

# Flipping the EMI Classroom (with Videos and Classroom Experiments)

(用影片與課堂實驗)來顛覆全英教室

Joseph Tao-yi Wang (王道一)

4/29/2022

2022/4/28

Flipping with Videos and Experiments

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# Flipping the EMI Classroom: What is Economics?

顛覆全英教室示範：經濟學是甚麼？

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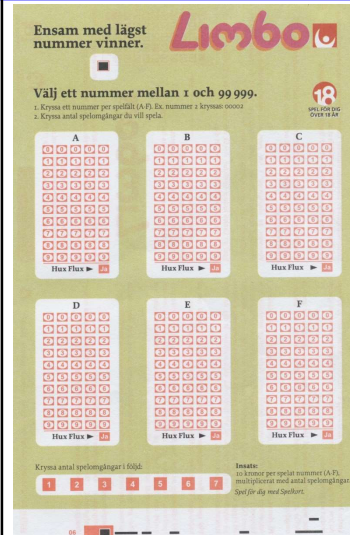
台大經濟系 王道一老師

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## Economic Lessons of the LUPI Game (從LUPI 彩券看何謂經濟學)



- ▶ Swedish Lottery in 2007 (瑞典LUPI 彩券)
- ▶ Lowest Unique Positive Integer (LUPI) Game
  - ▶ 最小唯一者勝的賽局
- ▶ Choose a positive integer from 1 to 100
  - ▶ 請選擇 1 到 100 之間的一個正整數
- ▶ Win if choose the **Lowest** but **Unique** number
  - ▶ 誰選到最小且沒有其他人選的數字就贏了!
- ▶ Prize? (贏家的獎勵?)

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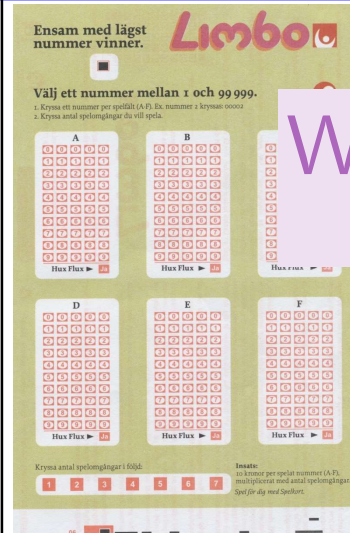
slido



Choose a positive integer from 1 to 100 (請選擇 1 到 100 之間的一個正整數)

① Start presenting to display the poll results on this slide.

## Economic Lessons of the LUPI Game (從LUPI 彩券看何謂經濟學)



### ► Swedish Lottery in 2007 (瑞典LUPI 彩券)

Want to Try Again?  
(再來一次?)

(LUPI) Game

to 100

► 請選擇 1 到 100 之間的一個正整數

► Win if choose the **Lowest** but **Unique** number

► 誰選到最小且沒有其他人選的數字就贏了!

► Prize? (贏家的獎勵?)

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Try Again! Choose a positive integer from 1 to 100 (請選擇 1 到 100 之間的一個正整數)

① Start presenting to display the poll results on this slide.

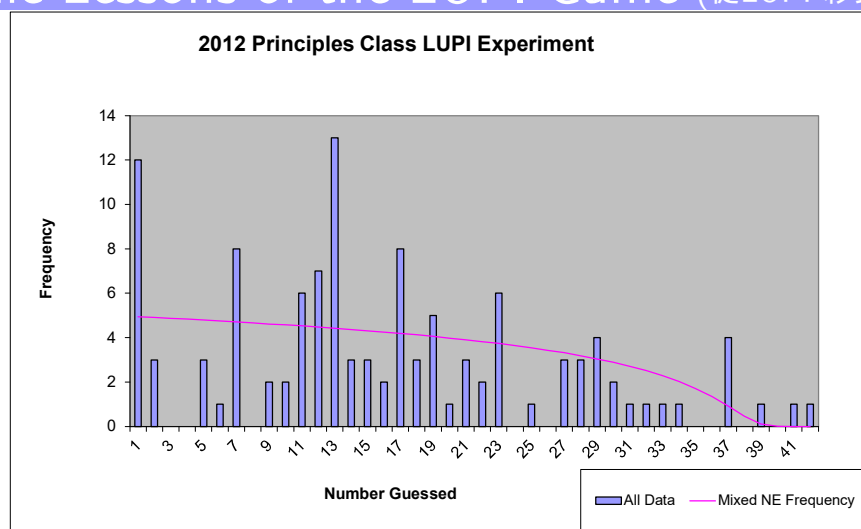
slido



**Last Chance! Choose a positive integer from 1 to 100 (請選擇 1 到 100 之間的一個正整數)**

① Start presenting to display the poll results on this slide.

## Economic Lessons of the LUPI Game (從LUPI 彩券看何謂經濟學)





## Economic Lessons of the LUPI Game (從LUPI 彩券看何謂經濟學)

1. A Set of Rules (= Institution) (一套遊戲規則)
  - ▶ Either explicit or implicit (潛規則) (可以是明文規定或不成文的潛規則)
2. Individuals Optimize (個人決策謀求最佳化)
  - ▶ Because people respond to incentives! (因為人們對誘因有反應!)
3. You Need to React to Others Optimizing (其他人也在最佳化, 所以你要因應)
  - ▶ Even if most users follow the rules, the designer still has to stress-test the system. (即使多數人循規蹈矩, 制度設計者仍須考慮有人惡搞怎麼辦)
4. What should the aggregate data look like? (整體結果長怎樣?)
  - ▶ Come up with a theory (model/graph/story)! (理論的預測為何?)

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## Solving the LUPI Game Equilibrium (解出 LUPI 的均衡)

- ▶  $k$  wins if nobody "uniquely chose 1 to  $(k - 1)$ ", nor chose  $k$ 
  - ▶ (選  $k$  贏的條件是沒有人「單獨選 1 到  $(k - 1)$ 」, 而且沒有其他人選  $k$ )
- ▶ Assume Number of Players is Poisson( $n$ )
  - ▶ 假設參與人數為Poisson分佈 (平均  $n$ ), 混合策略均衡的條件是:
- ▶ Mixed Strategy Equilibrium requires:
- ▶  $\Pr(\text{win} \mid \text{choose 1}) = \Pr(\text{win} \mid \text{choose 2}) = \dots$

$$e^{-np_1} = (1 - np_1 e^{-np_1}) \cdot e^{-np_2}$$

Nobody chose 1  
(沒有其他人選1)

Nobody uniquely chose 1  
(沒有人單獨選1)

Nobody chose 2  
(沒有其他人選2)

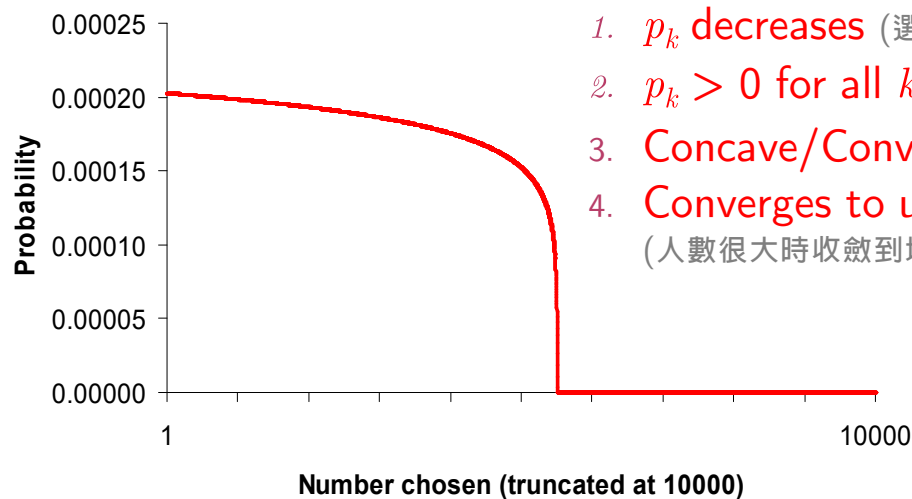
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唯一Poisson  
混合策略均衡

## Unique Poisson-Nash Equilibrium (Mixed)



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## Economic Lessons of the LUPI Game (從LUPI 彩券看何謂經濟學)

5. Does empirical data match the theory? (實證資料是否支持你的預測?)
- Collect data to see the big picture (蒐集資料來看「整個社會」的結果如何)

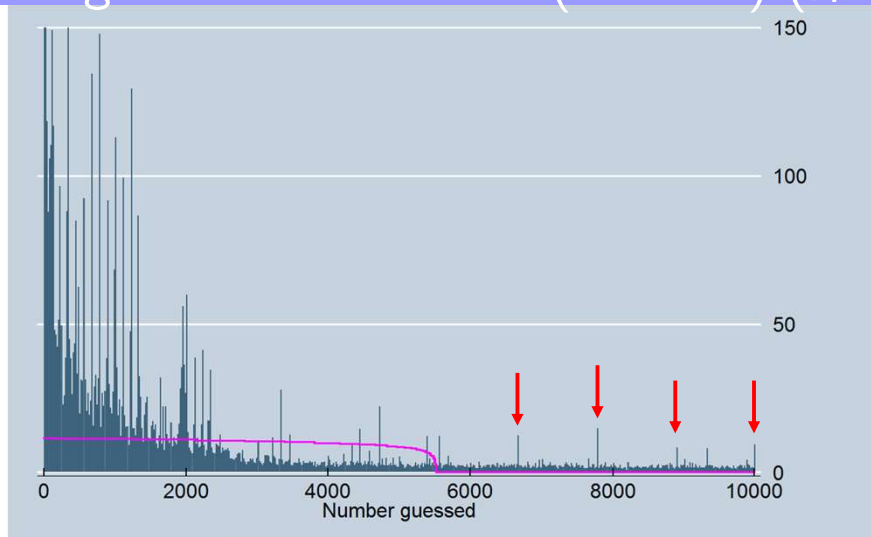
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(每個數字每天選擇的)

## Daily Average of Each Number (Week 1) (第1週頻率)



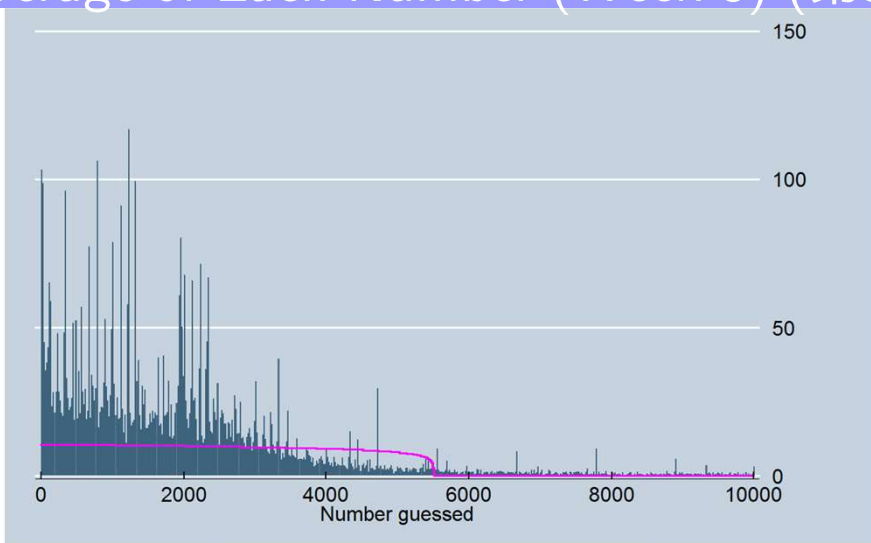
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(每個數字每天選擇的)

## Daily Average of Each Number (Week 3) (第3週頻率)



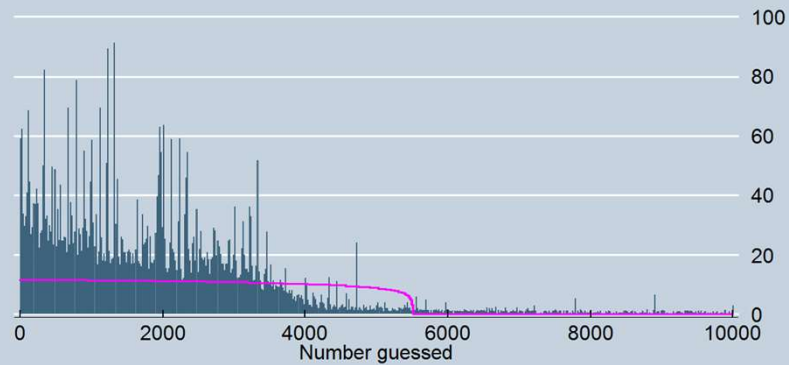
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(每個數字每天選擇的)

