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# The Economics Network



## Ten major successes from the past ten years of operation

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### Introduction

The Economics Network supports the economics higher education community where there are over 26,000 undergraduates currently studying economics over 1,900 modules at 96 universities, taught by over 1,700 staff.

1. Large bank of resources with a high use rate
2. Supporting new lecturers and graduate teaching assistants (GTAs)
3. A range of successful CPD activities
4. Evidence base: surveys and evaluation
5. Developing networks
6. Student engagement and student learning
7. Supporting projects and initiating curriculum change
8. Working with stakeholders
9. Research into economics learning and teaching
10. Celebrating excellence and raising the status of teaching

## 1. Large bank of resources with a high use rate

The Network has three comprehensive websites: the main Economics Network site, *Why Study Economics?* (aimed at prospective students) and *Studying Economics* (for undergraduates). These have had a total of 173 new resources specifically created for them in 2008/9.

### Page hits on the Economics Network's websites

The Network's main site, [www.economicsnetwork.ac.uk](http://www.economicsnetwork.ac.uk), currently receives around two and a half million hits per year, including for its two peer-reviewed journals. The Network's student-focused sites attract an additional half million hits per year.

#### Successful page requests

Year	Economics Network	CHEER Journal	IREE Journal	Why Study Economics	Studying Economics	Internet Economist
2000/1	353,558	76,032				
2001/2	777,745	127,053				
2002/3	766,507	101,687	3,786			
2003/4	1,006,009	121,959	16,656	19,298		
2004/5	1,432,533	172,611	59,318	108,716		
2005/6	1,224,899	145,527	33,842	156,084		
2006/7	1,319,681	156,813	63,952	309,189		
2007/8	2,025,677	230,224	98,867	458,192		48,891
2008/9	2,471,290	227,897	117,346	420,505	71,121	199,974

If 'Economics' is searched in [google.co.uk](http://google.co.uk), the Economics Network site comes second in the list. If 'Economics learning teaching' is searched, the site comes first in both [google.co.uk](http://google.co.uk) and [google.com](http://google.com).

The main site contains resources under 49 sub-disciplinary categories, 22 pedagogical categories and 6 lecturer role categories.

### Examples of resources/online services:

- Handbook for Economics Lecturers in 19 chapters;
- External examiners' database with 66 individuals registered;

- 147 Economics learning and teaching case studies submitted by lecturers;
- Economics Book catalogue with more than 7,000 economics text books categorised by subject;
- Economics Question Bank with over 1,300 essay questions, multi-choice questions and problem sets;
- ExcelAssess, a library of self-marking assessment questions in Excel.

## Feedback

*“I really enjoy reading the case studies and trying to introduce the new ideas into my teaching.”*

*“The question bank has been useful in tutorial plenary sessions and the case studies have been incorporated into tutorials too.”*

*“Case Studies and question bank have been time saving; Lecturer handbook is very useful for subject reviews and programme revision; Website resources helpful for sources of data.”*

*“The resources have helped to make me think about alternative ways of delivering the material. They have also given me confidence to try new things out to see how they work. Knowing that other departments have tried new techniques with success gives me confidence to try new things in my own units.”*

(Quotes from the Lecturers’ survey 2009)

*“...thanks for the valuable work of the Economics-network done by you and your colleagues.”* (Head of Department talking about the external examiners’ database, 2009)

## 2. Supporting new lecturers and GTAs

In both 2008/9 and 2009/10 the Economics Network ran six (each year) dedicated annual training events for graduate teaching assistants (GTAs), and for new and early-career lecturers in both England and Scotland. A total of 21 GTA and New Lecturer workshops have been run (most of them in the past 3 years) with 378 participants. An average of 95% of participants have found the workshops useful.

The demand for these workshops has grown significantly and there has been enthusiastic support from Heads of Departments. Because of this support we have managed to secure funding from the Royal Economic Society and the Scottish Economic Society to run these workshops in the future.

