colleagues and you had not captured them in your write-up. Define those new concepts, add them to your own list and post the final write-up to your portfolio. | | | | |
| Face to face time: *(if applicable)* | | Number of hours | 0 | |
|  | | | | |
| Online activity: | | Number of hours | 3 | |
| What should students do? | Read Microeconomics 8th Ed. by Perloff, Chapter 1 (pages 25-32) available on the link; <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view> and attempt the following task:  E-tivity 1.1 : Choose any commodities of your choice to explain the concepts of scarcity, choice, opportunity cost and PPF. This is a group e-tivity. The groups will be formed through self-selection. Post your work on the unit one discussion board for comments from your colleagues and tutor. At the end of the discussion we will come up a comprehensive list of key concepts in economics. | | | |
| Where do they do it? | Online and posting to the discussion board of the VLE | | | |
| By when should they do it? | By Sunday 29/08/2021 | | | |
| E-moderator/tutor role: | | | | |
| Ensure that learners actively participate and provide feedback via the VLE through e-moderation. | | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 | |
| Learning outcome 1 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion /marks | 3 | 2 | 1 | 0 | | Quality of presentation | Presenter is organized, very good content, clarity with examples, deep reflection or analysis and very good at engaging audience | Presenter is organized, Fair content, clarity with examples, good reflection or analysis and good at engaging audience | Presenter is organized, Fair content, clarity with some examples, very little reflection or analysis and fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Online Class Participation | Contributes to online discussions by offering ideas and/or asks relevant questions and always gives insightful and very constructive comments | Contributes to online discussions by offering ideas and/or asks relevant questions, gives constructive comments | Rarely contributes to online discussions by offering ideas and asking questions, sometimes gives  constructive comments | Never contributes to online discussions by offering ideas and asking questions. | | Participation in group discussions | Makes very good contribution to online group discussions and works consistently on group project the entire time | Makes good contribution to online discussions  and dedicates good time to the group project | Rarely contributes to group discussions and concentrates once in a while on the tasks during group project time | Never contributes to group discussions and has trouble concentrating on task during group project time | | Originality of the ideas | Ideas look original and unique, indicating very good research by learner | Ideas look original showing good level of research by learner | Ideas look somehow degree, showing some research done by learner | Ideas appear to be plagiarized | | Assignment Posting | Posts assignment which fully addresses all aspects of the task | Posts assignment which partially addresses the aspects of the task | Posts assignment which does not address aspects of the task | Posts no assignment | | | | | |
| How does this section link to other sections of the module? | | | | |
| This section provides a mastery of the key concepts which are fundamental in comprehending the module. It therefore links to all the units of the module. | | | | |
| = Total number of hours | | | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | i) Tutor’s power point presentations on the unit;  ii) Microeconomics 8th Ed. By Perloff, Chapter1 pages (25-32); and  You tube videos  i) <https://www.youtube.com/watch?v=W9IjktFC9Tg>  ii) <https://www.youtube.com/watch?v=IzccVWouIxM> |
| How are students enabled to access the resources? | The students will be trained during week zero how to navigate the VLE and links to learning materials will be provided on the VLE platform to access study resources. In case of any challenges, students will contact the VLE support staff in the laboratory via the details provided in unit zero. |
| Where in this unit are students expected to work collaboratively? | E-tivity 1.1 |
| How has an inclusive approach been incorporated in this unit? | This unit caters for inclusivity through several considerations including but not limited to; group discussions, provision of both video and text resources, predominant use of MS word which is easily accessible by all, using both pronouns of gender she/he, and no specific reference to a particular country. The slow learners can take time making use of the available learning materials instead of being constrained to learning at a specific point in time. |
| How will feedback on unit be obtained from students? | There will be a feedback form sent to learners. They will also be encouraged to post their views on the VLE discussion board. [Click here for the feedback form](file:///C:\Users\ruthb\Dropbox\Reviews\2020-2021%20Reviews\Final%20reviews\Makerere\DBL3%20MDF%20resources\Unit%20One%20feedback%20form.docx) |
| How will student feedback be used to improve unit? | By incorporating what has been analysed and found to be relevant to the unit |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | |  | | --- | | i) E-tivity feedback will be received in a week’s time after posting through tutor comments on the portfolio posts. | |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

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| **Unit-level overview** | | **Unit/week/section** | **2** |
| Topic name: | **Market Analysis** | | |
| Aim of the topic: | This unit will help you understand how markets operate so that you are able to determine how changes in variables such as price affect consumers’ and producers’ decisions. | | |
| This topic covers: | Demand Function, Demand curve, Change in Quantity Demanded Vs Change in  demand, Market Demand Curve, Supply Curve, Change in Quantity supplied and  Change in supply, Market Supply Curve, Market Equilibrium, Consumer’s Surplus  and Producer’s Surplus, Deviations from Equilibrium, Externalities, their Effects on  Consumption and Production and Solutions to Externalities, Price Ceiling Vs Price  floor, Consumer Sovereignty, Effect of Tax on Equilibrium Price and Quantity, Effect of  Tax on Consumer’s and Producer’s Surpluses and Dead weight loss. | | |
| Intended learning outcomes: | At the end of this **topic**, you will be able to:  1. Determine the demand and supply of goods and services in a market and the equilibrium position. | | |
| Overview of student activity: | Read textbooks, Watch a video, discuss on the forum | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Determine the demand and supply of goods and services in the market and the equilibrium position | 2 | i) Over to you section  ii) Pre-topic activity  iii) E-tivity 2.1 | i) Online through posts of summaries of factors affecting demand and supply on the discussion board;  ii) Online by posting e-tivity 2.1 to the tutor for formative assessment. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This unit addresses module-level outcome 2 | | | |
| Purpose of the unit/week/section: | | | |
| This unit will help you determine the quantity demanded and quantity supplied of goods and services in a market | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Read Microeconomics 8th Ed. by Perloff, Chapter 2 pages (33-57) available on the link; <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>. This focuses on the determinants of demand and supply in the market. Summarise the main ideas from the chapter and use the information while attempting task e-tivity 2.1. Your tutor will also conduct a power point presentation on the unit to help you comprehend the subject content | | | |
| Pre-topic activity: | | Number of hours | 4 |
| Watch the videos provided in the links below and make summaries of the factors affecting demand and supply of a commodity in a market. Post your summaries on the discussion board for comments from fellow learners.  1. Demand and the demand curve; <https://www.youtube.com/watch?v=aH_XC6EAzXE>  2. Supply and the supply curve; <https://www.youtube.com/watch?v=qMX3CJDt22o> | | | |
| Face to face time: *(if applicable)* | | Number of hours | 0 |
|  | | | |
| Online activity: | | Number of hours | 10 |
| What should students do? | Using the readings in the over to you section and the video links in the pre topic activity, attempt the following task:  i) E-tivity 2.1 Choose a commodity of your choice to illustrate the concept of market equilibrium and list the factors that determine the demand and supply of the commodity in question. This will be done in groups of five learners. The group will be created by selecting each fifth person from an alphabetical class list. Post your work to your tutor for formative assessment. Each learner needs to show the role played in the group assignment. | | |
| Where do they do it? | On their computers and posting to the discussion board of the VLE | | |
| By when should they do it? | By Sunday 12/09/2021 | | |
