



DEE Draft Programme 2017

Wednesday 6th September

3.00pm-4.00pm	Economics Network Associates' Meeting Room:
4.00pm-5.00pm	Special Session: Communicating Economics (open to all delegates) Room:
6.00pm-8.00pm	Oxford University Press Welcome Drinks Reception Roberts Building Foyer

Thursday 7th September

08.00-09.00	Registration Roberts Building Reception		
09.00-09.45	Plenary		
09.45-11.15	Parallel Sessions 1		
	<p>Session A, Curriculum Room: Chair:</p> <p>1. <i>Power, economics, and a return to political economy: A polemic</i> Adam Ozanne (University of Manchester)</p> <p>2. <i>How to teach ethics and economics</i> Stefan Kesting (University of Leeds)</p> <p>3. <i>D.C. Hague's 'The economist in a business school': a quinquagenarial reflection</i> Paul Latreille (University of Sheffield) and Graham Brownlow (Queen's University Belfast)</p>	<p>Session B, Online Learning Systems Room: Chair:</p> <p>1. <i>The impact of online message boards on student outcomes</i> Steven Proud (University of Bristol)</p> <p>2. <i>Is lecture capture benefiting (all) HE students? An empirical investigation</i> Carlos Cortinhas (University of Exeter)</p> <p>3. <i>A data visualisation tool for monitoring learners in a MOOC</i></p>	<p>Session C, Integrating research and OERs Room: Chair:</p> <p>1. <i>Little, big and vast steps towards open education</i> Martin Poulter, Economics Network</p> <p>2. <i>Using Research Output for Teaching: A Health Financing Case Study [and] Assessing health economics using portfolios: Building skills while building the assessment</i> Dr Hassan Haghparast-Bidgoli, Jolene Skordis-Worrall, Neha Batura (University College London)</p>



DEE Draft Programme 2017

		Christophe Bontemps (Ecole National de l'Aviation Civile)	
11.15-11.45	Break and refreshments Roberts Building Foyer		
11.45-12.45	Parallel Sessions 2		
	<p>Session A, How should we measure the quality of an economics degree? (Panel) Room: Chair: Parama Chaudhury</p> <p>Alvin Birdi (University of Bristol), Antonio Cabrales (UCL), Margaret Stevens (University of Oxford)</p>	<p>Session B, Learning outcomes Room: Chair:</p> <p><i>1. Learning gain and confidence gain as metrics for pedagogical effectiveness</i> Fabio Arico and Jake Patterson (University of East Anglia)</p> <p><i>2. Ready for year two? The effects of a new first year syllabus on second year performance</i> Christian Spielmann (University College London)</p>	<p>Session C, Student learning in a flipped environment Room: Chair:</p> <p><i>1. Using Technology to Complete the Natural Learning Path in a Principles of Economics Course</i> Eric Chiang (Florida Atlantic University) and Jose Vazquez (University of Illinois)</p> <p><i>2. Flipping the classroom: Practical aspects and possible outcomes</i> Philip Hedges (University of Westminster)</p>
12.45-13.45	Lunch Roberts Building Foyer		
13.45-15.15	Parallel Sessions 3		
	<p>Session A, Student skills, preparation and determinants of success Room: Chair:</p> <p><i>1. The importance of high-school preparation for economics undergraduates</i></p>	<p>Session B, Developing student skills Room: Chair:</p> <p><i>1. Developing Financial literacy among students in the UK and Russia</i> Inna Pomorina (Bath Spa University) and Nataliva Bruhanova (Altai State University)</p>	<p>Session C, Workshop Room:</p> <p><i>An Adventure in Flipping: A 'Meta' Workshop</i> Michael Reynolds (University of Leeds)</p>