Many of the attendees are international staff or GTAs who find the insights into economics higher education in the UK invaluable.

The workshops are seen to be more valuable by the attendees than the generic training they receive in their home institutions, as the workshops specifically address the issues that they are likely to experience in teaching economics and they are able to share ideas and experience with fellow economists from other HEIs. The workshops are designed to complement institutional training and each participant receives a certificate which maps the workshop activities onto the Professional Standards Framework. Universities such as Bristol, Warwick and Nottingham exempt their own GTA and New Lecturers from parts of their own training on this basis.

All of the workshops involve an element of individual planning and each participant is asked what ideas they will apply to their practice:

*“To get more participatory classes/lectures and deliver course material more effectively, taking into account the heterogeneity of student abilities.”*

*“I will modify lectures to encourage more participation from students. I will attempt to vary the range of resources (audio, video, games) that I use in lectures. I will also modify my seminars to give students more opportunities to work in small groups before bringing the discussion together as a class.”*

*“I will think from my students' point of view more. Try to make more use of the technologies available to my teaching.”*

(2009 New Lecturer workshop participants)

### **Continuing support beyond workshops**

Since 2008/9 the Network has been following up the New Lecturer and GTA workshops to evaluate their impact and to offer further support.

The Network has also developed a new web section to support new lecturers and GTAs, which includes diaries, case studies and a GTA handbook chapter. In addition, the remaining 18 handbook chapters are an important resource for new lecturers and cover most aspects of teaching and learning in economics.

*“I find the “The Handbook for Economics Lecturers” page very useful. It gives a practical side to the typical problems I face during some of my lectures and also gives some guidance about how others have dealt with these issues.”* (Lecturer, follow-up feedback 2009)

### **Workshop and Follow-up Feedback**

*“The best thing about this workshop is that it provides an opportunity for all the GTAs to get together and talk about how their teaching is going, share issues and solutions, etc.”* (Graduate Teaching Assistant, External Evaluator’s report 2008)

*“I think the contents and the size of the participating groups are perfect. The contents are very practical and very relevant. Some of the speakers showed us the VDO clips and games that we can work on in our own teachings which I found most useful because it is very practical.”* (New Lecturer, External Evaluator’s report 2008)

*“It has helped me to prepare well for my future career and I now think more and more about what impact I leave on my students any time I enter a class room”* (Graduate Teaching Assistant, External Evaluator’s report 2008)

*“Its impact has been tremendously positive on my teaching. It has brought about a paradigm shift in my teaching as well as learning. Particularly, it provided my insight on the importance of student-centred learning against the conventional passive learning. It has significantly altered my ways of delivery.”* (Lecturer, follow-up feedback 2009)

*“I think I have now much clear ideas on how to react to some students’ behaviour. And the multiple choice questions and their organisation by topic have been really useful and time saving.”* (GTA, follow-up feedback 2009)

*“The GTA workshop enabled me to better mentor the GTAs on my course. It helped me focus more on what made a good GTA.”* (Graduate Teaching Assistant, Lecturers’ survey 2009)

*“Helped PCGTHE, also generated many network contacts, resources are very useful in teaching core and advanced modules. I found the formal and informal support by my colleagues at the Econ Network invaluable and of great moral support.”* (New Lecturer, External Evaluator’s report, July 2007)

*“Six months ago I attended the New Lecturers Workshop where I discovered that it wasn't just for new lecturers ... but something worth attending for anyone who is teaching economics at university. After the workshop I found myself carrying a deck of cards to classes, thinking in terms of games, and once even standing on the desk...Before my last lecture of the spring semester, I was given my student evaluation results...It was the best feedback I have had in my three years of teaching at*

university.” (New Lecturer, New Lecturer’s Diary 2009)

### 3. A range of successful CPD activities

#### Workshops

CPD workshops are run both nationally, regionally and for specific departments. The departmental workshops have been particularly successful as these can be tailored, through prior negotiation, to the needs of that particular department. We have detailed discussions with the departmental contact and others in the department about the format and content of the workshop. Often these are informed by the lecturer and student survey results for that specific department.

