

CTREE 2024

The 13th Annual Conference on Teaching
and Research in Economic Education (CTREE)

Plenary Speakers



Peter Arcidiacono
Duke University



Sarah Turner
University of Virginia



Raphael Bostic
Federal Reserve Bank of Atlanta

May 29–31, 2024
Loews Atlanta Hotel, Atlanta, GA



Sponsors:

AEA Committee on Economic Education
Journal of Economic Education

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

AEA Committee on Economic Education members

Tisha L.N. Emerson, Chair of AEA Committee on Economic Education, East Carolina University
Laura Ahlstrom, Oklahoma State University
Sam Allgood, University of Nebraska, Lincoln & Journal of Economic Education
William Bosshardt, Florida Atlantic University
Avi Cohen, York University
Irene Foster, George Washington University
Gail Hoyt, University of Kentucky
Emily Marshall, Dickinson College
James Peyton, Highline College
Scott Simkins, North Carolina A&T University
Justin Wolfers, University of Michigan
Scott Wolla, Federal Reserve Bank of St. Louis
KimMarie McGoldrick, ex-officio, University of Richmond & Journal of Economic Education

Conference Organizing/Steering Committee

Tisha L.N. Emerson, Chair of AEA Committee on Economic Education, East Carolina University
William Bosshardt, program chair, Florida Atlantic University
Gail Hoyt, University of Kentucky
Scott Simkins, North Carolina A&T University
Rebekah Loftis, American Economic Association
Paityn Younger, American Economic Association
Peter Rousseau, American Economic Association/Vanderbilt University
KimMarie McGoldrick, past Chair of AEA Committee on Economic Education, University of Richmond & Journal of Economic Education

Caylee McCormick from the American Economic Association handled the registration, Paityn Younger manages the many details of the meeting, and Susan Houston designed and updated the printed program, and dealt with all postings regarding the conference on the AEA Committee on Economic Education webpage.

Conference on Teaching & Research in Economic Education May 29-31, 2024 • Loews Atlanta Hotel

Schedule of Events

May 29

10:00 am – 1:00 pm	Registration Desk and Exhibits Open
1:00 – 2:30 pm	Welcome and Plenary Session 1 (Sarah Turner, University of Virginia)
2:30 – 3:00 pm	Coffee Break
3:00 – 5:00 pm	Concurrent Sessions (Block A)
5:30 pm	Participants walk (3-5 minutes) to Federal Reserve Bank of Atlanta
5:45 – 8:15 pm	Federal Reserve Bank of Atlanta Dinner and Plenary Session 2 (Raphael Bostic, Federal Reserve Bank of Atlanta)

May 30

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 am – 1:00 pm	Concurrent Sessions (Block C)
1:00 – 2:30 pm	Lunch
2:30 – 4:30 pm	Concurrent Sessions (Block D)
5:00 – 6:30 pm	Publishers' Reception
Dinner	Participants on Their Own

May 31

7:30 – 8:30 am	Continental Breakfast
8:30 – 10:30 am	Concurrent Sessions (Block E)
10:30 – 11:00 am	Break
11:00 am – 12:30pm	Closing and Plenary Session 3 (Peter Arcidiacono, Duke University)

Wednesday, May 29, 2024

10:00 am – 1:00 pm Registration Desk Open
10:00 am – 1:00 pm Exhibits Open

Room: Ellington Ballroom Pre-function
Room: Overlook East & West

1:00 – 2:30 pm

Room: Salon DEF

WELCOME from Tisha Emerson, East Carolina University, and Chair of the AEA Committee on Economic Education

PLENARY SESSION 1

Presiding: WILLIAM BOSSHARDT, FLORIDA ATLANTIC UNIVERSITY
SARAH TURNER, UNIVERSITY OF VIRGINIA – TBA

2:30 – 3:00 pm Coffee Break

Room: Overlook East & West

SESSION A: 3:00 – 5:00 pm

3:00 – 5:00 pm

Room: Salon C

Session A1: Peers and Groups

Presiding: JUSTIN JARVIS, UNIVERSITY OF ARIZONA

BEN SMITH, UNIVERSITY OF NEBRASKA AT OMAHA and JADRIAN WOOTEN, VIRGINIA POLYTECHNIC INSTITUTE – Bias in Peer Grading and a Generalization to the Rubric-Based Estimator

JOHN GUEST, ASTON UNIVERSITY and ROBERT RIEGLER, ASTON UNIVERSITY – Does the Design of Peer Evaluation Schemes Matter? An Investigation into the Implications of Using Fixed vs Variable Point Approaches

EVELYN NUNES, VIRGINIA COMMONWEALTH UNIVERSITY – Do Peer Review Assignments Work in Large Classrooms?

DEREK STIMEL, UNIVERSITY OF CALIFORNIA, DAVIS and JANINE WILSON, UNIVERSITY OF CALIFORNIA, DAVIS – Impact of Group Composition on Sense of Belonging in the Principles Classroom

Discussants:

JUSTIN JARVIS, UNIVERSITY OF ARIZONA

JULIE SMITH, LAFAYETTE COLLEGE

MONICA ESCALERAS, FLORIDA ATLANTIC UNIVERSITY

JOHN HARTMAN, UNIVERSITY OF CALIFORNIA, SANTA BARBARA

3:00 – 5:00 pm
Session A2: Games and Gamification Research

Room: Inman

Presiding: SAMANTHA SCHENCK, CENTRAL CONNECTICUT STATE UNIVERSITY

CHRIS WILSON, LOUGHBOROUGH UNIVERSITY and MATTHEW OLCZAK, ASTON UNIVERSITY – Class Experiments – F2F, Online, Synchronous? A Case Study Comparison
ANNA JASKIEWICZ, UNIVERSITY OF CALIFORNIA, SANTA BARBARA, DINGYUE LIU, UNIVERSITY OF CALIFORNIA, SANTA BARBARA, RUTH MORALES, UNIVERSITY OF CALIFORNIA, SANTA BARBARA, and JINGLAN ZHANG, UNIVERSITY OF CALIFORNIA, SANTA BARBARA – The Impacts of Leaderboards on Student Study Plans: Evidence from a Field Experiment
MARIA PSYLLOU, UNIVERSITY OF BIRMINGHAM – Escape the Classroom: A Game to Improve Learning and Student Engagement
YANG ZHANG, NATIONAL UNIVERSITY OF SINGAPORE – Shuffle, Play, Learn: Experiential Learning in Game Theory Using “Love Letter”