## Daily Average of Each Number (Week 5) (第5週頻率)



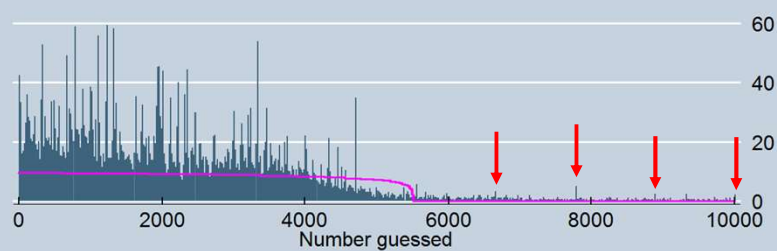
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(每個數字每天選擇的)

## Daily Average of Each Number (Week 7) (第7週頻率)



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## Economic Lessons of the LUPI Game (從LUPI 彩券看何謂經濟學)

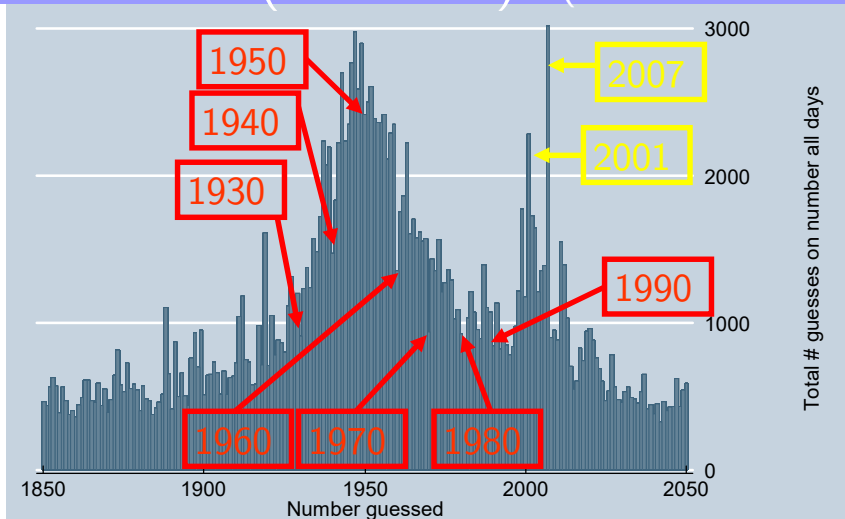
5. Does empirical data match the theory? (實證資料是否支持你的預測?)
  - ▶ Collect data to see the big picture (蒐集資料來看「整個社會」的結果如何)
6. Can individual differences be explained? (資料中個別差異能否解釋?)
  - ▶ Unlike the Bible, economic theory can change (理論有改進空間嗎?)

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## Choose Birth Year (and 2007)? (出生年度與當年度特別多)



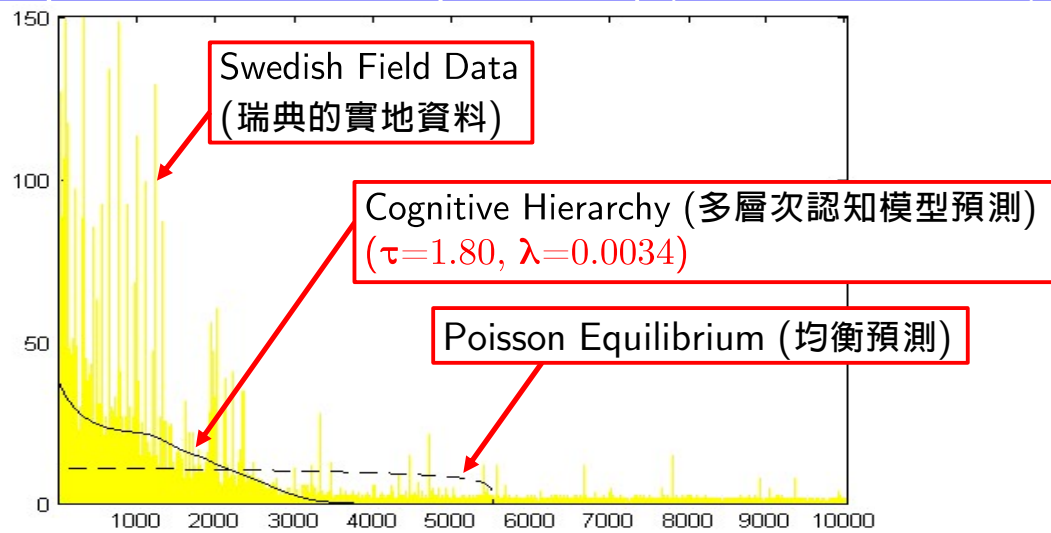
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(剛開始的選擇)

## Initial Frequencies in Field (Week 1) (第1週實地資料的頻率)



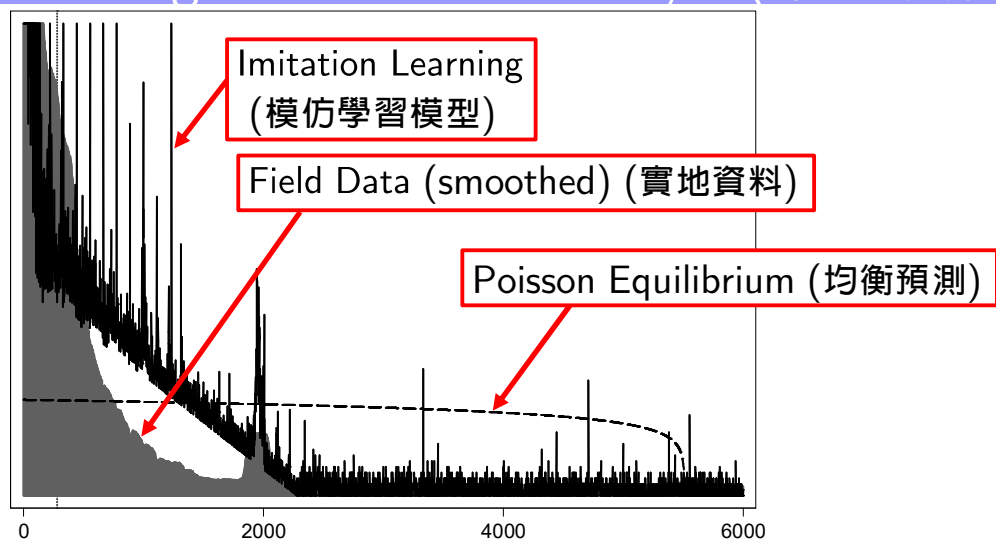
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(模仿學習模型 vs. 實地)

## Imitation Learning vs. Field Data - Day 2 (第2天資料)



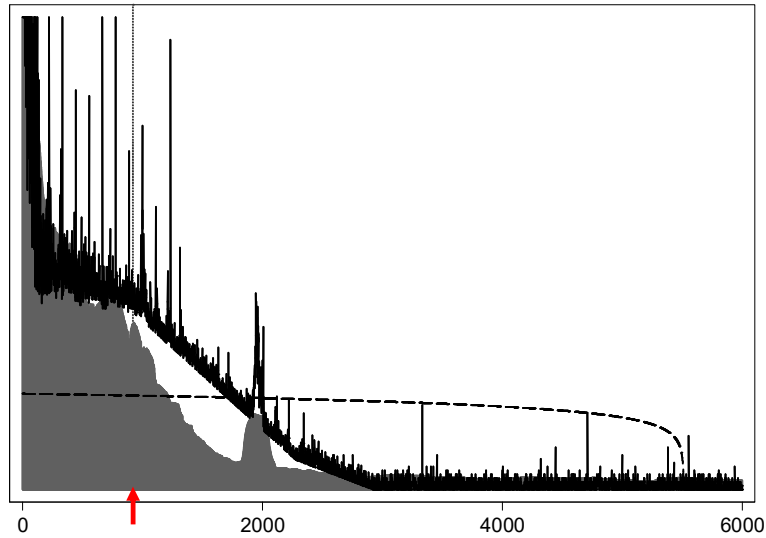
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## Imitation Learning vs. Field Data - Day 3 (第3天資料)



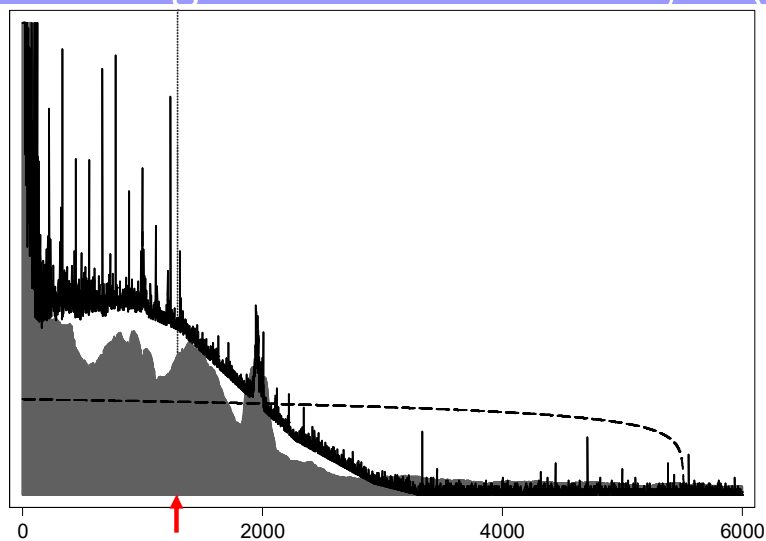
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(模仿學習模型 vs. 實地)

## Imitation Learning vs. Field Data - Day 4 (第4天資料)



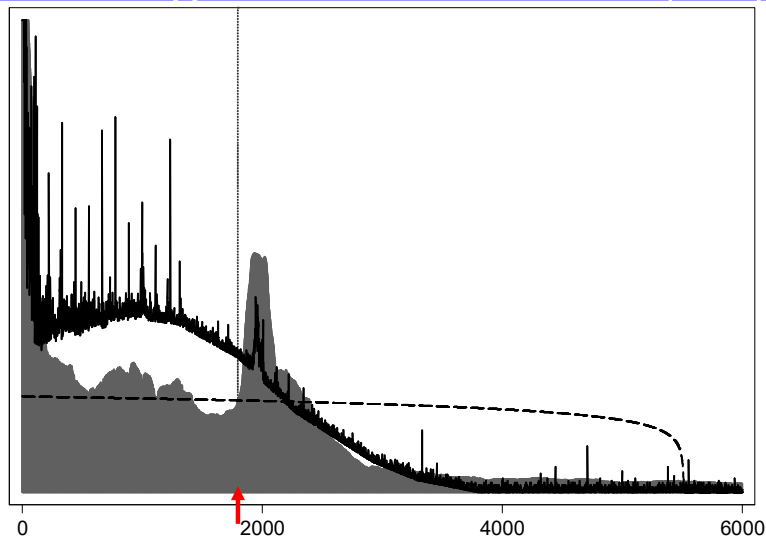
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(模仿學習模型 vs. 實地)

## Imitation Learning vs. Field Data - Day 5 (第5天資料)



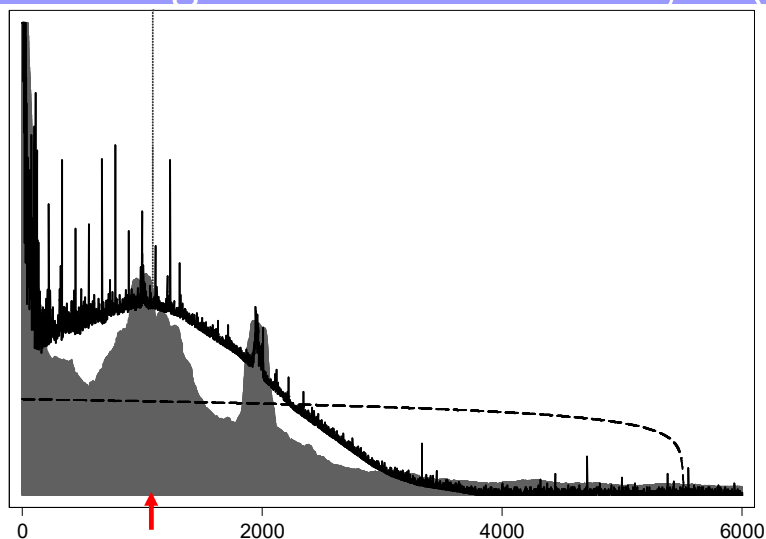
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## Imitation Learning vs. Field Data - Day 6 (第6天資料)