Since 2000 the Economics Network has held over 200 CPD events involving over 2000 participants. One key measure of success has been the high number of requests for further workshops from departments having appreciated previous ones. Another measure is satisfaction expressed in feedback forms: consistently over 95% of participants have found the workshops useful.

Another important indicator is the rate of change of teaching/learning practices confronting lecturers. From the Economics Network’s biennial lecturer surveys a significant and increasing trend in the change of teaching practice has been noted:

*“Since 2003 in all our lecturers’ surveys we have asked respondents if they have changed their teaching practice in the past two years. More than half of the respondents in all previous surveys answered positively to this question and 2009’s survey results follow this trend with a positive answer from two thirds of respondents”*

This continuing increasing trend also indicates a rising need for support from the Economics Network for academic staff.

#### Feedback

*“Economics Network representatives came to the department to give a presentation on Playing Games in Economics. As a result, specific games have been included in one of the units I am responsible for.”* (Workshop participant, 2009)

*“The workshops have provided good ideas for adapting the way units/tutorials were being delivered and a good idea of what other departments have had success with.”* (Quote from the Lecturers’ survey 2009)

*“In the long term (2009/10) I will consider: using wikis & blogs as assessment mechanism, using social networking with pre-entry students. In the short term (this year) I will: use social network to look at student support groups.”* (Lecturer, in response to how she was going to change her teaching practice following the eLearning Symposium, 2008)

*“I think many academics are put off exploring new technologies in their teaching by the perception that doing so is difficult and time-consuming, involving learning lots of complex new things; this was certainly true for me with podcasting until Bhagesh Sachania showed me how easy it in fact was when he ran a session on this at the Welsh Economics Colloquium earlier in the year.”* (Lecturer, University of Swansea, Sept 2007, now using podcasting in his teaching)

*“It was a very exciting day - so full of stimulating ideas and new horizons. It was wonderful to be in a group people of such varied ages and backgrounds but all so vibrant, committed and involved. Very heartening.”* (Workshop participant from Green Economics workshop, March 2007)

## Conferences

The Economics Network has held a biennial two-day conference since 2001. This attracts some 120 delegates each time, with enough high-quality papers and workshops to run four parallel streams. 100% of delegates from the 2007 and 2009 conferences rated keynotes as good or excellent and would encourage colleagues to attend.

## 4. Evidence base: surveys and evaluation

### Surveys

A key focus of the Economics Network over the past 10 years has been developing a comprehensive evidence base to inform the planning of departments and, along with key stakeholders, to inform the Economics Network's own planning.

Since 2001 the Economics Network has undertaken 5 student surveys with over 10,000 respondents (an approximate response rate of 7.5% for each survey), 5 lecturer surveys with 741 respondents (an approximate response rate of 8.8% for each survey).

These surveys provide a much richer source of information than that provided by the NSS, as most of the questions give students the opportunity for comment. Each department gets a confidential report on its results, along with the open-access national results. These are then often used as a basis for CPD within the department.

The Economics Network has also undertaken 2 alumni surveys (a total of 749 respondents) and 2 employer surveys (36 respondents) and a total of 15 focus groups.

*"We have examined the data from three sources: the NSS, the Economics Network Student Survey, and the Economics Network Focus Group. Together these provide a body of evidence to identify where the key issues lie and motivate the discussion as to the way forward in addressing our students' concerns."* (Associate, 2010)

*"Many thanks for sending us the results of the survey. Very interesting and useful material and I am sure it will help in our revalidation of the Economics programme this year."* (Head of Department, 2010)

*"The survey results will be extremely useful for us, and we will certainly be incorporating these findings into our review."* (Head of Department, 2010)

### Student focus group scheme

#### Evaluation

The Network is in its sixth year of using an external evaluator. Recent external evaluation methodology is of a participative nature and focused on the impact of particular areas drawing on and supporting the Network with its own surveys, but also using user interviews and focus groups. This method of evaluation has been very successful in helping the Network focus on particular areas and impact, and evaluate new initiatives and ways of working.

