

Effective Economics Teaching in Higher Education

Residential workshop for new and aspiring lecturers

Date: 18th – 19th October 2013

Venue: University of Manchester, University Place, Room 6.207

FRIDAY

10.15 – 10.30	Registration and refreshments	
10.30 – 11.30	Welcome, introductions and overview of the workshop	Ros O’Leary, Alvin Birdi (EN)
11.30 – 12.30	Making your lectures more effective	John Sloman (EN)
12.30 – 13.15	Lunch	
13.15 – 13.45	Making your lectures more effective (cont)	Ros O’Leary / John Sloman (EN)
13.45 – 15.15	Seminars and small group teaching	Caroline Elliott (Lancaster University)
15.15 – 15.30	Refreshments	
15.30 – 16.00	Synthesising teaching and research	Alvin Birdi (EN)
16.00 – 17.30	Classroom experiments and games	Jon Guest (Coventry University) and John Sloman (EN)
17.30 19.30	Close of day 1, check in at hotel Dinner	

SATURDAY

9.00 – 10.30	Effective assessment and feedback	Alvin Birdi (EN)
10.30 – 10.45	Refreshments	
10.45 – 12.15	Alternative use of lecture time	Guglielmo Volpe (Queen Mary, University of London) and Ralf Becker (University of Manchester)
12.15 – 12.40	Planning ahead	Ros O’Leary
12.40	Lunch and depart	





About us!

The Economics Network is supported by the Royal Economic Society, the Scottish Economic Society, the University of Bristol, the London School of Economics, the University of Exeter and over forty other economics departments across the UK.

The Economics Network **aims to enhance the quality of learning and teaching throughout the higher education economics community.**

The EN strategic aims give an overview of our work:

EN1 To share and promote effective practice and innovation in economics higher education teaching through:

- i) a Graduate Teaching Assistant and New Lecturer workshop programme linked to the UK Professional Standards Framework
- ii) a comprehensive website of resources
- iii) a conference to engage practitioners
- iv) the maintenance of the network of associates and key contacts
- v) an annual awards scheme to reward individual excellence in learning and teaching

EN2 To identify, develop and disseminate evidence-informed approaches to teaching and learning of economics through:

- i) the undertaking/commission of original research into economics education
- ii) the maintenance of links with the International Review of Economics Education journal
- iii) an evidence-focused strand within the conference



New Lecturer Workshop – Guide for participants

The Economics Network's New Lecturer workshop has been developed in consultation with a network of experienced economics lecturers from across the UK. The workshop has also been developed with reference to the UK [Professional Standards Framework](#), and as such should complement any central institutional lecturer training you may engage with.

Economics Higher Education Teaching in the UK

Economics undergraduate teaching in the UK usually consists of the following for each module or unit:

- One or more lectures (large group teaching) per week – which is usually a talk or a presentation but can involve interaction and activities.
- Weekly or fortnightly seminars (small group teaching) - which often focus on economic papers, problem sets or activities to deepen students' understanding of the module subject.
- Assessments – including formative assessment (where students receive feedback but the mark does not formally count) and summative assessment (where the mark does count). Typically, economics summative assessments consist mostly of end of term written exams, but can also include coursework (such as essays) and other activities such as wikis, projects, online tests etc.
- Independent study by students (including formative assessment activities and reading etc). Most economics students are expected to spend around 70% of their overall study time engaged in independent study. A key component of designing and delivering a course is to structure and motivate this independent work.
- There might be additional computer labs, exercise lectures, clinics, drop-in sessions or other support sessions aimed at providing practice at key skills and techniques employed in the module.

In terms of the overall design of economics courses and programmes, you need to be aware of the national framework that shapes the structure and content of curricula provided by the Quality Assurance Agency (QAA), the regulatory body for UK HE institutions. The QAA economics subject benchmark statement provides guidance about the aims of degree programmes in economics, and specifies the subject knowledge and the subject-specific and other skills that students are expected to accrue during their studies. The economist's way of thinking and the importance of transferable concepts are also emphasised.