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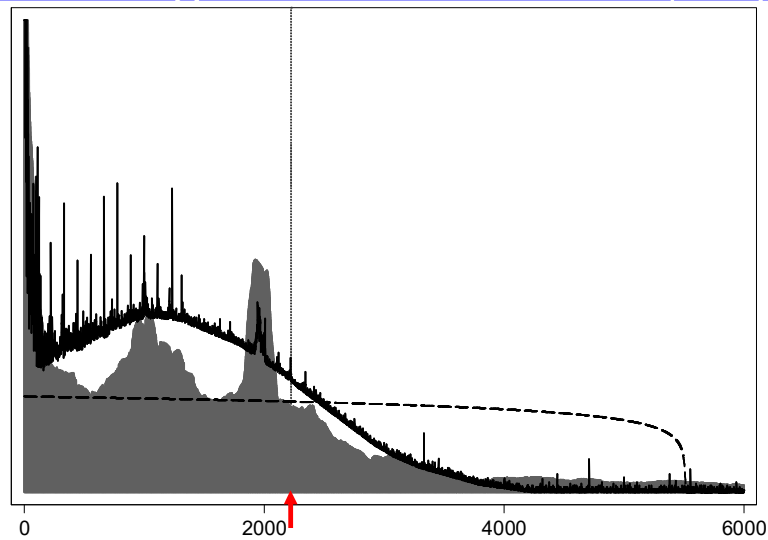
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(模仿學習模型 vs. 實地)

## Imitation Learning vs. Field Data - Day 7 (第7天資料)



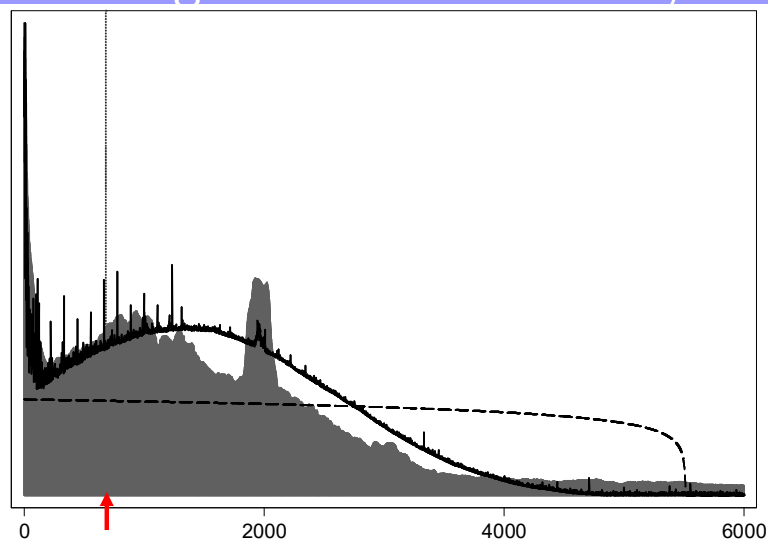
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## Imitation Learning vs. Field Data - Day 14 (第14天資料)



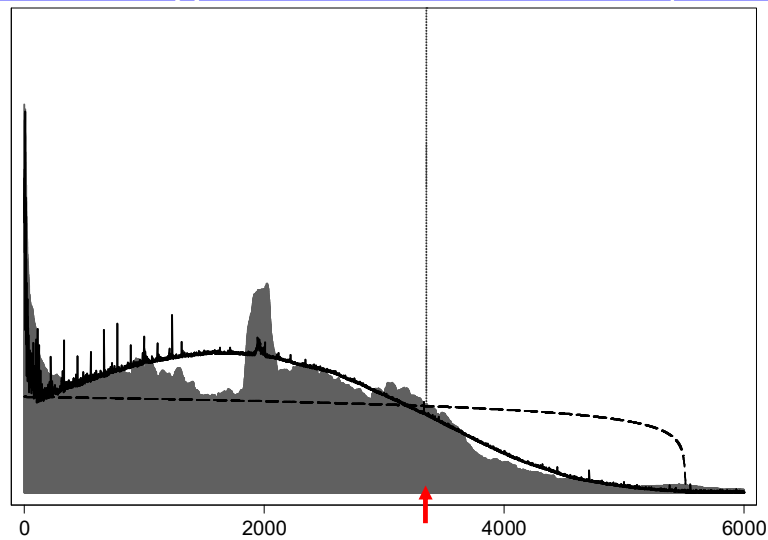
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## Imitation Learning vs. Field Data - Day 21 (第21天資料)



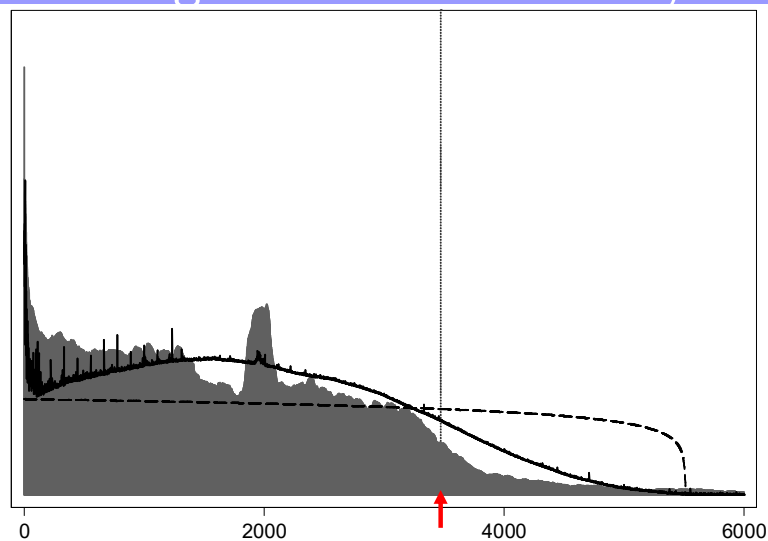
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(模仿學習模型 vs. 實地)

## Imitation Learning vs. Field Data - Day 28 (第28天資料)



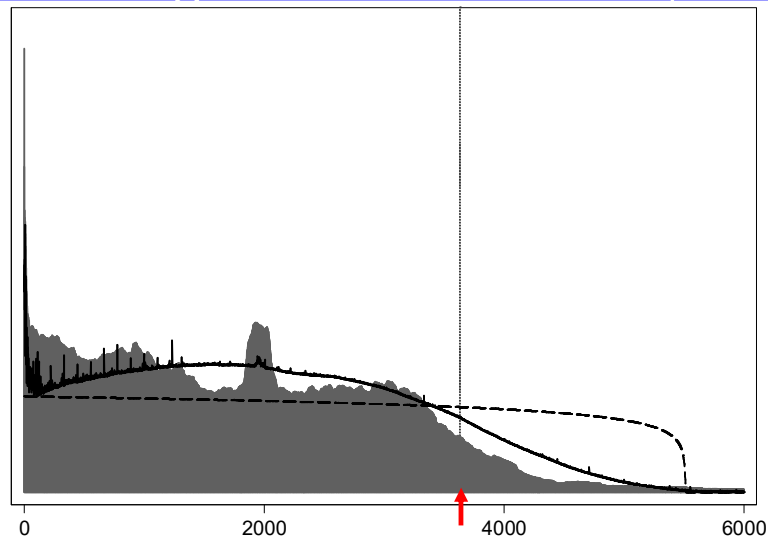
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(模仿學習模型 vs. 實地)

## Imitation Learning vs. Field Data - Day 35 (第35天資料)



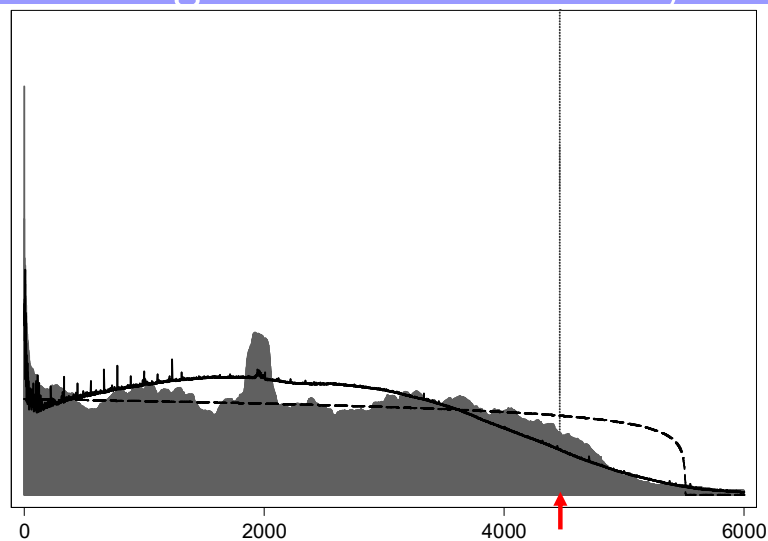
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(模仿學習模型 vs. 實地)

## Imitation Learning vs. Field Data - Day 42 (第42天資料)



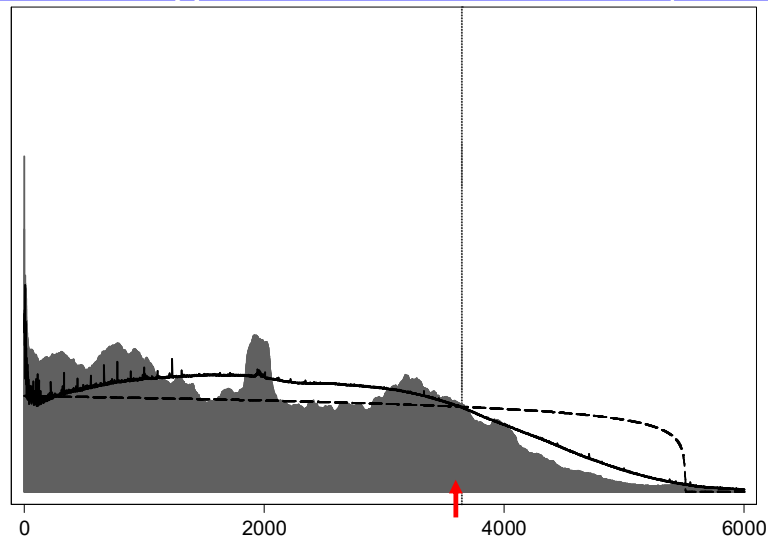
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(模仿學習模型 vs. 實地)

## Imitation Learning vs. Field Data - Day 49 (第49天資料)



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## Economic Lessons of the LUPI Game (從LUPI 彩券看何謂經濟學)

5. Does empirical data match the theory? (實證資料是否支持你的預測?)
  - ▶ Collect data to see the big picture (蒐集資料來看看「整個社會」的結果如何)
6. Can individual differences be explained? (資料中個別差異能否解釋?)
  - ▶ Unlike the Bible, economic theory can change (理論有改進空間嗎?)
7. How can the institution be improved? (制度有沒有可以改進之處?)
  - ▶ Market Design: The Engineer Question! (市場設計: 工程師問題)
8. Where did this institution come from? (這套制度是哪裡來的?)
  - ▶ Why are we here with the current system? (現況的邏輯是什麼?)
  - ▶ The Historical Question (leading to humanities) (爬梳歷史通向人文)

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## Conclusion (小結)

- ▶ Traditionally, resources are scarce, so economists focus on **Production and Consumption: Manage Resources Efficiently**
- ▶ 舊經濟時代聚焦在資源有限，經濟學處理生產和消費：解決資源有效運用的問題
- ▶ But in the Meta Economy, resource is no longer the focus!
- ▶ More important are human reactions to information/institutions
- ▶ 但在知識經濟時代，資源不再是重點！更重要的是人們對資訊、對制度的反應
- ▶ So, Economics = **For any Institution, There's a Reaction!**
- ▶ Given a set of rules, how people optimize; whether empirical data confirms theory, and to find institution origins and improvements
- ▶ 因此，現代經濟學研究的是「上有政策，下有對策」：在一套遊戲規則下，人們如何謀求自身最佳；看實證資料如何印證理論，並思考這個制度如何改進、從何而來。

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# Flipping the EMI Classroom (with Videos and Classroom Experiments) (用影片與課堂實驗)來顛覆全英教室

Joseph Tao-yi Wang (王道一)

4/29/2022

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Flipping with Videos and Experiments

Joseph Tao-yi Wang

## How I Started Flipping at NTU? (前言：我如何開始的?)

- ▶ 2007: Teach **Principles of Microeconomics** at NTU
  - ▶ Design one corresponding classroom experiment per week
    - ▶ (2007年回台大教書，配合大一「經濟學一/經濟學原理與實習上」每週進度設計課堂實驗)
- ▶ 2008: Teach **graduate Microeconomic Theory in English**
  - ▶ "I commit not to understand Chinese both in class and when grading" (2008年研一「個體經濟理論一」用英語授課，當作自己「不懂中文」)
- ▶ 2009: Teach **Principles of Microeconomics in English**
  - ▶ Large Class: 169 (Fall 2013); NTU OCW (2021 in English)
    - ▶ (2009年系上請我「經濟學原理與實習上」也用英語授課，2013年選課人數169人；2021年為台大開放式課程錄製英語授課的「個體經濟學原理與實習」)

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## How I Started Flipping at NTU? (前言：我如何開始的?)

