

Conference on Teaching & Research in Economic Education (CTREE)

June 1 – June 3, 2016
Atlanta, Georgia
JW Marriott Atlanta Buckhead

Sponsored by:



Committee on Economic
Education



Journal of Economic Education



The following people played key roles in organizing and delivering the sixth annual AEA Conference on Teaching and Research in Economic Education (CTREE):

AEA Committee on Economic Education members

Sam Allgood, Chair of AEA Committee on Economic Education, University of Nebraska

William Bosshardt, Florida Atlantic University

Steven L. Cobb, University of North Texas

Gail Hoyt, University of Kentucky

Jennifer Imazeki, San Diego State University

Derek Neal, University of Chicago

Georg Schaur, University of Tennessee

William B. Walstad [ex officio], University of Nebraska-Lincoln & *Journal of Economic Education*

Conference Organizing/Steering Committee

Sam Allgood, University of Nebraska – Lincoln

William Bosshardt, Florida Atlantic University

Steven L. Cobb, University of North Texas

Amy Hennessy, Federal Reserve Bank of Atlanta

Marlene Hight, American Economic Association

Jennifer Imazeki, San Diego State University

Gwyn Loftis, American Economic Association

Julia Merry, American Economic Association

Peter Rousseau, American Economic Association/Vanderbilt University

Georg Schaur, University of Tennessee

John Siegfried, American Economic Association

William Walstad, University of Nebraska – Lincoln & *Journal of Economic Education*

Jonnda Burner from the American Economic Association handled registration and many other details of the meeting, and Susan Houston dealt with all postings regarding the conference on the AEA Committee on Economic Education webpage.

Conference on Teaching & Research in Economic Education

June 1 – June 3, 2016

JW Marriott Atlanta Buckhead

Atlanta Schedule of Events

June 1

10:00 – 1:00 pm	Registration Desk and Exhibits Open
1:00 – 2:30 pm	Welcome and Plenary Session 1 (Susan Laury)
2:30 – 3:00 pm	Coffee Break
3:00 – 5:00 pm	Concurrent Sessions (Block A)
5:30 pm	Busses Leave for the Federal Reserve Bank
6:15 – 8:30 pm	Dinner and Plenary Session 2 (David E. Altig) at Federal Reserve Bank of Atlanta
8:30 pm	Participants Responsible for Way Back to Hotel (MARTA suggested)

June 2

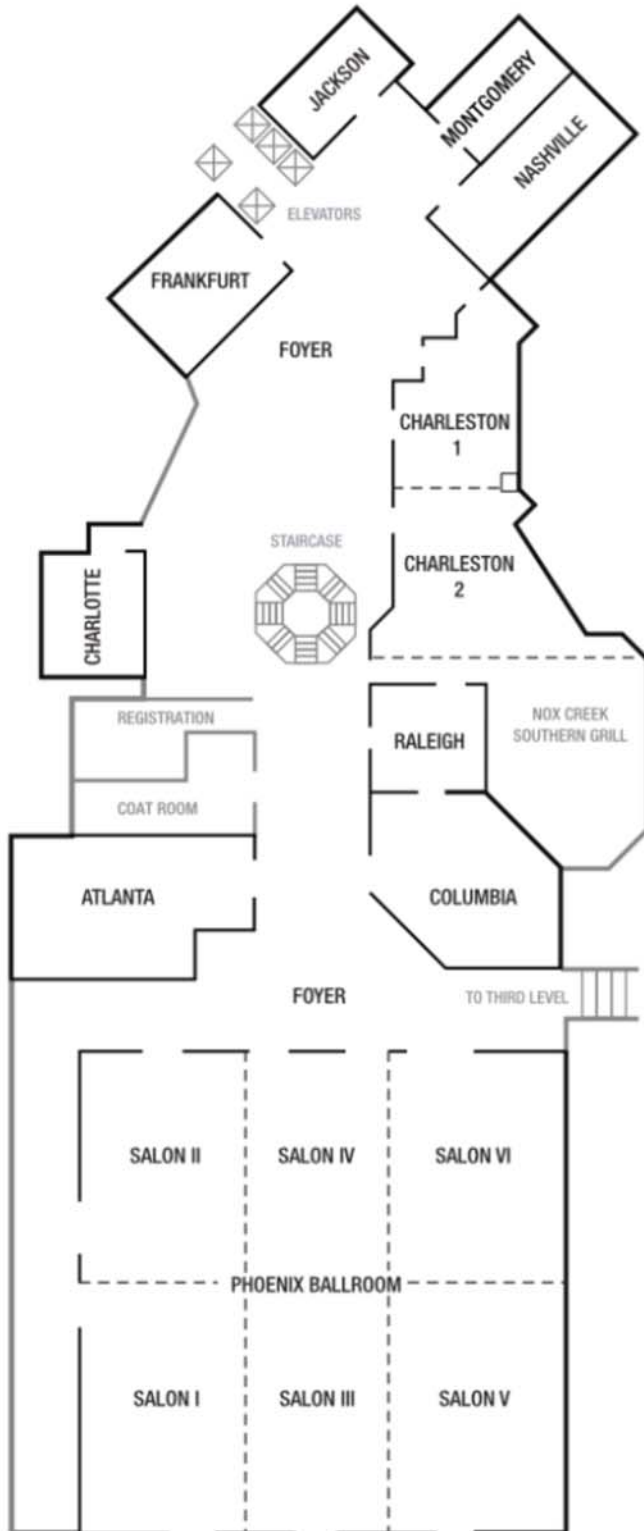
7:30 – 8:30 am	Continental Breakfast
8:30 – 10:30 am	Concurrent Sessions (Block B)
10:30 – 11:00 am	Coffee Break
11:00 – 12:30 pm	Concurrent Sessions (Block C)
12:30 – 1:30 pm	Lunch
1:30 – 2:45 pm	Plenary Session 3 (Thomas Nechyba)
2:45 – 3:15 pm	Coffee Break
3:15 – 5:00 / 5:15 pm	Concurrent Sessions (Block D)
6:00 – 8:00 pm	Publishers' Reception
Dinner	Participants on Their Own