Evaluator reports are always considered by the Network's Advisory Group and help to complete the loop in formative evaluation.

Examples of impact include a focus for the Economics Network on: GTA and New Lecturer support and how this complements institutional; those who don't engage with the Economics Network and

linking research and teaching; a focus on utilising sustainable and effective networks to support the economics community; supporting the international community of lecturers and students in economics.

## 5. Developing networks

Developing networks to build capacity and sustain interest and enhancements in student learning have been a key feature of the Economics Network strategy. The Network has reached out not just to Key Contacts (from each department teaching economics) and Heads of Department, but also to enthusiasts (our Associates) whose expertise can be called upon in supporting the community, as well as the research community through our sub-discipline-focused TRUE OER project.

### TRUE OER Project

Following the successful development of a Health Economics Education Group and wiki, the Economics Network has developed 14 further sub-discipline wikis as part of the JISC/HE Academy Open Educational Resources project. The new sub-discipline resource areas have already engaged new people and discipline areas with the learning and teaching agenda in general, and more specifically with sharing teaching and learning resources and ideas. The project taps into established research groupings and is an excellent medium for making the link between research and teaching. The sub-discipline leaders are all renowned researchers in their field and are happy to lead a teaching strand at a research conference in their field.

There have been over 400 submissions of materials to date (many times the 360 credits worth of material required by JISC/the Academy).

### Associates

The Economics Network has 29 Associates. They all have some particular expertise in some aspect of learning and teaching in economics. They run events and attend meetings on our behalf. We have an annual Associates conference to share and develop ideas of deepening the Network and its activities. The National Teaching Fellows in economics are also Associates.

*“The associate directors and associates are already playing a crucial role in extending the Network’s reach beyond the central team and helping to develop a sustainable, distributed model. This is providing increased activity and engagement within departments, together with alternative perspectives, which will certainly add value.”* External Evaluator’s report, July 2007

### Key contacts

The Network has a key contact in every department/school (96 in total) and engages with them on a number of levels, including: paper newsletters, email updates and, from 2005/6, an annual meeting with an opportunity to feed into the Network’s annual planning process. In 2008, a system of 17 regional network co-ordinators was established. Their role is to keep in contact with the key contacts in their area and to feed back information to the centre, to help in the organising of local events and to support the work of key contacts in their departments. The regional network co-ordinators have brought enthusiasm to the network in disseminating ideas and practice.

## The academic community

The Network has 998 individual academics on its discussion list, who also receive a monthly news update. There is also an Education for Sustainable Development discussion group list with 95 members. The Network also has 274 subscribers to its journal IREE, 144 subscribers to its journal Computers in Higher Education Educational Review (CHEER) and 428 subscribers to its paper newsletter.

## 6. Student engagement and student learning

A focus on improving the student experience by involving students has been a key success of the Economics Network. Since 2001 the Network has undertaken biennial student surveys and annual student focus groups to understand the economics students' experience both across the community and at a departmental level. Five student surveys have been undertaken since 2001 with a total of over 10,000 respondents. Individual confidential reports have been returned to departments to support internal planning and provide more detail to National Student Survey results.

*"I'm glad you are taking the time to think of our feelings, Economics is an important subject and I hope you can use this to improve the quality of the learning for future student."* (Student, student survey 2006)

*"Many thanks for sending us the results of the survey. Very interesting and useful material and I am sure it will help in our revalidation of the Economics programme this year."* (Head of Department, 2010)

*"The survey results will be extremely useful for us, and we will certainly be incorporating these findings into our review."* (Head of Department, 2010)

### Student placements

The Economics Network is in its second year of employing a student placement to work on its *Why Study Economics?* website for prospective students and its new website *Studying Economics* for current students. The scheme so far has proved extremely successful, allowing the Network to work more closely with students, including providing resources for students by students. The current student placement officer is sponsored by the Royal Economic Society.