Key resources/reading:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Economics.aspx>

Workshop content

Making your lectures more effective

In Economics, lectures remain the key way ideas and knowledge are disseminated to students and where students are guided and motivated. However, the temptation by many lecturers is to focus on covering content rather than engaging students more deeply in learning. The key objectives of this session include how to effectively give a lecture or a talk, but also how to engage students more actively in their learning during (and before and after) a lecture.

Key resources/reading:

Sloman, J. and Mitchell, C. (2002). Lectures. In *Handbook for Economics Lecturers*. Economics Network. URL: <http://www.economicsnetwork.ac.uk/handbook/lectures/>

Bligh, D.A. (2000). *What's the Use of Lectures?* California: Jossey-Bass.

Seminars and small group teaching

This session focuses on how to make seminars and small group teaching more interactive, and equip students with not only the knowledge but also the skills of an economist. Evidence tells us that active learning in small group settings is one of the most effective settings for deep learning to take place. It is also a very expensive type of learning provision. To make these important sessions more effective, this session explores best practice in small group settings as well as common problems encountered in seminars and practical solutions.

Key resources/reading:

Taylor, R. (2002). Seminars. In *Handbook for Economics Lecturers*. Economics Network. URL: <http://www.economicsnetwork.ac.uk/handbook/seminars/>

Volpe, G. (2002). Case Studies. In *Handbook for Economics Lecturers*. Economics Network. URL: <http://www.economicsnetwork.ac.uk/handbook/casestudies/>

Alternative use of lecture/teaching time

In order to engage students more deeply with their learning, lecture time could be used for quite different (and active) methods of teaching and learning. Technologies such as lecture capture make for a range of possibilities. This session will explore some examples of creative use of lecture time, such as 'Flipping the classroom' and designing courses using 'Problem Based Learning'.

Key resources/reading:

Becker, R. (2013). Making quant tutorials work! DOs and DON'Ts of classroom inversion? Developments in Economics Education conference 2013. Economics Network, URL: <http://www.economicsnetwork.ac.uk/dee2013/presentations>

Becker, R. (2013). What is class contact for? Developments in Economics Education conference 2013. Economics Network, URL: <http://www.economicsnetwork.ac.uk/dee2013/presentations>

Forsythe, F. (2010). Problem Based Learning. In *Handbook for Economics Lecturers*. Economics Network. URL: <http://www.economicsnetwork.ac.uk/handbook/pbl/>

Classroom experiments and games

Games and experiments can be used in both lecture and seminar time to actively involve students in some very memorable learning. This session is a practical session where participants play some economics games they can try out with their own students.

Key resources/reading:

Balkenborg, D. and Kaplan, T. (2019). Economic Classroom Experiments. In *Handbook for Economics Lecturers*. Economics Network. URL: <http://www.economicsnetwork.ac.uk/handbook/experiments>

Economics Classroom Experiments. Wikiuniversity. URL: http://en.wikiuniversity.org/wiki/Economic_Classroom_Experiments

Effective assessment and feedback

Assessment is not only about measuring individual learning and knowledge at the end of module or programme but is also about providing students with feedback on how they have done and how they can improve. This session explores good design in assessment tasks and how to use assessment to encourage critical reflection and improve learning in a course

Key resources/reading:

Miller, N. (2002). Alternative Forms of Formative and Summative Assessment. In *Handbook for Economics Lecturers*. Economics Network. URL: <http://www.economicsnetwork.ac.uk/handbook/assessment/>

Watkins, R. (2005). Alternative Forms of Formative and Summative Assessment. In *Handbook for Economics Lecturers*. Economics Network. URL: <http://www.economicsnetwork.ac.uk/handbook/groupwork/>

Bloxam, S. and Boyd. P. (2007) *Developing Effective Assessment in Higher Education*. McGraw Hill.

Synthesising teaching and research

Teaching and research often feel like two very conflicting activities. This short session is intended to invite you to consider two issues: how to manage your teaching so that you create space for your research and using your teaching as an input into pedagogical research.

