

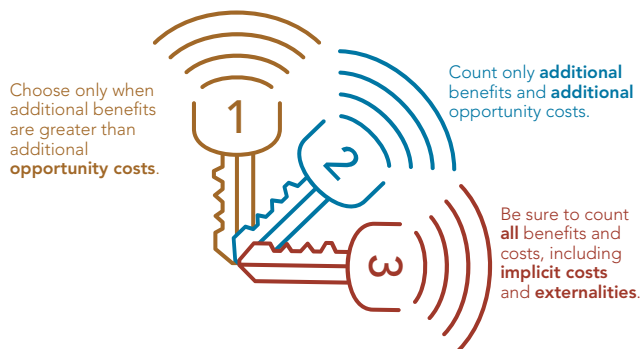
Preface

About *Microeconomics for Life: Smart Choices for You*, Third Edition

Our Approach

PREFACE TO STUDENTS We wrote *Economics for Life* to show you how to use economic ideas to make smart choices in life. We focus on core concepts that you can use regularly to make smart choices in your life as a consumer, as a businessperson, and as an informed citizen.

THREE KEYS TO SMART CHOICES You, like most people, are probably not interested in economic concepts for their own sake. This book is not designed to train you as an economist. Instead, our goal is to present important ideas, concepts, and decision-making strategies — based on an economic way of thinking — that will help you be more successful throughout life. The stories in the book reflect real-life situations. You will, we hope, quickly see how you can make yourself better off by learning the economic lessons they contain.



The Three Keys shown are at the heart of making smart choices and are at the heart of this book. You can always spot them by the key icon in the margin.



You will first learn about the Three Keys to Smart Choices in Chapter 1, and they will reappear many times. The Three Keys are like a map, helping you choose a direction to take at decision points — forks in the road. When you face a decision, they focus your attention on the information that is most useful to making your smart choice.

If you learn to use the three keys well and start making smarter choices in life, then we will have done our job well and you will have gained strong tools in your quest for success. If you do not enjoy reading this book or do not learn to make smarter choices in life, then we will have failed.

The only way for us to know how close we've come to achieving the goal of helping you make smart choices is to hear from you. Let us know what works for you in this book — and, more importantly, what doesn't. You can write to both of us care of avicohen@yorku.ca. In future editions we will acknowledge by name all students who help improve *Economics for Life*.

Now start learning how economics will help you make smarter choices in life!

University Professor Avi J. Cohen
Economics
York University
University of Toronto

Scott Wolla, PhD
Economic Education Officer
Federal Reserve Bank of St. Louis

PREFACE TO INSTRUCTORS Most of our, and we suspect your, “academic footprint” on this earth will be through our students. Over a career, we teach tens of thousands of students. As economists and teachers, what do we want our lasting “economic footprint” to be? There is a wonderful old *Saturday Night Live* skit by Father Guido Sarducci called “The Five Minute University” (<http://www.youtube.com/watch?v=kO8x8eoU3L4>). Watch it. His premise is to teach in five minutes what an average college or university graduate remembers five years after graduating. For economics, he states it's the two words “supply and demand.” That's it.

The serious question behind the skit, the one that motivates these books, is “What do we really want our students to remember of what we teach them in an introductory economics class?”

Over 80 percent of North American students in introductory economics never take another economics course. *Economics for Life* is designed to help those students learn what they need to know to be economically literate citizens. If we can teach students the fundamentals of thinking like an economist, they will be equipped to make smarter choices in their lives as consumers, as businesspeople, and as citizens evaluating policies proposed by politicians. We take what is called a literacy-targeted (LT) approach, which argues that it is far more valuable for students to understand and apply core economic concepts well than to be exposed to a wide range of concepts they will soon forget.

For microeconomics, the essentials are grounded in the Three Keys to Smart Choices, which form the core of *Microeconomics for Life: Smart Choices for You*.

Key 1: Choose only when additional benefits are greater than additional *opportunity costs*.



Key 2: Count only *additional* benefits and *additional* opportunity costs.