June 3

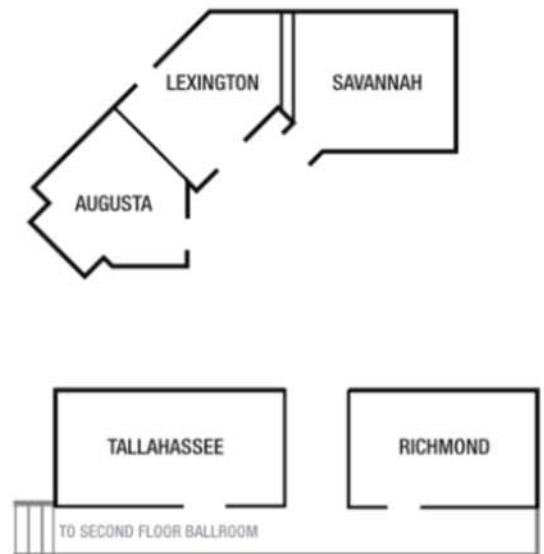
7:30 – 8:30 am	Continental Breakfast
8:30 – 10:30 am	Concurrent Sessions (Block E)
10:45 – 12:00pm	Plenary Session 4 (R. Glen Hubbard)

JW MARRIOTT MEETING SPACE FLOORPLAN

SECOND FLOOR



THIRD FLOOR



Wednesday, June 1

10:00-1:00 pm Registration Desk and Exhibits Open

1:00 – 2:30 pm -- Phoenix Ballroom I

WELCOME

SAM ALLGOOD, University of Nebraska-Lincoln, and
Chair of the AEA Committee on Economic Education

PLENARY SESSION 1

SUSAN LAURY, Georgia State University – Experiments in the Economics Classroom

Presiding: WILLIAM BOSSHARDT, Florida Atlantic University

2:30 – 3:00 pm Coffee Break

SESSION A: 3:00-5:00 pm

3:00 – 5:00 pm, Tallahassee

**Session A1: The Experience of Managing a Team in the FED Challenge Competition:
Pointers and Pitfalls – PANEL DISCUSSION**

Presiding: OSKAR HARMON, University of Connecticut

ADRIAN FRANCO, Federal Reserve Bank of New York – The College Fed Challenge
Competition

AARON JACKSON, Bentley University – Benefits of Participation in the FED Challenge

DAVID GULLEY, Bentley University – Benefits of Participation in the FED Challenge

ROBERT DOLAN, University of Richmond – Structuring the Presentation

OWEN SVALESTAD, University of Connecticut – First Timer Experience

3:00 - 5:00 pm, Columbia

Session A2: A How-to Guide for Making Economic Music Videos - WORKSHOP

Presiding: BRIAN O'ROARK, Robert Morris University

BRIAN O'ROARK, Robert Morris University – Making Music Videos

WAYNE GEERLING, Pennsylvania State University – Designing Flash Cards

DIRK MATEER, University of Arizona – History of Music for Econ

3:00 – 5:00 pm, Atlanta

Session A3: Team-Based Learning

Presiding: JENNIFER IMAZEKI, San Diego State University

TODD FITCH, University of California-Berkeley and SEAN FLYNN, Scripps College – Teaching Economics Using Team-Based Learning

ALAN GREEN, Stetson University – TBL Fridays: Using Policy Applications for Effective Team-Based Learning in an Introductory Class

PHILIP RUDER, Pacific University – Student Characteristics and Outcomes in a Team-Based Learning Classroom

Discussants: DORIS GEIDE-STEVENSON, Weber State University

DIEGO MENDEZ-CARBAJO, Illinois Wesleyan University

JENNIFER IMAZEKI, San Diego State University

3:00 – 5:00 pm, Richmond

Session A4: Effects of Learning Economics

Presiding: THOMAS BOLLI, ETH Zurich

WILLIAM BOSSHARDT, Florida Atlantic University and WILLIAM WALSTAD, University of Nebraska-Lincoln – Economics and Business Coursework by Undergraduate Students: Findings from Baccalaureate and Beyond Transcripts

