

An Economic English Class using Content-Based Instruction

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Abstract

There are numerous ideas, theories, studies, and methods about how to teach a second language (L2). The following lesson plan will teach English using Content-Based Instruction (CBI) in an economics class taught at a Japanese university. The class will introduce the concept of opportunity cost using English. CBI requires instructors to be rather engaged in preparing such classes. CBI also acknowledges the stress put on the students who are required to process two unknowns: the content and the L2. The instructor is responsible for bringing together content and L2 learning simultaneously. The lesson plan submitted here is the outcome of a course in CBI. The course had certain strict criteria for the lesson as well as for the students' well-being. It is the hope of the authors to present a realistic CBI lesson plan that engages students to learn not only the L2, but a subject which they are able to converse in using the target L2.

Keywords

Content-Based Instruction, Economic English, Lesson Plan

I. Introduction

Teaching an L2 is no easy task. Too often native speakers feel that they can teach their language because they can speak, read, or write their language with some proficiency. Merely relying on using a textbook to instruct students in L2 acquisition has left many students floundering in the deep waters of communicating in L2. Over the years, researchers and publishers of English L2 textbooks have come up with a myriad of ideas of how to teach and engage students who wish to learn English.

It seems that every year there appears the "best" way to teach English; be it chanting, listening, songs, news articles, computer games, plays, testing, and even Mickey Mouse. Many of these approaches rely on creating a sense of fun in learning

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English. However, in our experiences, the spark that lights the fire for L2 learning in students is being able to use the language in real time, on the spot and in different situations. Set phrases from textbooks, lyrics from popular songs, and computer games that rely on guessed clicks will not bring about the pride one feels in the ability to converse with another person in L2. Here is where Content-Based Instruction (CBI) comes in.

CBI is a curricular and instructional approach to teaching an L2 where content is taught to students using the L2 (Tedick & Cammarata, 2012). In basic terms, it teaches content in conjunction with L2 to bring about real-time, real-life acquisition of L2. The content could be science, mathematics, history, engineering, mechanics, etc. The purpose of CBI is to bring L2 to life by tackling real-life subjects and interests. As a disclaimer, there are various 'levels' of CBI that an instructor must keep in mind, and each instructor must be comfortable with a certain level in order to use CBI effectively. CBI curricula will vary depending on the weight given to each goal accordingly (Karim & Rahman, 2016).

CBI has been used in some contexts to refer to classes where the primary goals are language learning and students are assessed on language performance (Brown & Bradford, 2017). For instance, using mathematics to teach English is a form of CBI, though the specific weights placed on math and L2 are important. An English instructor may use math that is already known to the students to introduce English numbers and mathematical terms, which in this case would be a watered-down version of CBI. On the contrary, the following lesson plan incorporates a stricter version of CBI where equal weight is given to teaching both new content and L2. In discussion of CBI, many articles refer to successful program outcomes as evidence of its benefits. They discuss teacher and student interests and successful student adjustment to later academic careers as support for CBI (Grabe & Stoller, 1997). The research shows that students in long-term CBI programs do better in both L2 and content material (Tedick & Cammarata, 2012).

You may wonder how this could be done. Well, an example is when an English conversation student, who is Japanese, went to an American university to learn not only English, but also her major: psychology. When she graduated with her major in psychology, her confidence in using English was remarkable. Is CBI the easy route to L2 proficiency? No, not at all. CBI, a form of immersion instruction, may result in immersion teachers experiencing a multifaceted struggle when balancing language and content (Cammarata & Tedick, 2012).

So, why use CBI to teach L2? Well, there is the old adage of killing two birds with one stone. However, any instructor can see that, though CBI is not the easiest method to L2 proficiency, the CBI system has the potential to ingrain language acquisition for long lasting results, not just L2 memorization for a quiz or test. The

following lesson plan uses the economics principle of opportunity costs as the content in conjunction with teaching English (L2) in a Japanese university. The main objective of this article is to present a lesson plan, which incorporates authentic materials from the St. Louis Fed's Economic Education Program, for the economic English course based on the pedagogical principles of CBI. We build both language and content objectives based on Bloom's Taxonomy, which was originally developed by Bloom (Bloom, 1956) and revised by Anderson and Krathwohl (Anderson et al., 2001).

