

Economics education in the Covid-19 pandemic: what was done and what should be done

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In this paper we develop an analysis of how teaching, learning, and assessment practices in Economics have been adapted in response to the Covid-19 pandemic. The analysis draws on semi-structured interviews conducted with key role-holders who were responsible for reviewing, re-designing and implementing changes to teaching practice over the academic years 2019-20 and 2020-21 in a range of university departments, schools, and units offering Economics courses in the United Kingdom.

The analysis is developed through thematic analysis, where we explore: (i) the degree of autonomy delegated to individual teaching units over the process of adaptation of teaching practice, (ii) the tension between process-driven approaches versus pedagogical enhancement approaches, (iii) barriers and enablers to the implementation of a desired response, and (iv) elements of innovative practice that are planned to be retained at the end of the social distancing restrictions.

In the final part of the paper, we consider the elements of innovative practice as identified by the respondents and we map such elements to recognised frameworks for blended learning practice with the aim of identifying to what extent innovative practice in Economics education has aligned with the principles advocated by mainstream pedagogical research.

Finally, we compare and contrast the practices emerging from our analysis with those outlined in the Economics Network Virtual Symposium held in 2020 to investigate the emergence of specific elements of good practice in Economics education in the aftermath of the Covid pandemic.