Key 3: Be sure to count *all* additional benefits and costs, including *implicit costs* and *externalities*.



The intuition behind all topics in Microeconomics can be taught with these 3 Keys, which reappear as icons as new topics are explored. This core model is even simpler than it looks, as it reduces to Key 1, with Keys 2 and 3 as clarifications.

Many textbooks begin with core concepts for understanding the *discipline of economics*. Our distinctive focus provides a decision-making guide that directly improves students' employability and life choices in general. Rather than reducing economics to between three and ten core concepts, the 3 Keys Model provides students with active guidance in plain language for sound economic decision-making.

Our approach is also designed to get students **interested** in economics as a way of thinking that will help them make smarter choices in their lives. Concepts are not presented as theoretical ideas that must be learned in isolation, or as formulas for a set of problems. Instead, each chapter begins with a scenario, and the concepts emerge logically as the narrative unfolds.

Our LT focus on mastering and applying core concepts also meets the needs of economics majors. Using an 11-year dataset with over 13,000 students at the University of Toronto, the paper "A Pareto-Improving Way to Teach Principles of Economics: Evidence from the University of Toronto" (*AEA Papers and Proceedings*, May 2020) compares the performance in intermediate micro/macro theory courses of students taking traditional principles courses with students taking LT courses using *Micro/Macro Economics for Life*. The results — no significant differences in grades in intermediate theory! The authors conclude that

departments can offer LT principles courses while preserving subsequent disciplinary rigor. Students can take such courses without disadvantage should they change their minds and pursue further studies in economics. The vast majority of "one and done" principles students will be better off with LT courses better suited to their interests and abilities. As a further benefit, literacy-targeted courses designed for a broader spectrum of students have the potential to address the underrepresentation of women and other minorities in our discipline.ⁱ

The authors of this and a similar study at the University of North Carolina Chapel Hill attribute the results to the extra course time devoted to mastering fewer topics through enrichment and application assessments that create deeper and more durable learning.

Courses based around *Economics for Life* can meet the needs of *all* students — the 80+ percent who take only

ⁱDwayne Benjamin, Avi Cohen, and Gillian Hamilton, "A Pareto-Improving Way to Teach Principles of Economics: Evidence from the University of Toronto," *American Economic Review*, May 2020. Available at <https://www.aeaweb.org/articles?id=10.1257/pandp.20201052>

principles as well as students who pursue higher-level economics courses — yielding better outcomes and experiences for the many “one-and-done” students, while leaving majors just as well off. *Micro/Macro Economics for Life* are designed to deliver these Pareto-improving outcomes.

This brings us back to the question of your “economic footprint.” You may cover fewer topics using *Economics for Life* (but see What’s New below), but your students will retain more. If we do our jobs well, after five years, your students will actually be *ahead* of students who were exposed to the full range of topics. Your economic footprint will be larger. You will have produced more students who have better learned the fundamentals of thinking like an economist, and who are making smarter choices in their lives as consumers, as businesspeople, and as citizens evaluating policies proposed by politicians.

You will have succeeded in helping your students learn how to use economics in life.

Avi J. Cohen
Scott Wolla

Content Features

CHAPTER OPENER Every chapter begins with an overview that introduces students to the main ideas and themes in the chapter. This introduction connects the economic principles discussed in the chapter to the choices and decisions students make in everyday life.

ECONOMICS OUT THERE These feature boxes provide real-world examples of the economic concepts being discussed. The stories told in *Economics Out There* help students make connections between the concepts in the chapter and everyday life. These boxes will be updated annually by our author team, when appropriate, to ensure the examples/topics remain current and relevant to students.

REFRESH QUESTIONS AND THINK ABOUT IT QUESTIONS At the end of each section of each chapter, there are three multiple-choice **Refresh Questions**. These formative assessments allow students to assess their understanding of the concepts in the section. In the eTextbook these questions provide immediate, targeted feedback both for correct and incorrect answers.

In addition to the **Refresh Questions**, formative **Think About It** assessments are sprinkled throughout the sections of each chapter, posing open-ended questions that push the student to stop and think about what they have just read, in the form of an application or extension.