| E-moderator/tutor role: | | | |
| Ensure that learners actively participate and provide feedback via the VLE through e-moderation. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours |  |
| Learning outcome 1 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Presenter is organized, very good content, clarity with examples, deep reflection or analysis and very good at engaging audience | Presenter is organized, Fair content, clarity with examples, good reflection or analysis and good at engaging audience | Presenter is organized, Fair content, clarity with some examples, very little reflection or analysis and fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to online discussions by offering ideas and/or asks relevant questions and always gives insightful and very constructive comments | Contributes to online discussions by offering ideas and/or asks relevant questions, gives constructive comments | Rarely contributes to online discussions by offering ideas and asking questions, sometimes gives  constructive comments | Never contributes to online discussions by offering ideas and asking questions. | | Originality of the ideas | Ideas look original and unique, indicating very good research by learner | Ideas look original showing good level of research by learner | Ideas look somehow degree, showing some research done by learner | Ideas appear to be plagiarized | | Participation in group discussions | Makes very good contribution to online group discussions and works consistently on group project the entire time | Makes good contribution to online discussions  and dedicates good time to the group project | Rarely contributes to group discussions and concentrates once in a while on the tasks during group project time | Never contributes to group discussions and has trouble concentrating on task during group project time | | Assignment Posting | Posts assignment which fully addresses all aspects of the task | Posts assignment which partially addresses the aspects of the task | Posts assignment which does not address aspects of the task | Posts no assignment | | | | |
| How does this section link to other sections of the module? | | | |
| This unit deals with the determinants of quantity demanded and quantity supplied of goods and services in the market which feature thought the module. | | | |

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| = Total number of hours | 14 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | i) Tutor’s power point presentations on the unit;  ii) Microeconomics 8th Ed. By Perloff, Chapter 2 pages (33-57)  Videos:  i) Demand and demand curve; <https://www.youtube.com/watch?v=aH_XC6EAzXE>  ii) Supply and supply curve; <https://www.youtube.com/watch?v=qMX3CJDt22o> |
| How are students enabled to access the resources? | The students will be trained during week zero how to navigate the VLE and links to learning materials will be provided on the VLE platform to access study resources. In case of any challenges, students will contact the VLE support staff in the laboratory via the details provided in unit zero. |
| Where in this unit are students expected to work collaboratively? | E-tivity 2.1 |
| How has an inclusive approach been incorporated in this unit? | This unit caters for inclusivity through several considerations including but not limited to; group discussions, provision of both video and text resources, predominant use of MS word which is easily accessible by all, using both pronouns of gender she/he, and no specific reference to a particular country. The slow learners can take time making use of the available learning materials instead of being constrained to learning at a specific point in time. |
| How will feedback on unit be obtained from students? | There will be a feedback form sent to learners. They will also be encouraged to post their views on discussion board of the VLE [Click here for the feedback form](file:///C:\Users\ruthb\Dropbox\Reviews\2020-2021%20Reviews\Final%20reviews\Makerere\DBL3%20MDF%20resources\Unit%20two%20feedback%20form.docx) |
| How will student feedback be used to improve unit? | By incorporating what has been analysed and found to be relevant to the unit. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | E-tivity feedback will be received in a week’s time after posting through tutor comments on the portfolio posts. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **3** |
| Topic name: | **Elasticity** | | |
| Aim of the topic: | This unit will help you understand how producers use the knowledge of elasticity to make output and pricing decisions for goods and services. | | |
| This topic covers: | Elasticity of Demand, Price Elasticity of Demand, Point elasticity and Arc Elasticity, Arc elasticity, Price Elasticity of Demand along a Linear Demand Curve, Factors that Affect the Coefficient of Price Elasticity of Demand, Cross Elasticity, Income Elasticity of Demand, Factors that affect the Coefficient of Income Elasticity of Demand and Applications of Price Elasticity of Demand. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  1. Calculate the different types of elasticity and apply them to make output and pricing decisions. | | |
| Overview of student activity: | Read textbooks, watch a video and in class discussions | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Calculate the different types of elasticity and apply them to make output and pricing decisions | 1, 2 & 4 | i) Pre-topic  ii) Activity 3.2  iii) Activity 3.3 | i) In Class through presentation of group summaries  ii) On paper and forwarded to tutor for formative assessment |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This unit addresses module-level outcomes; 1, 2 and 4 | | | |
| Purpose of the unit/week/section: | | | |
| This unit will help you to calculate the different types of elasticities to enable you advise producers in making their pricing decisions. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| You are going to attend physical classes where the different types of elasticity will be taught by your tutor which you will apply while making pricing decisions for goods and services supplied to the market. You will also do interactive exercises in class and execute group assignments. To ease your learning you will need to have a personal scientific calculator. | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Watch the following videos on price elasticity of demand and supply and summarise the key issues. You will present these in class.  1.Price Elasticity of demand <https://www.youtube.com/watch?v=nOlOf_KEnrw>  2.Price Elasticity of supply <https://www.youtube.com/watch?v=ICjglEvPL44>  Also read Microeconomics 8th Ed. By Perloff, Chapter 3 pages (67-80) available here: <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view> and summarise the different types of elasticity for a presentation in class. This will be a group task of 5 people, constituted through self-selection. Indicate the role played by each group member towards the task. The tutor will randomly select one of the group members to present your summary findings to the class for discussion. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 4 |
| Activities:  Activity 3.1: Group presentation and discussion of the key issues summarised from the videos and reading  Activity 3.2: Compute the price elasticity of demand given the following demand and supply functions for coffee: Qd = 500-3P and Qs =100+5P. What advice would you give to the producer seeking to increase his revenue. This is an individual task to be done on a piece of paper that will be forwarded to the tutor for formative assessment.  Activity 3.3: Lecture by the tutor (this will be a two hours lecture conducted twice a week) | | | |
| Online activity: | | Number of hours | 0 |
| What should students do? |  | | |
| Where do they do it? |  | | |
| By when should they do it? | By Sunday 19/09/2021 | | |
| E-moderator/tutor role: | | | |
| Ensuring that learners physically attend class and guiding them on class activities and task | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Learning outcome 1 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Presenter is organized, very good content, clarity with examples, deep reflection or analysis and very good at engaging audience | Presenter is organized, Fair content, clarity with examples, good reflection or analysis and good at engaging audience | Presenter is organized, Fair content, clarity with some examples, very little reflection or analysis and fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to class discussions by offering ideas and/or asks relevant questions and always gives insightful and very constructive comments | Contributes to class discussions by offering ideas and/or asks relevant questions, gives constructive comments | Rarely contributes to class discussions by offering ideas and asking questions, sometimes gives  constructive comments | Never contributes to class discussions by offering ideas and asking questions. | | Originality of the ideas | Ideas look original and unique, indicating very good research by learner | Ideas look original showing good level of research by learner | Ideas look somehow degree, showing some research done by learner | Ideas appear to be plagiarized | | Participation in group discussions | Makes very good contribution to online group discussions and works consistently on group project the entire time | Makes good contribution to online discussions  and dedicates good time to the group project | Rarely contributes to group discussions and concentrates once in a while on the tasks during group project time | Never contributes to group discussions and has trouble concentrating on task during group project time | | Assignment Posting | Posts assignment which fully addresses all aspects of the task | Posts assignment which partially addresses the aspects of the task | Posts assignment which does not address aspects of the task | Posts no assignment | | | | |