Discussants:

JOSH STAVELEY-O’CARROLL, BABSON COLLEGE
KAREN GEBHARDT, UNIVERSITY OF COLORADO BOULDER
MAHDI MAJBOURI, BABSON COLLEGE
ERIC CHIANG, UNIVERSITY OF NEVADA, LAS VEGAS

3:00 – 5:00 pm **Room: Salon AB**
Session A3: Large-scale Multi-site Studies in Economic Education: Past, Present, and Future (Panel)

Presiding: GEORGE ORLOV, CORNELL UNIVERSITY

MATTHEW ROUSU, SUSQUEHANNA UNIVERSITY
SYON BHANOT, SWARTHMORE COLLEGE
KATHERINE SILZ-CARSON, U.S. AIR FORCE ACADEMY
CARLOS CORTINHAS, UNIVERSITY OF EXETER
GEORGE ORLOV, CORNELL UNIVERSITY

3:00 – 5:00 pm **Room: Salon G**
Session A4: Using AI to Increase Student Learning: Lessons from Early Adopters (Panel Session)

Presiding: STEPHEN DELOACH, ELON UNIVERSITY

SIMON HALLIDAY, UNIVERSITY OF BRISTOL – Revolutionizing Teaching Economics Online with Artificial Intelligence: Leveraging Large Language Models (LLMs) for Enhanced Communication, Creativity, and Efficiency in Education
FLORENCIA GABRIELE, EMMANUEL COLLEGE – 10 Ways That Artificial Intelligence Can Help Make Economics Learning Easier

ZAHRA AKBARI, ELON UNIVERSITY – Does Using ChatGPT to Write Improve Students' Critical Thinking?

STEPHEN DELOACH, ELON UNIVERSITY – Using AI to Increase Critical Thinking in a Research Capstone Experience

3:00 – 5:00 pm

Room: Piedmont

Session A5: Workshop Session #1

3:00 – 3:50 pm: Let's Talk Economics: Public Speaking as a Powerful Teaching Tool

Presenter: GALIT EIZMAN, HARVARD KENNEDY SCHOOL

4:00 – 4:50 pm: "What Can We Do About Pollution?" A Simple Classroom Game for Teaching About Externalities

Presenter: STEPHEN DAY, VIRGINIA COMMONWEALTH UNIVERSITY

3:00 – 5:00 pm

Room: Salon H

Session A6: Teaching Economics Online – Beyond the Pandemic Pivot

Presiding: PARAMA CHAUDHURY, UNIVERSITY COLLEGE LONDON

MICHAEL ENZ, VIRGINIA TECH UNIVERSITY – Making Learning Stick in Online Education

PHIL RUDER, PACIFIC UNIVERSITY – Teaching Online with Team-Based Learning

RAMIN NASSEHI, UNIVERSITY COLLEGE LONDON – A Blended Format for Student Conferences: The Explore Econ Case Study

FABIO ARICO, UNIVERSITY OF EAST ANGLIA and PAUL COWELL, FORWARD COLLEGE – Making the Online Classroom Inclusive

Discussants:

FABIO ARICO, UNIVERSITY OF EAST ANGLIA

BRANDON SHERIDAN, ELON UNIVERSITY

PARAMA CHAUDHURY, UNIVERSITY COLLEGE LONDON

RAMIN NASSEHI, UNIVERSITY COLLEGE LONDON

Federal Reserve Bank of Atlanta Event – Pre-Registration is Required

5:30 pm Participants walk (3- 5 min) to Federal Reserve Bank of Atlanta

5:45 – 8:15 pm Federal Reserve Bank of Atlanta

Dinner

Plenary Session 2

Presiding: SAM ALLGOOD, UNIV OF NEBRASKA - LINCOLN

RAPHAEL BOSTIC, FEDERAL RESERVE BANK OF ATLANTA

Thursday, May 30, 2024

7:30 – 8:30 am Continental Breakfast

Room: Overlook East & West

Breakfast Affinity Groups: This is your chance to meet and discuss issues with your colleagues who have similar interests. Look for signs indicating the tables for the following groups.

Teaching track table #1

Teaching track table #2

Community college table

SESSION B: 8:30 – 10:30 am

8:30 – 10:30 am

Room: Piedmont

Session B1: UDL, PBL, Value Clarification, and SENCERizing

Presiding: WILLIAM GOFFE, PENN STATE UNIVERSITY

AMBROSE LEUNG, MOUNT ROYAL UNIVERSITY, LAVINIA MOLDOVAN, MOUNT ROYAL UNIVERSITY and MICHAEL ATA, MOUNT ROYAL UNIVERSITY – Teaching Economics in Higher Education with Universal Design for Learning

YAPRAK TAVMAN, ADREIAN GONZALEZ, ELEANOR JEW, JUDITH KRAUSS, and NING ZUE, all from THE UNIVERSITY OF YORK – Co-development of a Problem-Based Learning (PBL) Module in Economics in Partnership with Students

ASELIA URMANBETOVA, GEORGIA TECH – Making Introductory Economics Concepts Valuable and Important at the Personal Level Through Value Clarification Exercises

BASAK HOROWITZ, ST. JOSEPH'S UNIVERSITY – SENCERizing Economics: A Problem and Community-Based Learning Approach to Introductory Microeconomics Through Complex Social Issues

Discussants:

MICHAEL ENZ, VIRGINIA TECH UNIVERSITY

WILLIAM GOFFE, PENN STATE UNIVERSITY

MOLLY ESPEY, CLEMSON UNIVERSITY

YUE YIN, UNIVERSITY OF BRISTOL

8:30 – 10:30 am

Room: Salon G

Session B2: Clarifying Macroeconomics and Student Skills

Presiding: Roisin O'Sullivan, Smith College

SCOTT WOLLA, FEDERAL RESERVE BANK OF ST. LOUIS and MARY CLARE PEATE, FEDERAL RESERVE BANK OF ST. LOUIS – Change is Hard: Rethinking Teaching on the Connection between Money and Inflation

ALPNA BHATIA, UNIVERSITY OF COLORADO -BOULDER and MARIYA BURDINA, UNIVERSITY OF CENTRAL OKLAHOMA – Student-Led Interviews to Clarify Unemployment Misconceptions in Asynchronous Classes

THERESA ALAFITA, SUSAN SKINNER, ANASTASIA SMITH, AND SARAH WILHELM ALL FROM WESTERN GOVERNORS UNIVERSITY - Don't Crash the Economy" – How We Used Gamification to Enhance Online Learner Engagement and Understanding of Macroeconomics Concepts

FLORENCIA GABRIELE, EMMANUEL COLLEGE and MARTIN MONT, EMMANUEL COLLEGE – Bridging Disciplines: Visual Thinking Strategies in Economics Education

Discussants:

ROISIN O'SULLIVAN, SMITH COLLEGE

ANDREW HILL, FEDERAL RESERVE BANK OF PHILADELPHIA

MEHMET EZER, RANDOLPH-MACON COLLEGE

EMILY MARSHALL, DICKINSON COLLEGE

8:30 – 10:30 am

Room: Salon C

Session B3: Nudging and Other Determinants of Student Success

Presiding: SADIA MALIK, YORK UNIVERSITY

CARLOS CORTINHAS, THE UNIVERSITY OF EXETER – Does Nudging Higher Education Students Improve Attendance? A Quasi-Natural Experiment

ARPITA GHOSH, UNIVERSITY OF EXETER – Inclusive Classrooms in Economics: Understanding Student Engagement using Mentimeter

ANASTASIA PAPADOPOULOU, ANNIKA JOHNSON, and STEFANIA SIMION, all from THE UNIVERSITY OF BRISTOL – Large Lab Teaching: Pairs, Python, Ducks and Cheat Sheets

MALTE RING, UNIVERSITY OF TÜBINGEN and TAIGA BRAHM, UNIVERSITY OF TÜBINGEN and VOLKER

SCHOER, UNIVERSITY OF THE WITWATERSRAND – Studying Economics with a Head Start?

Analyzing Gender, Language, and Math Skills as Predictors of Students' Skills in South Africa

Discussants:

SYON BHANOT, SWARTHMORE COLLEGE

SADIA MALIK, YORK UNIVERSITY

MATTHEW OLCZAK, ASTON UNIVERSITY

DANIEL KUESTER, KANSAS STATE UNIVERSITY

8:30 – 10:30 am

Room: Inman

Session B4: A New Way of Teaching Introductory Microeconomics (Panel)

Presiding: ANNIKA JOHNSON, UNIVERSITY OF BRISTOL

ANNIKA JOHNSON, UNIVERSITY OF BRISTOL

LUZ MARINA ARIAS, CENTER FOR RESEARCH and TEACHING IN ECONOMICS (CIDE)

ERIC BOTTORFF, OAKTON COLLEGE

8:30 – 10:30 am

Room: Salon H

Session B5: Workshop Session #2 – Using Qualitative Data

Two hour workshop:

A Hands-On Workshop on Qualitative Research Methods in Economics Education

Presenters: FABIO ARICO, UNIVERSITY OF EAST ANGLIA

WILLIAM BOSSHARDT, FLORIDA ATLANTIC UNIVERSITY

AMANDA JENNINGS, UNIVERSITY OF MICHIGAN

CHRISTIAN SPIELMANN, UNIVERSITY OF BRISTOL

8:30 – 10:30 am

Room: Salon AB

Session B6: Investigating Relevance, Belonging, Growth Mindset and Motivation in Economics Classrooms

Presiding: CAROLINE KRAFFT, ST CATHERINE UNIVERSITY

KRISTINE WEST, ST CATHERINE UNIVERSITY, CAROLINE KRAFFT, ST CATHERINE UNIVERSITY, ALLEN BELLAS, METROPOLITAN STATE UNIVERSITY and MING LO, METROPOLITAN STATE UNIVERSITY – The Impact of Institution Type on Developing Relevance, Belonging, and Growth Mindset in Economics: Evidence from a Multi-year Survey

SARA AVILA, UNIVERSITY OF COLORADO BOULDER – Fostering Belonging can be a Cost-Effective way to Teach Economics

KIMMARIE MCGOLDRICK, UNIVERSITY OF RICHMOND and SAM ALLGOOD, UNIVERSITY OF NEBRASKA – Lincoln – Rethinking Economic Education: A Research Approach to Understanding Pedagogic Efficacy and Choice

DOUGLAS MCKEE, GEORGE ORLOV, RICHARD AMARO, and SOPHIA GIARRUSSO, all from CORNELL UNIVERSITY – Who Cares About Economics? Determinants and Consequences of Intrinsic Motivation

Discussants:

