

# **New Developments in the UK Economics Network**

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**University of Bristol**



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# Welcome

Quickjump to: About Us dropdown menu with 'Go' button

Welcome to the Economics Network of the UK's [Higher Education Academy](#). The centre provides a range of services that support university teachers of economics in the UK.

You can find out more [about the network and its staff](#) or you can [contact us](#).

We also made these sites:



Newcomers can read about [what this site offers](#) and our other services.

Find [books](#), [online materials](#) and [more](#) in [our subject and theme index](#)

**What's Popular:** [Case studies of teaching](#), [Question Bank](#), [Animated slides for intermediate macroeconomics](#)



Download our [Maths for Economics Formula Sheet \(PDF\)](#)

Monthly Email Updates form with 'Your Email Address' input and 'Join'/'Leave' buttons

## In the Spotlight

### Economics Student Survey Report

[Read the report online](#)

### Teaching Awards 2006

[Award winners announced](#)

### New Case Studies

[Understanding Forecast Evaluation Statistics using Computer-based Tutorial Exercises](#) and [Teaching Basic Skills to Economics and Business Students](#)

### New Journal Issue

[International Review of Economics Education, Volume 5 Issue 1](#)

# What we do: Activities



- **Networking**
  - Departmental contacts, regional partners, international cooperation
- **Events**
  - Workshops, away days, conferences, visits, training
- **Publications**
  - Teaching Handbook: new chapter for New lectures and GTAs + 2 coming in 2007
  - Two journals: IREE and CHEER
  - Newsletter

# What we do: Activities



- **Research**
  - **Surveys: students; lecturers; alumni; employers**
- **On-line Resources**
- **Projects**
  - **FDTL and Mini-projects**
- **Awards**
  - **Outstanding teaching award**
  - **E-learning/electronic resource**
  - **Student nominated**

# What we do: Resources on Web site



- [Online version of \*\*our publications\*\*](#)
- [Reflections on teaching](#)
- [Question Bank](#)
- [Textbook Guide](#)
- [Software Guide](#)
- [Online L&T Materials](#)
- [Online Sources](#)
- [Online Data](#)
- [UK Economics Departments and Staff](#)
- [Subjects and themes](#)
- [Economics Education](#)
- [External Examiners Database](#)

# What we do: Pedagogical themes



- **Academy themes**
  - Widening participation, Sustainability, Employability, Assessment, E-learning
- **Economics Network themes**
  - Assessment
  - Education for Sustainable development
  - Maths support for economists
  - Training for postgraduate teaching assistants
  - Use of Excel for economics teaching
  - Power point in Economics Teaching

# What we do: Developing themes



## Assessment

- Advice: handbook chapters, case studies, papers
- Events – workshops
- Assessment materials: Economics Question bank, Excel/Assess and links to other resources, including Pedagogical guide
- Issues – quotes from surveys

# What we do: Engaging students



- **Engaging current students:**
  - Student essay competition
  - Student-nominated Teaching award
  - National Students Survey
  - Student focus groups
  - Student short films in economics
  - Student diaries
- **Engaging potential students**  
<http://whystudyeconomics.ac.uk/>





## WHY STUDY? ECONOMICS

[Home](#) | [For students](#) | [For lecturers](#) | [For teachers](#) | [About us](#)

### WELCOME TO WHY STUDY ECONOMICS

This site provides information and advice on studying economics at higher education for prospective students, school and college teachers and university lecturers.

The site has been created by [the Economics Network](#) and the [Royal Economic Society](#).