Key resources/reading:

Cannon, E (2011) Does Downloading Power-Point Slides before a Lecture Lead To Better Student Achievement? *International Review of Economics Education*. 10(1), p. 83 – 89.

Further references

- Anderson, L. & Krathwohl, D. (eds.) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- Brookfield, S.D. and S. Preskill (1999). *Discussion as a Way of Teaching: Tools and Techniques for University Teachers*. Buckingham: SRHE and Open University Press.
- Brown, S. and P. Knight (1994) *Assessing Learners in Higher Education*. Kogan Page.
- Entwistle, N. (2009). *Teaching for Understanding at University*. Palgrave Macmillan: Basingstoke.
- Exley, K and R. Dennick (2004). *Small Group Teaching*. RoutledgeFarmer.
- Fry, H., S. Ketteridge and S. Marshall (2008). *A Handbook for Teaching and Learning in Higher Education*. Kogan Page.
- Morss, K. and R. Murray (2005). *Teaching at University*. Sage.
- Northedge, A. (2003). Enabling Participation in Academic Discourse, *Teaching in Higher Education*, 8:2, 169-180
- Race, P. (2006) *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*. London: Routledge.
- Schunk, D. (2011). *Learning Theories: An Educational Perspective* . Pearson.
- Strawson, H., S. Habeshaw and T. Habeshaw (2013). *53 Interesting Things To Do in your Seminars and Tutorials*. Allen and Unwin.
- Tiberius, R. (2012). *Small Group Teaching: A troubleshooting guide*. Routledge.

Economics Network

Websites and Resources for New Lecturers

Resources for lecturers

The Economics Network website (www.economicsnetwork.ac.uk) has a wide range of resources for lecturers – below are a few that you might find useful.

The Handbook for Economics Lecturers

The handbook offers a set of guides for economics teachers, covering all aspects of teaching from lecturers and seminars to assessments and course design.

Each chapter is written and edited by academic economists with expertise and experience in a particular area of learning and teaching practice. (<http://www.economicsnetwork.ac.uk/handbook>)

Section 1: Teaching Editor: Peter Davies	<ul style="list-style-type: none"> Lectures – John Sloan and Chris Mitchell Seminars – Rebecca Taylor Problem-based Learning – Frank Forsythe Case Studies – Guglielmo Volpe Groupwork and Assessment – Rob Watkins Using the Web to Teach Economics – Martin Poulter and Douglas Chalmers Undergraduate Research in Economics – Eirwenne McGoldrick Teaching Heterodox Economics Concepts – Andrew Meaman Threshold Concepts in Economics – Peter Davies and Jan Morgan Undergraduate Dissertations in Economics – Peter Smith Motivating International Students – Margarida Dolan and Irene Macias Economic Classroom Experiences – Dieter Balkenborg and Todd Kaplan Sustainability in Economics – Andrew Meaman and Anthony Runridge
Section 2: Assessment Editors: John Hoarson and David Whigham	<ul style="list-style-type: none"> Alternative forms of formative and summative assessment – Nigel Miller Rigorous, Genuine, Detection and Prevention – Jeremy B. Williams
Section 3: Course Design Editor: David Hewlands	<ul style="list-style-type: none"> Designing undergraduate degree programmes – Rebecca Taylor
Section 4: Evaluation Editor: David Hewlands	<ul style="list-style-type: none"> Questionnaires – Nigel Miller

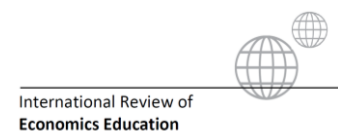
Reflections on Learning



This section of the website contains over 170 individual case studies on teaching and learning. Each case study is an example of innovative methods that can easily be integrated into your teaching –including classroom games, eLearning ideas and alternative learning approaches, such as problem based learning. There is even a specific section for new lecturers. (<http://www.economicsnetwork.ac.uk/showcase>)