PATRICIA AWERBUCH, Drexel University and TERESA HARRISON, Drexel University School – Cohorting: When Courses Are Used to Assess Multiple Degree Programs

ISHUAN LI, Minnesota State University – The Value of Co-Curricular Activities In Economics Programs: Evidence From Labor Market Outcomes

Discussants: CARY BALSER, United States Air Force Academy
WILLIAM BARTLEY, Transylvania University
MANUEL FÖRSTER, Johannes Gutenberg University

3:00 – 5:00 pm, Savannah

Session A5: Delivery Issues in Economics Courses

Presiding: ERIC CHIANG, Florida Atlantic University

GRACE SEUNGHAE O, Georgia State University – Online or Not, That is the Question. A Case Study of Introduction to Macroeconomics

DAVE BROWN and JAIME BROWN, Pennsylvania State University – The Creation of the Online Economics Major at a Large University: Perspectives from an Administrator and Instructor

DOUGLAS MCKEE, Yale University - Behavior and Performance of Students in Classes with Lecture Capture

Discussants: ERIC CHIANG, Florida Atlantic University
HILLARY SACKETT-BRIAN, Westfield State University
ERIK CRAFT, University of Richmond

3:00 – 5:00 pm, Nashville

Session A6: Perceptions, Expectations, and Abilities: Predicting Success and Outcomes

Presiding: WHITNEY BUSER, Young Harris College

ABDULLAH AL-BAHRANI, Northern Kentucky University, DARSHAK PATEL, University of Kentucky, KIM HOLDER, University of West Georgia and WHITNEY BUSER, Young Harris College - Does “Mathiness” Matter? How Student Perceptions Create Barriers to Economics

DARSHAK PATEL, University of Kentucky, DAVID HARRIS, Monash University, JILL HAYTER, East Tennessee State University and MATTHEW ROUSU, Susquehanna University – Students’ Grade Expectations in Principles of Economics Courses: Differences across Private Schools, Community Colleges, and Public Universities

JEFFERY BREDTHAUER, University of Nebraska-Omaha and RICHARD FENDLER, Georgia State University – Predictors of Success in an Online Undergraduate Core Course in Finance

BRANDON SHERIDAN, North Central College, BEN SMITH, University of Nebraska-Omaha and ERIN PLEGGENKUHLE-MILES, University of Nebraska-Omaha – Short vs. Long: Cognitive Load, Retention and Changing Class Structures

Discussants: SHELBY FROST, Georgia State University
CHELSEA DOWELL, Upper Iowa University
EMILY MARSHALL, University of Kentucky
LAUREN HELLER, Berry College

Schedule for Dinner at Federal Reserve Bank of Atlanta (prior registration required)

5:30 pm **Busses Leave for the Federal Reserve Bank of Atlanta**

6:15 – 8:30 pm **Dinner and Plenary Session 2 at Federal Reserve Bank of Atlanta**
 DAVID E. ALTIG, Federal Reserve Bank of Atlanta – An Economic Update

8:30 pm **Participants Responsible for Way Home (MARTA suggested)**

Thursday, June 2

7:30 – 8:30 am Continental Breakfast, Phoenix IV

SESSION B: 8:30-10:30 am

8:30 – 10:30 am, Richmond

Session B1: Replicable Student Research: Product and Process

Presiding: RICHARD BALL, Haverford College

RICHARD BALL, Haverford College – Replicable Student Research: Product and Process

TOMAS DVORAK, Union College – Teaching Programming in Econometrics

SIMON HALLIDAY, Smith College – Transparency in Undergraduate Economic Research:
A Case Study using RMarkdown

MICHAEL O’HARA, Colgate University – Reproducibility as a Pedagogical Strategy:
TIER Without Tears

Discussants: STEPHEN NICAR, Franklin and Marshall College
JESSICA HENNESSEY, Furman University
BILL GENTRY, Williams College
STEVE COBB, University of North Texas

8:30 – 10:30 am, Columbia

Session B2: FRED in the Classroom – WORKSHOP

Presiding: DIEGO MENDEZ-CARBAJO, Illinois Wesleyan University

DIEGO MENDEZ-CARBAJO, Illinois Wesleyan University

KEITH TAYLOR, Federal Reserve Bank of St. Louis

MARK BAYLES, Federal Reserve Bank of St. Louis

8:30 – 10:30 am, Savannah

Session B3: Outcomes from the Flipped Classroom

Presiding: ALVIN BIRDI, University of Bristol and the Economics Network

ERIK CRAFT, University of Richmond and MAIA LINASK, University of Richmond – Learning Outcomes from the Flipped Classroom

OLIVIA EZEGBI, Stellenbosch University and LIEZL NIEUWOUDT, Stellenbosch University – “Student Voices on Flipping a Large Class”– Economics First Year Students’ Perceptions and Attitudes toward a Flipped Classroom