#### FOR STUDENTS

- [Read the views of students past and present](#)
- [Watch short films made by economics students](#)
- [See what jobs economics graduates get](#)
- [Have your questions answered](#)
- [Arrange to visit a university open day](#)
- [Take our short quiz](#)
- [Jump to other sites about economics](#)
- [Check our blog for economics research and news](#)

#### FOR LECTURERS

- [Get ideas on what your department can offer](#)
- [Start to plan your own event](#)
- [Keep up to date with recruitment stats](#)
- [See what other sites have to offer](#)

#### FOR TEACHERS

- [See what this site offers to teachers](#)

#### ABOUT US

- [Read about who we are](#)

# Why study Economics?

## For students:



- [Read the views of students past and present](#)
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# Why study Economics? For lecturers



- Get ideas on what your department can offer
- Start to plan your own event
- Keep up to date with recruitment stats
- See what other sites have to offer



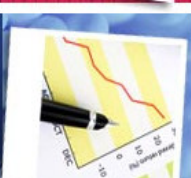

# Internet Economist

- Start
- Using the Tutorial
- Tour
- Discover
- Judge
- Success
- Finally
- For tutors

## WELCOME TO INTERNET ECONOMIST

Would you like to learn how to use the Internet for your studies or your work?

Use this free, interactive tutorial to improve your Internet skills:

 <p><b>Tour...</b> the best of the web for Economics</p>	 <p><b>Discover..</b> how to search the Internet effectively.</p>	 <p><b>Judge...</b> which Web sites are worth using.</p>	 <p><b>Success...</b> stories to inspire you.</p>
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### Let our experts guide you to the best of the Web!

This is one of a national series of tutorials written by qualified tutors, lecturers and librarians from across the UK. It's part of the **Intute: Virtual Training Suite**.

Internet Economist was written by **Dr. Libby Miller** and **Dr. Martin Poulter**.

It is maintained by Dr. Poulter on behalf of the [The Economics Network](#), University of Bristol.

We are grateful for comments and advice from many individuals, including **Dr. Jean Soper** of the University of Leicester and **Professor Tony Brewer** of the University of Bristol.

Next 

# What we do: Research projects



- **The projects**
  - Students and lecturers biennial on-line surveys
  - Alumni survey in 2004
  - Employers interviews in 2004 and 2006-07
- **Uses of the projects**
  - Provide us with the inside view on the current situation
  - Give voice to the concerns of main stakeholders: students, lecturers and employers
  - Support enhancement process

