

National Conference on Teaching Economics

*(Undergraduate, Graduate Levels) and
Research in Economic Education (all Levels)*

May 30 – June 1, 2012
Boston, Massachusetts
Royal Sonesta Hotel

Sponsored by:



Committee on Economic Education



Journal of Economic Education



Federal Reserve Bank of Boston

The following people played key roles in organizing and delivering the second annual AEA Conference on Teaching Economics and Research in Economic Education:

Conference Organizing/Steering Committee

Sam Allgood, University of Nebraska – Lincoln

Steven L. Cobb, University of North Texas

Tisha Emerson, Baylor University

Scott Guild, Federal Reserve Bank of Boston

Marlene Hight, American Economic Association

KimMarie McGoldrick, University of Richmond

John Siegfried, American Economic Association

William Walstad, University of Nebraska – Lincoln and the *Journal of Economic Education*

Michael Watts, Purdue University

In Boston, Nancy Rose of MIT and Ben Friedman of Harvard were critical in contacting the plenary speakers. They also were crucial in aligning the introductory speakers for each plenary session. Furthermore, their intimate knowledge of Boston and Cambridge were essential in organizing the conference. The conference organizers are deeply indebted for their efforts.

Gwyn Loftis and Julia Merry from the American Economic Association handled registration and many other details of the meeting, Susan Houston dealt with all postings regarding the conference on the Economic AEA Committee on Economic Education webpage.

National Conference on Teaching Economics

May 30 – June 1, 2012 Royal Sonesta Hotel, Boston

Schedule of Events

May 30

10:30 am – 1:00 pm	Registration desk & Exhibits open – Grand Ballroom Foyer
1:00 – 2:30 pm	Welcome and Plenary Session 1 (Acemoglu) – Grand Ballroom A
2:30 – 3:00 pm	Coffee Break – Grand Ballroom Foyer
3:00 – 5:00 pm	Concurrent Sessions (Block A) – 6 sessions, Charles A, Charles B, Skyline A, Skyline B&C, Skyline D&E, Somerset
6:00 pm	Buses will leave for the Federal Reserve Dinner
6:30 – 8:30 pm	Dinner and Plenary Session 2 (Fuhrer) at the Fed
8:30 pm	Buses return to the Royal Sonesta

May 31

7:30 – 8:30 am	Continental Breakfast – Grand Ballroom B
8:30 – 10:30 am	Concurrent Sessions (Block B) – 5 sessions, Charles A, Charles B, Skyline B&C, Skyline D&E, Somerset
10:30 – 11:00 am	Coffee Break – Grand Ballroom Foyer
11:00 – 12:30 pm	Concurrent Sessions (Block C) – 5 sessions, Charles A, Skyline A, Skyline B&C, Skyline D&E, Somerset
12:30 – 1:30 pm	Lunch – Grand Ballroom B
1:30 – 2:45 pm	Plenary Session 3 (Diamond) – Grand Ballroom A
2:45 – 3:15 pm	Coffee Break – Grand Ballroom Foyer
3:15 – 4:45 pm	Special Panel Session – Grand Ballroom A
5:00 – 7:00 pm	Publishers' Reception – Grand Ballroom B
Dinner	Participants on their own

June 1

7:30 – 8:30 am	Continental Breakfast – Grand Ballroom B
8:30 – 9:45 am	Plenary Session 4 (Mankiw) – Grand Ballroom A
9:45 – 10:00 am	Coffee Break – Grand Ballroom Foyer
10:00 – 11:30 am	Concurrent Sessions (Block D) – 5 sessions, Charles A, Charles B, Skyline A, Skyline B&C, Somerset
11:30 – 1:00 pm	Lunch – Grand Ballroom B
1:00 – 2:15 pm	Plenary Session 5 (Athey) – Grand Ballroom A
2:15 – 2:30 pm	Coffee Break – Grand Ballroom Foyer
2:30 – 4:00 pm	Concurrent Sessions (Block E) – 6 sessions, Charles A, Charles B, Skyline A, Skyline B&C, Skyline D&E, Somerset