II. Lesson Plan



CBI Lesson Plan

Name: Nobuhiro Fujisawa, Kenneth T. Howells

Length of lesson: 90 minutes

1. Overview description of your students (how many, age, language level, and purposes for studying English)
 1. What is the subject of the course?
 - Subject: Microeconomics. Topic: Opportunity cost.
 2. What is your students' grade level and English level?
 - Grade: Sophomores. English level: Between A2 and B1.
 3. How many students are in the class?
 - Class size: From ten to twenty students.
2. Name your content objective(s) for the lesson. For each one, begin with "By the end of the lesson, students will be able to." The number and scope of your objectives should be realistic for the lesson period.

By the end of this lesson, students will be able to:

 1. define opportunity cost. [CO1, Remember]
 2. answer multiple-choice questions about opportunity cost. [CO2, Apply]
 3. examine the opportunity cost of attending college. [CO3, Analyze]

CO = Content Objective
3. Name your language objective(s) for the lesson. For each one, begin with "By the end of the lesson, students will be able to." The number and scope of your objectives should be realistic for the lesson period.

By the end of this lesson, students will be able to:

 1. identify main ideas from a short content-related video clip [LO1, Remember, Listening skills]
 2. identify main ideas in paragraphs. [LO2, Understand, Reading skills]
 3. choose an everyday or technical language to describe phenomena. [LO3, Apply, Writing skills]

LO = Language Objective



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4. What vocabulary will students need to know that may be new to them:
 - a. Which of these words are technical terms that are specific to the content area of study? (For example, the word “product” is used in general English, but for math, it has a technical meaning that indicates multiplication, as in, “The product of 2 and 8 is 16.”)

Content Vocabulary: opportunity cost, economist, tax revenue, healthcare, scarcity

- b. Other words students may be challenged by:

Support language: incur, specifically, community college, enroll, waive, tuition, custodian, son-in-law, tag along, paralegal, commitment, homeschooling, drop out, notoriously

5. In this lesson, I anticipate students will be challenged by...
I anticipate students will be challenged by:
 1. vocabulary acquisition (4-b).
 2. audio-visual materials (listening comprehension)
6. To address these challenges, I plan to (note the specific activities that will address these challenges)...
In order to minimize the challenge of:
 1. vocabulary acquisition, I will hand out a glossary of relevant terms.
 2. listening comprehension, I will hand out transcripts of audio-visual material.
7. This is the way I will assess my students (note specific stages and specific activities that you will use for assessment)...

Content Vocabulary Activity (Activity 1)

1. How many words/phrases students are able to define using fill-in-the-blank exercises.

Listening Activity (Activity 2)

2. How many listening quiz questions students answer correctly.

Reading Activity (Activity 3)

3. Whether students are able to differentiate between monetary and non-monetary costs from a real-time article.

Speaking Activity (Activity 4)



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4. Whether everyone in the class is participating. Q/A between students as well as the teacher.

Writing Activity (Activity 5)

5. The number of sentences each group is able to generate. The correct use of grammar and vocabulary learned in the course.
8. These are the ways in which this lesson plan is specifically a content-based instruction lesson plan. In other words,

- a. This lesson plan differs from an EFL lesson plan because students engage in:

a listening activity using a video clip that explains the concept of opportunity cost, one of the essential concepts in economics.

a reading activity using reading material that is the transcript of a sound clip that identifies the main ideas of opportunity cost.

a writing activity using a worksheet that examines the opportunity cost of attending college.

- b. This lesson plan differs from a regular content class because the following extra supports are included to scaffold students' language.

Pre-teaching vocabulary: Vocabulary words are introduced in context while associating them with college life, which is what students already know and find interesting.

Think-Pair-Share: Students engage in a co-operative discussion using a worksheet after reading an article and/or listening to a sound clip.

Visual Aids: A video clip helps students conceptualize the target lesson so that they are able to use and comprehend the targeted concepts successfully.

9. These are the materials that I will need to carry out this lesson plan (Will you need special pens? Photocopies? Etc.

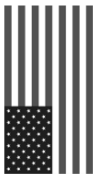
This lesson plan needs a computer room (computers, headsets, a projector, a speaker, a whiteboard) to be carried out.