- ▶ 2013: Flip **graduate Microeconomic Theory** with videos
  - ▶ (2013年用事前錄影來顛覆英語授課的研一必修「個體經濟理論一」)
- ▶ 2014: Turn **Experimental Economics** into MOOCs
  - ▶ Coursera (2014); NTU OCW (2015 in English) (2014年為台大Coursera錄製線上「實驗經濟學I: 行為賽局論」；2015年為台大開放式課程錄製英語授課的版本)
- ▶ 2020: iPad Screen Record **Principles of Microeconomics**
  - ▶ (2020年在英語授課的「個體經濟學原理與實習」因應疫情使用iPad螢幕錄影記錄課程)
- ▶ 2021: Hybrid **Principles of Microeconomics in English**
  - ▶ Online and In-person interaction with Sli.do and MobLab
    - ▶ (2021年「個體經濟學原理與實習」用Sli.do和MobLab進行實體與線上混合英語授課因應疫情起伏)

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Wait a Minute... (等一下...)

# Why Teach in English?

## (為什麼要英語授課?)

-EMI Experience at NTU  
(呆呆英語授課經驗)

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(英語授課本來應該是要用來裝備學生出國留學/工作)

## EMI Helps Prepare Students to Study/Work Abroad

- ▶ Study/Work Abroad After Using English in Class
  - ▶ 學生上課用英語，無縫接軌出國留學工作
- ▶ Universities Provide EMI to Attract Better Students

▶ 大學提供英語學程，吸引更多好學生



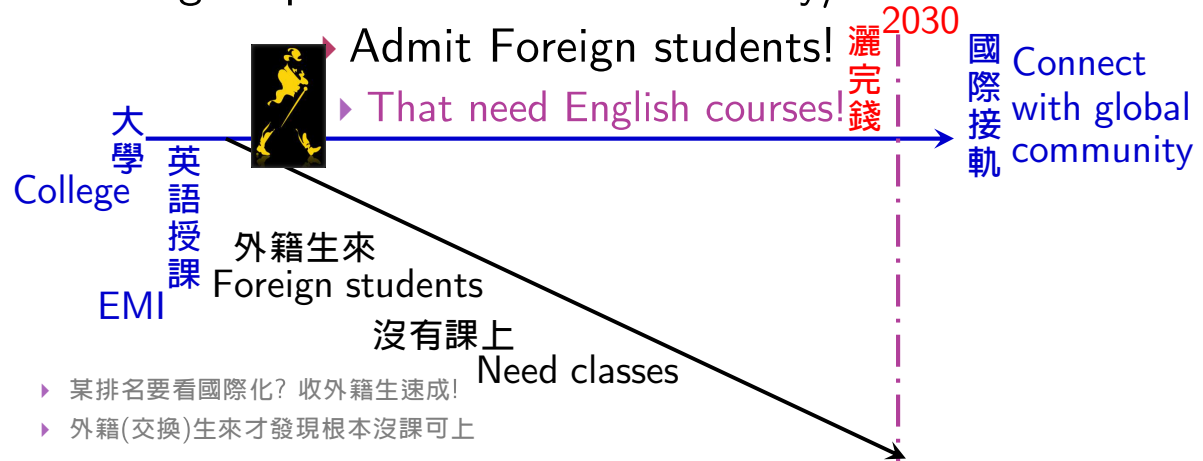
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## A Detour... (岔出去...)

- ▶ Ranking Requires International Faculty/Student Ratio?



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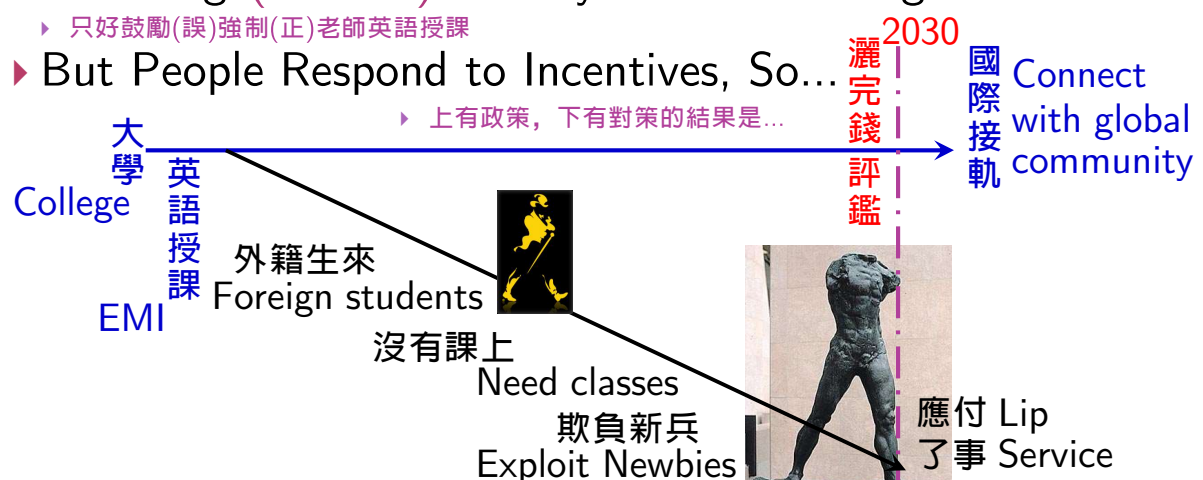
## Results of This Detour... (岔出去的結果...)

- ▶ Encourage(~~Force?!)~~ Faculty to teach in English

▶ 只好鼓勵(誤)強制(正)老師英語授課

- ▶ But People Respond to Incentives, So...

▶ 上有政策，下有對策的結果是...



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## Turning Back... (岔回來...)

### ► Could Hire Foreign Faculty (Who Don't Speak Chinese)

► 其實可以聘不懂中文的外籍教師

### ► EMI for Real... (要玩就來玩真的...)



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(投資學生=投資未來...)

## Investing in the Students = Invest in the Future!

### ► Alumni Reciprocate!

► 校友要有感才會回饋/投資自己

### ► Invest in Yourself!



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(其實不必等到外師到任，你現在就可以自己「玩真的」!)

## You Can Start Even Without Foreign Faculty Here...

### But Face Challenges:

- ▶ 但你即將面對挑戰：
- ▶ Go Against the Crowd
  - ▶ 隨波逐流(別人都這樣...)
- ▶ Need Clear Goals
  - ▶ 沒有目標(不知為何而戰...)
- ▶ Need Discipline
  - ▶ 缺乏紀律(我就是做不到!)



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(呆呆全英授課的優點與挑戰)

## Teaching in English @ NTU: Pros & Challenges

- ▶ Students **Self-Select** to Your Class (學生自我選擇)
  - ▶ Lazy Taiwanese students won't come (想混的學生不會選全英授課)
  - ▶ Foreign students are forced to come (外籍生會想來選但不一定會留下來)
- ▶ Teaching is **Path Dependent** (英語授課有路徑依賴)
  - ▶ Easier for new faculty or a new course (對新老師或開新課比較容易)
- ▶ **How to Foster Discussion/Interaction?** (但如何鼓勵學生發問/互動?)
  - ▶ Taiwanese students are shy in English (台灣學生不太發言/用英文更不敢)
  - ▶ Rural kids handicapped listening English (鄉下孩子有英聽障礙/上課霧煞煞)

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(如何鼓勵學生發問互動?)

## How to Foster Discussion & Interaction?

- ▶ Ask People to Vote (請大家投票，然後點選選擇某個選項的同學起來解釋理由)
  - ▶ Then ask people who voted for X to explain why
- ▶ Which Would You Choose? (如果只能二選一，你寧願選擇哪一個?)
  1. Spend 4 Years Studying at the world's best university, but must keep attendance a secret. (念全世界最好的大學，但是拿不到畢業證書)
  2. Get an Official Degree from the world's best university, but cannot actually study there. (拿全世界最好大學的畢業證書，但不能去念)
- ▶ Clickers are Similar (用表決器也有類似效果，但用英語思考對台灣學生還是很大的挑戰)
  - ▶ Still challenging for Taiwanese students (in English)

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## Wisdom of The Past:

(老祖宗的智慧)

Tell me and I'll forget;  
show me and I may remember;  
involve me and I'll understand.  
Chinese Proverb

見之不若  
知之，  
知之不若  
行之，  
學至於行之  
而止矣。  
行之，明也。

(荀子·儒效)

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Flipping with Videos and Experiments

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(推動經濟學實驗教學的大哉問: 時間哪夠啊?)

## Not Enough Lecture Time?

- ▶ I get this question every time: (每次介紹經濟學實驗教學一定被問)
- ▶ How could I have time for experiments when I can't even finish my lectures? (講課的時間都不夠了哪有時間做實驗)
- ▶ I used to stress that **Involve me, and I'll understand.**
  - ▶ 荀子說:「行之, 明也」 (比老師說破了嘴還要有用)
- ▶ Now You Can **Flip the Classroom with Videos,**
- ▶ So There is No Excuse! (發現可以用錄影顛覆教室之後, 就不用怕講不完囉!)
- ▶ And it's even more beneficial if it's in English!



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## But... (九把刀: 人生就是有這個But...)

- ▶ Instructors Face Their Own Challenges (每個老師面對的挑戰不同)
- ▶ "You don't know how awful XYU students are." (你不了解X大學生...)



- ▶ "NTU students can do this, but not ours!" (Really?!)

▶ 橘逾淮為枳: 台大學生可以, 不代表我們學生也可以(真的嗎?!)

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## But... (九把刀：人生就是有這個But...)

- ▶ Every Divorce is different, but **Marriage Counseling** is possible since there are: (家家有本難念的經，為什麼還有人可以幫別人做婚姻協談、諮商輔導？因為婚姻有：)

1. **General Principles** (共通原則)
2. **Case Studies** (可觀摩案例)
3. **Inspiration** (能觸類旁通)
  - ▶ Can Learn from Analogy

- ▶ What About **Teaching**?
  - ▶ 那教學呢？



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## In a Flipped Classroom, You Can... (在顛覆的全英教室裡，你可以...)