PHIL RUDER, PACIFIC UNIVERSITY

SHELBY FROST, GEORGIA STATE UNIVERSITY

SAMUEL WUNDERLY, GEORGIA INSTITUTE OF TECHNOLOGY

AMY EREMIONKHALE, DEPAUW UNIVERSITY

10:30 – 11:00 am Coffee Break

Room: Overlook East & West

SESSION C: 11:00 am – 1:00 pm

11:00 am – 1:00 pm

Room: Salon AB

Session C1: Diversity and Inclusion in Economic Education

Presiding: FRAN MURPHY, U.S. AIRFORCE ACADEMY

EREN BILEN, EMILY MARSHALL and ANTHONY UNDERWOOD, all from DICKINSON COLLEGE – OPT Reform & Reclassification: Impacts on Student Diversity in Undergraduate Education
THERESA FINLEY, KATARINA KELLER, OLUGBENGA ONAFOWORA, DAVE RAMSARAN, MATTHEW ROUSU, AND LYUDMYLA SONCHAK-ARDAN, ALL FROM SUSQUEHANNA UNIVERSITY – What is “Inclusive and Effective Teaching” in Economics and How Does It Improve Student Performance and Retention? Evidence from a Liberal Arts Economics Department
FABIO ARICO, UNIVERSITY OF EAST ANGLIA, LAURA HARVEY, LOUGHBOROUGH UNIVERSITY and RITCHIE WOODWARD, UNIVERSITY OF EAST ANGLIA – Explaining Attainment Gaps to Promote Equality, Diversity, and Inclusion in Economics
COURTNEY WARD, UNIVERSITY OF TORONTO and JENNIFER MURDOCK, UNIVERSITY OF TORONTO – Teaching with Sociality, Inclusion, and Revealing Structured Group Activities: It’s Econometrics and No Hands Up!

Discussants:

FRAN MURPHY, U.S. AIRFORCE ACADEMY
KRISTINE WEST, ST CATHERINE UNIVERSITY
SARA AVILA, UNIVERSITY OF COLORADO BOULDER
SIRUI LIU, NAZARETH UNIVERSITY

11:00 am – 1:00 pm
Session C2: Pedagogy Slam

Room: Salon C

Presiding: WILLIAM BOSSHARDT, FLORIDA ATLANTIC UNIVERSITY

JOSH STAVELEY-O'CARROLL, BABSON COLLEGE – Teaching the Efficient Frontier with Excel
CHARLES HOLT, UNIVERSITY OF VIRGINIA, ERICA SPROTT, HARVARD UNIVERSITY, JULIETTE SELLGREN, UNIVERSITY OF VIRGINIA and MADELEINE GREEN, UNIVERSITY OF VIRGINIA – Teaching Average vs Marginal Analysis with Green Eggs and Ham
MAHDI MAJBOURI, BABSON COLLEGE – Learning Development Economics Through A Game
DANIEL KUESTER, KANSAS STATE UNIVERSITY – Still Peculiar: Applying Lessons from The Peculiar Economics of Professional Sports to Duopolies in Sports in the 2020's
FLORENCIA GABRIELE, EMMANUEL UNIVERSITY and SUSANNA P. McCONNELL, WESTLAKE HIGH SCHOOL (AUSTIN, TX) – The Economic Impact of Messi
JOHN SHIDELER, ROLLINS COLLEGE – Crayons and the Pedagogy of Play in Economics Class

11:00 am – 1:00 pm
Session C3: Empirical Research in Economic Education

Room: Piedmont

Presiding: NATALIA SMIRNOVA, UNIVERSITY OF CONNECTICUT

TISHA EMERSON, EAST CAROLINA UNIVERSITY – A Comparison of Student Outcomes Associated with Classroom Experiments and Cooperative Learning

COLIN CANNONIER, BELMONT UNIVERSITY and GLO – Do Students Perform Better in Learning Communities? Evidence from Economics and Statistics Linked Cohorts
KATE ANTONOVICS, MELISSA FAMULARI and IDA GRIGORYEVA, all from UC SAN DIEGO – Homework vs Midterms: Structuring Courses to Improve Learning in Foundational Economics Classes
ALEXA PRETTYMAN, SETH GITTER, MELISSA GROVES, RAQUEL FRYE, and LUCIENNE KARSZEN, all from TOWSON UNIVERSITY – Can SIs Save the Economics Major?

Discussants:

MALTE RING, UNIVERSITY OF TÜBINGEN
NATALIA SMIRNOVA, UNIVERSITY OF CONNECTICUT
KATHERINE SILZ-CARSON, U.S. AIR FORCE ACADEMY
GBETONMASSE SOMASSE, WORCESTER POLYTECHNIC INSTITUTE

11:00 am – 1:00 pm
Session C4: Assessment

Room: Inman

Presiding: SINY JOSEPH, KANSAS STATE UNIVERSITY

KAREN GEBHARDT, UNIVERSITY OF COLORADO BOULDER and CHRISTOPHER BLAKE, OXFORD COLLEGE OF EMORY UNIVERSITY – Closing the Gap? Evidence of Formative Assessment Impact in Principles of Microeconomics
LAVINIA MOLDOVAN, MOUNT ROYAL UNIVERSITY and YIORYOS MAKEDONIS, QUEEN MARY, UNIVERSITY OF LONDON – Redesigning Assessments for Economics Students: An Attempt at a More Holistic Approach with the Help of Collaborative, Team-base and Universal Design for Learning Core Principles
DEREK STIMEL, UNIVERSITY OF CALIFORNIA, DAVIS and JANINE WILSON, UNIVERSITY OF CALIFORNIA, DAVIS – Satisfaction Survey of Economics Majors at a Large Public University
PARAMA CHAUDHURY, UNIVERSITY COLLEGE LONDON – Moving Beyond Course Evaluations – Using Staff-Student Dialogue to Improve Education

Discussants:

KAREN BERNHARDT-WALTHER, YORK UNIVERSITY
SINY JOSEPH, KANSAS STATE UNIVERSITY
JENNJOU CHEN, NATIONAL CHENGCHI UNIVERSITY
LORY BARILE, WARWICK UNIVERSITY

11:00 am – 1:00 pm
Session C5: Funding Options for Economic Education Research and Programs (Panel)