Grand Ballroom & Skyline are on the 2nd floor of the West Tower
Charles & Somerset are on the 2nd floor of the East Tower

**1:00 – 2:30 pm WELCOME and PLENARY SESSION 1, Grand Ballroom A
Incorporating Long-Run Economic Development into the Undergraduate Economics
Curriculum**

DARON ACEMOGLU, Massachusetts Institute of Technology

Presiding: MICHAEL KREMER, Harvard University

**3:00 – 5:00 pm Charles A
Research on Pedagogic Practices**

Presiding: JILL HAYTER, East Tennessee State University

ROBERT REBELEIN, Vassar College, and JOSHUA D. MILLER – Research on the Effectiveness of Non-Traditional Pedagogies

LINDA CARTER, TISHA L. N. EMERSON, Baylor University, and KIMMARIE MCGOLDRICK, University of Richmond – Cooperative Learning and Outcomes in Economic Principles: Evidence from Two Institutions

REBECCA M. STEIN, MYRNA COHEN, BRUCE LENTHALL, and CATHERINE TURNER, University of Pennsylvania – Groups for Economic Applied Thinking (GREAT): A Collaborative Approach to Studying Microeconomics Principles

Discussants: JILL HAYTER, East Tennessee State University
BRENT EVANS, Mississippi State University
NEIL OLITSKY, University of Massachusetts-Dartmouth

**3:00 - 5:00 pm Skyline B&C
Student Attitudes, Opinions, and Preferences**

Presiding: NELSON ALTAMIRANO, National University

SIMON HALLIDAY and JUSTINE BURNS, University of Cape Town (South Africa) – Risk in the Classroom

PHILIPP MANDEL and BERND SUESSMUTH, University of Leipzig (Germany) – What Determines Students' Preferences for Small Class Sizes?

LEE COPPOCK, University of Virginia – Polling the Audience: How Macroeconomic Principles Changes Student Opinions

JIM WOLLSCHIED, DAN SETTLAGE, and LATISHA A. SETTLAGE, University of Arkansas-Fort Smith – The Persistence of Factual Bias in Principles of Economics Students

Discussants: NELSON ALTAMIRANO, National University
DONNA FISHER, Georgia Southern University
JAMES MURRAY, University of Wisconsin - La Crosse
WILLIAM GOFFE, SUNY Oswego

**3:00 – 5:00 pm Skyline D&E
Capstone/Research Courses**

Presiding: STEVEN GREENLAW, University of Mary Washington

CHRISTOPHER C. KLEIN, Middle Tennessee State University – Econometrics as a Capstone Course in Economics

ANDREA ZIEGERT, Denison University – Preaching What We Practice: Teaching Students to Think Like Economists

FREDDY SIAHAAN and BRENDAN P. FINUCANE, Shippensburg University – Research and Analysis in Economics: A Public Liberal Arts Institution Experience

CHARLES A. HOLT, University of Virginia – Teaching Experimental Economics: Reinforcing Paradigms and Bringing Research into the Undergraduate Classroom

Discussants: STEVEN GREENLAW, University of Mary Washington
ELIZABETH PERRY-SIZEMORE, Randolph College
CHERYL CARLETON, Villanova University
STEPHEN BUCKLES, Vanderbilt University

**3:00 – 5:00 pm Skyline A
Economics Online: Engaging Practices and Content**

Presiding: ROBERT PENNINGTON, University of Central Florida

KRISTEN COLLETT-SCHMITT, University of Notre Dame – The Effectiveness of Online Collaborative Learning and Implications of Free-Riding Behavior

OSKAR HARMON, University of Connecticut – Interactive Online Exercises: An Evaluation of Their Effectiveness in a Large Size Principles of Economics Class at a Public University