Today’s students live in a content-rich environment where skimming is the norm. Skimming works for browsing social media, but not for reading critically or learning economics. These features act as “speed bumps,” encouraging students to slow down, recall, and reflect on the content. Retrieval not only provides students with information about their own learning (metacognition), it strengthens neural pathways, reinforces learning, and makes it more durable. As students progress through the learning experience, completing **Think About It** and **Refresh Questions** along the way solidifies and builds upon what they learn. Over time, these activities enable students to construct a longer-lasting mental framework for economic analysis.

END-OF-CHAPTER MATERIAL At the end of each chapter, you will find:

- **Chapter Summary** — New to this edition is a short narrative summary of the entire chapter. That is followed by a section-by-section summary that recaps in point form the main ideas. The first item (in red) under each section head is the single most important point in that section. All key terms are in bold.
- **15 Multiple Choice Questions** — These questions now have five choices instead of four and can be assigned as homework since answers are not available to students in this edition. Questions are organized by learning objective. The heading next to each learning objective number gives you the topic of the questions that follow.
- **15 True/False Questions** — There are 15 true/false questions, organized by learning objective. The heading next to each learning objective number gives you the topic of the questions that follow.

POWERPOINT SLIDES The PowerPoint® slides are a set of lectures based on the textbook content, paralleling the section-by-section summary found in the end-of-chapter material. We developed the content in the slides to enable you to prepare and present a focused, manageable lecture without having to wade through an excessive number of slides. Each analytical graph has animations that allow you to visually tell stories of curves shifting and new equilibrium outcomes.

The parallels between the slides and the end-of-chapter summary make it easier for students to connect the textbook material, your classroom presentation, and the end-of-chapter exercises. The design of the slides matches the textbook design so students connect more easily the material they have read and the content of your classroom presentation. The font sizes of the slides have been tested for readability from the back of a 500-seat lecture hall as well as on mobile devices.

ANIMATED FIGURES (VIDEOS) The PowerPoint graphs, built from the textbook graphic files, are the basis of the Animated Figures. For key analytical graphs in the textbook, a short MP4 video plays when students click on the graph. In a voice-over, we talk the student through the meaning of the figure, and trace shifts of curves and changes in outcomes. A moving cursor directs students' attention to the portion of the figure being discussed in the narration.

Digital Content Delivery

As the world shifts to a greater reliance on digital media, it is appropriate that this resource evolves as well. This third edition is the first fully digital version of *Microeconomics for Life*. Instructors and students will find that, although the medium has changed, the content is fully consistent with prior editions.

What's New

The two main improvements to this edition are a new co-author and an expanded set of chapters to also support traditional and model-focused approaches to teaching principles.

Scott Wolla, the Economic Education Officer at the U.S. Federal Reserve Bank of St. Louis, joins the third edition as a co-author. Scott brings unmatched expertise in economics education, and has taken the lead on all pedagogical aspects of this edition, including the selection of *Economics Out There* media stories and analysis. His work has been highlighted by major news media including *The Economist*, *National Public Radio*, *Bloomberg News*, and *BBC News*. You can read more about Scott in the author biographies.

The *Micro/Macro Economics for Life* books were originally created to support a literacy-targeted (LT) approach to teaching principles, which focuses on the 80+ percent of students who never take another economics course, while leaving majors just as well off.

This edition now has an expanded and slightly reorganized set of chapters to also support more traditional and model-focused approaches to teaching principles of microeconomics and macroeconomics. In *Microeconomics for Life*, there are now 15 chapters instead of 12. Each chapter has at most five learning objectives. As most of us rarely can cover more than 12 chapters in a semester, the 15 chapters allow choice in what to cover. And with a digital textbook, it is easy to arrange the chapters in the order you prefer to teach them. Figure 0.1 highlights two approaches for teaching microeconomic principles.