The International Review of Economics Education (IREE)

The Economics Network produces an international peer-reviewed journal, which presents and promotes research into effective learning and teaching in economics higher education. Through IREE you can learn about recent developments, ideas and discussions in economics teaching. (<http://www.economicsnetwork.ac.uk/iree>)



Other Open Educational Resources

We have a number of other open educational resources for economics lecturers, such as the following EN projects:

DeSTRESS: <http://destress.pbworks.com/w/page/42308116/Welcome>

TRUE: <http://www.economicsnetwork.ac.uk/projects/oer>

METAL: <http://www.metalproject.co.uk/>

Economics Book Catalogue

This area of the website categorises over 7000 books by subject and level, and offers 3000 online previews. (<http://www.economicsnetwork.ac.uk/books/>)

Assessment Question Bank

More than 1300 questions and problems sets are available in the question bank. This is a password protected area of the website, which allows you to assemble, view and print exams or tests for economics students.

(<http://www.economicsnetwork.ac.uk/qnbank/>)

Assessment Question Bank

Up: Home > Learning Materials

This is an archive of assessment questions submitted by the economics academic community, from which you can assemble, view and print exams or tests.

It now has 726 multiple-choice and 577 essay questions, plus more than 100 problem sets. There are 1057 registered users.

Try the Question Bank Taster with a search term:

Search

Essay Questions | MCQ/MRQ

Other Online Learning and Teaching Materials

The Economics Network website also offers a range of teaching materials, including slides, worksheets, videos and assessment material. All of this is free to download and can help you to develop your teaching.

Resources for your students

The Economics Network also runs a student website (www.studyingeconomics.ac.uk), which offers economics students advice on studying, dissertations and exams and careers.

This website is a good place to direct your students, as the information it contains is designed specifically for economics students.

The website also contains materials that your students might find useful, such as the Maths for Economists leaflet, which sets out the mathematical principles and formulae that economics students need during their degree.

Paper copies of this are available through the Network (subject to availability) or the leaflet can be freely downloaded at:

http://www.economicsnetwork.ac.uk/themes/math_s_formula_sheet.pdf.

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Departmental Subscription to the Economics Network

The Economics Network is supported by the Royal Economic Society and Scottish Economic Society. In addition, since 2012, a number of UK higher education economics departments have **committed funds to the Network through a subscription model** established by CHUDE. This funding allows us to **offer key activities to the HE economics community and specific services to subscribing departments.**

If your department is a member institution, you will have access to the following benefits and services for members:

Events:

- Priority access and booking, plus discounted rates at EN events, including workshops for new lecturers, the Developments in Economics Education conference and other one day conferences.
- Advice, support and consultancy for internal departmental workshops and away-days.

Working with central staff development units:

- The EN will liaise with subscribing institutions to negotiate economics lecturers' exemption from parts of institutional Teaching and Learning in Higher Education (TLHE) training programmes if they attend our training workshops.

Research activity and resources:

- Opportunity to be involved in EN research activities, for example our current collaborative project involving 22 UK universities (see www.economicsnetwork.ac.uk/projects/research2013 for more information).
- Priority access to unique research and data resources requested by subscribing departments to support them in planning their teaching (e.g. summary KIS data for economics).

Working with the economics community to promote and enhance economics HE provision:

- Collaborative initiatives and events with employers (e.g. the GES) and other key stakeholders.
- We take an active part in CHUDE (Conference of Heads of University Departments of Economics) through its Steering Group and main meetings.
- Involvement and contributions to key conferences, for example RES and SES.

Publicity of your department and its support of the Economics Network:

- On the EN's website and on your own departmental website, using our logo.

Communications:

- Dedicated email communications to subscribing institutions giving early notification about EN events, resources and initiatives.

If you **wish to find out more about the EN subscription**, a **full information pack** is on our website. Alternatively, please **contact Ashley** (email: ashley.lait@bristol.ac.uk or tel: 0117 3314333).



SCOTTISH ECONOMIC SOCIETY



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