Room: Salon G

Presiding: Scott Wolla, Federal Reserve Bank of St. Louis
DAVID HARRIS, OPENSTAX – Securing Funding for the OpenStax Economics Textbook AI Project
CAROLINE KRAFFT, ST. CATHERINE UNIVERSITY – Lessons from Writing a Grant on “The Impact of Relevance, Belonging, and Growth Mindset on Persistence in Economics” for the National Science Foundation’s “Build and Broaden 2.0” Program

SCOTT SIMKINS, NORTH CAROLINA AGRICULTURAL and TECHNICAL STATE UNIVERSITY – Preparing Economic Education-focused NSF Grant Proposals: A Reviewer's (and Grantee's) Perspective

PHIL RUDER, PACIFIC UNIVERSITY – Lessons from Writing a Grant on “Promoting Adoption of Team-Based Learning Pedagogy in College Economics Classes” for the National Science Foundation

Elena Zee, The Calvin K. Kazanjian Economics Foundation – The Kazanjian Foundation as a Funding Option for Economic Education Programs

11:00 am – 1:00 pm
Session C6: Workshop Session #3

Room: Salon H

11:00 am – 11:50 pm: AI with AI: Asynchronous Instruction with Artificial Intelligence
Presenter: IAN TAYLOR, VIRGINIA PENINSULA COMMUNITY COLLEGE

12:00 am – 12:50 pm: Using Bloomberg To Teach Economics and Finance: A Hands-on Training and Workshop
Presenter: HOSSEIN KAZEMI, STONEHILL COLLEGE

1:00 – 2:30 pm Lunch

Room: Overlook East & West

SESSION D: 2:30 – 4:30 pm

2:30 – 4:30 pm
Session D1: All about Group Work

Room: Piedmont

Presiding: BEN SMITH, UNIVERSITY OF NEBRASKA AT OMAHA

JULIEN PICAULT, UBC OKANAGAN – Authentic Group Projects for Upper-Level Economics Courses

ARPITA GHOSH, UNIVERSITY OF EXETER, ATISHA GHOSH, UNIVERSITY OF WARWICK and ANASTASIA PAPADOPOULOU, UNIVERSITY OF BRISTOL – Group work as Assessments: Student Outcomes and Pedagogical Implications

MOLLY ESPEY, CLEMSON UNIVERSITY and DEVON GORRY, CLEMSON UNIVERSITY – Assessing Gains from Team-Based Learning in Microeconomics

JON GUEST, ASTON UNIVERSITY and ROBERT RIEGLER, ASTON UNIVERSITY – Does Widespread Collusion Undermine the Effectiveness of Peer Evaluation Schemes with Assessed Group Work?

Discussants:

BEN SMITH, UNIVERSITY OF NEBRASKA AT OMAHA

CHRISTOPHER BLAKE, OXFORD COLLEGE OF EMORY UNIVERSITY

EVELYN NUNES, VIRGINIA COMMONWEALTH UNIVERSITY

2:30 – 4:30 pm

Room: Salon G

Session D2: AI and Economic Education

Presiding: JAMES HORNSTEN, NORTHWESTERN UNIVERSITY

ROBERT MCKEOWN, YORK UNIVERSITY – Navigating New Frontiers: Integrating ChatGPT in a Flipped Classroom

CANH THIEN DANG, AN NGUYEN, and DRAGOS RADU, ALL FROM KING'S COLLEGE LONDON – Unraveling AI Hallucinations: Students' Assessment of Generative AI Responses to Knowledge Misunderstanding in Econometrics Education

ALPNA BHATIA, UNIVERSITY OF COLORADO - BOULDER – Fostering Holistic Learning: Integrating Large Language Models for Skill Development in Asynchronous Economics Education

DUNLI LI, KUSHAL PATEL and LOU BAIGNERES, all from UNIVERSITY COLLEGE LONDON – Artificial Intelligence in Economics Higher Education: Perspectives from Students and Educators

Discussants:

JAMES HORNSTEN, NORTHWESTERN UNIVERSITY

ERIC CHI, UNIVERSITY OF GUELPH

CARLOS CORTINHAS, UNIVERSITY OF EXETER

DOUGLAS MCKEE, CORNELL UNIVERSITY

2:30 – 4:30 pm

Room: Salon H

Session D3: DEI: Diversity, Economics, and Inclusion. Practical Ways to Foster DEI Initiatives in Economics Curricula

Presiding: WHITNEY BUSER, GEORGIA TECH

DANNY WOODBURY, SAMUEL WUNDERLY, WHITNEY BUSER, all from THE GEORGIA INSTITUTE OF TECHNOLOGY – DEI: Diversity, Economics, and Inclusion: Exploring the Impact of Diversity Program Initiatives in Economics Classrooms

SHELBY FROST, GEORGIA STATE UNIVERSITY, LORENZO ALMADA, GEORGIA STATE UNIVERSITY, AMY EREMIONKHALE, DEPAUW UNIVERSITY and IAN JUNG, GEORGIA STATE UNIVERSITY – Nudging A Diverse Population of Majors in Economics: An RCT Approach

MEGAN MCCOY DOWDY, BERRY COLLEGE – Implementing a Constructivist Design to Promote DEI in History of Economic Thought

AMY EREMIONKHALE, DEPAUW UNIVERSITY, JANA SADEH, UNIVERSITY OF SOUTHAMPTON and YIDI SUN, THE UNIVERSITY OF MANCHESTER – Integrating and Developing Global and Cultural Competency for Students in an Intermediate Economics Curriculum.