GRACE ONODIPE, Park University Online, and M. FEMI AYADI, University of Houston-Clear Lake – Promoting Critical Thinking in Online Discussion Threads: Lessons Learned Teaching Economics

RUSSELL ENGEL, Sacred Heart University – Xtranormal in the Classroom: Screenwriting to Identify Student Weaknesses in the Retention and Understanding of Basic Economic Principles

Discussants: ROBERT PENNINGTON, University of Central Florida
MICHAEL SPIVEY, Clemson University
JULIE SMITH, Lafayette College
RANGANATH MURTHY, Western New England University

**3:00 – 5:00 pm Somerset
Innovative Technology**

Presiding: AARON HEGDE, California State University-Bakersfield

REBECCA MORYL and SHUYI JIANG, Emmanuel College – Gold, Moonshine, and Occupy Wall Street: Do Audio Podcast Based Assignments Engage Students Differently Across Learning Styles?

AHMAD A. KADER, University of Nevada – Using Twitter to More Actively Engage Students in the Learning Process

HOSSEIN S. KAZEMI, Stonehill College – Use of Technology in Teaching Economics and Finance

NARA MIJID and CARLOS F. LIARD-MURIENTE, Central Connecticut State University – Using Technology in Principles of Economics: Aplia

Discussants: AARON HEGDE, California State University-Bakersfield
DIRK MATEER, Pennsylvania State University
ROTUA LUMBANTOBING, Westminster College
FREDDY SIAHAAN, Shippensburg University

**3:00 – 5:00 pm Charles B
Setting Standards in Financial Literacy – PANEL DISCUSSION**

Presiding: WILLIAM BOSSHARDT, Florida Atlantic University

MICHAEL STATEN, University of Arizona
ANDREW HILL, Federal Reserve Bank of Philadelphia
BONNIE T. MESZAROS, University of Delaware

**6:30 – 8:30 pm DINNER and PLENARY SESSION 2 at the Fed
Monetary Policy in the Wake of the Great Recession**

JEFF FUHRER, Federal Reserve Bank of Boston

Presiding: GEORGE GUILD, Federal Reserve Bank of Boston

Must sign up in advance and bring government-issued ID (Drivers License, Passport, etc.) to attend event.

Thursday, May 31

**8:30 – 10:30 am Charles A
The Economics Major and Graduate Education**

Presiding: ROBERT REBELEIN, Vassar College

WILLIAM BOSSHARDT, Florida Atlantic University, WILLIAM BECKER, Indiana University, and MICHAEL WATTS, Purdue University – Bachelor’s Degree in Economics within the United States

CARLOS J. ASARTA, ROGER B. BUTTERS, University of Nebraska-Lincoln, and ANDREW PERUMAL, University of Massachusetts-Boston – Success in the Economics Major: Is It Path Dependent

WENDY STOCK, Montana State University, and JOHN SIEGFRIED, Vanderbilt University and AEA – Essays or Treatise? Dissertation Style and Early Career Productivity of Economics PhDs

Discussants: ROBERT REBELEIN, Vassar College
MICHAEL MURRAY, Bates College
STEPHEN DeLOACH, Elon University

**8:30 – 10:30 am Skyline B&C
Media, Literature and History in Economics Education**

Presiding: SHELBY FROST, Georgia State University

S. AARON HEGDE, California State University-Bakersfield, and JOHN DEAL, Manchester College – Seinfeld and Economics: How to Achieve Bloom’s Taxonomy in an Introductory Economic Class

SIMON HALLIDAY, University of Cape Town (South Africa) – Eminem and Rihanna
Sitting in a Game Tree: Using Music Videos to Teach Game Theory

AVI J. COHEN, York University (Canada), and ROSS EMMETT, James Madison
College, Michigan State University – Why and How to Teach the History of Economic
Thought: Economics as Historically Produced Knowledge

MICHELLE ALBERT VACHRIS, Christopher Newport University, and CECIL E.
BOHANON, Ball State University – Economics and Literature: The Gains from Trade