1. Force Students to **Preview** with Videos
  - ▶ (利用錄影來逼學生預習和事後複習、克服語言障礙)
2. Encourage **Questions in Class** (鼓勵學生上課問問題 因事前有做功課)
3. Use **Sli.do** to ask questions/see where they get stuck
  - ▶ **Do Homework (=Quiz) in Groups so they teach each other**
  - ▶ 善用科技問問題(如sli.do)實地觀察學生學習瓶頸，甚至分組做習題(其實是隨堂小考，一定要算分!)
4. **Run Experiments** to Foster Discussion (設計課堂實驗來促進課堂討論與互動)
  - ▶ "**Involve Me, and I'll Understand.** (行之，明也)" (荀子儒效)

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# Q & A

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## Audience Q&A Session

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# Flipping the EMI Classroom: Screening and Signaling

顛覆全英教室示範：篩選與認證機制

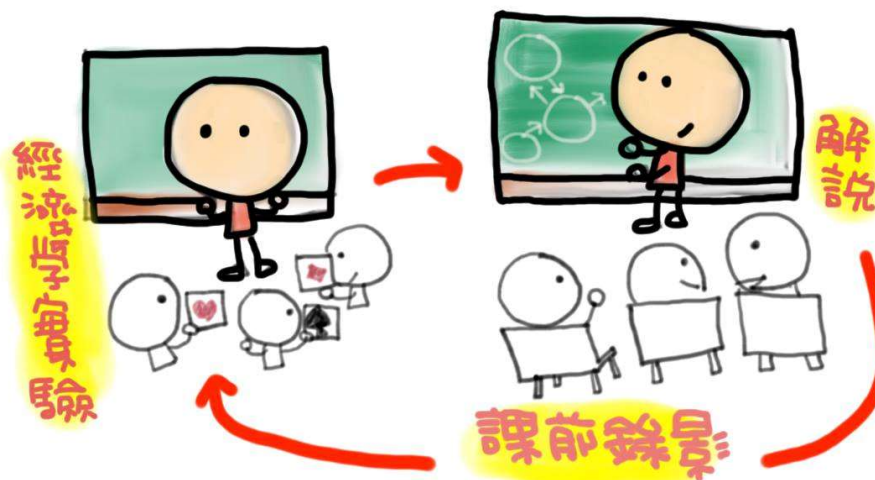
Joseph Tao-yi Wang (王道一)  
NTU-ECON (台大經濟系)

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Involve Me, and I'll Understand (for 3MT)



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## Necessary Conditions to Change:

- ▶ (「改變」有三個必要條件...)
- ▶ To Push for Reform, You Need:
  - ▶ 要推動改革，你需要：
- 1. Understand **Logic of Current System** (How it Works)
  - ▶ 瞭解現況的邏輯：知道為甚麼現在是這樣的光景
- 2. **Wisdom from God** (on How to **Fine Tune** the System)
  - ▶ 有從上帝而來的智慧：知道如何微調現有制度讓大家更好
- 3. **Convince Key Person** (to Make the Change)
  - ▶ 說服有能力改變的人來改變：這是比較容易的，因為前兩者根本是互斥的！



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## To Flip the Classroom, You Need: (因此，要顛覆教室，你必須)

1. Understand **Prior Expectations** (瞭解學生對這門課原本的預期)
  - ▶ Understand Logic of Current System (瞭解現況的邏輯)
2. **Design Unexpected Classes** (針對此預期設計超乎預期的課堂內容)
  - ▶ Wisdom from God (to Fine Tune) (有從上帝而來的智慧，知道如何微調現況)
3. Flip **3 Classes** as a **Frist Step** (踏出第一步，嘗試顛覆三堂課)
  - ▶ Convince Key Person to Change
    - ▶ (說服有能力改變的人來改變)
  - ▶ Flip Half Semester in 3 years!
    - ▶ (每年顛覆兩三堂，教三年就半學期了!)



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(一般學生對大一經濟學的預期是...)

## Student Expect Principles of Economics to

- ▶ Have Big Classes (大班授課)
- ▶ Cram/Memorize (講光抄、背多分)
- ▶ Unrealistic (模型假設脫離現實)
  - ▶ Blackboard Economics?!
- ▶ So They Forget: (黑板經濟學?!)
- ▶ Frequently (經濟：經常忘記)
- ▶ Quickly (會計：快快忘記)
- ▶ Completely (統計：通通忘記)



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## Principles of Economics

### Classroom Experiment 12:

# Screening and Signaling

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## Classroom Experiment Example: Screening (篩選機制)

- ▶ "稀ㄟ取踢" Inc. Offers 2 Cell Phone Plans:
  - ▶ Plan A: \$1 per minute
  - ▶ Plan B: \$168 monthly for 300min, then \$1.5/min
- ▶ Based on Last digit of student ID# (or card drawn), you:
  - ▶ ♠13: Use 0-100min/mo
  - ▶ ♥24: Use 200-300min/mo
  - ▶ ♦680: Use 400-500min/mo
  - ▶ ♣579: Use 600-700min/mo
- ▶ Which plan is cheaper for you?

電信業者	亞太電信	中華電信	台灣之星	LINE MOBILE
方案	168(12.12限定)	469	288	399
月租費	168	469	288	399
上網優惠	21M吃到飽	21M吃到飽	21M吃到飽	21M吃到飽
網內語音	免費	前五分鐘	免費	免費
網外語音	30分鐘	25分鐘	0分鐘	30分鐘
市話		10分鐘		40分鐘
其他優惠	百萬好禮抽獎	無	無	200點+2%
漫遊優惠	無	無	無	指定國家月租抵漫遊
綁約期限	24個月	24個月	12個月	12個月
網內費率	免費	\$3/分鐘	免費	免費
網外費率	\$2/分鐘	\$6/分鐘	\$6/分鐘	\$6.6/分鐘
市話費率	\$2/分鐘	\$6/分鐘	\$6/分鐘	\$6/分鐘
申辦通路	亞太直營/特約門市	網路門市	全通路	官網

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Which Plan is the cheaper for you?

Plan A: \$1 per minute

Plan B: \$168 monthly for 300min, then \$1.5/min

① Start presenting to display the poll results on this slide.

	電信業者	亞太電信	中華電信	台灣之星	LINE MOBILE
	方案	168(12.12限定)	469	288	399
月租費		168	469	288	399
上網優惠		21M吃到飽	21M吃到飽	21M吃到飽	21M吃到飽
網內語音		免費	前五分鐘	免費	免費
網外語音		30分鐘	25分鐘	0分鐘	30分鐘
市話			10分鐘		40分鐘
其他優惠		百萬好禮抽獎	無	無	200點+2%
漫遊優惠		無	無	無	指定國家月租抵漫遊
綁約期限		24個月	24個月	12個月	12個月
網內費率		免費	\$3/分鐘	免費	免費
網外費率		\$2/分鐘	\$6/分鐘	\$6/分鐘	\$6.6/分鐘
市話費率		\$2/分鐘	\$6/分鐘	\$6/分鐘	\$6/分鐘
申辦通路		亞太直營/特約門市	網路門市	全通路	官網

## Screening (篩選機制)

- A Set of Rules** (一套遊戲規則)
  - Different cell phone plans (各種資費方案)
- Individuals Optimize** (個人決策謀求最佳化)
  - Which saves me the most money? (哪個最省錢?)
- You React to Others Optimizing** (其他人也在謀求自身最佳，所以你要因應)
  - Want a free iPhone 13? Get a new line! (為了零元手機多辦一個門號?)
- What Should Aggregate Data Look Like?**
  - The separating equilibrium says ♠13♣579 choose plan A, while ♥24♦680 choose plan B (整體結果長怎樣? 理論的預測為何?)
  - 分離均衡(Separating Equilibrium)的預測是 ♠13和♣579選擇方案A, ♥24和♦680選擇方案B

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Screening (篩選機制)	
5. Does Empirical Data Match the Theory? (實證資料是否支持你的預測?)	<ul style="list-style-type: none"> <li>How many ♠13♣579 (♥24♦680) did choose plan A(B)?</li> <li>(剛剛有多少♠♣奇數(♥♦偶數)真的選方案A(B)?)</li> </ul>
6. Can Individual Differences be Explained? (資料中的個別差異能否解釋?)	<ul style="list-style-type: none"> <li>If you are different, what were you thinking? (如果你是特例，你是怎麼想的?)</li> </ul>
7. How Can the Institution (Rules) Improve? (制度/遊戲規則可以怎麼改進?)	<ul style="list-style-type: none"> <li>What would you do as a marketing manager? (如果你是行銷經理會怎麼做?)</li> </ul>
8. Where Did this Institution Come From? (這套制度是哪裡來的?)	<ul style="list-style-type: none"> <li>Copied from other countries? Only one approved? (抄國外的資費方案? 只有這個通過NCC的核准?)</li> </ul>

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## Applications of Screening (篩選機制的應用)

- ▶ Screening Devices designed to **Differentiate** (篩選機制設計關鍵是要分眾)
  - ▶ Let some choose Plan A, others **Plan B** (讓某些人去選方案A, 另一批人選方案B)
- ▶ Ex: **Marketing Campaigns Target Specific Groups** (針對性行銷專案)
  - ▶ Student/NP plans of cell phone companies (電信三雄的學生專案、NP專案)
  - ▶ BOGO, 2nd pair 50% off, 2nd bottle 41% off... (買一送一、第二雙半價...)
- ▶ **HR Screen CVs Based on Certain Criteria** (人資看履歷根據某些條件篩選)
  - ▶ Ivy League, GPA, extra-curriculum activities, GIS
  - ▶ Students try their best to satisfy those criteria
    - ▶ 比如說：苔誠青椒、成績、社團活動或幹部資歷
    - ▶ 學生就會按照那些條件來爭取資歷

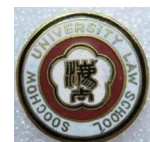
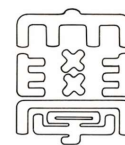
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## Signaling (認證標籤)

1. Expected Salary if you graduate from: (假設你高中畢業後考上...)
  - ▶ ♥24♦680: National iDaiwan University: 35k/mo (國立愛呆丸大學畢業起薪35k)
  - ▶ ♠13♣579: Salty Chicken University: 22k/mo (私立鹹酥雞大學畢業起薪22k)
2. If you go to graduate school at NiDU: (大四上你可選擇報考愛呆丸大學研究所)
  - ▶ Expected salary 40k/mo, but need to repay student loans @ 5k/mo
  - ▶ (畢業後月薪40k, 但須負擔就學貸款(和補習貸款)月繳5k)
3. Would you (advise your friend or your son to) apply for NiDU graduate school? Why?
  - ▶ (請問你會不會報考研究所? 為什麼?)



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BA@NiDU earns 35k/mo  
BA@SaltyChickenU earns 22k/mo  
MA@NiDU earns 40k/mo (but need to repay student loans@5k/mo)  
Would you apply for NiDU's MA program?

① Start presenting to display the poll results on this slide.

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If you are a BA@NiDU (♡24◇680) and you DID apply for graduate school, list reasons why you did apply.

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If you are a BA@NiDU (♡24◇680) and you did NOT apply for graduate school, list reasons why you did NOT apply.

① Start presenting to display the poll results on this slide.

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Which do you think would enhance your future earnings more?

① Start presenting to display the poll results on this slide.

## Applications of Signaling (認證標籤的應用)

- ▶ Revisit the question previously raised...
- ▶ Which Would You Choose? (mutually exclusive) (只能二選一的話...)
  1. Spend 4 Years Studying at the world's best university, but must keep attendance a secret. (念全世界最好的大學，但是拿不到畢業)
  2. Get an Official Degree from the world's best university, but cannot actually study there. (拿全世界最好大學的畢業證書，但不能去念)
- ▶ Answer Reveals which do you think is the more important reason Education Increases Salary

Your **Human Capital** vs. **Your Signal**

- ▶ 你的選擇反映你認為教育提高薪資的兩個原因哪個比較重要：累積的人力資本 vs. 擁有的認證光環

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## Signaling (認證標籤)

1. A Set of Rules (一套遊戲規則：就業市場上(與社會上?)公認的文憑主義)
  - ▶ Credentialism on the job market (and society)
2. Individuals Optimize (個人決策謀求最佳化)
  - ▶ Which choice is better for my job market? (哪個選擇對未來求職最有利?)
3. You React to Others Optimizing (其他人也在謀求自身最佳，所以你要因應)
  - ▶ Would salary be the same if everyone has a MA? (大家都上研究所碩士起薪不變?)
4. What Should Aggregate Data Look Like? (整體結果長怎樣?理論預測為何?)
  - ▶ Pooling equilibrium says all should get a MA, though NiDU undergrads (♥24♦680) are indifferent (Other equilibrium?)
  - ▶ (有志一同均衡預測所有人都會考研究所，雖然愛呆丸大學的畢業生覺得沒差。)(其他均衡呢?)