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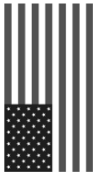
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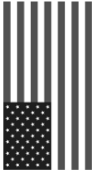
Detailed Lesson / Activity Plan Steps

Time	Lesson Content / Activity Stages	Role of the teacher... (my role, and what I will be paying attention to)	Students will...(what they will do and how they will interact with each other and the content)	Language focus (what kind of language will the students be using / practicing)
5 min.	Warm-up	1. T asks Ss what they would do if there were no classes today.	1. A few Ss answer the question and share what he/she would do today if not here in class. (hopefully)	This is an icebreaker to create a safe atmosphere and make it easy for T to enter today's topic, opportunity cost.
5 min.	Introduce vocabulary	1. T hands out <u>Material 01</u> and asks Ss to look at it. 2. T asks Ss which words are unfamiliar to them.	1. Ss look at <u>Material 01</u> and see vocabulary required in the lesson. 2. Ss go through the words and ask about words that they do not know.	Content-specific vocabulary ✧ Scaffolding: <u>Pre-teaching vocabulary</u>
10 min.	<u>Activity 1:</u> Content vocabulary activity	1. T hands out <u>Material 02</u> and asks Ss to fill in the blanks while watching a video clip, "There is no such thing as a free lunch (2:40"-4:06")," without closed captions twice (Federal Reserve Bank of St. Louis, n.d.-b). 2. T asks Ss to share the answers with the whole class. 3. T adds a supplementary explanation of opportunity cost.	1. Ss watch a video clip twice and fill in the blanks on <u>Material 02</u> . 2. Ss share their answers with the whole class. 3. Ss identify the main ideas of opportunity cost from the video clip and T's supplementary explanation. 1. Ss watch the same video clip once more.	Content-specific vocabulary ✓ Targeted Objective: <u>CO1</u>
10 min.	<u>Activity 2:</u> Listening activity	1. T shows Ss the video clip without closed captions once more. 2. T hands out <u>Material 03</u> and asks Ss to answer multi-choice questions.	2. Ss respond to multi-choice quizzes. (Ss can engage in this activity via the website, Econ Lowdown, as well.) (Federal Reserve Bank of St. Louis, n.d.-a)	Listening to a content-related video clip ✓ Targeted Objectives: <u>CO2, LO1</u> ✧ Scaffolding: <u>Visual Aid</u>



5 min.	Complementary activity for <u>Activity 1&2</u>	<ol style="list-style-type: none"> 1. T hands out <u>Material 04</u> and makes sure that Ss understand the content of the video clip. 2. T shows Ss a video clip with closed captions for the last time. 3. T asks Ss what their opportunity cost of attending this class today is. 	<ol style="list-style-type: none"> 1. Ss read <u>Material 04</u> and reinforce their understanding of opportunity cost. 2. Ss reinforce their understanding further. 3. Ss demonstrate their understanding of the topic by sharing their personal answers of the opportunity cost of attending this class with the whole class. Ss learn that each student has a different opportunity cost through this activity. 	Reading for specific information
15 min.	<u>Activity 3: Reading</u> activity	<ol style="list-style-type: none"> 1. T divides Ss into groups of 3 or 4. 2. T hands out <u>Material 05</u>, an excerpt from “Even when college is free, it can be hard for adults to stay in school.” and asks each group to read it (NPR, n.d.). 3. T walks around the classroom and answers questions Ss might have. 	<ol style="list-style-type: none"> 1. Ss make groups of 3 or 4. 2. Ss read <u>Material 05</u> with the help of <u>Material 01</u> and discuss unfamiliar expressions in a group. 3. Each group shares their unfamiliar expressions with the whole class. Ss identify main ideas in each paragraph. 	Reading for specific information as a group ✓ Targeted Objective: <u>LO2</u>
5 min.	Complementary activity for <u>Activity 3</u>	<ol style="list-style-type: none"> 1. T plays the sound clip of <u>Material 05</u> (0’00”-2’06”) and reinforces Ss’ understanding of it. 2. T asks about the opportunity costs of Kim’s daughter and her son-in-law. (Answer: traveling for work & homeschooling two children) 	<ol style="list-style-type: none"> 1. Ss listen to a sound clip to deepen their understanding of the opportunity cost of attending college. 2. Ss in groups demonstrate their understanding by answering the opportunity costs of Kim’s daughter and her son-in-law. 	Listening to specific information
30 min.	<u>Activity 4&5: Speaking & Writing</u> activity	<ol style="list-style-type: none"> 1. T hands out <u>Material 06</u> and asks each group to discuss the question. 	<ol style="list-style-type: none"> 1. Ss engage in the activity in groups. 	Giving Opinions Summarizing Opinions ✓ Targeted Objectives: <u>CO3, LO3</u>



