



## Application for ThinkAchieve: *Beyond the Classroom* (BTC) Experiential Learning Designation

*Experiential Learning at UTC takes students beyond the classroom to connect theory and practice through creative endeavors, research, internships, leadership, service-learning and intercultural opportunities.*

### APPLICATION INSTRUCTIONS FOR FACULTY AND STAFF

Please complete the application and submit to [think@utc.edu](mailto:think@utc.edu). More information on ThinkAchieve, UTC's platform supporting Experiential Learning is at [www.utc.edu/think](http://www.utc.edu/think). If you have questions, please call Bengt Carlson at (423)-425-5825.

#### Application Content Requirements

- 1) Complete the General Information section
- 2) Select the *Beyond the Classroom* experience category most applicable
- 3) Describe the experiential element in the course or program by responding to the two *Beyond the Classroom* Description prompts
- 4) Attach current Syllabus or experience description/program materials that clarify or highlight the experiential element of the course or program

### GENERAL INFORMATION

**Faculty/Staff Name:** Md Rafayet Alam, PhD

**Course/Experience Title (if course, please include course number):** Econ 4600: Introduction to Econometrics

**Department or Office:** Department of Finance and Economics

**First Semester the Course/Experience will be Offered:** Fall 2020

**How often do you plan to offer this Course/Experience?** Once a year (Fall)

#### ***BEYOND THE CLASSROOM* EXPERIENCE CATEGORIES (select one)**

This application will be evaluated using a *rubric corresponding to one of the experience categories*. More information is available at [www.utc.edu/think](http://www.utc.edu/think).

\_\_\_\_ **Creative:** Articulate, implement, and reflect on a substantive application of their academic foundations to solving a real-world problem or providing and interpretation or expression

\_\_\_\_ **Intercultural** (Domestic and International): Interact with a culture and/or region distinct from their own. Engage in academic inquiry and application afforded by the specific off-campus setting

\_\_\_\_ **Internship:** Practice skills or methods related to their field of study through supervised work in a professional or organizational setting

X **Research:** Work from a research question, hypothesis, or thesis statement, apply research design/methods to generate findings, communicate findings through presentation, publication, or other methods of dissemination

\_\_\_\_ **Service Learning:** Articulate, implement, and reflect on a substantive application of their academic foundations to a real-world service setting and/or need

\_\_\_\_ **Leadership:** Articulate, implement, and reflect on a substantive application of their academic foundations to develop skills for leadership

## ***BEYOND THE CLASSROOM DESCRIPTION PROMPTS***

Specifically and concisely respond to the following. You may attach your responses if desired.

- A. Describe the experiential element of this course/experience (opportunity). This should include a discussion of the ways the opportunity incorporates:
1. **Regular mentorship, supervision, and feedback:** which, taken together with the opportunity itself constitutes  $\frac{1}{4}$  of the entire course or experience. Mentorship entails responding regularly to student work; supporting student reflection (more description below), integrating learning through the activity and goal-setting for future involvement or inquiry
  2. **Authentic Responsibility:** Student demonstrates initiative in the creation and/or execution of the experience; takes ownership of process and outcomes
1. Students will write a research paper that involves finding a good research question, collecting and processing data, choosing and executing an appropriate econometric model, making sure the findings/causalities are correctly identified, communicating the findings through an academic paper and in-class and outside public presentation. The public presentations will take place outside the class and in front of a diverse audience such as in UTC undergraduate research conference '*ReSEARCH Dialogues*', regional Economics and Finance conference such as 'Academy of Economics and Finance Conference' etc. In the outside public presentations students will be required to convey the real-world implications of their findings. The research paper weighs 25% of the total grade. Since, conducting a serious research with state-of-the-art econometric technique is a new experience for the students, intensive mentorship and supervision is needed at every stage of the project. Frequent meetings and feedbacks at every stage are also required to make sure that the projects are on right track. Mandatory approval from instructor is required for every stage of the project, which requires at least one one-to-one meeting for every stage.
2. Students find their own research questions that are interesting to them, important and executable within the timeframe. To ensure deep involvement, they are required to answer a number of questions while choosing the research questions, for example: Why is it an important research question? Are data available? etc.. Once the research question is formed, students are required to collect necessary data in a professional way. Then they are required to find an appropriate econometric model to execute the research question after convincing the instructor why this model is the most appropriate to answer the research question. They also need to apply their knowledge in econometrics to convince the instructor that the causal relationship is correctly identified and the findings are not suffered from any statistical bias. Then they need to correctly communicate the findings through professionally written academic papers and in-class and outside-class public presentations. They are also required to mention the policy implications of the findings and possible future extension of the project.

- B. Share, using the table below, how the course or program requirements direct students to critically reflect before, during and after the experience, integrating theory with practice and generating critical reflection on self and/or society. (e.g. student reflects on the activity; articulates personal, civic/social, and/or academic learning; identifies values and attitudes developed through the activity.) More information on Critical Reflection is at <http://www.utc.edu/think-achieve/critical-reflection.php>

<p><b>Description of pre-experience reflection activities</b></p>	<ol style="list-style-type: none"> <li>1. What do you know about research?</li> <li>2. What do you think a research project is going to be like?</li> <li>3. What do you want to learn through research?</li> <li>4. Do you have any prior experience of research?</li> <li>5. Are you familiar with any research methodology?</li> <li>6. How will you deal with various challenges that a research project may entail?</li> <li>7. What confusions or questions do you have about a research project?</li> <li>8. How will you identify an issue to research and the scope to contribute.</li> <li>9. How will you get data, choose an appropriate research design and execute it?</li> <li>10. How will you communicate your finding with academic and non-academic audience?</li> </ol>
<p><b>Description during the experience reflection activities</b></p>	<ol style="list-style-type: none"> <li>1. What did you do for this research project? What assumptions did you have about the underlying causal relationship of the research?</li> <li>2. How is your overall feeling about the research? What did the research mean to you? What did you learn from the research project?</li> <li>3. What skills do you need in the research? Were there skills required that you haven't developed yet?</li> <li>4. How did you deal with problems that came up in doing the research? What might you do differently next time for conducting a similar type of research?</li> <li>5. What questions do you have regarding research? What are you uncertain about?</li> </ol>
<p><b>Description of post-experience reflection activities</b></p>	<ol style="list-style-type: none"> <li>1. What was this course like, especially the research project? Was it different from what you thought it would be?</li> <li>2. Did you learn what you wanted to learn? What other things did you learn? Are these important to your UTC experience and future career?</li> </ol>

	<p>3. What skills did you develop while conducting this research project?</p> <p>4. Are you satisfied in the way that you approached problems that came up while conducting the research? If not, how might you approach problems differently in the future?</p> <p>5. What difficulties did you face in collecting data, identifying the causality and interpreting and communicating the results?</p> <p>6. What questions or uncertainties do you still have?</p>
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