Figure 0.1 Choosing 12 Chapters for Literacy-Targeted Approach or Traditional and Model-Based Approaches

Chapter	Title	Literacy Targeted (LT) Approach	Traditional and Model-Based Approaches
1	What's in Economics for You? Scarcity, Opportunity Cost, Trade, and Models	X	X
2	Making Smart Choices The Law of Demand	X	X
3	Show Me the Money The Law of Supply	X	X
4	Coordinating Smart Choices Demand and Supply	X	X
5	Just How Badly Do You Want It? Elasticity	X	X
6	What Gives When Prices Don't? Government Policy Choices	X	X
7	Getting the Most Bang per Buck Utility behind Demand		X
8	Finding Producers' Bottom Line Profits and Costs behind Supply	X	X
9	Pricing Power Market Structure and Pricing	X	X
10	What's Perfect about Perfect Competition? Productivity, Costs, and Efficiency		X
11	Pricing for Profits in Imperfect Competition Marginal Revenue and Marginal Cost	X	X
12	When Markets Fail Natural Monopoly, Gaming, Competition, and Government	X	
13	Acid Rain on Others' Parades Externalities, Carbon Taxes, Free Riders, and Public Goods	X	X
14	What Are You Worth? Inputs, Incomes, and Inequality	X	
15	Are Sweatshops All Bad? Globalization, Trade, Protectionism		

LITERACY-TARGETED (LT) APPROACH As Figure 0.1 shows, when teaching micro with an LT approach, we omit Chapter 7 (Getting the Most Bang per Buck: Utility behind Demand), Chapter 10 (What’s Perfect about Perfect Competition? Productivity, Costs, and Efficiency), and Chapter 15 (Are Sweatshops All Bad? Globalization, Trade, and Protectionism). That leaves 12 chapters to cover.

You can omit Chapter 7 (Utility behind Demand) because Chapter 2 (Making Smart Choices: The Law of Demand) covers the basics of consumer choice — choose when marginal benefits are greater than marginal opportunity costs — and emphasizes the importance of willingness and ability to pay in determining demand. Chapter 2 also covers the roles of preferences, related products, income and expectations in determining demand. Chapter 7 reprises most of the same topics, but in the language of the utility-maximizing model.

Chapter 7 also introduces a new section on behavioural economics (7.4 Are Your Choices As Smart As You Think?) that can be covered with Chapter 2.

You can omit Chapter 10 on perfect competition because Chapters 8 and 9 cover the main results of the perfect competition model.

- Chapter 8 (Finding Producers’ Bottom Line: Profits and Costs behind Supply) distinguishes normal and economic profits, and shows how economic profits are competed away when entry is possible, leading to a long-run efficient outcome. It also describes how short-run diminishing marginal productivity increases marginal costs and shapes the average total cost curve, and describes differences among economies of scale, constant returns to scale, and diseconomies of scale.
- Chapter 9 (Pricing Power: Market Structure and Pricing) begins by describing the characteristics of market structure — pricing power, product substitutes, number of sellers, barriers to entry, elasticity of demand — using the extremes of monopoly and perfect competition. Businesses in all market structures share the profit-maximizing rule of equating marginal revenue and marginal cost. Characteristics of perfect competition include price taking, many sellers producing identical products, no barriers to entry, and perfectly elastic demand. Chapter 9 also describes what marginal revenue and marginal cost curves look like for price takers and price makers. All this is done without any use of cost curves beyond marginal cost curves. Chapter 10 (What’s Perfect about Perfect Competition? Productivity, Costs, and Efficiency) covers most of the same topics, but in the format of the profit-maximizing model with U-shaped average cost curves.

- You can omit Chapter 15 (Are Sweatshops All Bad? Globalization, Trade, and Protectionism), which is a pretty traditional international trade chapter, because Chapter 1 (What’s In Economics for You? Scarcity, Opportunity Cost, Trade, and Models) motivates the idea of a market economy, specialization, and trade with a typical example of linear production possibilities frontiers and comparative advantage. We like to cover international trade in the macroeconomic principles course, where it can easily be related to exchange rates and controversies over “free trade,” and because there are fewer chapters to cover in macroeconomics (if you skip the four introductory micro chapters). But if you prefer to teach international trade in microeconomic principles, even with a literacy-targeted approach, you can do so.