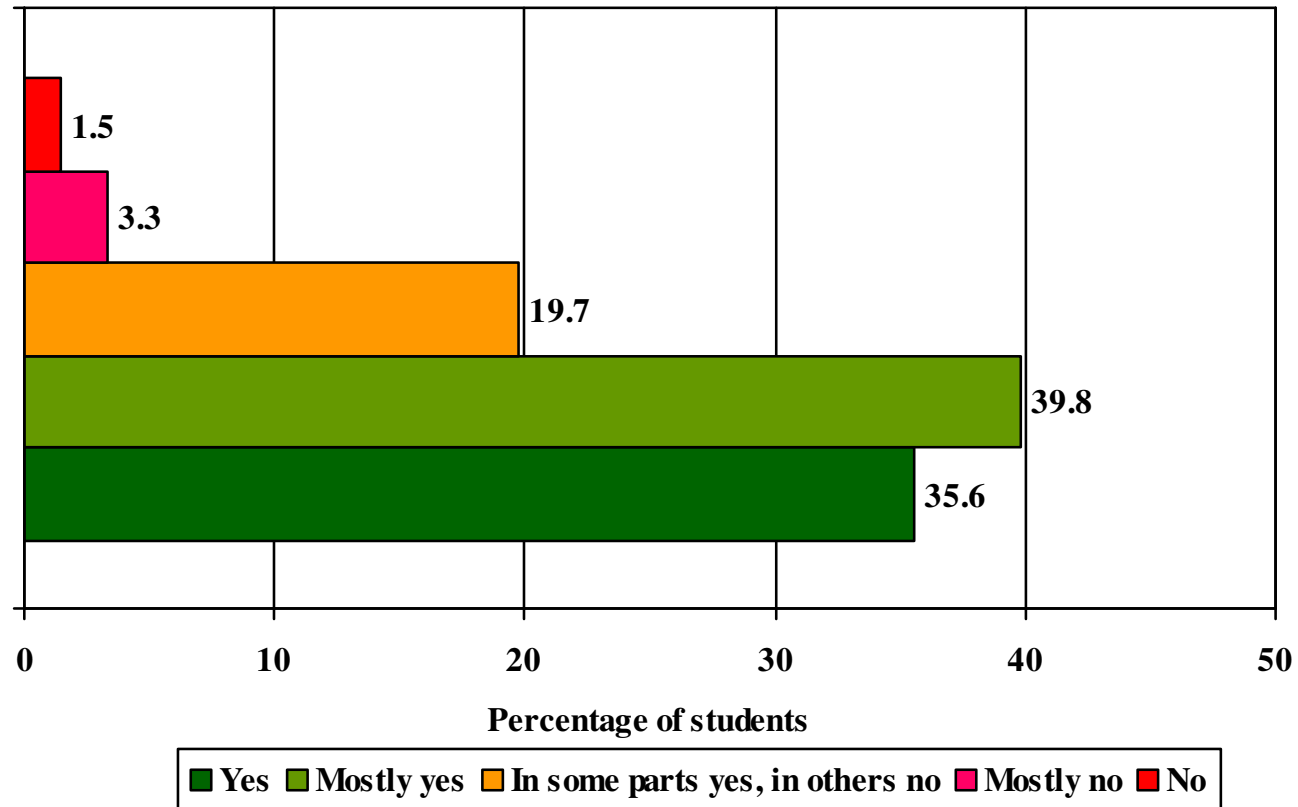
# Research projects: Students survey



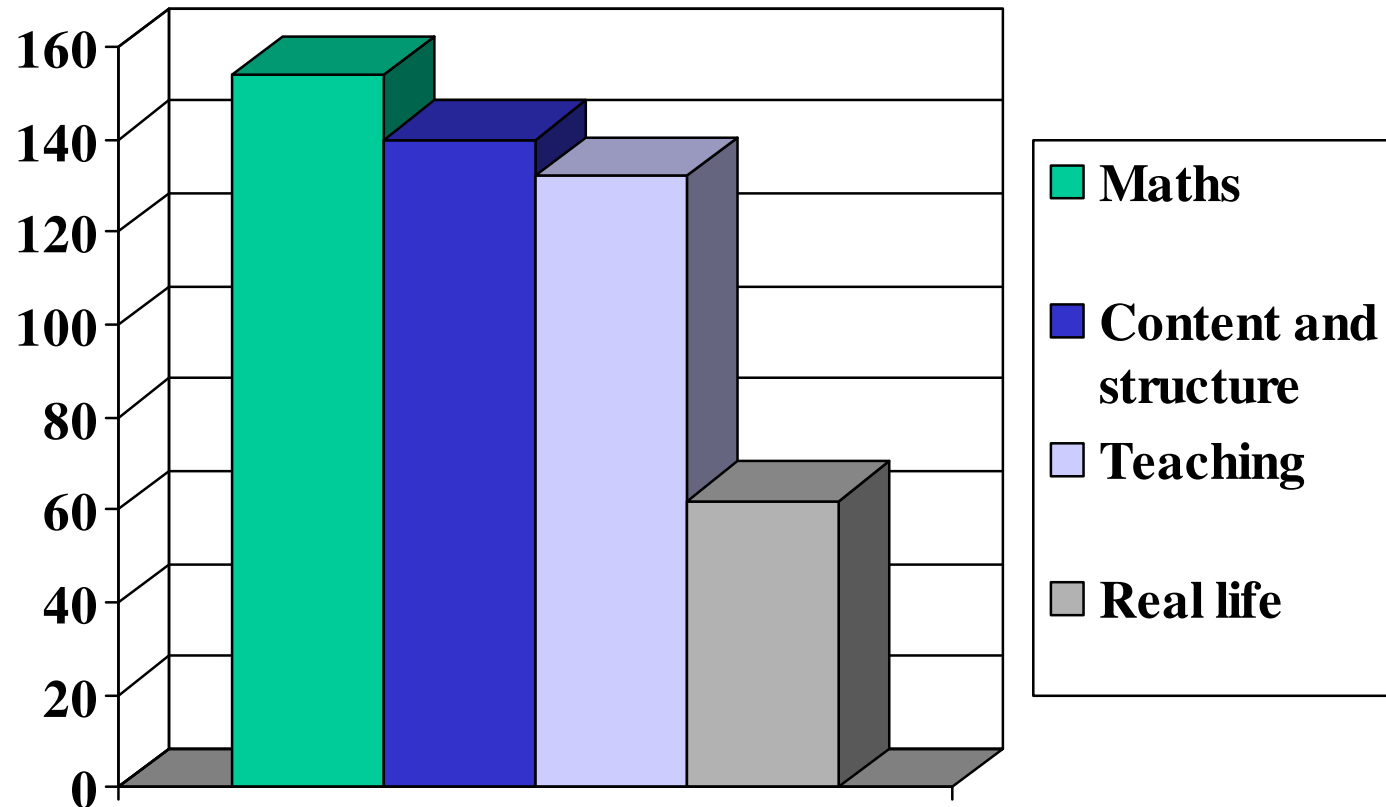
1930 students from 69 departments took part