Discussants: SHELBY FROST, Georgia State University
ERIC P. CHIANG, Florida Atlantic University
ROBERT STROM, Ewing Marion Kauffman Foundation
REBECCA MORYL, Emmanuel College

**8:30 – 10:30 am Charles B
Innovative Pedagogic Practices**

ROISIN O’SULLIVAN, Smith College – Using “Knowledge Forum” to Promote
Discussion and Group Work

DENNIS AVOLA, Bentley University and Northeastern University – What Would You
Do? An Economic Simulation Teaching Game

SUCHANDRA BASU, Rhode Island College – Co-operate and Learn? Using Co-
operative Learning to Motivated GDP Data Analysis in Principles of Macroeconomics

SHAKUN D. MAGO, University of Richmond – Multiplier Effect: A Classroom
Exercise

ELIZABETH A. WATSON, Trinity University, SARAH J. SKINNER, and JOHN K.
WATSON, University of Louisiana-Lafayette – Motivating a Classroom Discussion of
Central Planning Versus Decentralized Markets

ROTUA LUMBANTOBING, Westminster College – All in: Using Poker Chips to
Maximize Class Participation

RANGANATH MURTHY, Western New England University – A Simple Experiment to
Help Students in Introductory Economics Classes Understand the Economics of Health
Insurance

8:30 – 10:30 am Skyline D&E
Pre-College Economics: Status and Outcomes

Presiding: CHRISTOPHER KLEIN, Middle Tennessee State University

JIM SWANSON, KIM ANDREWS, and PENNY KUGLER, University of Central Missouri – Does High School Economics Make a Difference?

KEN REBECK, St. Cloud State University, and WILLIAM WALSTAD, University of Nebraska-Lincoln – The Status of Economics in the High School Curriculum: 1982-2009

JOHN R. SWINTON, CHRISTOPHER CLARK, and BENJAMIN SCAFIDI, Georgia College and State University – The Myth of Disparities in Advanced-Course Taking: The Case of AP Economics

TESA STEGNER and CHARLES SCOTT BENSON, JR., Idaho State University – Are Gains in Economic Literacy Related to Perceived Ability? A Study of 6th Grade Students in Idaho

Discussants: CHRISTOPHER KLEIN, Middle Tennessee State University

O. DAVID GULLY, Bentley University

ROSS GUEST, Griffith University (Australia)

ANDREA ZIEGERT, Denison University

8:30 – 10:30 am Somerset
Statistics, Math and Economics

Presiding: JIM WOLLSCHIED, University of Arkansas-Fort Smith

GIRIJASANKAR MALLIK and SRIRAM SHANKAR, University of Western Sydney (Australia) – Does Economics and Higher Level Mathematics Improve Student Learning in Principles of Economics?

BRENT A. EVANS, Mississippi State University – Do Algebra and Geometry Provide the Same Value in Preparing High School Students for Economics?

TANGA McDANIEL, Appalachian State University – Iclickers and Student Performance in Medium Sized Business Statistics Courses

JAMES MURRAY and ELIZABETH KNOWLES, University of Wisconsin - La Crosse – Lesson Study: Developing Students' Thought Processes for Choosing Appropriate Statistical Methods

Discussants: JIM WOLLSCHIED, University of Arkansas-Fort Smith

LINDA CARTER, Baylor University

11:00 – 12:30 pm Skyline B&C
Experiential Learning

Presiding: TESA STEGNER, Idaho State University

O. DAVID GULLEY and AARON L. JACKSON, Bentley University – Using Team-Based Academic Competitions to Foster Student Learning

CHERYL J. CARLETON, Villanova University – Incorporating Catholic Relief Services' Global Solidarity Network E-Broad Program into Micro Principles Classes

IVY BRODER, American University – Incorporating Economics into Study Abroad in a Distance Learning Format

Discussants: TESA STEGNER, Idaho State University
REBECCA STEIN, University of Pennsylvania
GRACE ONODIPE, Park University Online