TRADITIONAL AND MODEL-BASED APPROACHES

As you can see in Figure 0.1, the order of the microeconomic chapters is similar to most existing textbooks, so a traditional approach focusing on models would mostly follow the chapters in order, although the externality chapter (Chapter 13) can easily be moved up to follow Chapter 4 (Coordinating Smart Choices: Demand and Supply).

If you are looking for topics like monopolistic competition, oligopoly, price discrimination, those are included in Chapters 9 (Pricing Power: Market Structure and Pricing) and 11 (Pricing for Profits in Imperfect Competition: Marginal Revenue and Marginal Cost). We use “imperfect competition” to consolidate those topics, by treating market structure as a continuum from monopoly to perfect competition.

To reduce the number of chapters to 12, your options include:

- Omitting Chapter 15 (Are Sweatshops All Bad? Globalization, Trade, and Protectionism) because the simple comparative advantage model is also in Chapter 1. Besides the simple comparative advantage model, Chapter 15 includes the World Market model, which is a good application of the basic supply and demand model. Other chapter sections on protectionism and the economics of sweatshops can be skipped in a model-focused micro course.
- Omitting Chapter 12 (When Markets Fail: Natural Monopoly, Gaming, Competition, and Government) with topics like natural monopoly, game theory, competition policy.
- Omitting Ch 14 (What Are You Worth? Inputs, Incomes, and Inequality). This is often a chapter at the end of textbooks that instructors run out of time

for. The core of the chapter consists of the three principles determining factor incomes — marginal productivity for labour, present value for capital, and economic rent for land and natural resources. There are also data-driven sections on income inequality, which can be skipped in a model-focused course.

EXPANDED TEACHING CHOICES The expanded table of contents in this third edition now supports many approaches to teaching microeconomic principles — literacy-targeted, traditional, and model-focused as well as combinations of approaches. As teachers, we all have individual preferences, and choice is a good thing! Regardless of your approach, you will have made a smart choice to have your students engage with, and learn from, *Microeconomics for Life*.

Chapter-by-Chapter What's New

Chapter 1 *What's in Economics for You? Scarcity, Opportunity Cost, Trade, and Models*

- We updated the section on comparative advantage, adding a new figure that better highlights the differing comparative advantages of the two traders.
- A new *Economics Out There* box, “Can Economists Do Experiments?” describes economists increasing use of “natural experiments,” beginning with David Card’s work on minimum wages.

Chapter 2 *Making Smart Choices: The Law of Demand*

- Examples updated throughout, including new figure using FRED data on the relationship between SUV sales and gasoline prices, 2002–2020.

Chapter 3 *Show Me the Money: The Law of Supply*

- New *Economics Out There* box, “Famous Dropouts,” about successful stars who dropped out of school and made smart choices to ignore sunk costs of tuition paid.
- New *Economics Out There* box, “Pandemic Sex Slump Sees Condom Makers Switch to Latex Gloves,” about supply shifts from changes in prices of substitutes in production.
- New *Economics Out There* box, “Technological Change Is Spelled R-O-B-O-T,” about technological change reducing costs for delivery services.
- Reordered the list of factors shifting supply to improve the flow of the narrative, and added pandemics as an example of an environmental supply shifter.

Chapter 4 *Coordinating Smart Choices: Demand and Supply*

- New *Economics Out There* box, “Lobster Prices Could Break Records in 2022,” as example of change in demand.
- New *Economics Out There* box, “The Case of Soaring Car Prices,” as example of changes in both demand and supply.

Chapter 5 *Just How Badly Do You Want It? Elasticity*

- New *Economics Out There* box, “Why Netflix Can and Does Keep Raising Prices.”
- Section on “Why Do We Care about Elasticity of Supply?” rewritten to focus on housing crisis and rising cost of homes in Canada.

