Moving from Provider to Enabler — How Action Research Can Improve the Teaching of Financial Econometrics

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ABSTRACT

Teaching financial econometrics to undergraduate students is a challenging endeavour when they do not have a specific financial background or have not equipped themselves with prior courses in financial theory. In addition, it is often found that students lack understanding of economic reasoning due to lack of exposure to the real macroeconomic environment. This cannot be helped as most undergraduate students do not have real experience working in financial sectors. Using the Start-Stop-Continue technique, I attempted to obtain feedback from students after ending each major topic in the course. Through the technique, the need to provide immediate feedback to students to improve their understanding of the subject matter was identified. This chapter describes the action research carried out, from data collection to the analysis of results, and steps taken on improving the learning outcomes of students as a result of the research.