11:00 – 12:30 pm Skyline A
Assessment Practices

Presiding: KRISTEN COLLETT-SCHMITT, University of Notre Dame

ROSS GUEST, Griffith University (Australia), and PETER DAVIES, University of Birmingham (United Kingdom) – Assessing Undergraduate Students' Understanding of Price and Opportunity Cost: An Emerging Structure

KELLEY L. CULLEN, Eastern Washington University – Assessing the Performance of Students in Principles of Economics Courses: Community College Versus Four-Year University

BRENDAN KENNELLY, NUI Galway (Ireland), JOHN CONSIDLINE, University of College Cork (Ireland), DARRAGH FLANNERY, University of Limerick (Ireland), Edel Doherty NUI, Galway (Ireland) and STEPHEN HYNES, NUI Galway (Ireland) – Assessment Methods of Economics: A Discrete Choice Experience

Discussants: KRISTEN COLLETT-SCHMITT, University of Notre Dame
KATHRYN BIRKELAND, University of South Dakota
WENDY STOCK, Montana State University

**11:00 – 12:30 pm Somerset
Teaching Macroeconomic Content**

Presiding: NARA MIJID, Central Connecticut State University

MAX GILLMAN, Cardiff Business School (Cardiff – United Kingdom) – Deriving AS-AD within the Standard Dynamic Neoclassical Model in Order to Explain Business Cycles to Undergraduates

JASMINKA NINKOVIC, Oxford College of Emory University – Does Textbook Choice Affect Learning in Macroeconomics Courses?

DONNA K. FISHER, Georgia Southern University – Effectiveness of Team Learning Approaches in Undergraduate Macroeconomics Principles Courses

Discussants: NARA MIJID, Central Connecticut State University

ROISIN O’SULLIVAN, Smith College

LEE COPPOCK, University of Virginia

**11:00 – 12:30 Skyline D&E
Using Fed Resources to Teach Economics – WORKSHOP**

Presiding: ANDREW T. HILL, Federal Reserve Bank of Philadelphia

ANDREW T. HILL, Federal Reserve Bank of Philadelphia, and BONNIE MESZAROS, University of Delaware – The Federal Reserve Today: New Film Resources for Use in the College Classroom

MARY SUITER and KATRINA STIERHOLZ, Federal Reserve Bank of St. Louis – Page One Economics, FRED Excel Plug-in and the FRED iPad App

**11:00 – 12:30 pm Charles A
Using Social Media to Teach Economics – WORKSHOP**

Presiding: G. DIRK MATEER, Pennsylvania State University

G. DIRK MATEER, Pennsylvania State University

JAIME BROWN, Pennsylvania State University

WAYNE GEERLING, La Trobe University (Australia)

DAN KUESTER, Kansas State University

1:30 – 2:45 pm PLENARY SESSION 3, Grand Ballroom A
Unemployment, Vacancies, Wages

PETER DIAMOND, Massachusetts Institute of Technology

Presiding: JAMES POTERBA, Massachusetts Institute of Technology

3:15 – 4:45 pm Grand Ballroom A
Should a Discussion of “Occupy Wall Street” be Part of the Principles Course? – PANEL DISCUSSION

Presiding: DAVID C. COLANDER, Middlebury College

GREG MANKIW, Harvard University
 STEVEN MARGLIN, Harvard University
 KARL CASE, Wellesley College

5:00 – 7:00 pm PUBLISHERS’ RECEPTION and MEET THE AUTHORS, Grand Ballroom B

Co-sponsored by:

Cengage Learning	Greg Mankiw of Harvard University: <i>Principles of Economics</i> , 6 th edition
Edward Elgar Publishing	
McGraw-Hill/Irwin	David C. Colander of Middlebury College: <i>Principles of Economics</i> , 8 th edition Robert H. Frank of Cornell University: <i>Principles of Economics</i> , 5th edition and 2nd edition <i>Brief</i> , and <i>Microeconomics and Behavior</i> , 8th edition Paul W. Grimes of Pittsburgh State University: <i>Economics of Social Issues</i> , 19th edition William B. Walstad of The University of Nebraska-Lincoln: <i>Study Guide to accompany McConnell’s Economics</i> , 19 th edition and 2 nd edition <i>Brief</i>
M. E. Sharpe, Inc.	Neva Goodwin and Jonathan Harris of Tufts University: <i>Microeconomics in Context</i> , 2 nd edition, and <i>Macroeconomics in Context</i> .
Pearson	Marc Melitz of Harvard University: Co-author on Krugman/Obstfeld/Melitz, <i>International Economics: Theory and Policy</i> , 9 th edition Karl E Case, Wellesley College: Co-author on Case/Fair/Oster, <i>Principles of Economics (Micro/Macro)</i> , 10 th edition
W.W. Norton & Company	
Worth Publishers	Eric Chiang of Florida Atlantic University: <i>CoreEconomics</i> Greg Mankiw of Harvard University: <i>Macroeconomics</i> , 8 th edition

8:30 – 9:45 am PLENARY SESSION 4, Grand Ballroom A
Recent Challenges Facing Monetary and Fiscal Policy, and What They Mean for What We Teach

N. GREGORY MANKIW, Harvard University

Presiding: JOHN SIEGFRIED, Vanderbilt University

10:00 – 11:30 am Charles B
Top Questions Still Unanswered by Economics Education Research – PANEL DISCUSSION

Presiding: TISHA L. N. EMERSON, Baylor University

SAM ALLGOOD, University of Nebraska-Lincoln
PETER DAVIES, University of Birmingham (United Kingdom)
KIMMARIE McGOLDRICK, University of Richmond
MICHAEL SALEMI, University of North Carolina-Chapel Hill
JOHN SIEGFRIED, Vanderbilt University
WILLIAM WALSTAD, University of Nebraska-Lincoln
MICHAEL WATTS, Purdue University

10:00 – 11:30 am Somerset
College Fed Challenge: Preparing for the Competition and Implementing in-Class Projects – WORKSHOP

Presiding: JULIE K. SMITH, Lafayette College

DEB BLOOMBERG, Federal Reserve Bank of Boston
LEONIE L. STONE, State University of NY at Geneseo
CYNTHIA BANSACK, St. Lawrence University

10:00 – 11:30 am Skyline B&C
Online Courses: Student Performance

Presiding: IVY BRODER, American University

SARAH B. COSGROVE and NEAL H. OLITSKY, University of Massachusetts-Dartmouth – The Effect of Blended Coursework on Student Learning: Evidence from Principles of Economics Courses

MICHAEL F. SPIVEY and JEFFREY J. McMILLAN, Clemson University – A Comparative Analysis of Students’ Effort and Performance Using Online Versus Traditional Classroom Testing Procedures

ROBERT L. PENNINGTON and BARBARA MOORE, University of Central Florida – Student Performance and Perception of Online Homework Systems: Upper-Level Economics Class versus Principles of Economics Students

Discussants: IVY BRODER, American University
PHILIPP MANDEL, University of Leipzig (Germany)
KEN REBECK, St. Cloud State University

10:00 – 11:30 am Charles A

Entrepreneurship and the Introductory Economics Text – PANEL DISCUSSION

Presiding: BARBARA PHIPPS, University of Kansas

WILLIAM BAUMOL, New York University
ROBERT FRANK, Cornell University
GREG MANKIW, Harvard University

10:00 – 11:30 am Skyline A

Teaching Economics with Microsoft Excel – WORKSHOP

HUMBERTO BARRETO, DePauw University

1:00 – 2:15pm PLENARY SESSION 5, Grand Ballroom A

Economics Education for the Internet Age: Design, Analysis, and Experimentation in Large-Scale Online Marketplaces