| How does this section link to other sections of the module? | | | |
| The idea of elasticity is applied in units 4 to 10 where output and pricing decisions are taken by firms | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | i) Tutor’s power point presentations on the unit;  ii) Microeconomics 8th Ed. By Perloff, Chapter 3 pages 67-80 <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>  Videos:  i) Price Elasticity of demand <https://www.youtube.com/watch?v=nOlOf_KEnrw>  ii) Price Elasticity of supply <https://www.youtube.com/watch?v=ICjglEvPL44> |
| How are students enabled to access the resources? | Lecture notes and relevant text book chapters will be availed to learners in class |
| Where in this unit are students expected to work collaboratively? | i) Pre-topic activity  ii) Face-to-face time |
| How has an inclusive approach been incorporated in this unit? | This unit caters for inclusivity through several considerations including but not limited to; group discussions, provision of both video and text resources, predominant use of MS word which is easily accessible by all, using both pronouns of gender she/he, and no specific reference to a particular country. |
| How will feedback on unit be obtained from students? | Through question and answer session in class |
| How will student feedback be used to improve unit? | By incorporating what has been analysed and found to be relevant to the unit |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be received through question and answer sessions in class |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **4** |
| Topic name: | **Consumer Theory** | | |
| Aim of the topic: | This unit will help you understand consumers’ preferences and the derivation of the demand curve for goods and services | | |
| This topic covers: | Cardinal Utility Theory, Total Utility (TU), Marginal Utility (MU), Equilibrium of a  Consumer under the Cardinal Utility Approach, Deriving a Demand Curve using the  Cardinal Utility Approach, Indifference Curve Approach (Ordinal Utility Theory), An  Indifference Curve, An Indifference Map, Marginal Rate of Substitution (MRS),  Properties of Indifference Curves, Implications of other slopes of indifference curves,  A Budget Line, Consumer Equilibrium, Income Consumption Curve (ICC), Engel Curve,  Price Consumption Curve (PPC), Price Effect, Substitution Effect and Income Effect,  Deriving a Demand Curve using the Indifference Curve Approach | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  1. Derive the demand curve for different goods using the Cardinal and Ordinal utility approaches | | |
| Overview of student activity: | Reading, Class attendance, group discussions and an In class summative test | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Derive the demand curve for different goods/ services using the Cardinal and Ordinal utility approaches. | 1 & 2 | i) Pre topic  ii) Activity 4.1  iii) Activity 4.2  iv) Activity 4.3 | i) In class during presentation and discussion  ii) In class through formative assessment |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This unit addresses module-level outcomes 1 and 2 | | | |
| Purpose of the unit/week/section: | | | |
| This unit will help you to understand how consumers make decisions on how to spend their money based on their individual preferences and budget constraints. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| This will be a face-to-face interaction where consumer theory will be taught by your tutor in class. You will apply this knowledge while making consumption decisions. You will also need to prepare for a one hour summative in class test at the end of this unit. | | | |
| Pre-topic activity: | | Number of hours | 5 |
| Watch the following video <https://www.youtube.com/watch?v=cEdDOzoa8wM> and also read Microeconomics 8th Ed. By Perloff, Chapter 4-5, pages (97-138) <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>. Summarise the two broad theories of cardinal and ordinal utility. This is a 5 member group assignment constituted by self-selection. You will present your findings in-class for comments and discussion. Indicate the contribution of each member towards the task. Each group will nominate one member to make a 10 minute presentation. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 8 |
| You will carry out the following activities:  Activity 4.1: Group presentation and discussion of the key issues summarised from the video and text reading  Activity 4.3: Lecture by the tutor (this will be a two hours lecture conducted twice a week)  Activity 4.2: In-class test; coverage is the course content of units 1-4 (the in class test will last for an hour and this constitutes 30% of the final examination). The tutor will accordingly set the test and its rubric. | | | |
| Online activity: | | Number of hours |  |
| What should students do? |  | | |
| Where do they do it? |  | | |
| By when should they do it? | By the 03/10/2021 | | |
| E-moderator/tutor role: | | | |
| Ensuring that learners physically attend class and guide on their in class activities and coordinate the summative in-class test | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| Learning outcome 1 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Presenter is organized, very good content, clarity with examples, deep reflection or analysis and very good at engaging audience | Presenter is organized, Fair content, clarity with examples, good reflection or analysis and good at engaging audience | Presenter is organized, Fair content, clarity with some examples, very little reflection or analysis and fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to class discussions by offering ideas, asks relevant questions and always gives insightful and very constructive comments | Contributes to class discussions by offering ideas and/or asks relevant questions, gives constructive comments | Rarely contributes to class discussions by offering ideas and asking questions, sometimes gives  constructive comments | Never contributes to class discussions by offering ideas and asking questions. | | Originality of the ideas | Ideas look original and unique, indicating very good research by learner | Ideas look original showing good level of research by learner | Ideas look somehow degree, showing some research done by learner | Ideas appear to be plagiarized | | Participation in group discussions | Makes very good contribution to online group discussions and works consistently on group project the entire time | Makes good contribution to online discussions  and dedicates good time to the group project | Rarely contributes to group discussions and concentrates once in a while on the tasks during group project time | Never contributes to group discussions and has trouble concentrating on task during group project time | | Assignment Posting | Posts assignment which fully addresses all aspects of the task | Posts assignment which partially addresses the aspects of the task | Posts assignment which does not address aspects of the task | Posts no assignment | | | | |
| How does this section link to other sections of the module? | | | |
| This section links to unit 5 where production decisions are made, to unit 6 where costs are determined and units 7-10 where goods and services are exchanged under different market structure. | | | |

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| = Total number of hours | 14 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | i) Tutor’s power point presentations on the unit;  ii) Microeconomics 8th Ed. By Perloff, Chapter 4-5 pages 97-138 <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>.  Video on utility:  i) <https://www.youtube.com/watch?v=cEdDOzoa8wM> |
| How are students enabled to access the resources? | The students will be trained during week zero how to navigate the VLE and links to learning materials will be provided on the VLE platform to access study resources. In case of any challenges, students will contact the VLE support staff in the laboratory via the details provided in unit zero. |
| Where in this unit are students expected to work collaboratively? | i) Pre topic  ii) Face-to-face time |