Discussants:

YAPRAK TAVMAN, UNIVERSITY OF YORK

CAROLINE KRAFFT, ST CATHERINE UNIVERSITY

MATTHEW ROUSU, SUSQUEHANNA UNIVERSITY

KIM HOLDER, UNIVERSITY OF WEST GEORGIA

2:30 – 4:30 pm

Room: Salon C

Session D4: The Role of Teaching-Track Economists: Findings from a Three-Country Study and Insights from Practitioners (Panel)

Presiding: CHRISTIAN SPIELMANN, UNIVERSITY OF BRISTOL

JENNIFER MURDOCK, UNIVERSITY OF TORONTO

PARAMA CHAUDHURY, UNIVERSITY COLLEGE LONDON

COURTNEY WARD, UNIVERSITY OF TORONTO

CHRISTIAN SPIELMANN, UNIVERSITY OF BRISTOL

2:30 – 4:30 pm

Room: Ellington Ballroom Pre-function

Session D5: Poster Session

Presiding: IRENE FOSTER, THE GEORGE WASHINGTON UNIVERSITY

SEYHAN ERDEN, COLUMBIA UNIVERSITY – Enhancing the Learning Outcomes in Econometrics: A 12-Year Study

GABRIEL MARTINEZ, AVE MARIA UNIVERSITY – Real-World Research at the Introductory Statistics stage

NOREEN TEMPLIN, BUTLER COMMUNITY COLLEGE – To Hyflex or Not: That is the Question

SAMANTHA SCHENCK, CENTRAL CONNECTICUT STATE UNIVERSITY – Use of Infographics in Hybrid Courses

MARIA PSYLLOU, UNIVERSITY OF BIRMINGHAM – Promoting Inclusivity and Engagement: An Innovative Approach with an Escape Room Game

SEYHAN ERDEN, COLUMBIA UNIVERSITY – An Interactive Visual Graphical Platform for Econometrics

JOHN SHIDELER, ROLLINS COLLEGE – Econ Art: An Extension to the Classic Market Structure Candy Game

CHRIS FINARET, ALLEGHENY COLLEGE – SideQuest – Nurturing Good Study Habits Through Gamification

AHMED SAADE, CRANFIELD UNIVERSITY and RAMIN NASSEHI, UNIVERSITY COLLEGE LONDON – Curating Knowledge: Portfolio-Based Assessment in International Economics

ZACHARY COHLE, KYLIE JABER, KELLIE KONSOR and KEVIN MEYER, all from SAGINAW VALLEY STATE UNIVERSITY – Journaling and Student Outcomes

SIRUI LIU, NAZARETH UNIVERSITY – The Effects of Experience and Interest on Student Success in Economics Classes

MEHMET EZER, RANDOLPH-MACON COLLEGE – Economics in Pictures

KATRINA BABB, INDIANA STATE UNIVERSITY, SHREYASEE DAS, TEMPLE UNIVERSITY, IRENE FOSTER, THE GEORGE WASHINGTON UNIVERSITY, GINA PIETERS, UNIVERSITY OF CHICAGO and ASELIA URMANBETOVA, GEORGIA INSTITUTE OF TECHNOLOGY – Exploring Perspectives of Non-Tenure Track Faculty in Economics: Insights into Career Experiences and Sense of Belonging

SHREYASEE DAS, TEMPLE UNIVERSITY – Yes, They Can...Read! Harnessing the Power of Social Annotation Tools to Facilitate Student Learning

PATRICIA TOLEDO, OHIO UNIVERSITY – Introducing Frequentist and Bayesian Methods in Parallel in an Undergraduate Economics Statistics Course
JOHN HARTMAN, UNIVERSITY OF CALIFORNIA, SANTA BARBARA – How to Incorporate Small Activity-Based Lectures in Courses with Large Enrollments

2:30 – 4:30 pm

Room: Inman

Session D6: Research in Economic Education, session by National Association of Economic Educators (NAEE)

Presiding: STEPHEN DAY, VIRGINIA COMMONWEALTH UNIVERSITY

MARY LESSER, LENOIR-RHYNE UNIVERSITY and NATALIA SMIRNOVA, UNIVERSITY OF CONNECTICUT – Integrating Career Readiness into Economics Courses

DIEGO MENDEZ-CARBAJO, FEDERAL RESERVE BANK OF ST. LOUIS and LAURA AHLSTROM, OKLAHOMA STATE UNIVERSITY – Teaching with FRED and Active-Learning Strategies in Introductory Economics Courses

ANDREW HILL, MEAGHAN VITALE and REBECCA CHAMBERS, all from THE FEDERAL RESERVE BANK OF PHILADELPHIA – Economists Who Look Like Me: Increasing Knowledge in and Awareness of Economics

DIEGO MENDEZ-CARBAJO, FEDERAL RESERVE BANK OF ST. LOUIS, GENEVIEVE PODLESKI, FEDERAL RESERVE BANK OF ST. LOUIS, SCOTT WOLLA, FEDERAL RESERVE BANK OF ST. LOUIS and STEPHEN DAY, VIRGINIA COMMONWEALTH UNIVERSITY – Teaching Economics Using Primary Sources

Discussants:

LAURA AHLSTROM, OKLAHOMA STATE UNIVERSITY

PARITOSH GHOSH, RED DEER POLYTECHNIC

STEPHEN DAY, VIRGINIA COMMONWEALTH UNIVERSITY

ANDREW HILL, FEDERAL RESERVE BANK OF PHILADELPHIA

5:00 – 6:30 pm Publisher Reception

Room: Overlook East & West

Friday, May 31, 2024

7:30 – 8:30 am Continental Breakfast Room: Overlook East & West

Breakfast Affinity Groups: This is your chance to meet and discuss issues with your colleagues who have similar interests. Look for signs indicating the tables for the following groups.