DEE Draft Programme 2017

	<p>Daphne Nicolitsas (University of Crete)</p> <p><i>2. Characteristics that predict the likelihood of a student experiencing grade success in principles of micro and macroeconomics</i></p> <p>KimMarie McGoldrick and Tisha Emerson (University of Richmond)</p> <p><i>3. The influence of educational psychology variables on student grades in an introductory economics course</i></p> <p>Admad Kader (University of Nevada)</p>	<p><i>2. Does studying economics influence employment and loan decisions in later life?</i></p> <p>William Bosshardt (Florida Atlantic University) and William Walstad (University of Nebraska)</p> <p><i>3. Teaching business economics for sustainability – The roles of a business person privileged in classroom practice</i></p> <p>Pernilla Andersson (Stockholm University)</p>	
15.15-15.45	<p>Break and refreshments Roberts Building Foyer</p>		
15.45-17.15	Parallel Sessions 4		
	<p>Session A, Alternative teaching methods/structure</p> <p>Room: Chair:</p> <p><i>1. 4C/ID-model in economic education</i></p> <p>Vivian Conrad, Franziska Birke, Tim Krieger, Malte Dold (University of Freiburg)</p> <p><i>2. Teaching Real Analysis to economics students</i></p> <p>Eleni Katirtzoglou (London School of Economics)</p>	<p>Session B, Lessons from employment and work experience</p> <p>Room: Chair:</p> <p><i>1. Embedding social capital in the economics curriculum</i></p> <p>Guglielmo Volpe and Leon Vinokur (Queen Mary University of London)</p> <p><i>2. Exploring economics - our experiences of influencing economics education in government</i></p>	<p>Session C, Workshop</p> <p>Room:</p> <p><i>Using MS Excel to bridge the maths gap in principles of macroeconomics</i></p> <p>Paul Lovejoy, Adam Cox and Alan Leonard (University of Portsmouth)</p>



DEE Draft Programme 2017

	<p><i>3. Teaching economic evaluation online: Tips and tricks to keep your students plugged in</i> Jolene Skordis-Worrall, Hassan Haghparast-Bidgoli, Neha Batura (University College London)</p>	<p>Thomas Bearpark, Ben Glover, Sonia Razia (Exploring Economics)</p> <p><i>3. Student academic performance and professional training year</i> Miguel Flores and Panagiotis Arsenis (University of Surrey)</p>	
17.15-18.00	<p>Keynote Room:</p>		
19.30	<p>Conference Dinner (delegates are welcome to arrive from 18.30 to look around the museum and for a pre-dinner drink) Churchill War Rooms</p>		

Friday 8th September

09.00-09.30	<p>Registration Roberts Building Reception</p>		
09.30-11.00	<p>Parallel Sessions 5</p>		
	<p>Session A, Simulations and experiments in the classroom Room: Chair:</p> <p><i>1. Using simulations as a learning method in the area of public economics</i> Javier Sierra Pierna (University of Salamanca)</p> <p><i>2. Economic experiments – a criteria-based evaluation in high school teaching</i></p>	<p>Session B, Peer learning and evaluation Room: Chair:</p> <p><i>1. Herding in the classroom - an experiment</i> Parama Chaudhury (University College London)</p> <p><i>2. Birds of a feather – social interactions of university students in a classroom</i> Dorota Celinska (University of Warsaw)</p>	<p>Session C, Workshop Room:</p> <p><i>Publishing in Economics Education, with the Editors of the International Review of Economics Education</i> Ross Guest (Griffith University), William Bosshardt (Florida Atlantic University), David McCausland (University of Aberdeen), Edmund Cannon (University of Bristol)</p>