CHIARA LOMBARDINI, University of Helsinki, HANNI MUUKKONEN, University of Helsinki, and MINNA LAKKALA, University of Helsinki – Learning Outcomes of Flipping a Principles of Microeconomics Course

LIEZL NIEUWOUDT, Stellenbosch University and BRIGITTE PEGADO, Stellenbosch University – “Students Call Our Class the Video Class” An Analysis of Student Access to Video Resources

Discussants: PARAMA CHAUDHURY, University College London

GRACE SEUNGHAE O, Georgia State University

DOUGLAS MCKEE, Yale University

ISHUAN LI, Minnesota State University-Mankato

8:30 – 10:30 am, Tallahassee

Session B4: Factors Affecting Economic Learning

Presiding: KEN REBECK, St. Cloud State University

GUGLIELMO VOLPE, Queen Mary University of London – Loss Aversion as an Incentive to Study

SAM ALLGOOD, University of Nebraska-Lincoln and TISHA EMERSON, Baylor University – Course Load and Grades in Economics

DORIS GEIDE-STEVENSON, Weber State University – Do TOEFL Scores or Other Measures of English Proficiency Predict Student Performance in an Economics Capstone Course?

Discussants:

MONA RAY, Morehouse College
TODD FITCH, University of California-Berkeley
LAURIE MILLER, University of Nebraska-Lincoln

8:30 – 10:30 am, Atlanta

Session B5: EconShots, Guest Speakers, and Life as Tools to Improve Students Learning with a Lasting Impression

Presiding: HOSSEIN KAZEMI, Stonehill College

ABDULLAH AL-BAHRANI, Northern Kentucky University, JAMES BRUEHLER, Eastern Illinois University, LINDA GHENT, Eastern Illinois University and KIM HOLDER, University of West Georgia – A Funny Thing Happened on My Way to Class: Using ECONshots to Teach Economics

JAMES HORNSTEN, Northwestern University – From Logos to Lyrica: Using Guest Speakers to Explain Economic Concepts

ABDULLAH AL-BAHRANI, Northern Kentucky University, CHARITY-JOY ACCHIARDO, University of Arizona, DIRK MATEER, University of Arizona and KIM HOLDER, University of West Georgia – Viewing Economics Through the Lens of Life

Discussants: JOSE VAZQUEZ-COSENT, University of Illinois at Urban-Champaign
REBECCA STEIN, University of Pennsylvania
ALAN GREEN, Stetson University

8:30 – 10:30 am, Nashville

Session B6: Financial Literacy

Presiding: CARTER DOYLE, University of Virginia

ELIZABETH BREITBACH, University of South Carolina and JAMIE WAGNER, University of Nebraska-Omaha – Financial Literacy of Incoming College Freshmen

INNA POMORINA, Bath Spa University – Financial Literacy of Students (Case of One UK University)

MANUEL FÖRSTER, Johannes Gutenberg University, ROLAND HAPP, Johannes Gutenberg University, DIMITRI MOLEROV, Johannes Gutenberg University and OLGA ZLATKIN-

TROITSCHANSKAIA, Johannes Gutenberg University – Financial Literacy – How Much Do Students in Germany Know at the Beginning of their Studies?

ELIZABETH BREITBACH, University of South Carolina, WILLIAM WALSTAD, University of Nebraska-Lincoln, and JAMIE WAGNER, University of Nebraska-Omaha – Financial Literacy and Education in the First Semester of College: What Do Students Know and Learn?

Discussants:

CARTER DOYLE, University of Virginia

OLGA ZLATKIN-TROITSCHANSKAIA, Johannes Gutenberg University-Mainz

REBECCA CHAMBERS, University of Delaware

AHMAD KADER, University of Nevada-Las Vegas

10:30 – 11:00 am Coffee Break

SESSION C: 11:00-12:30 pm

11:00 – 12:30 pm, Atlanta

Session C1: 60,000 Students and Counting: Lessons Learned from Teaching Large Classes – PANEL DISCUSSION

Presiding: LEE COPPOCK, University of Virginia

LEE COPPOCK, University of Virginia – Data and Photo Graphics that Pique Student Interest

STEVE TROST, Virginia Tech – Teaching More with Less: Managing Very Large Classes with Scarce Resources

DIRK MATEER, University of Arizona – Making Large Lectures Personal

MICHELLE SHERAN-ANDREWS, University of North Carolina at Chapel Hill - The Challenges of Teaching Large Sections of Intermediate Microeconomics

11:00 – 12:30 pm, Richmond

Session C2: Improving Assessment of Learning in Economics Courses with Value-Added Analysis of Test Scores - WORKSHOP

Presiding: WILLIAM WALSTAD, University of Nebraska-Lincoln

WILLIAM WALSTAD, University of Nebraska-Lincoln - Analyzing Value-Added Test Data in Economics with an Excel Program

JAMIE WAGNER, University of Nebraska-Omaha - Preparing and Using Value-Added Test Data in Economics for Assessment

It is recommended that participants bring a laptop computer with Excel to this workshop.