CTaLE Community of Practice table

EDUCATE table

SESSION E: 8:30 – 10:30 am

8:30 – 10:30 am
Session E1: Connecting Online

Room: Salon G

Presiding: NICOLE SIMPSON, COLGATE UNIVERSITY

LORY BARILE, WARWICK UNIVERSITY and ATISHA GHOSH, WARWICK UNIVERSITY – Understanding Online Peer Assisted Learning with Forums in the “Digital Era”

KAREN GEBHARDT, SARA AVILA and ALPNA BHATIA, all from THE UNIVERSITY OF COLORADO BOULDER – From 0 to Degree in 5 Years: Using Transparency, Teamwork, and Trust to Create an Online Economics Program in Record Time

SOFIA IZQUIERDO SANCHEZ, UNIVERSITY OF MANCHESTER and WILLIAM TAYLER, LANCASTER UNIVERSITY – The Use of Social Networks to Improve Engagement and Implement a Research-Led Curriculum

JAMES HORNSTEN, NORTHWESTERN UNIVERSITY – Your Students Are Gorging at All-You-Can-Stream Buffets, So Teach Them About Streaming Platforms

Discussants:

MEENAKSHI BERI, COLLIN COLLEGE

LAURA AHLSTROM, OKLAHOMA STATE UNIVERSITY

JONATHAN THONG, UNIVERSITY OF MELBOURNE

NICOLE SIMPSON, COLGATE UNIVERSITY

8:30 – 10:30 am
Session E2: Studies on High School and First-Generation Students

Room: Piedmont

Presiding: WILLIAM BOSSHARDT, FLORIDA ATLANTIC UNIVERSITY

JENNJOU CHEN, NATIONAL CHENGCHI UNIVERSITY and TSUI-FANG LIN, NATIONAL CHENGCHI UNIVERSITY – The Long-term Effects of High School Economics Curriculum Reform: Empirical Evidence from a Natural Experiment in Taiwan

GUANLIN GAO, CHAMINADE UNIVERSITY OF HONOLULU – We Rise by Lifting Others: Design and Evaluation of a Service-Learning Program at an AANHPI-Serving University Involving Local Title I Schools

ERIC CHIANG, UNIVERSITY OF NEVADA, LAS VEGAS and ERIKA MARTINEZ, UNIVERSITY OF SOUTH FLORIDA – Promoting Success among First-Generation Students in Economics: Challenges and Strategies

DIEGO MENDEZ-CARBAJO, FEDERAL RESERVE BANK OF ST. LOUIS and BONNIE MESZAROS, UNIVERSITY OF DELAWARE and MARY SUITER, FEDERAL RESERVE BANK OF ST. LOUIS – A Survey of Teaching Methods and Economics Curriculum Alignment in Social Studies Courses

Discussants:

WILLIAM BOSSHARDT, FLORIDA ATLANTIC UNIVERSITY

BASAK HOROWITZ, ST. JOSEPH'S UNIVERSITY

AMANDA JENNINGS, UNIVERSITY OF MICHIGAN
STEPHEN DAY, VIRGINIA COMMONWEALTH UNIVERSITY

8:30 – 10:30 am

Room: Salon AB

Session E3: Research into Economic Education Issues and Teaching Data Literacy

Presiding: MEGAN REGAN MANASSAH, WAKE FOREST UNIVERSITY

GALIT EIZMANN, HARVARD KENNEDY SCHOOL – Public Speaking as a Powerful Teaching Tool: A Randomized Control Trial

JESSICA SIMON, BABSON COLLEGE, AND LIDIJA POLUTNIK, BABSON COLLEGE – Which Economics Experiences Matter? Predicting the Probability of Choosing the Economic Major at Selective Colleges

THANICHA RUANGMAS, UNIVERSITY OF MARYLAND, COLLEGE PARK – Teaching Data Literacy with Reproducible Research Workflow Practices

PATRICK WALSH, SAINT MICHAEL'S COLLEGE – Calculus in Intermediate Micro: A Survey of Whether, How, and What's Changed

Discussants:

MEGAN REGAN MANASSAH, WAKE FOREST UNIVERSITY

DAVID CLEETON, ILLINOIS STATE UNIVERSITY

ROBERT McKEOWN, YORK UNIVERSITY

ERIC KAM, TORONTO METROPOLITAN UNIVERSITY

8:30 – 10:30 am

Room: Salon C

Session E4: Teaching-Track Positions, Gender Issues, and Role of Problems

Presiding: TING LEVY, FLORIDA ATLANTIC UNIVERSITY

TISHA EMERSON, EAST CAROLINA UNIVERSITY, GAIL HOYT, UNIVERSITY OF KENTUCKY, and JOHN SIEGFRIED, VANDERBILT UNIVERSITY – Teaching-Track Positions in the U.S.: Department Compositional Changes over Time and Faculty Perceptions

LUCY HAAG, UNIVERSITY OF TÜBINGEN and TAIGA BRAHM, UNIVERSITY OF TÜBINGEN – The Gender Gap in Financial and Economic Literacy – A Systematic Literature Review

ASELIA URMANBETOVA, ANA MAZMISHVILI AND DAVID WILSON, ALL FROM GEORGIA TECH – Economic Models for Better Policies on Equity, Economy, and Environment for Economics and Non-Economics Courses

DOROTHEA HERREINER, LOYOLA MARYMOUNT UNIVERSITY – Learning Economics - The Role of Problems

Discussants:

TING LEVY, FLORIDA ATLANTIC UNIVERSITY

CHIMEE ZORIGTBAATAR, GOUCHER COLLEGE

SHREYASEE DAS, TEMPLE UNIVERSITY

ANNIKA JOHNSON, UNIVERSITY OF BRISTOL

8:30 – 10:30 am

Room: Inman

Session E5: Using Interactive Visualizations to Teach Economic Models and Concepts (Panel)

Presiding: DOUGLAS MCKEE, CORNELL UNIVERSITY

DOUGLAS MCKEE, CORNELL UNIVERSITY – Interactive Visualizations in Introductory Microeconomics

ANASTASIA PAPADOPOULOU, UNIVERSITY OF BRISTOL – Interactive Visualizations in Intermediate Microeconomics

EMILY MARSHALL, DICKINSON COLLEGE – Interactive Visualizations in Intermediate Macroeconomics

CHRISTOPHER MAKLER, STANFORD UNIVERSITY – Interactive Visualizations at EconGraphs.org

8:30 – 10:30 am

Room: Salon H

Session E6: Workshop Session #4

8:30 am – 9:20 am: Using Cognitive Science Principles to Optimize Classroom Activities and Assessments