| How has an inclusive approach been incorporated in this unit? | This unit caters for inclusivity through several considerations including but not limited to; group discussions, provision of both video and text resources, predominant use of MS word which is easily accessible by all, using both pronouns of gender she/he, and no specific reference to a particular country. The slow learners can take time making use of the available learning materials instead of being constrained to learning at a specific point in time. |
| How will feedback on unit be obtained from students? | Through in class question and answer sessions. |
| How will student feedback be used to improve unit? | By incorporating what has been analysed and found to be relevant to the unit |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | i) During the class presentation and discussions |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **5** |
| Topic name: | **Production Theory** | | |
| Aim of the topic: | This unit will help you understand and explain the relationship between inputs and outputs in the production process and how firms make production decisions. | | |
| This topic covers: | Basic Concepts in Production Theory, The Production Function, Average Product (AP), Marginal Product (MP), Relationship between a Production Function, Marginal Product and Average Product curves, Regions of a Production Function, Production Decision of a Firm, Isoquant, Properties of Isoquants, The Slope of an Isoquant, Isocost line, Equilibrium in Production, Production in the Long – run, Expansion Path, Expansion Path and Returns to Scale, Constant Returns to Scale (CRS), Increasing Returns to Scale (IRS), Decreasing Returns to Scale (DRS) | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  1. Relate the inputs used to output produced in the Production process.  2. Explain the different regions of production available to a firm. | | |
| Overview of student activity: | Reading, watching a video, group discussions | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Relate the inputs used to output produced in the Production process | 1 & 3 | i) Pre topic | Online through formative tutor assessment |
| 2. Explain the different regions of production available to the firm | 3 | i) E-tivity 5.1 | Online through formative tutor assessment |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This unit addresses module-level outcomes 1 and 3 | | | |
| Purpose of the unit/week/section: | | | |
| This unit will help you to relate the relationship between inputs and outputs in the production process. You will also be able to determine the appropriate region of production of a firm. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Hitherto you have acquired a good understanding of the different concepts in economics and how consumers and producers interact in the market. As a build up to that knowledge, this unit explores the process of production of goods and services by firms. This process entails pausing critical questions such as what to produce, where to produce, how to produce and the distribution aspects. In this unit you are going to read Microeconomics 8th Ed. by Perloff, Chapter 6 pages (172-198) <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>  which will assist you in attempting e-tivity 5.1. You will also be expected to attend online classes by your tutor. | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Watch the following video <https://www.youtube.com/watch?v=DR33cpMXzI0> taking note of the relationship between inputs and outputs in the production process. This is a 5 member group task and groups are to be constituted by self-selection. This is to be done online and post your findings on the discussion board for comments from fellow learners and formative assessment by the tutor. Indicate the role of each member in the group. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 0 |
|  | | | |
| Online activity: | | Number of hours | 10 |
| What should students do? | E-tivity 5.1: Illustrate the possible regions of production of a firm.  This task will be done in the group created for the pre topic activity. Post your work to your tutor for formative assessment. Each learner needs to show the role played in the group. | | |
| Where do they do it? | Online and posting the work to the VLE discussion board. | | |
| By when should they do it? | By the 17/10/2021 | | |
| E-moderator/tutor role: | | | |
| Ensuring that learners attend online classes and guiding them on their posts on the discussion forum | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Unit five learning outcomes will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Presenter is organized, very good content, clarity with examples, deep reflection or analysis and very good at engaging audience | Presenter is organized, Fair content, clarity with examples, good reflection or analysis and good at engaging audience | Presenter is organized, Fair content, clarity with some examples, very little reflection or analysis and fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to online discussions by offering ideas and/or asks relevant questions and always gives insightful and very constructive comments | Contributes to online discussions by offering ideas and/or asks relevant questions, gives constructive comments | Rarely contributes to online discussions by offering ideas and asking questions, sometimes gives  constructive comments | Never contributes to online discussions by offering ideas and asking questions. | | Originality of the ideas | Ideas look original and unique, indicating very good research by learner | Ideas look original showing good level of research by learner | Ideas look somehow degree, showing some research done by learner | Ideas appear to be plagiarized | | Participation in group discussions | Makes very good contribution to online group discussions and works consistently on group project the entire time | Makes good contribution to online discussions  and dedicates good time to the group project | Rarely contributes to group discussions and concentrates once in a while on the tasks during group project time | Never contributes to group discussions and has trouble concentrating on task during group project time | | Assignment Posting | Posts assignment which fully addresses all aspects of the task | Posts assignment which partially addresses the aspects of the task | Posts assignment which does not address aspects of the task | Posts no assignment | | | | |
| How does this section link to other sections of the module? | | | |
| The theory of production links to section 4 (consumer theory) because production is aimed at satisfying the needs of consumers; to section 6 where input costs are determined and 7-10 where different goods and services are exchanged under different market structures. | | | |

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| = Total number of hours | 14 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | i) Tutor’s power point presentations on the unit;  ii) Microeconomics 8th Ed. by Perloff, Chapter 6 pages (172-198)  <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>  Video:  i) <https://www.youtube.com/watch?v=DR33cpMXzI0> |
| How are students enabled to access the resources? | The students will be trained during week zero how to navigate the VLE and links to learning materials will be provided on the VLE platform to access study resources. In case of any challenges, students will contact the VLE support staff in the laboratory via the details provided in unit zero. |
| Where in this unit are students expected to work collaboratively? | i) Pre topic  ii) E-tivity 5.1 |
| How has an inclusive approach been incorporated in this unit? | This unit caters for inclusivity through several considerations including but not limited to; group discussions, provision of both video and text resources, predominant use of MS word which is easily accessible by all, using both pronouns of gender she/he, and no specific reference to a particular country. The slow learners can take time making use of the available learning materials instead of being constrained to learning at a specific point in time. |
| How will feedback on unit be obtained from students? | There will be a feedback form sent to learners. They will also be encouraged to post their views on the VLE discussion board [Click here for the feedback form](file:///C:\Users\ruthb\Dropbox\Reviews\2020-2021%20Reviews\Final%20reviews\Makerere\DBL3%20MDF%20resources\Unit%20five%20feedback%20form.docx) |
| How will student feedback be used to improve unit? | By incorporating what has been analysed and found to be relevant to the unit. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | i) During the online presentation and discussions  ii) Two weeks after the formative assessment is completed |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **6** |
| Topic name: | **Theory of Costs** | | |
| Aim of the topic: | This unit will help you understand and calculate the different types of costs incurred in the production of goods and services. | | |