### Websites

The Economics Network has been running the *Why Study Economics?* website, designed to encourage students to study economics at HE level, since 2004. The site also supports student transition from school/college to higher education. Building the site has enabled us to engage with many undergraduates in producing videos and diaries for the site. We have also engaged with alumni in producing information about specific jobs for economics graduates.

*"What is particularly good is the site – Why study economics? – I thought that was really colourful and it's a great design for students so we've put a link to that from our blackboard site. We recommend the use of the site to students"* (Lecturer, External Evaluator report, 2007)

The *Studying Economics* website, developed by our Student Placement Officer, was launched in September 2009. This is designed to directly support undergraduate study of economics. Although there is deliberately no specific course content on the site, it provides a range of other resources, from study tips, information on module choices, support in writing a dissertation, careers information, help in setting up a student economics society, data and research sources, information on work experience and placements.



Both websites are sponsored by the Royal Economic Society and the Studying Economics website is run, and consists of materials largely designed, by students. The sites have grown rapidly in popularity, with 420,505 successful page requests for Why Study Economics? during 2008/09 and 181,925 successful page requests to date for the newly launched Studying Economics.

### **Student essay competition**

The Economics Network has also run an annual student competition since 2005, which provides another opportunity for economics students to voice their opinions on their learning experiences. In 2008/9 there were 52 entrants who addressed the question 'How would you make difficult economics easier to learn?'

*"I liked the idea of being able contribute to the successful teaching of economics, and thus providing a student's viewpoint of what makes the best learning experience in economics and having it recognised seemed an attractive prospect".* (Student Competition winner, 2008)

### **Student focus group scheme**

In 2010 the Economics Network launched a student focus group scheme, taken up by 11 departments to date, exploring issues from the Economics Network own survey as well as the NSS. Each focus group has explored issues relevant to the specific department, including assessment and feedback, student engagement, and teaching and learning. Follow-up support, including departmental workshops, is already being planned.

*"It [the student focus group] has already been exceptionally useful... there is an important and focused meeting of the department with School representatives on Thursday during which some of the themes which came up will be discussed."* (Key Contact, 2010)

*"We have examined the data from three sources: the NSS, the Economics Network Student Survey, and the Economics Network Focus Group. Together these provide a body of evidence to identify where the key issues lie and motivate the discussion as to the way forward in addressing our students' concerns. The first step in this process is that we are hosting a workshop here ..., supported by the Economics Network, to present this data and explore possible strategies for improving our assessment and feedback support."* (Associate, 2010)

## **7. Supporting projects and initiating curriculum change**

The Economics Network funds and supports a large range of projects, with a focus on curriculum change.

### **Directly funded learning and teaching development projects**

These small projects of up to £5000 concern the development, implementation and evaluation of innovative approaches to teaching, learning and assessment in Economics Higher Education. 41 have been funded since the programme began in 2004/5.

Many innovations and solutions have resulted from these projects that the Network has then been able to disseminate across the community. Project holders present their findings at an annual 'Partners and Projects' workshop and at our biennial Developments in Economics Education conference. These workshops often result in collaborative follow-up across different university departments. Each project is assigned a mentor, usually with prior project experience. Many of the mentors are Associates.