11:00 – 12:30 pm, Columbia
Session C3: Using Technology Effectively

Presiding: GAIL HOYT, University of Kentucky

CARY BALSER, United States Air Force Academy – Time Management - Addressing and Assessing Classroom Participation Problems

ERIC CHIANG, Florida Atlantic University and ALBERT SUMELL, Youngstown State University – Are Your Students Absent, Not Absent, or Present? Mindfulness and Student Performance

SEYYED ALI ZEYTOON NEJAD MOOSAVIAN, North Carolina State University - Employing Technology in Providing an Interactive, Visual Big Picture for Macroeconomics: A Major Step Forward towards the Web-Based, Interactive, and Graphic Syllabus

Discussants: AARON JACKSON, Bentley University
ADALBERT MAYER, Washington College
GAIL HOYT, University of Kentucky

11:00 – 12:30 pm, Nashville
Session C4: Learning Outcomes: Experiential Learning, Online Assignments, and Parental Influence

Presiding: NATALIA SMIRNOVA, American Institute for Economic Research

LORRI HALVERSON, University of Sioux Falls and NATALIA SMIRNOVA, American Institute for Economic Research – Applied Economic Research: Integration of the Academia and the Real World

REBECCA CHAMBERS, University of Delaware, CARLOS ASARTA, University of Delaware and ELIZABETH FARLEY-RIPPLE, University of Delaware – Do Gender and Parental Influence Affect Financial Literacy? Evidence from the PISA 2012

CARLOS ASARTA, University of Delaware, JAMES SCHMIDT, University of Nebraska-Lincoln, and LAURIE MILLER, University of Nebraska-Lincoln – The Choice of Completion Deadlines for Online Assignments in Face-to-Face Principles of Economics Courses

Discussants: DIEGO MENDEZ-CARBAJO, Illinois Wesleyan University
KATHERINE SILZ-CARSON, United States Air Force Academy
STEVE COBB, University of North Texas

11:00 – 12:30 pm, Tallahassee

Session C5: Using Economic Data and Federal Reserve Resources to Teach Economics at Every Level

Presiding: HOSSEIN KAZEMI, Stonehill College

SCOTT WOLLA, Federal Reserve Bank of St. Louis – Using Data and Current Topics to Teach Economics

HOSSEIN KAZEMI, Stonehill College and DEAN CROUSHORE, University of Richmond – How to Teach an Experiential- Learning-Based Course on Macroeconomics and Monetary Policy by Utilizing Real- Time Data

CHRISTIAN ZIMMERMANN, Federal Reserve Bank of St. Louis – How to Get Students Started on Bibliographies with RePEc/IDEAS and the RePEc Biblio

Discussants: SIMON HALLIDAY, Smith College
AVI COHEN, York University
JAMES HORNSTEN, Northwestern University

11:00 – 12:30 pm, Savannah

Session C6: Studies on Active Learning

Presiding: SARAH COSGROVE, University of Massachusetts-Dartmouth

EMILY ELLIOTT, University of Pennsylvania and REBECCA STEIN, University of Pennsylvania – Qualitative and Quantitative Evaluation of Structured, Active in Class Activities in a Large Microeconomics Principles Course

JUAN NAGEL, Universidad de los Andes and PILAR ALCALDE, Universidad de los Andes – Does Active Learning Improve Student Performance? A Randomized Experiment in a Chilean University

NEAL OLITSKY, University of Massachusetts-Dartmouth and SARAH COSGROVE, University of Massachusetts-Dartmouth – Concept-Based Problem Solving in a Flipped Principles of Microeconomics Classroom

Discussants: JOSE VAZQUEZ, University of Illinois, Urbana-Champaign
OSKAR HARMON, University of Connecticut
WILLIAM GOFFE, Pennsylvania State University

12:30 – 1:30 pm Lunch, Phoenix IV

1:30 – 2:45 pm PLENARY SESSION 3 - Phoenix Ballroom I

THOMAS NECHYBA, Duke University – Undergraduate Research: Moving Students From Consumers to Participants

Presiding: JENNIFER IMAZEKI, San Diego State University

2:45 – 3:15 pm Coffee Break

SESSION D: 3:15-5:00 pm (or 5:15 pm)

3:15 – 5:00 pm, Atlanta

Session D1: PLAY! Reawaken Your Inner Child to Engage Students and Help Them Learn – PANEL DISCUSSION

Presiding: SUSAN REILLY, Florida State College-Jacksonville

KIM HOLDER, University of West Georgia – MACRO Monopoly: Applying a Game-Based Economic Development Lesson

SUSAN REILLY, Florida State College-Jacksonville – Legos, Play-Doh and Kahoot!

WHITNEY BUSER, Young Harris College – The Rules of the Game: Institutions Matter, But What Are They?