| This topic covers: | Types of Costs; Implicit Costs, Explicit Cost, Fixed Costs (FC), Variable Costs (VC), Total Cost (TC), Variation of Costs in the Short run, Average Fixed Costs (AFC), Average Variable Costs (AVC), Average Total Cost (ATC), Marginal Cost (MC), Relationship between the Short run Cost Curves, Variation of Costs in the Long- Run, Deriving the Long run Average Cost Curve (LAC), Economies and Diseconomies of Scale. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  1. Calculate the different types of costs incurred in the production of goods and services to enable you make appropriate output and pricing decisions. | | |
| Overview of student activity: | Read textbooks, Watch a video, discuss on the forum | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Calculate the different types of costs incurred in the production of goods and services to enable you make output and pricing decisions | 1 & 3 | i) Pre topic  ii) E-tivity 6.1 | i) Online and posting on the discussion forum  ii) Online and posting to tutor for formative assessment |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This unit addresses module-level outcomes 1 and 3 | | | |
| Purpose of the unit/week/section: | | | |
| There are different types of costs during the production of goods and services. This unit will help you learn how to calculate the different types of costs involved in the production process to enable you make output and pricing decisions. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit you are going to read Microeconomics 8th Ed. by Perloff, Chapter 7 pages (203-238) <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>. Make a summary of the different types of costs of production incurred by a firm in the production of goods and services. This will help you to attempt e-tivity 6.1. Your tutor will also conduct online classes on the theory of costs. | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Watch the following videos:  i) <https://www.youtube.com/watch?v=TcIj94BzSF8>  ii) <https://drive.google.com/file/d/1nLFj6wmTmhZ9atrfOf3_6Z_g4iGUdjF-/view>.  Take note of the salient ideas for posting on the discussion forum for comments from fellow learners and tutor. This task will be done in groups of 5 people. The groups will be computer selected by your tutor. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 0 |
|  | | | |
| Online activity: | | Number of hours | 4 |
| What should students do? | E-tivity 6.1 Illustrate the relationship between AVC, MC and ATC.  This will be done in the groups you that were created by your tutor for the pre topic activity. You are to do this online and posted to your tutor for formative assessment. Indicate the contribution made by each individual. | | |
| Where do they do it? | Online | | |
| By when should they do it? | By the 24/10/2021 | | |
| E-moderator/tutor role: | | | |
| Ensuring that learners attend online classes and guide them on their online assignments | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Learning outcome 1 will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Presenter is organized, very good content, clarity with examples, deep reflection or analysis and very good at engaging audience | Presenter is organized, Fair content, clarity with examples, good reflection or analysis and good at engaging audience | Presenter is organized, Fair content, clarity with some examples, very little reflection or analysis and fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to online discussions by offering ideas and/or asks relevant questions and always gives insightful and very constructive comments | Contributes to online discussions by offering ideas and/or asks relevant questions, gives constructive comments | Rarely contributes to online discussions by offering ideas and asking questions, sometimes gives  constructive comments | Never contributes to online discussions by offering ideas and asking questions. | | Originality of the ideas | Ideas look original and unique, indicating very good research by learner | Ideas look original showing good level of research by learner | Ideas look somehow degree, showing some research done by learner | Ideas appear to be plagiarized | | Participation in group discussions | Makes very good contribution to online group discussions and works consistently on group project the entire time | Makes good contribution to online discussions  and dedicates good time to the group project | Rarely contributes to group discussions and concentrates once in a while on the tasks during group project time | Never contributes to group discussions and has trouble concentrating on task during group project time | | Assignment Posting | Posts assignment which fully addresses all aspects of the task | Posts assignment which partially addresses the aspects of the task | Posts assignment which does not address aspects of the task | Posts no assignment | | | | |
| How does this section link to other sections of the module? | | | |
| The costs incurred by firms determine production and pricing decisions of firms. These consequently influence the supply and demand of goods and services under different market structures. | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | i) Tutor’s power point presentations on the unit;  ii) Microeconomics 8th Ed. by Perloff, Chapter 6 pages (172-198)  <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>  Videos:  i) <https://www.youtube.com/watch?v=TcIj94BzSF8>  ii) <https://drive.google.com/file/d/1nLFj6wmTmhZ9atrfOf3_6Z_g4iGUdjF-/view> |
| How are students enabled to access the resources? | The students will be trained during week zero how to navigate the VLE and links to learning materials will be provided on the VLE platform to access study resources. In case of any challenges, students will contact the VLE support staff in the laboratory via the details provided in unit zero. |
| Where in this unit are students expected to work collaboratively? | i) Pre topic  ii) E-tivity 6.1 |
| How has an inclusive approach been incorporated in this unit? | This unit caters for inclusivity through several considerations including but not limited to; group discussions, provision of both video and text resources, predominant use of MS word which is easily accessible by all, using both pronouns of gender she/he, and no specific reference to a particular country. The slow learners can take time making use of the available learning materials instead of being constrained to learning at a specific point in time. |
| How will feedback on unit be obtained from students? | There will be a feedback form sent to learners. They will also be encouraged to post their views on the VLE discussion board [Click here for the feedback form](file:///C:\Users\ruthb\Dropbox\Reviews\2020-2021%20Reviews\Final%20reviews\Makerere\DBL3%20MDF%20resources\Unit%20Six%20feedback%20form.docx). |
| How will student feedback be used to improve unit? | By incorporating what has been analysed and found to be relevant to the unit |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | i) During the online presentation and discussions  ii) Online activity feedback will be received in a week’s time after posting through tutor comments on the post |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **7** |
| Topic name: | **Perfect Competition and Profit Maximisation** | | |
| Aim of the topic: | This unit will help you to understand what a perfectly competitive market structure entails and its economic implications | | |
| This topic covers: | Perfect Competition: Demand Curve of a Firm under Perfect Competition, Total Revenue curve (TR), Average Revenue (AR), Marginal Revenue (MR), Short-run Equilibrium Analysis of a firm under Perfect Competition, Long- run Equilibrium, Processes to Long- run Equilibrium, The Supply Curve of a Firm under Perfect Competition, Short run Supply Curve of a Perfectly Competitive firm, Long run Supply Curve of a Perfectly Competitive firm, The Supply Curve of an Industry under perfect competition, Equilibrium of a competitive Industry, Pure competition and allocative efficiency.  Profit Maximization: Total Revenue (TR), Marginal Revenue (MR), Relationship between Total Revenue and Marginal Revenue, Profit Condition for Profit Maximization. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  1. Explain the characteristics of a perfectly competitive market and how pricing and costing decisions are made. | | |
| Overview of student activity: | Read textbooks, Watch a video, discussion on the forum | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain the characteristics of a perfectly competitive market and how pricing and costing decisions are made | 1 & 4 | i) Pre topic  ii) E-tivity 7.1 | Online through formative assessment by the tutor |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This unit addresses module-level outcomes 1 and 4 | | | |
| Purpose of the unit/week/section: | | | |