SUSAN ATHEY, Harvard University

Presiding: NANCY ROSE, Massachusetts Institute of Technology

2:30 – 4:00 pm Skyline B&C

Assessment: Measurement Issues

Presiding: ANDREW PERUMAL, University of Massachusetts-Boston

JILL K. HAYTER and CAROLYN F. ROCHELLE, East Tennessee State University – What Is an Appropriate Measure of Achievement in Undergraduate Principles of Economics and Other University Courses

Discussants:

KELLEY CULLEN, Eastern Washington University
SUCHANDRA BASU, Rhode Island College

2:30 – 4:00 pm Skyline A

Incorporating Literature and Art into the Economics Classroom – PANEL DISCUSSION

Presiding: CECIL E. BOHANON, Ball State University

MICHELLE VACHRIS, Christopher Newport University
MICHAEL WATTS, Purdue University
GEMMA KOTULA, Christopher Newport University

2:30 – 4:00 pm Skyline D&E

Experiments and Games

Presiding: OSKAR HARMON, University of Connecticut

TISHA L. N. EMERSON and LINDA K. CARTER, Baylor University – Experimental Media and Student Outcomes in Principles of Microeconomics Courses

NELSON ALTAMIRANO and JAMES JAUREZ, National University – Student Built Games in Economic Courses: Applying the Game Design Methodology as Another Approach to Deeper Learning

CHARLES A. HOLT and A. J. BOSTIAN, University of Virginia – Veconlab Classroom Clicker Games: The Wisdom of Crowds and the Winner’s Course

Discussants: OSKAR HARMON, University of Connecticut

MATTHEW ROUSU, Susquehanna University
SHAKUN MAGO, University of Richmond

2:30 – 4:00 pm Charles A

Sustaining Undergraduate Research – PANEL DISCUSSION

Presiding: STEPHEN B. DeLOACH, Elon University

ELIZABETH PERRY-SIZEMORE, Randolph College
STEVEN A. GREENLAW, University Teaching Center
ROISIN O’SULLIVAN, Smith College
JOHN SIEGFRIED, Vanderbilt University

2:30 – 4:00 pm Somerset
Literacy: Financial and Economics

Presiding: BENJAMIN SCAFIDI, Georgia College and State University

SAM ALLGOOD and WILLIAM WALSTAD, University of Nebraska-Lincoln –
Personal Financial Decisions and Perceived Financial Literacy

JAMES GWARTNEY, Florida State University, and TAWNI FERRARINI, Northern
Michigan University – Common Sense Economics Online: An Economics for Life
Course

CHANGCHENG SONG, University of California-Berkley – Financial Illiteracy and
Pension Contributions: A Field Experiment on Compound Interest in China

Discussants: BENJAMIN SCAFIDI, Georgia College and State University
AVI COHEN, York University (Canada)
WILLIAM BOSSHARDT, Florida Atlantic University

2:30 – 4:00 pm Charles B
Teaching the Large Lecture Course – WORKSHOP

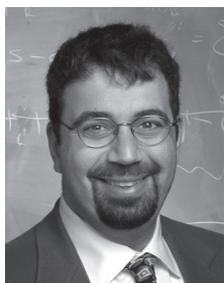
Presiding: STEPHEN BUCKLES, Vanderbilt University

STEPHEN BUCKLES, Vanderbilt University, JENNIFER IMAZEKI, California State
University at San Diego, and GAIL M. HOYT, University of Kentucky – Making the
Large-Enrollment Course Interactive and Engaging

JOSE J. VAZQUEZ, University of Illinois, and ERIC P. CHIANG, Florida Atlantic
University – Using Effective Visual Presentation in the Economics Classroom

WILLIAM L. GOFFE, SUNY Oswego – An Interactive Workshop for Teaching Large
College Classes

Pearson Welcomes Authors Daron Acemoglu and Chip Case to The National Conference on Teaching Economics!