	<p>2. T walks around the classroom and encourages Ss to express themselves. T pays attention that everyone is participating.</p>	<p>2. Ss confirm that opportunity cost includes both monetary and non-monetary costs through the discussion with the other members of the group. Ss compare different points of view.</p>	<p>⇨ Scaffolding: <u>Think-Pair-Share</u></p>
<p>5 min.</p>	<p>1. T wraps up the whole lesson. T says, "When making choices, you have to incur not only its monetary cost but also its opportunity cost. As they say, 'There is no such thing as a free lunch.'"</p> <p>2. T asks a few students what they think is the opportunity cost of watching a movie.</p> <p>3. T asks Ss to submit their work.</p>	<p>1. Ss understand the concept of 'There is no such thing as a free lunch.' Ss realize that the cost of attending class includes both its monetary cost and its opportunity cost</p> <p>2. An example is given to close the lesson: What is the opportunity cost of watching a movie instead of completing an assignment?</p> <p>3. Ss submit their work.</p>	<p>This is a wrap-up.</p>

Please take a look at Material 01 through Material 06.

Word/Phrase	Definition
incur	make oneself subject to
opportunity cost	
economist	
tax revenues	
healthcare	
scarcity	
specifically	in distinction from others
community college	a nonresidential junior college offering a curriculum fitted to the needs of the community
enroll	register formally as a participant or member
waive	do without or cease to hold or adhere to
tuition	a fee paid for instruction (especially for higher education)
custodian	one having charge of buildings or grounds or animals
son-in-law	the husband of your daughter
sign up	join a club, an activity, etc. with the intention to join or participate
recruit	fill up the number of with new members
tag along	go along with, often uninvited
plunge	begin with vigor
paralegal	a person with specialized training who assists lawyers
commitment	so strong as to be irresistible
homeschooling	teach school subjects to one's children at home
drop out	leave school or an educational program prematurely
notoriously	to a notorious degree

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Material 02
Content Vocabulary

Let us fill in the blank and learn the definitions of words which appears in a video clip, "There is No Such Thing as a Free Lunch."

Word/Phrase	Category	Definition
opportunity cost	academic	the most highly valued opportunity given up when you make a ()
economist	general	an expert in the science of ()
tax revenue	general	the revenues collected from taxes on () and profits, social security contributions, and other taxes.
healthcare	general	the set of services provided by a () or an organization for the treatment of the physically and the mentally ill
scarcity	academic	the condition in which our wants are greater than the () available to satisfy

Memo... (You can write down unfamiliar words to you below.)

Let us fill in the blank and learn the definitions of words which appears in a video clip. There is No Such Thing as a Free Lunch."

Word/Phrase	Category	Definition
opportunity cost	academic	the most highly valued opportunity given up when you make a (choice)
economist	general	an expert in the science of (economics)
tax revenue	general	the revenues collected from taxes on (income) and profits, social security contributions, and other taxes.
healthcare	general	the set of services provided by a (country) or an organization for the treatment of the physically and the mentally ill
scarcity	academic	the condition in which our wants are greater than the (resources) available to satisfy

Memo... (You can write down unfamiliar words to you below.)

1 of 4

What is an opportunity cost?

- a. The most valued opportunity you choose when making a choice.
- b. The most valued opportunity you give up when making a choice.
- c. The least valued opportunity you choose when making a choice.
- d. The least valued opportunity you give up when making a choice.

2 of 4

Because people have unlimited wants and limited resources, they must

- a. recycle and reuse resources.
- b. create more resources.
- c. make choices about which wants to satisfy.
- d. produce more goods and services to satisfy their wants.

3 of 4

Sal has many options for how to spend her afternoon. She placed them in the order in which she values them: 1) go to a movie, 2) go to the library 3) attend a baseball game, and 4) clean her apartment. Which is her opportunity cost of going to a movie?

- a. Going to the library
- b. Attending a baseball game
- c. Cleaning her apartment
- d. Going to the library, attending a baseball game, and cleaning her apartment

4 of 4

Because of _____ people must make choices, and when they choose, they incur a(n)_____.