| There are many market structures prevailing in an economy of which perfect competition is one. Once you are able to distinguish between these market structures, you will be able to know how pricing decisions are made. This unit will help you learn the characteristics of a perfectly competitive market and be able to make appropriate output and pricing decisions. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| You will read Microeconomics 8th Ed. By Perloff, Chapter 8 pages 245-291 <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view> that will help you to attempt e-tivity 7.1 Your tutor will also conduct a power point presentation on the unit to help you comprehend the subject content | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Watch the following video and summarise the key characteristics of perfect competition  <https://www.youtube.com/watch?v=2BqFpSN4IsE&t=4s>  This will be an individual task. Post your work to the discussion board for comments by fellow learners. Identify what any 2 colleagues of yours have in their write-ups that you had skipped and use these points to create your own final version that you can post to your portfolio. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 0 |
|  | | | |
| Online activity: | | Number of hours | 6 |
| What should students do? | E-tivity 7.1 Illustrate and explain the short run and long run operational behaviour of perfectly competitive firms. This task is to be done in groups of 5 that you have self-selected. You will do this work online and post to your tutor for formative assessment. Indicate the contribution made by each individual. | | |
| Where do they do it? | Online and posting to the tutor. | | |
| By when should they do it? | By Sunday 07/10/2021 | | |
| E-moderator/tutor role: | | | |
| Monitoring online attendance and guiding learners on their online activities and tasks. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Unit seven learning outcome will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Presenter is organized, very good content, clarity with examples, deep reflection or analysis and very good at engaging audience | Presenter is organized, Fair content, clarity with examples, good reflection or analysis and good at engaging audience | Presenter is organized, Fair content, clarity with some examples, very little reflection or analysis and fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to online discussions by offering ideas and/or asks relevant questions and always gives insightful and very constructive comments | Contributes to online discussions by offering ideas and/or asks relevant questions, gives constructive comments | Rarely contributes to online discussions by offering ideas and asking questions, sometimes gives  constructive comments | Never contributes to online discussions by offering ideas and asking questions. | | Originality of the ideas | Ideas look original and unique, indicating very good research by learner | Ideas look original showing good level of research by learner | Ideas look somehow degree, showing some research done by learner | Ideas appear to be plagiarized | | Participation in group discussions | Makes very good contribution to online group discussions and works consistently on group project the entire time | Makes good contribution to online discussions  and dedicates good time to the group project | Rarely contributes to group discussions and concentrates once in a while on the tasks during group project time | Never contributes to group discussions and has trouble concentrating on task during group project time | | Assignment Posting | Posts assignment which fully addresses all aspects of the task | Posts assignment which partially addresses the aspects of the task | Posts assignment which does not address aspects of the task | Posts no assignment | | | | |
| How does this section link to other sections of the module? | | | |
| A Perfectly competitive market structure provides a basis for comparison with other market structures. Under this market structure goods and services are produced at the minimum possible cost and consumers gain maximum welfare by buying at affordable price. | | | |

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| = Total number of hours | 10 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | i) Tutor’s power point presentations on the unit;  ii) Microeconomics 8th Ed. By Perloff, Chapter 8 pages (245-291)  <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>  Video:  i) <https://www.youtube.com/watch?v=2BqFpSN4IsE&t=4s> |
| How are students enabled to access the resources? | The students will be trained during week zero how to navigate the VLE and links to learning materials will be provided on the VLE platform to access study resources. In case of any challenges, students will contact the VLE support staff in the laboratory via the details provided in unit zero. |
| Where in this unit are students expected to work collaboratively? | i) Over to you  ii) E-tivity 7.1 |
| How has an inclusive approach been incorporated in this unit? | This unit caters for inclusivity through several considerations including but not limited to; group discussions, provision of both video and text resources, predominant use of MS word which is easily accessible by all, using both pronouns of gender she/he, and no specific reference to a particular country. The slow learners can take time making use of the available learning materials instead of being constrained to learning at a specific point in time. |
| How will feedback on unit be obtained from students? | There will be a feedback form sent to learners. They will also be encouraged to post their views on the VLE discussion board [Click here for the feedback form](file:///C:\Users\ruthb\Dropbox\Reviews\2020-2021%20Reviews\Final%20reviews\Makerere\DBL3%20MDF%20resources\Unit%20seven%20A%20feedback%20form.docx) |
| How will student feedback be used to improve unit? | By incorporating what has been analysed and found to be relevant to the unit |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | i) During the online presentation and discussions. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **8** |
| Topic name: | **Monopoly** | | |
| Aim of the topic: | This unit will help you understand and explain how a monopolist determines his output and pricing decisions | | |
| This topic covers: | Sources of Monopoly Power and barriers to entry, Public regulation of natural monopoly, The Demand Curve and the Marginal Revenue Curve of a Monopolist, Relation between MR and Price Elasticity of Demand, Short- run Equilibrium Analysis of a Monopolist, Long run Equilibrium Analysis of a Monopolist, Monopoly and allocative efficiency, Income Distribution and Price Discrimination under Monopoly, Income Distribution and Consumers Surplus under Monopoly, Monopolist and Consumer Sovereignty, Price Discrimination, Forms of Price Discrimination and Conditions for Price Discrimination. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  This unit will help you to explain the operational behaviour of a single producer of goods or services in an economy which will enable you to make output and pricing decisions. | | |
| Overview of student activity: | Read textbooks, Watch a video, discuss on the forum. | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain the operational behaviour of a single producer of goods or services in an economy which will enable you to make output and pricing decisions | 1, 3 & 4 | i) Pre topic  ii) E-tivity 8.1 | Online through formative assessment by tutor. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This unit addresses module-level outcomes 1, 3 & 4 | | | |
| Purpose of the unit/week/section: | | | |
| In an economy, there do exist single producers or sellers of certain goods or services. This may be due to natural factors or prevailing circumstances. This unit will help you learn the operational behaviour of single producers to enable you make output and pricing decisions. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| You will read and take note of the key issues raised in Chapter 11, Microeconomics 8th Ed. By Perloff, pages (367-395) <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>  This information will be helpful in executing the online e-tivity 8.1  Your tutor will also conduct online classes to help you comprehend the subject content. | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Watch the following video and summarise the salient issues regarding monopoly firms. <https://www.youtube.com/watch?v=UXC51iTDEJI&t=35s>  This task is to be done in groups of 5 to be assigned by the tutor. You will post your work on the discussion board for comments from your colleagues. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 0 |
|  | | | |
| Online activity: | | Number of hours | 4 |
| What should students do? | E-tivity 8.1 Illustrate and explain how output and prices are determined under monopoly both in the short run and long run.  This task is to be done in groups of 5 that you have self-selected. You are to do this task online and post to your tutor for formative assessment. Indicate the contribution made by each individual. | | |
| Where do they do it? | Online and posting to the tutor for formative assessment | | |