CHELSEA DOWELL, Upper Iowa University – Tinkering Around with Firm Theory

HELEN ROBERTS, University of Illinois-Chicago – From Paper Airplanes to Being the Fed: Setting Up Students to Experience Economics

3:15 – 5:00 pm, Nashville

Session D2: Graduate Student Teacher Training in United States PhD Programs: Results of a Study of Directors of Graduate Studies, Department Chairs, and Newly Minted PhD Economists – PANEL DISCUSSION

Presiding: GEORG SCHAUR, University of Tennessee

KIMMARIE MCGOLDRICK, University of Richmond – An Overview of the Project and Past Studies

GAIL HOYT, University of Kentucky – The Point of View of Department Chairs and Directors of Graduate Studies

SAM ALLGOOD, University of Nebraska-Lincoln – The Point of View of Newly Minted Phd Economists and Policy Implications of the Study

3:15 – 5:00 pm, Columbia

Session D3: Teaching Introductory Economics as if the Real World Mattered – WORKSHOP

Presiding: PARAMA CHAUDHURY, University College London

PETER HANS MATTHEWS, Middlebury College - Why and How to Teach "As if the Real World Mattered" - A Case Study

ALVIN BIRDI, University of Bristol and the Economics Network - Teaching from the back: the pedagogy of CORE

CHRISTIAN SPIELMANN, University College London - The View from the Trenches: My Experience Teaching "As if the Real World Mattered"

3:15 – 5:00 pm, Savannah

Session D4: Learning through Economic Experiences

Presiding: CHANDINI SANKARAN, University of South Carolina

WILLIAM BARTLEY, Transylvania University – Does Service-Learning Help Economics Students Learn Better?

HILLARY SACKETT-BRIAN, Westfield State University, and AMANDA MCLEOD, Westfield State University – Short-term Study Abroad as Civic Engagement: The Role of Experiential Travel in the International Economics Classroom

THOMAS BOLLI, ETH Zurich AND URSULA RENOLD, ETH Zurich – Comparative Advantages of School and Workplace Environment in Competence Acquisition: Empirical Evidence from a Survey Among Professional Tertiary Education and Training Students in Switzerland

Discussants: HUMBERTO BARRETO, DePauw University

PHIL RUDER, Pacific University

ROBERT DOLAN, University of Richmond

3:15 – 5:15 pm, Tallahassee

Session D5: Timing and Incentives in Assessment of Economics Courses

Presiding: SCOTT SIMKINS, North Carolina A&T State University

KAREN GEBHARDT, Colorado State University – Using Established Technology to Integrate Frequent Low-Stakes Quizzing To Improve Learning Outcomes

LAURIE MILLER, University of Nebraska-Lincoln and WILLIAM WALSTAD, University of Nebraska-Lincoln – Grading Practices in Principles of Economics Courses

ABDULLAH AL-BAHRANI, Northern Kentucky University, EMILY MARSHALL, Dickinson College and MARIA APOSTOLOVA-MIHAYLOVA, Centre College – Time Inconsistent Preferences and Student Performance: An Investigation of Optimal Assignment

IVY BRODER, American University and ERMENGARDE JABIR, American University – Repeated Testing in Introductory Macroeconomics

Discussants: TESA STEGNER, Idaho State University

LEE COPPOCK, University of Virginia

JUSTIN ROUSH, Georgia College & State University

JOSH STAVELEY-O'CARROLL, Babson College

3:15 – 5:15 pm, Richmond

Session D6: Studies on the Efficacy of Innovative Teaching Practices

Presiding: SARAH COSGROVE, University of Massachusetts-Dartmouth

OSKAR HARMON, University of Connecticut, PAUL TOMOLONIS, University of Connecticut, and WILLIAM ALPERT, University of Connecticut – Can Social Media be an Effective Tool for Discussion in the Online Classroom?

JOSE VAZQUEZ, University of Illinois, Urbana-Champaign and ERIC CHIANG, Florida Atlantic University – Providing Optimal Feedback to Many Students: A Field Experiment Testing the Efficacy of Narrated Tutorials in a Large Introductory Economics Course

AUSTIN BOYLE, Pennsylvania State University, and WILLIAM GOFFE, Pennsylvania State University – Beyond the Flipped Class: The Impact of Research-Based Teaching Methods in a Macroeconomics Principles Class

KATHERINE SILZ-CARSON, United States Air Force Academy – The Effect of Team-Based Learning on Outcomes in Intermediate Microeconomics

Discussants: ALCALDE PILAR, Universidad de los Andes

REBECCA STEIN, University of Pennsylvania

NEAL OLITSKY, University of Massachusetts-Dartmouth
CHIARA LOMBARDINI, University of Helsinki

6:00 – 8:00 pm Publishers' Reception, Phoenix IV

Co-sponsored by: Cengage Learning
Federal Reserve Bank of St Louis
Marginal Revolution University
McGraw-Hill Education
Moblab
Pearson
Routledge
Worth Publishers
WW Norton

Friday, June 3

Phoenix IV

7:30 – 8:30 am

Continental Breakfast

7:30 – 8:30 am

(During breakfast) Meeting for anyone interested in economics instruction at community colleges. All welcome. Meeting Leader: Mark Maier, Glendale Community College.