*"It would not be possible without the network. My university operates on the principle that if someone outside will fund something, then they will too."*

*"There are 3 or 4 people in my department who would not be doing pedagogical research without the mini [learning and teaching development] projects. Now we are thinking of setting up an applied centre for pedagogical research in economics".*

(Learning and Teaching Development Project holders 2006/07, External Evaluator report 2007)

Many of the Network's ongoing programmes of the Learning and Teaching Development Project consult students about their learning experiences as part of project evaluation:

*"I feel the games have helped me a great deal as they enabled me to see the theory in action and made it more memorable."*  
(Using games in teaching project, student feedback, case study 2009)

*"Sometimes I find certain theories or concepts very difficult to understand properly when being taught in a normal lecture. However the games present me with a much greater sense of understanding and relating them to current issues or giving examples makes it easier for me to learn and remember"* (Student on module where games have been introduced as part of a Learning and Teaching Development Project, 2009)

*"It is good to visualise real life examples and to chain them to theory"*

*"One picture says a thousand words"*

*"It bring the very relevant aspect of behavioural economics into the picture"*

*"It's the best session I have ever had"*

(Teaching and learning economics through cinema project, student feedback, case study 2008)

*"All PBL tasks were completed on time throughout the year by student groups...Both the minutes of the Staff-Student Consultative Committee meetings and the 'Student Evaluation of Teaching' report (both procedures facilitate the University's official monitoring of teaching quality) are very positive about the Micro 1 module."* (Final Learning and Teaching Development Project Report, July 2007).

### **Externally or Academy centrally funded projects**

The Economics Network has provided extensive support for the four Economics FDTL5 projects, including workshops, a dedicated part of the website, specific sessions at our conference. It has also supported a joint dissemination project (FAME) for the four projects, including case studies from lecturers on the uses of the outputs of the four projects.

The Economics Network has also supported a project, funded by the FDTL5 programme, to analyse European economics curricula at undergraduate and postgraduate level. The project will then share the findings with both UK and European departments.

The Economics Network has undertaken 3 JISC DEL I eLearning projects and 4 DEL II eLearning projects. The Network has also been one of the partners in the Academy/JISC eLearning Collaborative Approaches to the Management of eLearning (CAMEL) project 2008, as well as undertaking a Learning Technology Enhancement project Academy/JISC in 2009/10.

## 8. Working with stakeholders

Employers, professional bodies and stakeholders are all represented on the Economics Network Advisory Group, feeding into the Network's strategy and planning.

### Employers survey

During 2006/7 the Economics Network, in partnership with the Royal Economic Society (RES), commissioned a survey of key employers of economics graduates. This survey identified employers' requirements in terms of graduate skills and mapped these against the 2006 revised Quality Assurance Agency (QAA) Economics Benchmark Statement.

The results of the survey have been used for a number of workshops, both national and departmental, and a paper was delivered jointly with the Government Economic Service at the RES annual conference in 2008.

### Joint events with employers

The Network has contributed towards the annual RES employment event at the Treasury for final-year economics students.

It has also run work-based learning events at the HM Treasury.

In 2010, it ran a highly successful event in Edinburgh with fourth year undergraduates and a young economist employed at the Government Economic Service in Scotland. This was a joint event with the GES and the Scottish Economic Society.

### Work with professional bodies and subject associations

The Economics Network has regular teaching session slots at the biennial Welsh Economics Colloquium and the annual Scottish Economic Society conference. The Network also co-runs an annual conference for prospective economics students with the Scottish Economic Society. The 2009 event had over 300 student participants.

The Royal Economic Society and the Scottish Economic Society sponsor the Economics Network's GTA/New lecturer programme, and the Royal Economic Society part-funds a student placement working on the Economics Network's two student websites.

The Network Director is a member of CHUDE, the Conference of Heads of Departments of Economics, and sits on its Steering Group. Amongst many other things, the Steering Group revised the QAA Economics Benchmark Statement. The Economics Network has a standing agenda item at both the main meeting and the Steering Group meeting and this is used to inform CHUDE of Network activities and engage with CHUDE on a range of development issues.

*"John Sloman's membership of CHUDE was felt to be very helpful and the Network was seen as having a facilitative role, helping to keep in touch with departments and colleagues and working in partnership on this with CHUDE."* (External Evaluator's report, July 2007).