| By when should they do it? | By Sunday 14/11/2021 | | |
| E-moderator/tutor role: | | | |
| Monitoring online attendance by learners and guiding them on online activities and tasks. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Unit eight learning outcome will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Presenter is organized, very good content, clarity with examples, deep reflection or analysis and very good at engaging audience | Presenter is organized, Fair content, clarity with examples, good reflection or analysis and good at engaging audience | Presenter is organized, Fair content, clarity with some examples, very little reflection or analysis and fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to online discussions by offering ideas and/or asks relevant questions and always gives insightful and very constructive comments | Contributes to online discussions by offering ideas and/or asks relevant questions, gives constructive comments | Rarely contributes to online discussions by offering ideas and asking questions, sometimes gives  constructive comments | Never contributes to online discussions by offering ideas and asking questions. | | Originality of the ideas | Ideas look original and unique, indicating very good research by learner | Ideas look original showing good level of research by learner | Ideas look somehow degree, showing some research done by learner | Ideas appear to be plagiarized | | Participation in group discussions | Makes very good contribution to online group discussions and works consistently on group project the entire time | Makes good contribution to online discussions  and dedicates good time to the group project | Rarely contributes to group discussions and concentrates once in a while on the tasks during group project time | Never contributes to group discussions and has trouble concentrating on task during group project time | | Assignment Posting | Posts assignment which fully addresses all aspects of the task | Posts assignment which partially addresses the aspects of the task | Posts assignment which does not address aspects of the task | Posts no assignment | | | | |
| How does this section link to other sections of the module? | | | |
| This unit looks at the behaviour of single producers of goods/service and compares it with the behaviour of other types of market structures in an economy. Price and output decisions of monopolists affect consumption and production decisions of individuals and other firms. | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | i) Tutor’s power point presentations on the unit;  ii) Microeconomics 8th Ed. By Perloff, Chapter 11 pages (367-395)  <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>  Video on monopoly:  i) <https://www.youtube.com/watch?v=UXC51iTDEJI&t=35s> |
| How are students enabled to access the resources? | The students will be trained during week zero how to navigate the VLE and links to learning materials will be provided on the VLE platform to access study resources. In case of any challenges, students will contact the VLE support staff in the laboratory via the details provided in unit zero. |
| Where in this unit are students expected to work collaboratively? | i) Pre topic  ii) E-tivity 8.1 |
| How has an inclusive approach been incorporated in this unit? | This unit caters for inclusivity through several considerations including but not limited to; group discussions, provision of both video and text resources, predominant use of MS word which is easily accessible by all, using both pronouns of gender she/he, and no specific reference to a particular country. The slow learners can take time making use of the available learning materials instead of being constrained to learning at a specific point in time. |
| How will feedback on unit be obtained from students? | There will be a feedback form sent to learners. They will also be encouraged to post their views on the VLE discussion board. [feedback form found here](file:///C:\Users\ruthb\Dropbox\Reviews\2020-2021%20Reviews\Final%20reviews\Makerere\DBL3%20MDF%20resources\Unit%20seven%20B%20feedback%20form.docx) |
| How will student feedback be used to improve unit? | By incorporating what has been analysed and found to be relevant to the unit. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | i) During the online class presentation and discussions |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **9** |
| Topic name: | **Monopolistic Competition** | | |
| Aim of the topic: | To help you understand and explain the behaviour of firms which operate under monopolistic market structures. | | |
| This topic covers: | Demand Curve and Marginal Revenue of a Monopolistic Competitor, Short run Equilibrium of a Monopolistic Competitor, Long run Equilibrium of a Firm under Monopolistic Competition. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  1. Explain the characteristics of a monopolistic market structure and determine output and pricing decisions. | | |
| Overview of student activity: | Read textbooks, Watch a video, discussion on the forum | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain the characteristics of a monopolistic market structure and determine output and pricing decisions | 1, 3 &4 | i) Pre topic  ii) E-tivity 9.1 | Online through formative assessment by tutor |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This unit addresses module-level outcomes 1, 3 and 4 | | | |
| Purpose of the unit/week/section: | | | |
| This unit will help you to determine price and output decisions under monopolistic market structure. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Read Microeconomics 8th Ed. By Perloff, Chapter 13 pages (448-458) and apply the knowledge you have learnt to attempt e-tivity 9.1 <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>  Your tutor will also conduct a power point presentation on the unit to help you comprehend the subject content | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Watch the following video and note the key characteristics of monopolistically competitive market structure  <https://www.youtube.com/watch?v=DHgSBazfTEk>  This task will be online, in groups of 5 that you have self-selected. Post your work to your tutor for formative assessment. Indicate the contribution made by each individual. | | | |
| Face to face time: *(if applicable)* | | Number of hours |  |
|  | | | |
| Online activity: | | Number of hours | 4 |
| What should students do? | E-tivity 9.1 Illustrate and explain the short run and long run equilibrium position under monopolistic competition. This task is to be done your groups of 5 that formed for the pre topic activity. You will post this task to your tutor for formative assessment. Indicate the contribution made by each individual. | | |
| Where do they do it? | Online | | |
| By when should they do it? | By Sunday 21/11/2021 | | |
| E-moderator/tutor role: | | | |
| Ensuring that learners attend online classes and guiding them on online activities and assignments | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| This learning outcome will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Presenter is organized, very good content, clarity with examples, deep reflection or analysis and very good at engaging audience | Presenter is organized, Fair content, clarity with examples, good reflection or analysis and good at engaging audience | Presenter is organized, Fair content, clarity with some examples, very little reflection or analysis and fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to online discussions by offering ideas and/or asks relevant questions and always gives insightful and very constructive comments | Contributes to online discussions by offering ideas and/or asks relevant questions, gives constructive comments | Rarely contributes to online discussions by offering ideas and asking questions, sometimes gives  constructive comments | Never contributes to online discussions by offering ideas and asking questions. | | Originality of the ideas | Ideas look original and unique, indicating very good research by learner | Ideas look original showing good level of research by learner | Ideas look somehow degree, showing some research done by learner | Ideas appear to be plagiarized | | Participation in group discussions | Makes very good contribution to online group discussions and works consistently on group project the entire time | Makes good contribution to online discussions  and dedicates good time to the group project | Rarely contributes to group discussions and concentrates once in a while on the tasks during group project time | Never contributes to group discussions and has trouble concentrating on task during group project time | | Assignment Posting | Posts assignment which fully addresses all aspects of the task | Posts assignment which partially addresses the aspects of the task | Posts assignment which does not address aspects of the task | Posts no assignment | | | | |
| How does this section link to other sections of the module? | | | |