- We examine students responses to the survey and look for differences in responses due to sex, age of entry, level of study, A-level maths, A-level economics, English as a first language and first choice of course (SPSS)
- Students qualitative remarks from the open-ended questions added to substantiate their quantitative answers (N-Vivo)

# Has studying this degree course met your expectations?



# How does it differ from your expectations





# Expectations not met:



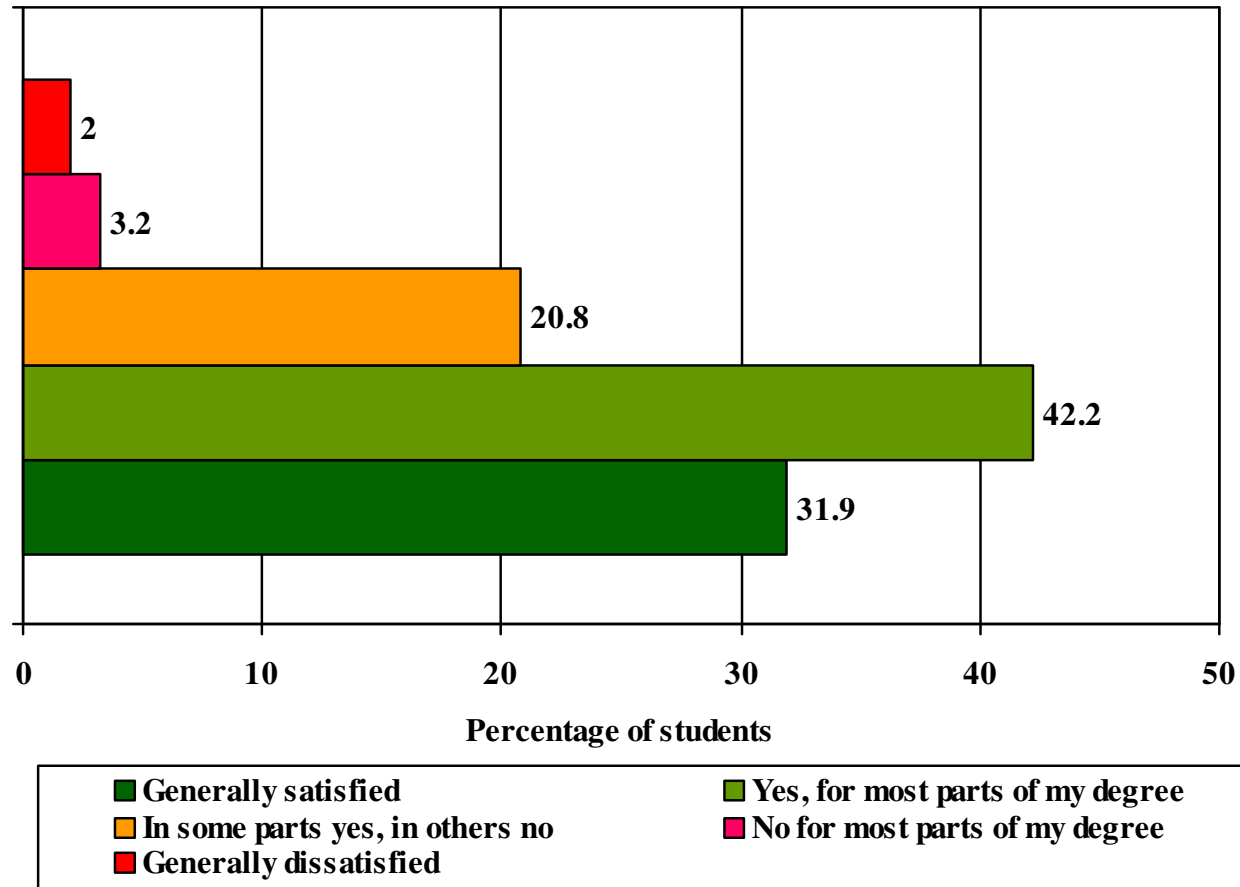
*"A lot more maths than expected "*

*"Teaching quality is not as good as I expected."*