SESSION E: 8:30-10:30 am

8:30-10:30 am, Atlanta

Session E1: Do Our Students Practice (and Learn) What We Preach? Using Bloom's (and other Taxonomies) to be Sure We're Teaching (and Assessing) at the Level We Intend – WORKSHOP

Presiding: SCOTT SIMKINS, North Carolina A&T State University

SCOTT SIMKINS, North Carolina State University

WILLIAM GOFFE, Pennsylvania State University

JOSE VAZQUEZ, University of Illinois, Urbana-Champaign

8:30-10:30 am, Nashville

Session E2: Teaching Field Courses Issues – Development, Environmental, Demography, and Sports Economics

Presiding: CARLOS ASARTA, University of Delaware

SIMON HALLIDAY, Smith College– Data Literacy in Economic Development

CHRISTIAN SPIELMANN, University College London and FRANK WITTE, University College London – Environmental Economics with Mathematica - Exposing Undergraduate Students to Research Methodology and Critical Thinking Using the Software Package Mathematica

HUMBERTO BARRETO, DePauw University – Let's Put the Demography Back into Economics

BRUCE JOHNSON, Centre College and JUSTIN ROUSH, Georgia College & State University – Rent Seeking Behavior and College Athletics Recruiting: A Classroom Game

Discussants: OLIVIA EZEObI, University of Stellenbosch

CARLOS ASARTA, University of Delaware

SEYYED ALI ZEYTOON NEJAD MOOSAVIAN, North Carolina State University

GUGLIELMO VOLPE, Queen Mary University of London

8:30-10:30 am, Tallahassee

Session E3: Visualizing and Using Macro Data

Presiding: NATALIA SMIRNOVA, American Institute for Economic Research

DIEGO MENDEZ-CARBAJO, Illinois Wesleyan University – Visualizing Data in a Blended Learning Environment Using the Online FRED Database

JOSH STAVELEY-O'CARROLL, Babson College – A Semester-Long Project with FRED

ADALBERT MAYER, Washington College – A Living Circular Flow Diagram

TESA STEGNER, Idaho State University – A Macroeconomic Activity in Measures of a State's Performance, the Budget Process, and Equity

Discussants: REBECCA SMITH, Mississippi State University

JASMINKA NINKOVIC, Oxford College of Emory University

INNA POMORINA, Bath Spa University

PARITOSH GHOSH, Red Deer College

8:30-10:30 am, Richmond
Session E4: Measuring Student Learning

Presiding: KIMMARIE MCGOLDRICK, University of Richmond

CARLOS CORTINHAS, University of Exeter – Does Formative Feedback Help or Hinder Students? An Empirical Investigation

AHMAD KADER, University Nevada-Las Vegas – Procrastination Types and Their Effects on Student Motivation and Achievement in an Introductory Economics Course

KEN REBECK, St. Cloud State University and WILLIAM WALSTAD, University of Nebraska-Lincoln – Comparing Subjective Evaluations of Learning in Economics with Actual Grades and Test Scores

MONA RAY, Morehouse College, EMMANUEL ONIFADE, Morehouse College and CAROLYN DAVIS, Morehouse College – Improving Student Performance: Using a Decision-Making Grid to Motivate Students Achieve Academic Success

Discussants: KIMMARIE MCGOLDRICK, University of Richmond

STEVE TROST, Virginia Tech

WILLIAM BOSSHARDT, Florida Atlantic University

Laurie Miller, University of Nebraska-Lincoln

8:30-10:30 am, Savannah
Session E5: Issues in the Evaluation of Teaching

Presiding: DIRK MATEER, University of Arizona

SANKARAN CHANDINI, University of South Carolina, ELIZABETH BREITBACH, University of South Carolina, and JAMIE WAGNER, University of Nebraska-Omaha – Are Opinions Conveyed On-line Stronger than those from In-class Student Evaluations?

PARAMA CHAUDURY, University College London and CLODA JENKINS, University College London – Optimizing the Student Evaluation Process – an Experiment

CHRISTIANE KUHN, Johannes Gutenberg University-Mainz, SEBASTIAN BRÜCKNER, Johannes Gutenberg University-Mainz and OLGA ZLATKIN-TROITSCHANSKAIA, Johannes Gutenberg University-Mainz – A New Video-Based Assessment Tool to Enhance Instructional Practices of Prospective Teachers of Economics

DAVE BROWN, Pennsylvania State University – Is it Ethical (or Expected) for Instructors to Game the System of Teaching Evaluations?