| This unit looks at the behaviour of producers of differentiated products and compares the output and pricing decisions with the behaviour of other market structures in an economy | | | |

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| --- | --- |
| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | i) Tutor’s power point presentations on the unit;  ii) Microeconomics 8th Ed. By Perloff, Chapter 13 pages (448-458)  <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>  Video on Monopolistic Competition:  i) <https://www.youtube.com/watch?v=DHgSBazfTEk> |
| How are students enabled to access the resources? | The students will be trained during week zero how to navigate the VLE and links to learning materials will be provided on the VLE platform to access study resources. In case of any challenges, students will contact the VLE support staff in the laboratory via the details provided in unit zero. |
| Where in this unit are students expected to work collaboratively? | i) Pre topic activity  ii) E-tivity 9.1 |
| How has an inclusive approach been incorporated in this unit? | This unit caters for inclusivity through several considerations including but not limited to; group discussions, provision of both video and text resources, predominant use of MS word which is easily accessible by all, using both pronouns of gender she/he, and no specific reference to a particular country. The slow learners can take time making use of the available learning materials instead of being constrained to learning at a specific point in time. |
| How will feedback on unit be obtained from students? | There will be a feedback form sent to learners. They will also be encouraged to post their views on the VLE discussion forum. [Feedback form is found here](file:///C:\Users\ruthb\Dropbox\Reviews\2020-2021%20Reviews\Final%20reviews\Makerere\DBL3%20MDF%20resources\Unit%20seven%20C%20feedback%20form.docx) |
| How will student feedback be used to improve unit? | By incorporating what has been analysed and found to be relevant to the unit |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | i) During the online class presentation and discussions |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **10** |
| Topic name: | **Oligopoly** | | |
| Aim of the topic: | This unit will help you to understand how firms under oligopoly market structure operate and take decisions. | | |
| This topic covers: | Features of oligopoly, The kinked Demand curve model of an Oligopoly Firm, Collusive Oligopoly Models (Cartels), Oligopoly and allocative efficiency | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  1. Explain the kinked demand curve of an oligopoly firm and how output and price are determined | | |
| Overview of student activity: | Read textbooks, Watch a video, discussion on the forum | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain the kinked demand curve of an oligopoly firm and how output and price are determined | 1,3 &4 | i) Pre-topic  ii) Activity 10.1 | In class during group presentation and discussion |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| This unit addresses module-level outcomes 1, 3 and 4 | | | |
| Purpose of the unit/week/section: | | | |
| In economy there exists circumstances when big firms collude to make output and pricing decisions. This unit will help you to learn and explain the behaviour of an oligopoly market structure and how output and pricing decisions are made. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Read and make notes on Chapter 13 of Microeconomics 8th Ed. By Perloff, pages (448-458) to assist you understand how oligopoly firms collude to determine output and prices. The notes will be help you in attempting activity 10.1 <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>  Your tutor will conduct a wrap-up class for the module after finalising this week’s activity. This is also to remind you that this is your last week of study. The following week will be used for writing your summative examination for the module. This will be a written innovative examination where you will need to apply the knowledge gained during the study period. | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Watch the following video [https://www.youtube.com/watch?v=Ec19ljjvlCI](https://www.youtube.com/watch?v=Ec19ljjvlCIa) and summarise the major issues you have learnt. This work will be done in your already created grouped in unit 9. The tutor will randomly choose one member of the group to make an in-class presentation for discussion. The role played by each member has to be indicated. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 0 |
| Activity 10.1: Presentation of the group work and discussion  Activity 10.2: Attendance of wrap-up class by tutor | | | |
| Online activity: | | Number of hours | 4 |
| What should students do? |  | | |
| Where do they do it? |  | | |
| By when should they do it? | By Sunday 28/11/2021 | | |
| E-moderator/tutor role: | | | |
| Moderation of class discussion, wrapping-up the module and prepare learners for the summative examinations | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Unit ten learning outcome will be assessed using the rubric below   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criterion / marks | 3 | 2 | 1 | 0 | | Quality of presentation | Presenter is organized, very good content, clarity with examples, deep reflection or analysis and very good at engaging audience | Presenter is organized, Fair content, clarity with examples, good reflection or analysis and good at engaging audience | Presenter is organized, Fair content, clarity with some examples, very little reflection or analysis and fair at engaging audience | Presenter is not organised, not conversant with the content of the presentation and poor at engaging audience | | Class Participation | Contributes to class discussions by offering ideas and/or asks relevant questions and always gives insightful and very constructive comments | Contributes to class discussions by offering ideas and/or asks relevant questions, gives constructive comments | Rarely contributes to class discussions by offering ideas and asking questions, sometimes gives  constructive comments | Never contributes to class discussions by offering ideas and asking questions. | | Originality of the ideas | Ideas look original and unique, indicating very good research by learner | Ideas look original showing good level of research by learner | Ideas look somehow degree, showing some research done by learner | Ideas appear to be plagiarized | | Participation in group discussions | Makes very good contribution to online group discussions and works consistently on group project the entire time | Makes good contribution to online discussions  and dedicates good time to the group project | Rarely contributes to group discussions and concentrates once in a while on the tasks during group project time | Never contributes to group discussions and has trouble concentrating on task during group project time | | Assignment Posting | Posts assignment which fully addresses all aspects of the task | Posts assignment which partially addresses the aspects of the task | Posts assignment which does not address aspects of the task | Posts no assignment | | | | |
| How does this section link to other sections of the module? | | | |
| This unit entails the collusive behaviour of firms to determine output and price. This behaviour is compared with what happens in other market structures where there is no collision. | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | i) Tutor’s power point presentations on the unit;  ii) Microeconomics 8th Ed. By Perloff, Chapter 13 pages (448-458)  <https://drive.google.com/file/d/1wZw791AcWGIRPI1jckTrASW8lpgcg-Vx/view>  Video onOligopoly-Kinked demand curve:  i) <https://www.youtube.com/watch?v=Ec19ljjvlCI> |
| How are students enabled to access the resources? | The students will be trained during week zero how to navigate the VLE and links to learning materials will be provided on the VLE platform to access study resources. In case of any challenges, students will contact the VLE support staff in the laboratory via the details provided in unit zero. |
| Where in this unit are students expected to work collaboratively? | i) Pre topic  ii) Activity 10.1 |
| How has an inclusive approach been incorporated in this unit? | This unit caters for inclusivity through several considerations including but not limited to; group discussions, provision of both video and text resources, predominant use of MS word which is easily accessible by all, using both pronouns of gender she/he, and no specific reference to a particular country. The slow learners can take time making use of the available learning materials instead of being constrained to learning at a specific point in time. |
| How will feedback on unit be obtained from students? | Through question and answer sessions in class |
| How will student feedback be used to improve unit? | By incorporating what has been analysed and found to be relevant to the unit |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | During the face-to-face class discussions |