*"First year is very similar to the A-Level so there isn't much work for people who have done it already."*

*"The course isn't applied enough to real life situations"*

# Students satisfaction with the degree course



# Satisfaction

*"Very very satisfied, this is one of the best economics departments"*

*"Not dissatisfied but feel that easily more could be done to improve it"*

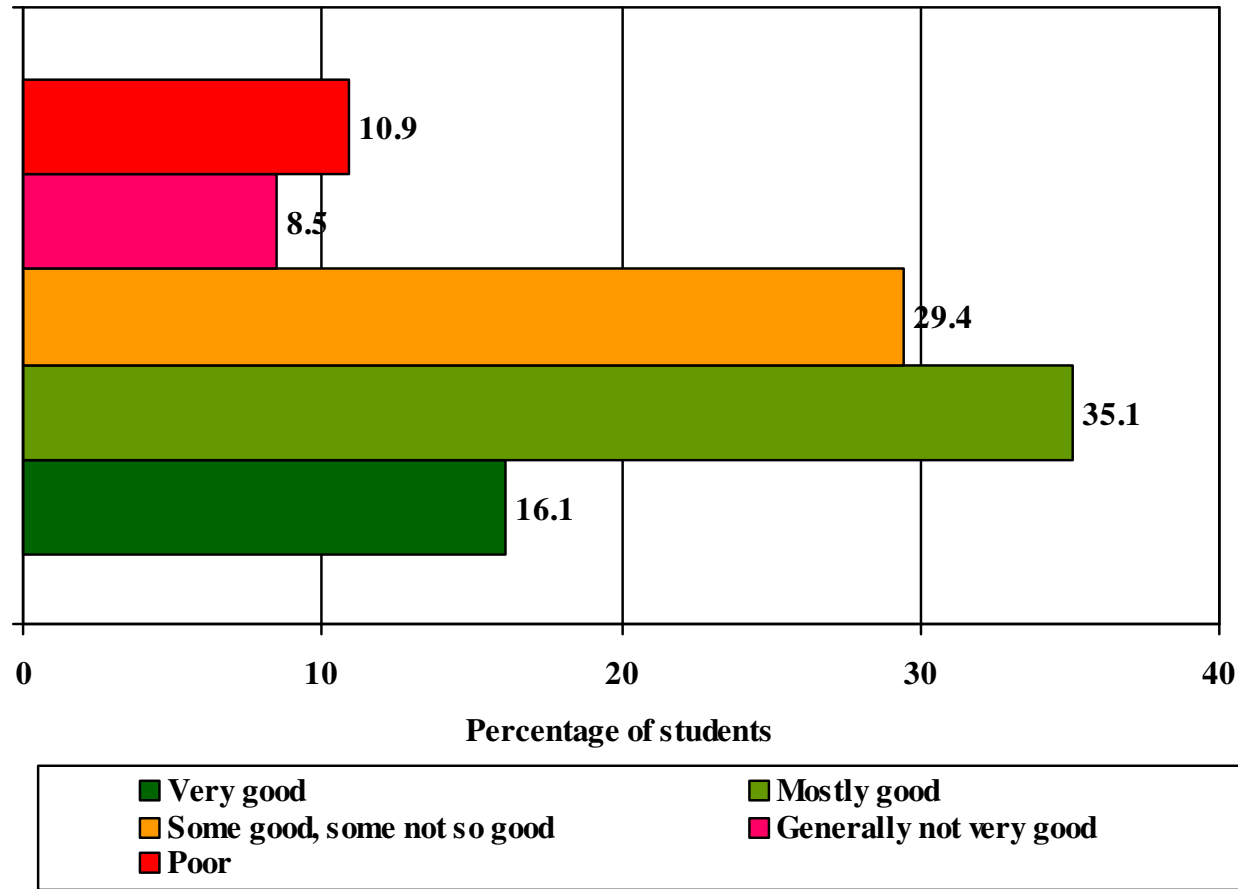
*"I am happy that I will gain my degree and to say no would be to take a lot of credit away from a few very high quality teachers, but generally the teaching standards are poor"*