## 9. Research into economics learning and teaching

The Network publishes two peer-reviewed journals, the *International Review of Economics Education (IREE)* and *Computers in Higher Education Economic Review (CHEER)*. Both journals are available both electronically and in a paper version.

There are 274 subscribers to the paper copy of IREE and 144 subscribers to the paper copy of CHEER. Numbers of accesses to the two journals on our website are particularly high, for example 227,897 successful page accesses for CHEER during 2008/9, and 117,346 for IREE.

CHEER was established in 1989. It was originally published by the CALECO group at Portsmouth University, then jointly with the CTI centre in Economics, then with LTSN Economics, and is now published solely by the Economics Network. It is published annually.

IREE (an international peer-reviewed journal that promotes research into effective learning and teaching in economics in higher education) was first published in 2003 once a year, moving to 2 issues a year since 2005 (total of 13 issues and 66 articles).

*“The IREE articles have helped me change the content of the macroeconomics module which I teach.”* (Lecturer, Lecturers’ survey 2009)

*“I tried out my first ‘new’ material on my first year EBG102: ICT & Study Skills for Business and Economics module last Friday, using an idea that I’d originally come across in a paper ... in the latest issue of the International Review of Economics Education.”* (Lecturer, Case study November 2007)

*“As I go through the challenging experience of teaching intermediate microeconomics for the first time, I keep looking for good ideas on how to improve students’ learning and motivation. Today, I found a very inspiring article in the International Review of Economics Education ... IREE Volume 6 Issue 1, 2007.”* (Finnish Lecturer on blog <http://endogenouspreferences.wordpress.com/2008/02/13/internationalising-intermediate-microeconomics/>, February 2008)

A citation-based appraisal of three pedagogic journals in the area of economics, *Journal of Economic Education (JEE)*, a prestigious US-based journal running for thirty years, and the 21st century *Journal of Economics and Finance Education (JEFE)* and the Economics Network’s *International Review of Economics Education (IREE)* found that IREE had a similar citation impact as JEE and ‘both the JEE and the IREE have had a significantly greater impact than the JEFE’. See: <http://www.economicsnetwork.ac.uk/iree/v7n1/mixon.pdf>.

## 10. Celebrating excellence and raising that status of teaching

Since 2001 the Network has had an annual teaching awards programme to recognise and reward exemplary practice from within the UK academic economics community. Awards are given under three categories: Outstanding Teaching, Student Nominated and eLearning. There has been a total of 37 winners and 30 commendation award holders (and over 100 nominations).

Iain Long, LSE – the 2008 winner of the Outstanding Teaching Award commented on his award:

*“As a young economist starting out in his career, winning the Outstanding Teaching Award means a great deal to me. When I won the award, I had only been teaching for two years. When I started, I was determined to be the kind of teacher that I liked as an undergraduate: engaging, interested and conscientious. The award was an extremely strong signal that I*

*was on the correct track. It has given me much greater confidence to offer suggestions on departmental teaching policy, and has significantly raised my profile within the London School of Economics.”*

Outstanding Teaching Award winner 2007 Robert Hoffman said:

*“I am very pleased that high-quality teaching is increasingly being recognised as a key part of an academic's job. This type of award and similar initiatives within the higher education sector will provide the right individual incentives to help us continue to meet the expectations of students and their future employers.”*

Professor David Paton, Head of the Industrial Economics Division at Nottingham University Business School, said:

*“We are very proud of the quality of our economics courses here in the Business School and I am absolutely delighted that Rob has received the Economics Network award. Everyone in the School already knows what an excellent teacher Rob is, but to have this recognised by such a prestigious national award is just tremendous.”* (University of Nottingham Press release 2007)

The Network’s annual award scheme also not only engages many individuals in its nomination process (including students), but also Heads of Department who are required to provide supporting statements for nominations. This also raises the profile of award winners at an institutional level.