Daron Acemoglu

MIT

Incorporating Long-run Economic Development
into the Undergraduate Economics Curriculum

May 30th, 1:00 pm

Grand Ballroom A



Karl "Chip" Case

Wellesley College

Should a Discussion of "Occupy Wall Street"
Be Part of the Principles Course?

PANEL DISCUSSION

May 31st, 3:15 pm

Grand Ballroom A

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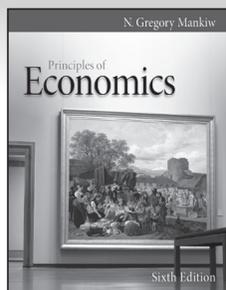
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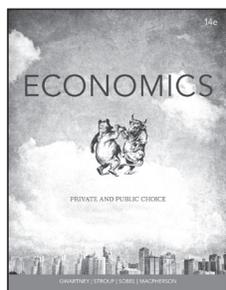


Principles of Economics, 6e

N. Gregory Mankiw
 ISBN: 9780538453059

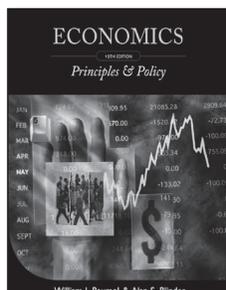
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EDWARD ELGAR PUBLISHING

International Handbook on Teaching and Learning Economics

Edited by **Gail M. Hoyt**, Professor of Economics, University of Kentucky, US and **KimMarie McGoldrick**, Joseph A. Jennings Chair in Business and Professor of Economics, University of Richmond, US

'In delightfully readable short chapters by leaders in the sub-fields who are also committed teachers, this encyclopedia of how and what in teaching economics covers everything. There is nothing else like it, and it should be required reading for anyone starting a teaching career – and for anyone who has been teaching for fewer than 50 years!'

– Daniel S. Hamermesh, University of Texas, Austin, US

The *International Handbook on Teaching and Learning Economics* provides a comprehensive resource for instructors and researchers in economics, both new and experienced. This wide-ranging collection is designed to enhance student learning by helping economic educators learn more about course content, pedagogic techniques, and the scholarship of the teaching enterprise.

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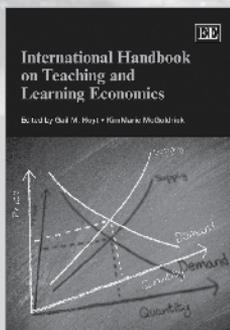
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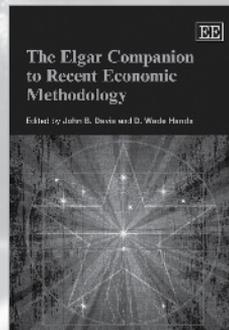
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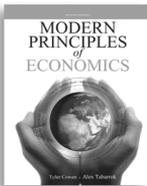
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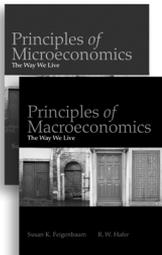
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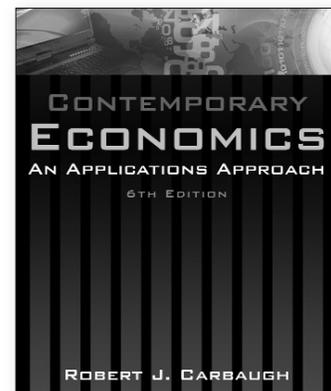
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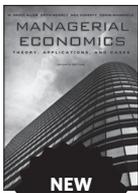
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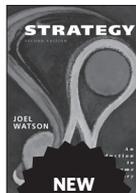
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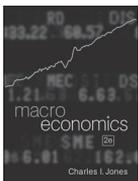


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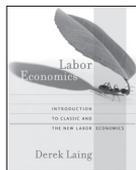
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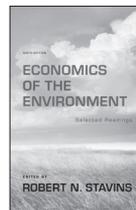
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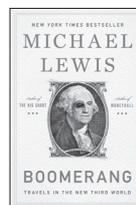
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