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## Signaling (認證標籤)

5. Does Empirical Data Match the Theory? (實證資料是否支持你的預測?)
  - ▶ How many ♠13♣579(♥24♦680) actually applied for MA?
    - ▶ (剛剛有多少♠♣奇數(♥♦偶數)真的選擇研究所?)
6. Can Individual Differences be Explained? (資料中的個別差異能否解釋?)
  - ▶ If you are ♥24♦680, what were you thinking? (♥♦偶數的你是怎麼選擇的?)
7. How Can the Institution (Rules) Improve? (制度/遊戲規則可以怎麼改進?)
  - ▶ What would you do as employers? As Minister of Education? (如果你是老闆會怎麼辦? 如果你是教育部長呢?)
8. Where Did this Institution Come From? (這套制度是哪裡來的?)
  - ▶ Imperial Examination System? (萬般皆下品? 還是把讀書當作晉身統治階級的科舉制度?)

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## Applications of Signaling (認證標籤的應用)

- ▶ Signals Let You **Stand Out** (認證標籤的設計關鍵是要能夠讓你鶴立雞群)
  - ▶ Convince others you (your products) are better (說服對方你比較好, 與眾不同)
- ▶ Examples: (認證標籤實例)
- ▶ Consumers Demand **Certificate of Origin** (消費者要求產地標章)
  - ▶ Credentials, Recommendation Letters, MIT, ISO (學歷光環/主管推薦信/台灣製造)
- ▶ Demonstrate Qualification in **Job Interviews** (求職者透過面試強調自己的特點)
  - ▶ Hire me, because... (試圖說服面試官錄取她/他) (你去科系面試, 要如何說服對方錄取你?)
- ▶ How would you convince interviewers to admit you? Should I go for MBA immediately after college? (商管科系大學畢業該馬上念MBA嗎?)

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## What Course Are You Taking?

- ▶ Your GPA serves two purposes:
  - ▶ Signal you are a smart and responsible student
  - ▶ Reflect the knowledge and abilities accumulated in college
- ▶ But what does **sweet and cheap GE** indicate?
  - ▶ What if I get a C in a tough course? Isn't that worse than taking easy sweet and cheap ones?
  - ▶ Next year, should you take the **road to heaven (天堂路線)** or the **deadly triangle (必死鐵三角)**?
    - ▶ (cf. NTUCourse on ptt)

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## Some Personal Recommendations

- ▶ 2nd year, take Intermediate Micro from 古慧雯 or 駱明慶
- ▶ 3rd and 4th year, take:
  - ▶ 市場與台灣經濟發展(吳聰敏): Capstone on Presentation and Writing
  - ▶ 賽局理論與策略思考(馮勃翰): Game Theory & Strategic Thinking
  - ▶ English Composition (2 yr) or other languages
  - ▶ Apply for BESAP, SAPFS (人社學術人才跨國培育計畫)
- ▶ Thinking about Graduate School?
  - ▶ Try out 1-2 graduate Micro/Macro/Econometric Theory or Master-level electives (駱明慶, 陳虹如, 李怡庭,...)

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## Some Personal Recommendations

- ▶ Find your interest by taking electives broadly
  - ▶ Try **Summer** interns (industry) or RAs (academics)
- ▶ Focus on **one** field to sharpen your skills
  - ▶ Forge **secret weapons** (吃飯的傢伙) with **tough core courses** (required by other majors)
- ▶ Develop **General Skills** as well: (英文作文二/分析導論一二)
  - ▶ Logical Reasoning (**English Composition/Intro to Real Analysis**)
  - ▶ Communication (writing and oral presentation)
  - ▶ Programming Skills (C++/Python/Matlab/R, etc...)

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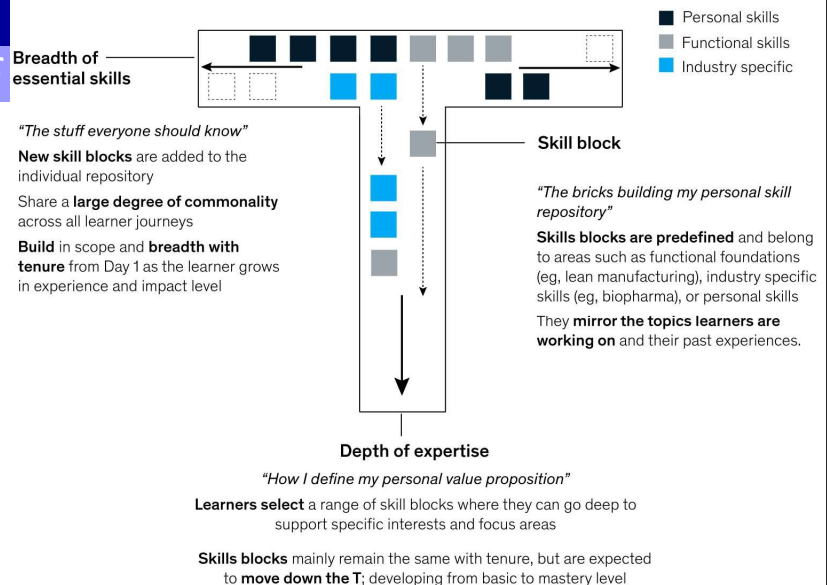
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## Recommendation of

- ▶ Ops 4.0—The Human Factor:  
A class size of 1
- ▶ The T-shaped skills profile

Every learner builds a unique, personalized T-profile with relevant skill blocks.



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McKinsey  
& Company

## Some Personal Recommendations

- ▶ Interested in micro-economics?
  - ▶ Take **Calculus 4: With Applications to Economics**
  - ▶ Master **Intermediate Micro** and take **Micro Theory I**
- ▶ Like the experiments I run? Signup for TASSEL
  - ▶ Take **Experimental Economics** + start to do research with me
- ▶ If you want to apply for graduate school in Econ:
  - ▶ Take **Introduction to Real Analysis (2<sup>nd</sup> yr)**, **Linear Algebra (1<sup>st</sup> yr)**; then **Advanced Statistical Inference (grad.)@NTU Math**
  - ▶ Take 2 years of **English Composition (I+II)@NTU FLLD**

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# Q & A

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## Audience Q&A Session

110

① Start presenting to display the audience questions on this slide.

# Public Goods Contribution

(公共財自願捐獻)

## Public Goods Contribution (公共財自願捐獻)

- ▶ Form groups of 4 people according to your card
  - ▶ 請按照手上的撲克牌，分成四人一組
- ▶ Each group member should have a card (每一組的組員手上的撲克牌)
- ▶ Of the same **number** (必須都要是同樣數字)
- ▶ But **NOT** the same suit! (但是花色不可以相同!)
- ▶ People online join assigned chatrooms (線上參與者請按事先的分配進入討論室)

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What is Economics?

Joseph Tao-yi Wang

## Public Goods Contribution (公共財自願捐獻)

- ▶ Each group has 2 **red**, 2 black card (每組總共有兩張紅色牌、兩張黑色牌)
  - ▶ I will collect 2 cards from each group (之後主持人會跟每組收取兩張牌)
- ▶ You choose which two cards to submit to the **pool**:
  - ▶ two black, two **red**, or one **each**
    - ▶ (各組自行選擇要繳交哪兩張牌存入公庫: 交出兩黑、兩紅或一黑一紅均可)
- ▶ You keep the remaining 2 cards (剩下兩張牌留在私庫)
  - ▶ Submit cards facing down (**secret**) (繳交時請牌面朝下確保他人看不到牌組內容)
- ▶ I will count red cards in the **pool** (最後統計公庫裡總共有多少張紅色牌)
  - ▶ Discuss and jointly decide; no dictators! (請共同討論後作決定，不要都是某一個人獨裁)

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## Public Goods Contribution (公共財自願捐獻)

- ▶ Scores depends only on red cards (每回合得分取決於紅色牌/黑色牌不計分)
- ▶ 1 red card you keep = 1pt for your group (私庫的每張紅色牌可讓該組得1分)
- ▶ 1 red card in pool = 2pt for each group (公庫的每張紅色牌可讓每組都得2分!)
- ▶ If there are 30 groups and each submit one each
- ▶ Pool has 30 red cards (=60pt), so each group earns 61pt!
- ▶ (假設有30組參與遊戲，每組都繳出一紅一黑存入公庫，公庫就有30張紅色牌(=60分)，各組得61分!)
- ▶ In later rounds, red cards you keep may change value, but red cards submitted to the pool always yields 2pt for each group
- ▶ (在之後的回合，私庫中的紅色牌價值會有所變動，但公庫中的紅色牌價值不變)

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## Practice Round 1 (練習回合1)

- ▶ Group Earnings =  $(1\text{pt} \times \text{red cards you keep}) + (2\text{pt} \times \text{total red cards in the pool})$
- ▶ (小組報酬 =  $(1\text{分} \times \text{私庫紅色牌張數}) + (2\text{分} \times \text{公庫紅色牌總張數})$ )
- ▶ How much would you earn if all groups submit two red cards? (如果30組都交出兩張紅色牌，會拿幾分?)
- ▶ How much would you earn if others all submit two red cards, but you submit only one?
- ▶ (如果別組都交出兩張紅色牌，但你們這組暗槓一張紅色牌，這樣你們會拿幾分?)
- ▶ Is it worth it to keep one red card? (暗槓划得來嗎?)

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**Group Earnings = (1pt × red cards you keep) + (2pt × total red cards in the pool)**

小組報酬 = (1分 × 私庫紅色牌張數) + (2分 × 公庫紅色牌總張數)。

**How much would you earn if all groups submit two red cards? (如果30組都交2張紅色牌，會拿幾分?)**

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**Group Earnings = (1pt × red cards you keep) + (2pt × total red cards in the pool)** 小組報酬 = (1分 × 私庫紅色牌張數) + (2分 × 公庫紅色牌總張數)。

**How much would you earn if other groups submit two red cards, but you submit only one? 如果別組都交2張紅色牌，但你們這組暗槓1張紅色牌，這樣你們會拿幾分?**

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## Practice Round 1 (練習回合1)

- ▶  $\text{Group Earnings} = (1\text{pt} \times \text{red cards you keep}) + (2\text{pt} \times \text{total red cards in the pool})$
- ▶ (小組報酬 = (1分 × 私庫紅色牌張數) + (2分 × 公庫紅色牌總張數))
- ▶ If all 30 groups **submit two red cards**, (如果30組都交出兩張紅色牌)
- ▶ **Pool has 60 red cards**, so each group earns 120pt! (公庫有60張紅色牌, 每組得 $60 \times 2 = 120$ 分! 但如果別組都交出兩張紅色牌, 你們這組卻暗槓一張紅色牌, )
- ▶ If others all **submit two red cards**, but you **submit one**,
  - ▶  $59 \times 2 + 1 = 118 + 1 = 119\text{pt}$  (分)!
- ▶ Is it worth it to **keep one red card**? No! (暗槓划得來嗎? 才怪!)

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## Practice Round 2 (練習回合2)

- ▶  $\text{Group Earnings} = (50\text{pt} \times \text{red cards you keep}) + (2\text{pt} \times \text{total red cards in the pool})$
- ▶ (小組報酬 = (50分 × 私庫紅色牌張數) + (2分 × 公庫紅色牌總張數))
- ▶ How much would you earn if all groups **submit two black card**? (如果30組都交出兩張黑色牌, 會拿幾分?)
- ▶ How much would you earn if others all **submit two black card**, but you **submit one each**?
  - ▶ (如果別組都交出兩張黑色牌, 但你們這組交出一張紅色牌, 這樣你們會拿幾分?)
- ▶ Is it worth it to **submit one red card**? (交紅色牌划得來嗎?)

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**Group Earnings = (50pt × red cards you keep) + (2pt × total red cards in the pool)**

小組報酬 = (50分 × 私庫紅色牌張數)  
+ (2分 × 公庫紅色牌總張數)。

**How much would you earn if all groups submit two black cards? 如果30組都交2張黑色牌，會拿幾分？**

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**Group Earnings = (50pt × red cards you keep) + (2pt × total red cards in the pool)**

小組報酬 = (50分 × 私庫紅色牌張數)  
+ (2分 × 公庫紅色牌總張數)。

**How much would you earn if all groups submit two black cards? 如果別組都交2張黑色牌，但你們這組交1張紅色牌，這樣你們會拿幾分？**

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## Practice Round 2 (練習回合2)

- ▶ Group Earnings =  $(50\text{pt} \times \text{red cards you keep}) + (2\text{pt} \times \text{total red cards in the pool})$   
 (小組報酬 =  $(50\text{分} \times \text{私庫紅色牌張數}) + (2\text{分} \times \text{公庫紅色牌總張數})$ )
- ▶ If all 30 groups submit two black cards, (如果30組都交出兩張黑色牌)
  - ▶ Pool empty, but each group earns  $0*2+50*2=100\text{pt!}$  (公庫空空, 但每組得 $0*2+50*2=100\text{分!}$  但如果別組都交出兩張黑色牌, 你們這組卻交出一張紅色牌, )
- ▶ If others submit two black cards, you submit one each,
  - ▶  $1*2 + 1*50 = 52\text{pt (分)!}$  (別人多2分但你們只得 $1*2 + 1*50 = 52\text{分!}$ )
- ▶ Is it worth it to submit one red card? No! (交紅色牌值得嗎? 才怪!)