DEE Draft Programme 2017

	<p>Maximilian Schminanski, Jan-Martin Geiger and Andreas Liening (University of Dortmund)</p> <p>3. <i>'The games students play': simulating pricing decisions in oligopolistic markets</i> Vincent Rich (University of Westminster)</p>	<p>3. <i>Self vs peer evaluation: are students more accurate at evaluating the work of their peers than their own?</i> Jon Guest (Nottingham Trent University) and Robert Riegler (Coventry University)</p>	
11.00-11.30	<p>Break and refreshments Roberts Building Foyer</p>		
	<p>Parallel Sessions 6</p>		
11.30-13.00	<p>Session A, Student perspectives from a flipped classroom Room: Chair:</p> <p>1. <i>Drivers of the preference for the flipped classroom in a principles of economics course</i> Chiara Lombardini (University of Helsinki) and Zhiru Sun (University of Southern Denmark)</p> <p>2. <i>The improved art of flipping: moving towards better teaching, learning and research potential in a macroeconomics flipped class</i> Brigitte Pegado, Liezl Nieuwoudt and Olivia Ezeobi (Stellenbosch University)</p>	<p>Session B, Enhancing engagement and performance Room: Chair:</p> <p>1. <i>Can multiple small feedback activities improve students' performance and opinion of feedback? Evidence from compulsory final year module</i> Antonio Rodriguez Gil (University of Leeds)</p> <p>2. <i>Enhancing students' engagement through inclusive team work</i> Liliana Harding (University of East Anglia)</p> <p>3. <i>Open versus structured research environment in undergraduate economics: A case study from the University of Southampton</i> Emanuela Lotti (University of Southampton)</p>	<p>Session C, Technology as a learning tool Room:</p> <p>1. <i>Using polling to elicit students' uncertainty</i> Andrew Mearman (University of Leeds)</p> <p>2. <i>Online assessment, adaptive feedback and the importance of visual learning for students</i> Mario Pezzino (University of Manchester)</p> <p>3. <i>Introducing economics to millennials using short YouTube clips</i> Jose Carrasco-Gallego (University of Portsmouth)</p>



DEE Draft Programme 2017

	<p><i>3. Value more or cost more? An analysis of students' perceived cost and benefits of a flipped microeconomic class</i></p> <p>Chiara Lombardini (University of Helsinki) and Zhiru Sun (University of Southern Denmark)</p>		
13.00-14.00	<p>Lunch Roberts Building Foyer</p>		
14.00-15.00	Parallel Sessions 9		
	<p>Session A, Bringing assessment into the 21st century (panel)</p> <p>Room: Chair: Alvin Birdi (Economics Network)</p>	<p>Session B, Workshop</p> <p>Room: <i>Go Abroad Economics</i> Nicholas Myers and Sean Brocklebank (University of Edinburgh)</p>	<p>Session C, Workshop</p> <p>Room: <i>An online simulation about horizontal differentiation</i> Nicolas Gruyer (Economic-Games)</p>
15.00-16.30	Parallel Sessions 8		
	<p>Session A, Student satisfaction and educational value</p> <p>Room: Chair: <i>1. The PTES Challenge: The Next Step for TEF</i> Linda Juleff (Economics Network)</p> <p><i>2. Does Student Satisfaction influence attractiveness of programmes? Evidence from regression discontinuity approach</i> Ferdi Widiputera, Kristof De Witte, Wim Groot, Henriette Maassen van den Brink (Maastricht University)</p>	<p>Session B, Student learning</p> <p>Room: Chair: <i>1. Make lectures match how we learn: the nonlinear teaching approach</i> Katerina Raoukka (University of Bristol) and Peng Zhou (Cardiff University)</p> <p><i>2. Know thyself - students as subjects in an ad-hoc research</i> Tomasz Kopczewski (University of Warsaw)</p> <p><i>3. Learner paths</i></p>	<p>Session C, Encouraging study and widening participation</p> <p>Room: Chair: <i>1. Widening Participation: academic and careers success, a case study</i> Guglielmo Volpe, Queen Mary University of London</p> <p><i>2. Utilising TRIBE (online-teaching and learning website) to bridge the gap between teaching Economics at schools, FE & HE</i> Karen Kufuor (University of Westminster)</p>



DEE Draft Programme 2017

	<p><i>3. 'And I must borrow every changing shape': Changing perceptions in the value of a University degree, repercussions for Economics</i></p> <p>Duncan Watson (University of East Anglia) and Steve Cook (Swansea University)</p>	<p>Nathalie Lenoir and Christophe Bontemps (Ecole Nationale de l'Aviation Civile)</p>	<p><i>3. The impact of targeted workshops on engagement and performance for under-performing students</i></p> <p>Peter Hughes (University of Leeds)</p>
16.30	<p>Closing Remarks Room:</p>		