Chapter 6 *What Gives When Prices Don't? Government Policy Choices*

- Chapter-opener updated to discuss government legislation prohibiting “unfair prices” for hand sanitizer/masks.
- New *Economics Out There* box, “The Survey Says . . .” showing economists’ views on price controls.
- New *Economics Out There* box, “As Toronto Rents Surge, What Aren't Developers Building More Apartments?” about incentives for developers to build condos versus rental apartments.
- New *Economics Out There* box, “Do Minimum Wage Laws Hurt or Help Employment?” explains economists’ changing views on minimum wages.
- *Economics Out There* box, “Can We Eliminate the Trade-Off between Efficiency and Equity?” moved to Chapter 14.
- New *Economics Out There* box, “Are Some Names More Employable Than Others?” on evidence of unequal opportunities in labour markets.

Chapter 7 *Getting the Most Bang per Buck: Utility behind Demand*

- This chapter is entirely new, offering a traditional utility-maximizing model for an alternative to Chapter 2’s discussion of demand, preferences, related products, income, and expectations.
- New *Economics Out There* box, “How Much Do You Value Social Media?”
- New section on behavioural economics — 7.4 Are Your Choices As Smart As You Think? — covering framing and endowment effects, the ultimatum game, and nudges.
- New *Economics Out There* box on behavioural economics, “Can the Government Help Save Us from Ourselves?”

Chapter 8 Finding Producers' Bottom Line: Profits and Cost behind Supply

- This chapter contains content (8.1–8.3) from the second edition's Chapter 7 distinguishing normal and economic profits, and showing how economic profits are competed away when entry is possible, leading to a long-run efficient outcome.
- A new section (8.4) describes how short-run diminishing marginal productivity increases marginal costs and shapes the average total cost curve, and describes differences among economies of scale, constant returns to scale, and diseconomies of scale.
- New *Economics Out There* box, "Do Sweet Profits Draw Beekeepers to the Hives?" illustrates the importance of implicit costs for smart supply choices.
- New *Economics Out There* box, "Tesla Revs Its Engines and the Light Turns Green," on economic profits attracting new entrants to the electric vehicle market.

Chapter 9 Pricing Power: Market Structure and Pricing

- This chapter contains content from the second edition's Chapter 8 (8.1, 8.2, 8.4) on monopoly and perfect competition, market structure, and how businesses compete. The last section — 9.4 Pricing for Profits: Comparing Marginal Revenue and Marginal Cost — draws on the second edition's Chapter 9.
- New *Economics Out There* box, "Sex, Drugs, and . . . Competition?" on the generic competition paradox.
- *Economics Out There* box, "Where's the Real Competition?" about Luxotica's dominance of the eyeglass market while giving the illusion of brand competition.
- *Economics Out There* box "Higher Wages = Lower Costs?" on how Costco competes with Walmart despite having higher wages and benefits has been updated.
- New *Economics Out There* box, "Netflix, Innovation, and Creative Destruction" on how Netflix disrupted the video/DVD market.

Chapter 10 What's Perfect about Perfect Competition? Productivity, Costs, and Efficiency

- This chapter was Appendix 9A in the second edition and adds a section on long-run costs and supply.
- New *Economics Out There* box, "Why Don't Wheat Farmers Advertise?" illustrates the implications of identical products.

- New *Economics Out There* box, "How the Tractor Changed Canada," shows how tractors enabled economies of scale, moving agriculture down the long-run average cost curve.

Chapter 11 Pricing for Profits in Imperfect Competition: Marginal Revenue and Marginal Cost

- This chapter contains most of the content from Chapter 9 in the second edition on the rule for profit-maximization in any market structure, price discrimination, and market structure trade-offs between efficiency and innovation.
- New *Economics Out There* box, "Thinking Economically (or Making Smart Choices)" uses example from second edition Refresh question 9.3-3 on comparing marginal benefits and costs as output increases.
- New *Economics Out There* box, "The Secret Other Reason behind Basic Economy Airfares" on a surprising form of price discrimination.
- New *Economics Out There* box, "AI-Fuelled Dynamic Pricing" on Amazon's pricing algorithms.