- a. needs; opportunity cost
- b. scarcity; opportunity cost
- c. resources; opportunity cost
- d. opportunity cost; scarcity

1 of 4

What is an opportunity cost?

- a. The most valued opportunity you choose when making a choice.
- b. The most valued opportunity you give up when making a choice.
- c. The least valued opportunity you choose when making a choice.
- d. The least valued opportunity you give up when making a choice.

2 of 4

Because people have unlimited wants and limited resources, they must

- a. recycle and reuse resources.
- b. create more resources.
- c. make choices about which wants to satisfy.
- d. produce more goods and services to satisfy their wants.

3 of 4

Sal has many options for how to spend her afternoon. She placed them in the order in which she values them: 1) go to a movie, 2) go to the library 3) attend a baseball game, and 4) clean her apartment. Which is her opportunity cost of going to a movie?

- a. Going to the library
- b. Attending a baseball game
- c. Cleaning her apartment
- d. Going to the library, attending a baseball game, and cleaning her apartment

4 of 4

Because of _____ people must make choices, and when they choose, they incur a(n)_____.

- a. needs; opportunity cost
- b. scarcity; opportunity cost
- c. resources; opportunity cost
- d. opportunity cost; scarcity

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Material 04
The excerpt from “There is No Such Thing as a Free Lunch”
(from 2’40” to 4’06”)

Opportunity Cost

When people make choices, they incur a cost. If you choose to buy a video game instead of a movie, there is a cost--not the price you pay for the video game, but opportunity cost. Economists define an opportunity cost as the most highly valued opportunity given up when you make a choice. So, the opportunity cost of buying the video game is that you cannot buy the DVD.

The opportunity cost is the opportunity lost. The opportunity cost of spending money is the lost opportunity to save the money. For society, the opportunity cost of using land for a park is the housing given up. The opportunity cost of spending tax revenues on healthcare is the lost opportunity to spend that same money on education.

Keep in mind that the opportunity cost is the most highly valued opportunity given up. Think about this: When your alarm went off this morning, you had a number of options open to you. Assuming you first chose to get out of bed, you could have chosen to go to school, watch TV, or go to the mall.

Now, what is the opportunity cost of going to school? Is it both watching TV and going to the mall? No. Because of the scarcity problem, you would have only been able to do one of those options if you weren't at school, so you are only giving up the opportunity to do one of them, more specifically the one you were most likely to do. So, if you were to place a value on your choices you would choose the activity you valued most, which was go to school, your opportunity cost would be the one on which you placed the next highest value—probably watching television.

Material 05
The excerpt from "Even when college is free,
it can be hard for adults to stay in school"
(from 0'00" to 2'06")

Even when college is free, it can be hard for adults to stay in school

ARI SHAPIRO, HOST: We're going to stay in Tennessee now where if you are older than 25 and you don't have a college degree, you can now go to community college for free. More than 13,000 adults enrolled in the program last fall. That exceeded the expectations of state officials. Now the question is whether waiving their tuition will be enough to keep these students in school. Emily Siner reports from member station WPLN.

EMILY SINER, BYLINE: Math videos are not what Jim Bare used to watch on his Friday evenings.
(SOUNDBITE OF ARCHIVED RECORDING)

UNIDENTIFIED PERSON: We say that two is a factor of 10. Five is a factor of 10.

SINER: But now he says he's actually enjoying this.

JIM BARE: It's great, you know? I'm learning stuff that - I'm not saying that they didn't teach it. I'm just saying that I didn't pick up on it (laughter).

SINER: Jim is 66 and a school custodian. Going to college wasn't on his radar until his son-in-law signed up for Tennessee Reconnect, free tuition at community college guaranteed. So Jim's wife, Kim Bare, started looking into enrolling at Volunteer State Community College, too.

KIM BARE: And then we saw that Vol State had some, like, meet-and-greets or informational sessions.

SINER: Kim recruited their daughter to come with.

K. BARE: And Jim said, well, I'll tag along, sure. We'll go get dinner.

J. BARE: I got bit by that bug. I wanted to go back to school.

SINER: And that is how Kim, Jim, their daughter and their son-in-law all ended up enrolling in community college for free. With no tuition, taking the plunge seemed remarkably easy. Doing the schoolwork, though, was not. For the Bares, it's meant staying up late after Kim's 12- or 14-hour days as a paralegal.