Discussants: IVY BRODER, American University

DIRK MATEER, University of Arizona

DAVID GULLEY, Bentley University
KAREN GEBHARDT, Colorado State University

8:30-10:30 am, Columbia
Session E6: The Digital Age in the Economics Classroom

Presiding: EMILY MARSHALL, Dickinson College

ABDULLAH AL-BAHRANI, Northern Kentucky University, CHELSEA DOWELL, Upper Iowa University, and DARSHAK PATEL, University of Kentucky – Video Scrapbooking: An Art Form Revived in the Economics Curriculum

ABDULLAH AL-BAHRANI, Northern Kentucky University, BRANDON SHERIDAN, North Central College, DARSHAK PATEL, University of Kentucky, and KIM HOLDER, University of West Georgia – The Great Digital Divide: Using Television to Teach Economics

CHELSEA DOWELL, Upper Iowa University and DANIEL DUNCAN, University of Kentucky – Periscoping Economics Through Someone Else's Eyes

Discussants: SUSAN REILLY, Florida State College-Jacksonville
EMILY MARSHALL, Dickinson College
MARTIN HUNTER, University of Kentucky

10:45 – 12:00 pm PLENARY SESSION 4 & Closing – Phoenix Ballroom I

R. GLEN HUBBARD, Columbia University

Presiding: WILLIAM WALSTAD, University of Nebraska-Lincoln

NOTES

NOTES

NEW *from* NORTON



📖 **INQUIZITIVE**, Norton's award-winning formative adaptive learning tool.

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IMS Global Application Challenge

2ND PLACE

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When you adopt InQuizitive for Principles or Survey of Economics, you can expect:

- improved student understanding of important concepts tied to the text's learning objectives.
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FOR THE PRINCIPLES OF ECONOMICS COURSE



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DIRK MATEER, LEE COPPOCK

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Fliplt

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Eric Chiang

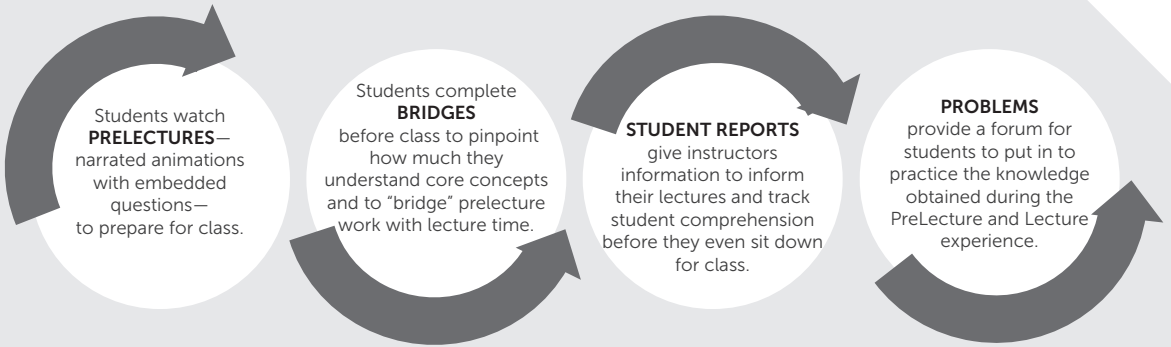
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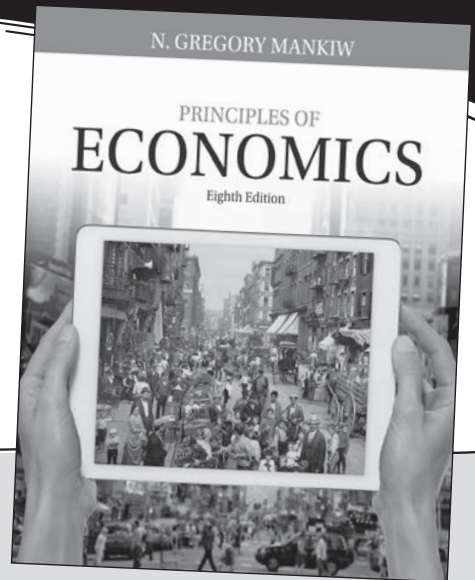
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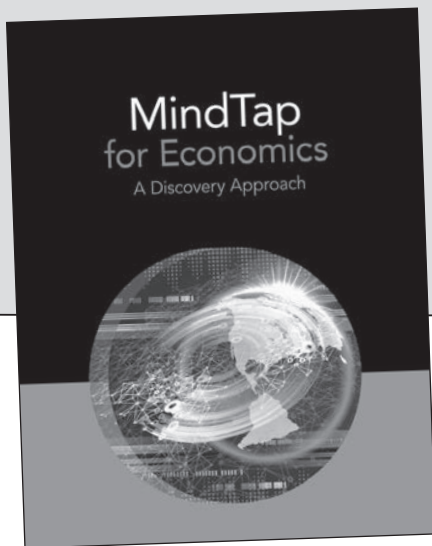
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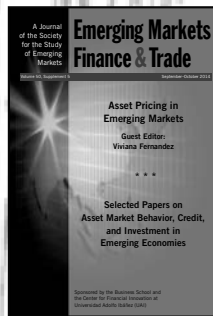
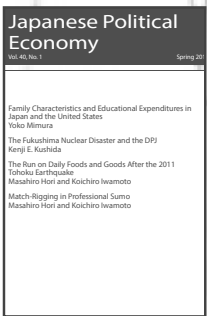
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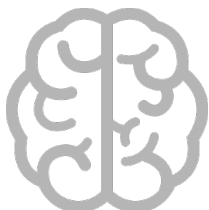
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