Chapter 12 When Markets Fail: Natural Monopoly, Gaming, Competition, and Government

- This chapter contains content from Chapter 10 in the second edition.
- New *Economics Out There* box, "What Can *Squid Game* Teach about Game Theory?"
- New *Economics Out There* box, "Price-Fixing in the Canadian Bread Industry."

Chapter 13 Acid Rain on Others' Parades: Externalities, Carbon Taxes, Free Riders, and Public Goods

- This chapter contains content from Chapter 11 in the second edition.
- New *Economics Out There* box, "Can Cooperation Avoid the Tragedy of the Commons for Planet Earth?" highlighting work of Nobel Prize winner Elinor Ostrom and the 2021 UN Climate Change Conference.
- New *Economics Out There* box, "Join the Pigou Club," about carbon taxes in Canada.
- New *Economics Out There* box, "Pay People to Get Vaccinated?" about subsidizing positive externalities.

Chapter 14 What Are You Worth? Inputs, Incomes, and Inequality

- This chapter contains content from Chapter 12 in the second edition.
- New *Economics Out There* box about inequality, "What Is the Most Pressing Problem Economists Today Should Be Addressing?"

- *Economics Out There* box moved from Chapter 6 in the second edition about work of Nobel Prize winner Joseph Heckman on early childhood education — “Can We Eliminate the Trade-Off between Efficiency and Equity?”
- Updated data on income and wealth distributions in Canada.

Chapter 15 Globalization, Trade, and Trade Policy

- This chapter contains content from sections 13.1–13.3 of Chapter 13 of the second edition of *Microeconomics for Life*, along with the Chapter 1 model with linear production possibilities frontiers about specialization, trade, and comparative advantage.
- Section 15.2 — Winners and Losers: Efficiency and Trade — is entirely new and presents the World Market model as a straightforward application of the demand and supply model.
- New *Economics Out There* box, “Buried in Wool,” about protectionism in the British wool industry going back to 1700.
- New *Economics Out There* box, “When the CHIPS Are Down,” about U.S. subsidies for producing domestic semiconductors.
- Expanded *Economics Out There* box on the book *Travels of a T-Shirt in the Global Economy*.

Digital Learning

MyLab with Pearson eTextbook

The third edition of *Microeconomics for Life* is delivered through Pearson’s MyLab with Pearson eTextbook platform.

Pearson eTextbook

Affordable and easy to use, Pearson eTextbook helps students keep on learning no matter where their day takes them. The mobile app lets students read and study, even when they are offline. They can also add highlights, bookmarks, and notes in their Pearson eTextbook to study how they like.

MyLab

MyLab is the teaching and learning platform that empowers you to reach every student. By combining trusted author content with digital tools and a flexible

platform, MyLab personalizes the learning experience and improves results for each student. Learn more about MyLab Economics: <https://mlm.pearson.com/northamerica/myeconlab/>

Important Digital Assets

Economics Out There boxes bring currency into your classroom with author-written content that connects key concepts with real-life current events. Annually our author(s) add new or revised content or data to figures to ensure that your students have current and relevant examples to help them engage with the course material.

Dynamic Study Modules: Canadian study modules allow students to work through groups of questions and check their understanding of foundational economics topics. As students work through questions, the Dynamic Study Modules assess their knowledge and show only questions that still require practice. Dynamic Study Modules can be completed online using your computer, tablet, or mobile device.

Freehand Grader: Freehand Grader (beta) is the grading technology in MyLab® and Mastering® that creates an authentic assessment experience for both instructors and students. Freehand Grader, available as a new assignment type, allows you to quickly grade any kind of handwritten assignment. As you grade, you indicate the grading criteria and build the rubric question by question. This grade-as-you go approach lets you add notes to provide students with individual feedback. Students upload their hand-written solutions, including all the steps that go into their responses. Their work provides insight into their thought processes, showing what they know, not just a final answer.

Supplements

Instructor supplements available include:

- Instructor’s Manual
- PowerPoint Presentations
- Animated Figures
- Pearson TestGen

Supplements are available for download from the MyLab Instructor Resources page. Contact your Pearson rep for access information and instructions if you don’t have a MyLab account.