K. BARE: And we had to get in a routine.

J. BARE: Yeah.

K. BARE: We had to understand that you come home from work. You grab a sandwich, and you sit down and do the work. And that's really - that and pizza, and I'm really tired of pizza.

SINER: Kim and Jim kept each other on track. But for their daughter and son-in-law, the commitment was overwhelming. He traveled often for work. She was homeschooling their two children. By mid-semester, they had both dropped out. Staying in college as an adult is notoriously difficult. In Tennessee, among those who start community college, less than 1 in 3 will get a degree.

AMY HOFFMAN: They're having this wonderful opportunity to come back to school, but life is different as an adult.

Material 06
The excerpt from “Even when college is free,
it can be hard for adults to stay in school”
(from 0’00” to 2’06”)

In class activity

Topic: Opportunity cost

For face to face classes: Think-Pair-Share or Group discussion

For online: Discussion board activity

Instructions:

Read the following article:

<https://www.npr.org/2019/04/04/705105734/even-when-college-is-free-it-can-be-hard-for-adults-to-stay-in-school>

Discuss the following issue and answer the question:

In this story, community college education is ‘free’ in the monetary sense but is it really ‘free’? Differentiate between monetary and non-monetary cost and describe the opportunity cost of attending college.

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III. Concluding Remarks

As is apparent by the lesson plan, there is a lot of thought and preparation required by the instructor in Content-Based Instruction. Again, as stated in the introduction, the instructor is attempting to teach both content and an L2 primarily using the L2. Due to the fact that students are required to tackle two objectives simultaneously, the instructor must keep many caveats in mind when developing a lesson plan based on CBI.

The lesson plan aims to optimize the use of working memory capacity and avoid cognitive overload based on cognitive load theory (de Jong, 2010). Also, familiar classroom routines or patterns, called schemata, serve a facilitating function for students (Leinhardt et al., 1987). Moreover, the lesson plan uses instructional scaffolding techniques as a means to operationalize Vygotsky's concept of working in the zone of proximal development (ZPD) (Cammarata, 2005) (Fields & Marsh, 2019).

In order to bring about understanding in the content and avoid overtaxing the students, there is a great deal of overlay, or repetition, of material and concepts. The lesson plan also relies to a large extent on group activities and the students engaging with each other. Student-to-student communication in the classroom can be an invaluable tool for instructors. Not only can students help each other with the lesson, students are also able to feel that they are not the only ones lacking understanding of the lesson.

However, the lesson plan has a few flaws that are recognized by the authors. One overriding problem is that of time. The lesson plan is presuming a 90-minute class. The authors acknowledge that the lesson plan, though correct in following all the rules of a CBI lesson, may not be fully completed in the allotted time.

For instance, allotting five minutes for warming up the class and then five minutes for introducing vocabulary may be stretching the bounds of any student in any country. Another unmentioned aspect of the lesson plan is preparation by students in the form of homework. With so many activities squeezed into 90 minutes, it would behoove an instructor to give homework in order to prepare the students ahead of time.

Time problems also pop up with Activity 1 and Activity 2. However, beyond the time constraints, there is the cultural problem of quizzing students. Not mentioned in the lesson plan is that the instructor must make clear that the quizzes are being used as a learning tool and not as a way to give an ultimate grade. In other words, participation and a willingness to try is more important than getting every answer correct.

In conclusion, the time allotted to each activity may not be realistic, and this particular lesson plan may have to be used over multiple classes. However, this lesson plan is an excellent example of how CBI can work, and the preparation involved in making it work. If done correctly, like this lesson plan, students will come away with a

deeper understanding of using the target L2, developing confidence in using L2 to go beyond ordering a hamburger or asking for directions to the nearest library. In addition, students will develop a respect for the instructor, which can go a long way in future classes.

Is CBI the easy way to teach an L2? We should now realize that it is not. But, can CBI be a great tool in teaching an L2 while also teaching some content? Yes, if the instructor is up to the task. The lesson plan introduced here has some flaws with time allotted to certain activities, but it is solid in showing the CBI model and how it can be used to engage students in using L2 on a realistic and productive level.

It is our sincere hope that any instructor reading this paper will appreciate the role in teaching an L2 and will feel the motivation to try something outside his or her comfort zone. CBI is not for everyone, but perhaps it can serve as a way to inspire instructors to experiment in other ways that fit their teaching style.

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