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## Real Round 1: Be ware!! (正式回合1要開始請注意囉!!)

- ▶ Group Earnings =  $(4\text{pt} \times \text{red cards you keep}) + (2\text{pt} \times \text{total red cards in the pool})$   
 (小組報酬 =  $(4\text{分} \times \text{私庫紅色牌張數}) + (2\text{分} \times \text{公庫紅色牌總張數})$ )
- ▶ Please collect four cards from me (請在現場的隊友到前面領取四張牌)
  - ▶ You have 60 seconds to discuss whether to submit two black, two red, or one each (各組有60秒討論要交兩黑、兩紅或一黑一紅)
- ▶ Then, submit accordingly (再由現場的隊友交出兩張牌)
- ▶ How many red cards do you expect from 30 groups?  
 (總共30組, 你預期會交出多少張紅色牌?)

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How many red cards do you expect from 30 groups? (總共30組，你預期會交出多少張紅色牌?)

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## Real Round 2 (正式回合2)

- ▶ Group Earnings = (4pt × red cards you keep)  
+ (2pt × total red cards in the pool)
- ▶ (小組報酬 = (4分 × 私庫紅色牌張數) + (2分 × 公庫紅色牌總張數))
- ▶ Please collect four cards from me (請在現場的隊友到前面領取四張牌)
- ▶ You have 60 seconds to discuss whether to submit two black, two red, or one each (各組有60秒討論要交兩黑、兩紅或一黑一紅)
- ▶ Then, submit accordingly (再由現場的隊友交出兩張牌)
- ▶ How many red cards do you expect from 30 groups?  
(總共30組，你預期會交出多少張紅色牌?)

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**Try Again: How many red cards do you expect from 30 groups?** (再來一次: 總共30組, 你預期會交出多少張紅色牌?)

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## Real Round 3: Groups Discuss for 2 Minutes (正式回合3)

- ▶ **Group Earnings = (4pt × red cards you keep) + (2pt × total red cards in the pool)**
- ▶ (小組報酬 = (4分 × 私庫紅色牌張數) + (2分 × 公庫紅色牌總張數))
- ▶ **Please collect four cards from me** (請在現場的隊友到前面領取四張牌)
- ▶ **You have 60 seconds to discuss whether to submit two black, two red, or one each** (各組有60秒討論要交兩黑、兩紅或一黑一紅)
- ▶ **Then, submit accordingly** (再由現場的隊友交出兩張牌)
- ▶ **This time, groups have 120 seconds to discuss** (現場各隊有120秒可以討論)
- ▶ **How many red cards do you expect from 30 groups?** (總共30組, 你預期會交出多少張紅色牌?)

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If groups can discuss, how many red cards do you expect from 30 groups? (如果各組可以先討論...) 總共30組，你預期會交出多少張紅色牌？

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## Real Round 4: Groups Disclose Submission (正式回合4)

- ▶ Group Earnings = (4pt × red cards you keep)  
+ (2pt × total red cards in the pool)
- ▶ (小組報酬 = (4分 × 私庫紅色牌張數) + (2分 × 公庫紅色牌總張數))
- ▶ Please collect four cards from me (請在現場的隊友到前面領取四張牌)
- ▶ You have 60 seconds to discuss whether to submit two black, two red, or one each (各組有60秒討論要交兩黑、兩紅或一黑一紅)
- ▶ Then, submit accordingly (再由現場的隊友交出兩張牌)
- ▶ This time, groups have to disclose their submissions and make them public information (決定時需亮牌、讓資訊公開)
- ▶ How many red cards do you expect from 30 groups? (總共30組，你預期會交出多少張紅色牌?)

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If groups have to disclose, how many red cards do you expect from 30 groups? (如果各組要亮牌...)  
總共30組，你預期會交出多少張紅色牌？

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Suppose There are 30 Groups (假設這次總共有三十組參與...)

- ▶ Group Earnings =  $(4\text{pt} \times \text{red cards you keep}) + (2\text{pt} \times \text{total red cards in the pool})$   
(小組報酬 =  $(4\text{分} \times \text{私庫紅色牌張數}) + (2\text{分} \times \text{公庫紅色牌總張數})$ )
- ▶ How much would you earn if all groups submit two red cards? (如果30組都交出兩張紅色牌，會拿幾分?)
- ▶ How much would you earn if others all submit two red cards, but you submit only one?  
(如果別組都交出兩張紅色牌，但你們這組暗槓一張紅色牌，這樣你們會拿幾分?)
- ▶ Is it worth it to keep one red card? (暗槓划得來嗎?)

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**Group Earnings = (4pt × red cards you keep) + (2pt × total red cards in the pool)**

小組報酬 = (4分 × 私庫紅色牌張數) + (2分 × 公庫紅色牌總張數)。

**How much would you earn if all groups submit two red cards? (如果30組都交2張紅色牌，會拿幾分?)**

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**Group Earnings = (4pt × red cards you keep) + (2pt × total red cards in the pool)**

小組報酬 = (4分 × 私庫紅色牌張數) + (2分 × 公庫紅色牌總張數)。

**How much would you earn if others all submit two red cards, but you submit only one? (如果別組都交出2張紅色牌，但你們這組暗槓1張紅色牌，這樣你們會拿幾分?)**

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**Group Earnings = (4pt × red cards you keep) + (2pt × total red cards in the pool)**

小組報酬 = (4分 × 私庫紅色牌張數) + (2分 × 公庫紅色牌總張數)。

**How much would you earn if others all submit two red cards, but you submit NONE? (如果別組都交2張紅色牌，但你們這組暗槓2張紅色牌，這樣你們會拿幾分?)**

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## Suppose There are 30 Groups (假設這次總共有三十組參與...)

- ▶ **Group Earnings = (4pt × red cards you keep) + (2pt × total red cards in the pool)**
- ▶ (小組報酬 = (4分 × 私庫紅色牌張數) + (2分 × 公庫紅色牌總張數))
- ▶ If all 30 groups **submit two red cards**, (如果30組都交出兩張紅色牌)
- ▶ **Pool has 60 red cards, so each group earns 120pt!** (公庫有60張紅色牌，每組得60\*2=120分! 但如果別組都交出兩張紅色牌，你們這組卻暗槓一張紅色牌，)
- ▶ If others all **submit two red cards**, but you **submit one**,
  - ▶ **59\*2 + 4 = 118 + 4 = 122 (分)!** (如果暗槓兩張紅色牌呢?)
- ▶ If others **submit two red cards**, but you **submit NONE**,
  - ▶ **58\*2 + 4\*2 = 116 + 8 = 124 (分)!** **Worth it to keep!**(暗槓好!)



## Public Goods Contribution (公共財自願捐獻)

▶ **Group Earnings** = (4pt × red cards you keep)  
+ (2pt × total red cards in the pool)

▶ (小組報酬 = (4分 × 私庫紅色牌張數) + (2分 × 公庫紅色牌總張數))

▶ **Group Discussion:** (小組討論問題)

1. What is the cost of submitting one red card to the pool? (繳出一張紅牌到公庫的代價是什麼?)
2. What is the rate of return for submitting one red card to the pool? (繳出一張紅牌到公庫的投資報酬率是多少?)
3. Is it good for the society as a whole that a group submits red cards to the pool? **Explain.** (從所有組別的整體觀點來看，單一組別繳出紅牌到公庫是好事嗎？請解釋你的推理。)

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## Classroom Experiment 7: Public Goods Contribution

經濟學實驗七：公共財自願捐獻 (Online Version)

台大經濟系 王道一老師  
Joseph Tao-yi Wang

2022/4/28

Public Goods Contribution

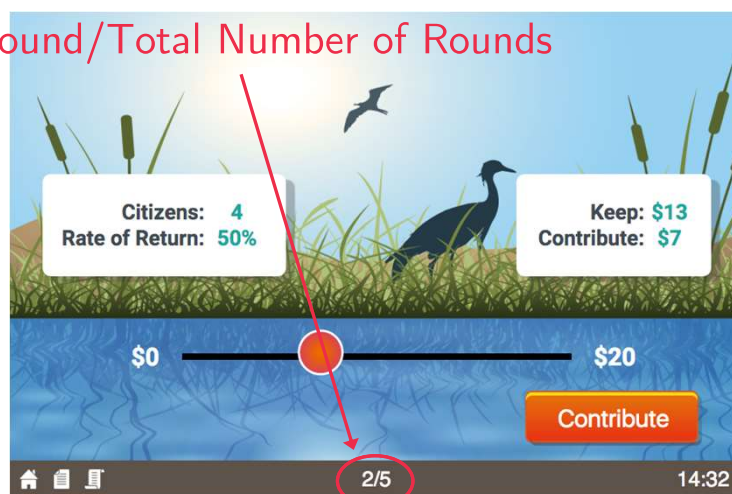
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## A Water Purification Project

- ▶ **Overview**
- ▶ Each round, each group member receives same amount of money
- ▶ Each simultaneously chooses how much to contribute to water purification project
- ▶ **Each** individual's benefit from project:
  - ▶ **Total Group Contributions × Rate of Return**

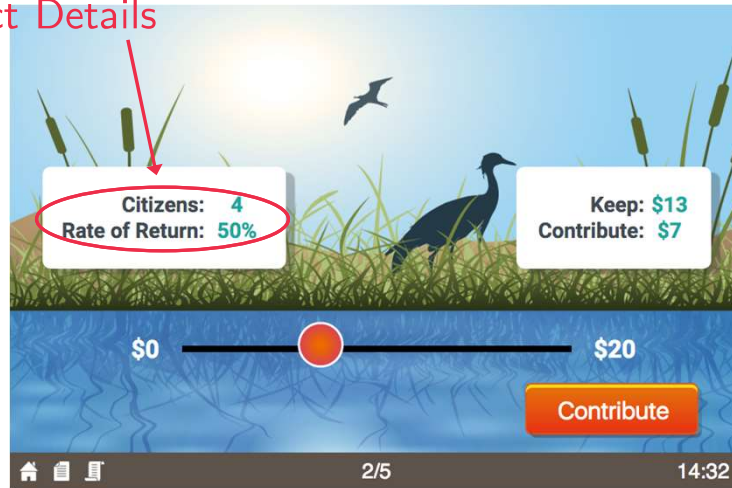
## Your Game Screen


Current Round/Total Number of Rounds



## Your Game Screen

Project Details



 www.moblab.com

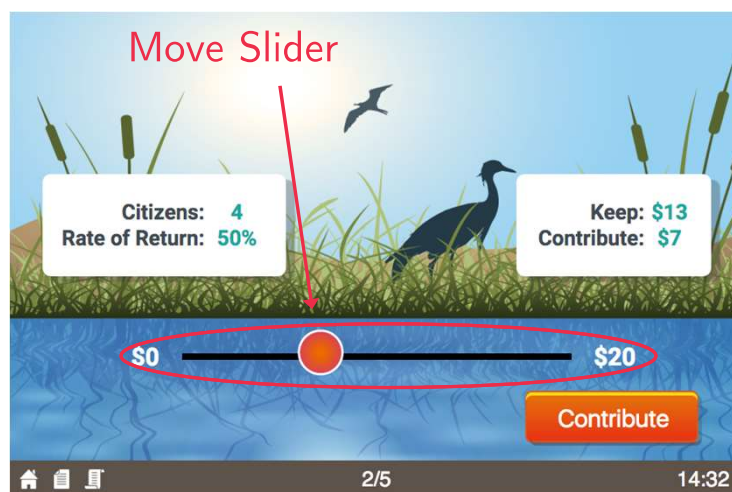
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## Your Game Screen