Presenters: MICHAEL ENZ, VIRGINIA TECH UNIVERSITY and WILLIAM GOFFE, PENN STATE UNIVERSITY

9:30 am – 10:20 am: A Process-Oriented Guided Inquiry Learning (POGIL)

Teaching/Learning Experience as Applied to Economics

Presenters: NEAL MACDOUGALL, CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO, SOLINA LINDAHL, CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO, LUCY MCGOWAN, CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

11:00 – 12:30 pm

Room: Salon DEF

Concluding Remarks from Tisha Emerson, East Carolina University, and Chair of the AEA Committee on Economic Education

PLENARY SESSION 3

Presiding: SCOTT SIMKINS, NORTH CAROLINA AGRICULTURAL and TECHNICAL STATE UNIVERSITY

PETER ARCIDIACONO, DUKE UNIVERSITY – Harnessing University Data to Help Students Flourish



AEA Committee on Economic Education

Call for Nominations

AEA Distinguished Economic Education Award

The AEA Distinguished Education Award acknowledges excellence in economic education at a national level. Recipients demonstrate a sustained and impactful contribution to several areas of economic education. These areas include teaching, the development of curriculum and pedagogy, scholarship of teaching and learning (SoTL) of economics, mentoring of students and young faculty, and service at the institution, regional, and state levels.

The nomination portal is open and all nominations must be submitted by **October 1**. To nominate an outstanding economic educator, please submit:

- Nomination letter
- Nominee's vita
- 3-5 letters of support

Previous winners include Charlie Holt, University of Virginia, and Mark Maier, Glendale Community College. The 2025 recipient of the AEA Distinguished Economic Education Award will be announced at the Friends of Economic Education Reception at the January 2025 ASSA meetings in San Francisco, CA.

For more information about the AEA Distinguished Economic Education Award, the selection process, and to submit a nomination, go to <https://www.aeaweb.org/go/aeacee-award>.



The Journal of Economic Education

The Journal of Economic Education (4 issues per year) offers original articles on teaching economics. In its pages, leading scholars evaluate innovations in teaching techniques, materials, and programs. Instructors of introductory through graduate level economics will find the journal an indispensable resource for content and pedagogy in a variety of media. *The Journal of Economic Education* is organized around five themes, supporting the many ways in which the scholarship of teaching and learning is conducted in economics.



Research in economic education

Original theoretical and empirical studies dealing with the analysis and evaluation of teaching methods, learning attitudes and interests, materials, or processes.

Economic content

Substantive issues, new ideas, and research findings in economics that may influence or can be used in the teaching of economics.

Economic instruction

Innovations in pedagogy, hardware, materials, and methods for treating traditional and newer subjects. Issues involving the way economics is taught are emphasized.

Online

The Online section identifies exemplary material for teaching and learning economics that is interactive or otherwise not conducive to traditional printed-page format. It features noncommercial work by economists and educators who are creating teaching materials using innovative electronic technology.

Features and information

Reports on the status and events that influence academic economists (the labor market, status of women and minorities, and developments within graduate and undergraduate programs).

Editorial Staff

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AEA COMMITTEE ON ECONOMIC EDUCATION

Improving the Quality of Economics Education



The Committee on Economic Education (AEA-CEE) is a standing committee of the American Economic Association that has been in existence since 1955. The mission of the Committee is to improve the quality of economics education at all levels.

AEA-CEE Programs and Activities

- AEA Conference on Teaching and Research in Economic Education (CTREE)
- EDUCATE Workshop (Expanding Diversity in Undergraduate Classes with Advancements in the Teaching of Economics)
- AEA Distinguished Economic Education Award
- Sessions at the ASSA Annual Meeting devoted to research on and demonstration of active learning strategies
- *EconEdNews* newsletter
- Training modules on advanced econometrics





AEA Training Opportunity!

EDUCATE Workshop

EXPANDING DIVERSITY IN UNDERGRADUATE CLASSES WITH ADVANCEMENTS IN (THE) TEACHING (OF) ECONOMICS

Overview

This workshop provides opportunities for instructors of undergraduate courses to take part in course design activities and experience pedagogical strategies that will engage all of the students they teach. Attendees will have opportunities to identify learning objectives that focus on the students' ability to "do economics" and to participate in pedagogical practices that enable students to be active participants in economic analysis.

All accepted applicants are expected to fully engage with each of the three phases of the overall program including constructing learning objectives, studying pedagogical practices that are collaborative and inclusive including cooperative learning, engaging lectures, data integration, and classroom experiments, and integrating lessons learned into their own courses.

Participants will engage with issues of diversity and inclusion throughout the workshop including opportunities to think critically about course goals and learning outcomes, their relationship to pedagogical choices and assessment, and how such decisions might have disparate effects on those of different races, genders, and ethnicities. In addition, attendees will learn how to discuss the sensitive topics that are an important part of the economics classroom.

Eligibility

Applicants must be scheduled to teach during the following fall and spring semesters. Preference will be given to those less than 6 years since PhD. To meet the goals of increasing diversity in the profession, the cohort will be chosen to represent a diverse set of institutions and instructors.

Cost

Accepted applicants must make an electronic payment of \$100 to confirm their spot in the workshop. Housing (2 nights) and meals during the workshop will be covered by the AEA under the condition that the accepted applicant attends ALL workshop related activities.

The application portal opens in January 2025 with a rolling acceptance procedure that continues until all workshop slots are filled. Workshop details and the application portal are available at <https://www.aeaweb.org/go/educate-workshop>.

EDUCATE Workshop

(A face-to-face and Canvas-supported course)

May 30–June 1, 2025
Denver, CO

For more information go to
<https://www.aeaweb.org/go/educate-workshop>

EDUCATE is an AEA initiative organized by the Association's Committee on Economic Education.

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May 28–30, 2025
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***CTREE is an AEA initiative organized by the Association's Committee on
Economic Education and the Journal of Economic Education.***

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