Move Slider



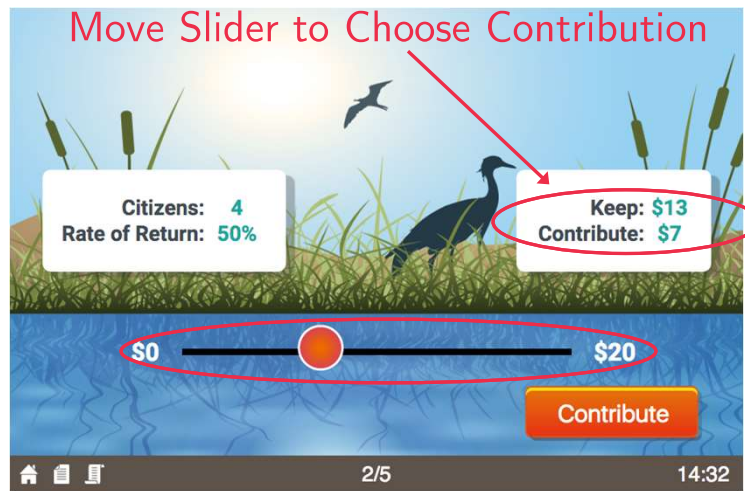
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## Your Game Screen



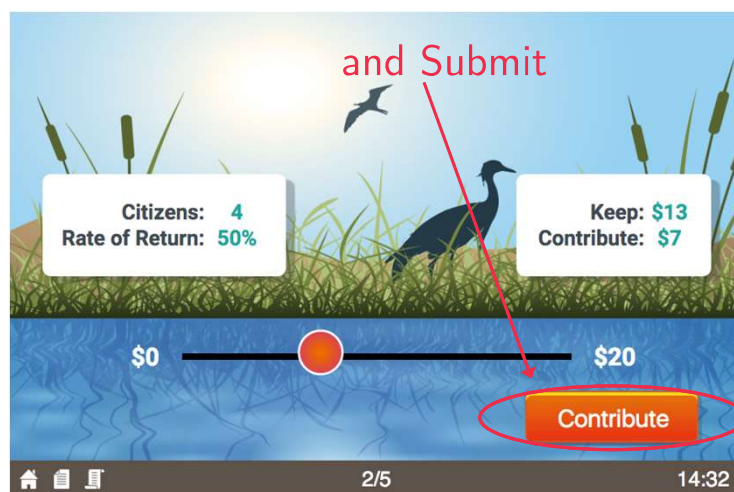
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## Your Game Screen



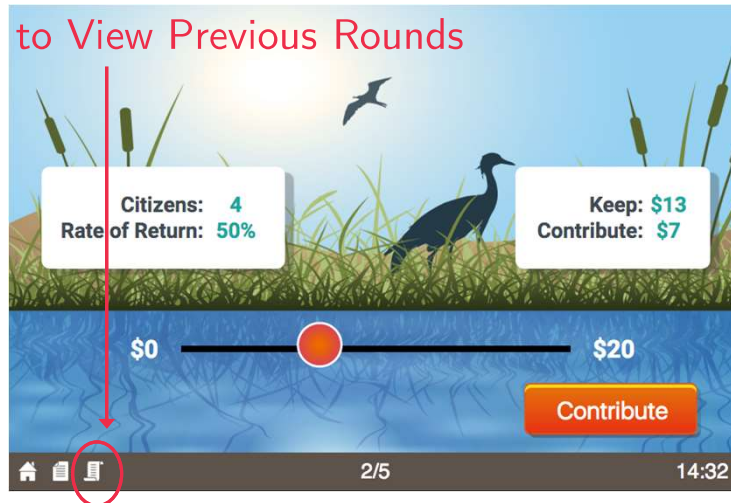
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## Your Game Screen



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## Sign Up [www.moblab.com](http://www.moblab.com) or Download the App

- 1 Sign up as a student using your [NTU student Email](#)

### Student Sign Up

Learn complex concepts with more depth and context through the power of strategic social interactions

Name (Private)

First  Last

School/University Email



Confirm Email

Password

Enter Password  Confirm Password



- 2 Join the class



Welcome back!  Active Sessions 

+

Enter a Class Code

Class codes are given by instructors to allow their students to join a particular class.

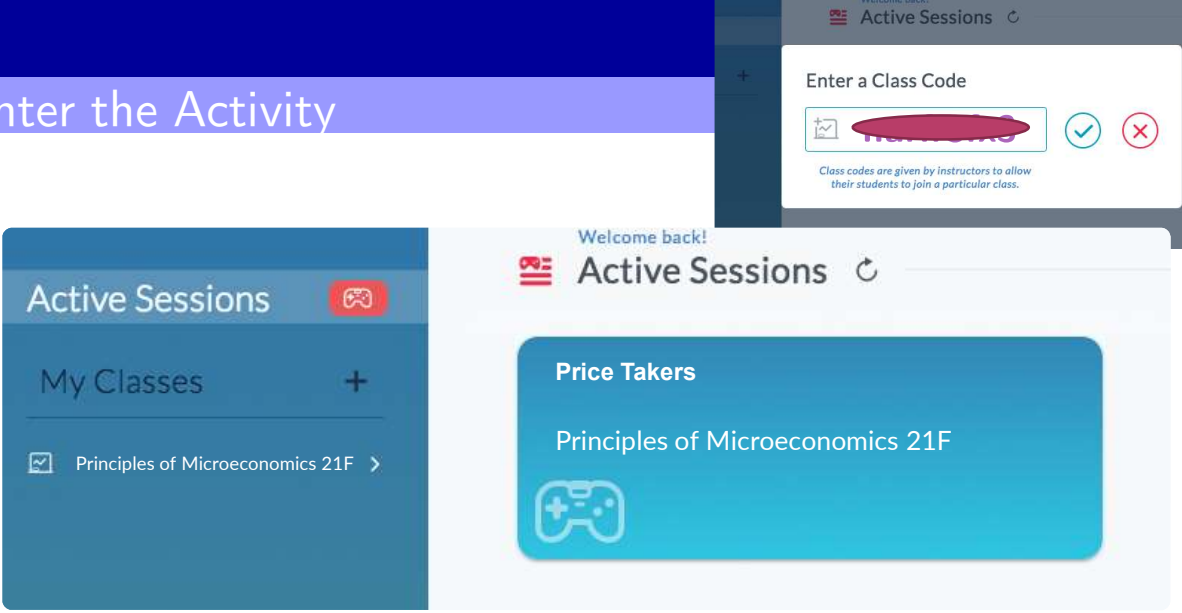
 www.moblab.com

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## Enter the Activity



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## Payoff

Happy Playing!

- Overview
- Depend on your contributions and contributions of other group members
- Another Example
- Start with \$20; rate of return is  $40\% = 2/5$
- Contributed \$12 of \$40 group contribution

payoff	=	start	-	your contribution	+	rate of return	×	total group contributions
\$24	=	\$20	-	\$12	+	40%	×	\$40

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## Experiment 7-2: Irrigation Game

- ▶ Do people cooperate after group discussion?
- ▶ **What if** we now play the irrigation game?
  - ▶ Same rule as before, except
- ▶ Members claim from the pool in order:
  - ▶ Member 1 can take whatever s/he wants
  - ▶ Then, Member 2 can take from what is left
  - ▶ Etc.
- ▶ Order is known before contribution

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## Public Goods Contribution (公共財自願捐獻)

1. **A Set of Rules** (一套遊戲規則: 大家自願捐紅色牌到聚寶盆, 但是所得必須平分給所有人)
  - ▶ Everybody can contribute, but equally divided
2. **Individuals Optimize** (個人決策謀求最佳化)
  - ▶ The Selfish Gene? (拔一毛以利天下而不為?)
3. **You React to Others Optimizing** (其他人也在謀求自身最佳, 所以你要因應)
  - ▶ Will you contribute if others do not? (如果大家都不捐, 你還願意當冤大頭嗎?)
4. **What Should Aggregate Data Look Like?** (整體結果長怎樣?)
  - ▶ Nash equilibrium = nobody contributes = **Tragedy of Commons!**
  - ▶ 理論的預測為何? Nash均衡預測所有人都不會不捐, 就變成共同悲劇!

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5. Does Empirical Data Match the Theory? (實證資料是否支持你的預測?)
  - ▶ How many contributed zero? Give to Pool = ? (剛剛有多少人真的統統不捐的?) (紅色集合多少?)
6. Can Individual Differences be Explained? (資料中的個別差異能否解釋?)
  - ▶ Why did some contribute, but others not? (為什麼有人捐，有人不捐呢?)
7. How Can the Institution (Rules) Improve? (制度/遊戲規則可以怎麼改進?)
  - ▶ How can you induce more contribution? (如果你希望大家都更好，你會怎麼做?)
  - ▶ What if let people take in order? (讓大家按照順序拿聚寶盆裡的得分會如何?)
8. Where Did this Institution Come From? (這套制度是哪裡來的?)
  - ▶ Social norms solved Tragedy of Commons (部落社會規範有辦法避免「竭澤而漁」)
  - ▶ What about Global Warming? (但節能減碳、避免全球暖化呢?)

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## Applications of Public Goods Contribution

- ▶ Teamwork Requires Preventing Free Riders (團隊合作需要避免有人坐享其成)
  - ▶ Better if all contribute, but you never know if... (能夠群策群力最好，只怕有人摸魚)
  - ▶ Examples:
- ▶ Project Management (群策群力實例：專案管理)
  - ▶ Design Reward Schemes To Induce Effort (設計監督或獎懲機制來激勵大家都出力?)
- ▶ Disclosure (Good Way to Encourage Donation!)(徵信是鼓勵捐獻的好辦法!)



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## Would Pre-play Communication Help? (若能事先溝通有用嗎?)

- ▶ Watch this Video: (請看影片解釋兩位參賽者對決的遊戲規則)
  - ▶ [https://www.youtube.com/watch?v=7FbkwrhW\\_0I&t=225s](https://www.youtube.com/watch?v=7FbkwrhW_0I&t=225s)
- ▶ Two Players Each Choose to **Split** or **Steal**
  1. **Split** the Money If Both Choose to **Split**
  2. If One Chooses to **Split**, the Other Chooses to **Steal**, the **Steal** Guy Gets All the Money
  3. If Both Choose to **Steal**, Both Get Nothing
- ▶ 兩個人各自選擇「平分」或「全拿」。如果都選擇「平分」則平分獎金。如果一個選「平分」，另一個選「全拿」，則選「全拿」的獨得獎金。如果都選擇「全拿」就兩個人什麼都沒有。

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## Would Pre-play Communication Help? (事先溝通有用嗎?)

- ▶ How Would You Convince the Other Guy to Split (as One of the Players)? (如果你是兩位參賽者之一，你該如何說服對方平分獎金?)
  - ▶ British TV Program: Golden Balls (英國的電視節目：黃金球)
  - ▶ How Many People Really Choose to **Split**? Why?
  - ▶ How to Prevent Being **Stolen**/Both Get Nothing? (有多少人真的選擇全拿？為什麼？如何避免被對方全拿或兩敗俱傷？如果你希望大家都更好，你會怎麼做?)
- ▶ How Can You Make Both of You Better Off?
  - ▶ An Unexpected Twist... (從未想過會出現的談判過程，結果是...)
    - ▶ <http://www.youtube.com/watch?v=S0qjK3TWZE8>
    - ▶ 中文字幕版: <https://youtu.be/W5qz8SNO7Wc>

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## Would Pre-play Communication Help? (事先溝通有用嗎?)

- ▶ Cooperation is Good, But He **May Betray You** (合作對大家都好，但競爭對手可不見得領情，雖然消費者其實樂見廠商之間的激烈競爭)
- ▶ **Though Consumers Look Competition**
- ▶ Examples of Pre-play Communication: (事先溝通談判實例)
- ▶ **WSJ: Airlines Ticket Sales On Monday Night** (航空公司常常禮拜一晚上放出便宜機票，禮拜二早上其他人被迫跟進，使得上網買機票最佳時間是美東時間禮拜二下午三點!!)
  - ▶ **Opponents Forced to Match Tuesday Morning**
  - ▶ **Best Online Airfares Occur @ Tuesday 3pm EST**
- ▶ **Will Airlines Honor Agreements Not to Sale?**
  - ▶ **If Books.com.tw offers 21% off, so will TAAZE!**
- ▶ (若事先講好本周不要放出便宜機票有用嗎? 當博客來網路書店打出本日66折...讀冊生活也會跟進!)

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# Q & A

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## Audience Q&A Session

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① Start presenting to display the audience questions on this slide.

# The End