# How has the course change you?



- *"For the better. I look at everything in the world, and think economics. It changes the way you think, into a more rigorous analytical mindset"*
- *"It made me realise that there's a great deal of pleasure in actually understanding something"*
- *"I have new plans for the future that I would not have entertained before uni"*

# Teaching Maths and stats



# E-learning

- 1 in 5 - online learning using the Web  
N/A
- 2 in 5 - do not use economics software
- 2 in 5 - do not use unassessed online tests
- 9 out of 10 have access to materials posted on VLE or website
- 1 in 3 do not have access to communication tools

*"It has been effective in providing lecture and other materials. Further to this there is no other use. Improvements could be made through making use of other tools, such as discussion boards, possibly with lecturers allocating sometime for an online questions and answer session, but also for students to be encouraged to use discussion boards, as they are left unused."*

# What we do : Supporting projects



## Projects funded by HEFCE:

1. **Beyond dissemination strategies: Embedding computer-based learning & effective uses of WinEcon & VLEs**
2. **Bringing Economic Experiments into the Classroom**
3. **Mathematics for Economics: Enhancing Teaching and Learning (METAL)**
4. **Developing First Year Undergraduates' Acquisition of Threshold Concepts in Economics**



# What we do: Supporting projects



## Mini projects in 2006-2007

- **Introducing Problem-Based Learning to a First-Year Curriculum**
- **Talking Economics: Digital Audio Collections in the promotion of 'conversations' on economic issues**
- **Presentation skills for Economics Students (Undergraduates)**
- **Economics teaching and learning through the arts: the contribution of literature and cinema**
- **Writing for Economists**
- **Embedding a generic ePortfolio/PDP tool in a basic skills module for Economics and Business students**

# Mini-projects



- **Assessing the effectiveness of heterodox economic concepts in understanding real world issues: an international survey of students**
- **An evaluation of the challenges MBA students encounter in acquiring and applying threshold concepts in Economics**
- **An interactive approach to the Teaching and Learning of the IS-LM and Mundell-Fleming models**
- **Microeconomic Case Studies**
- **Development of a Training course using collaborative group learning**

# Mini-projects



- **Making Economics more accessible - Creating a template for an alternative methodology in teaching Economics**
- **An Investigation into the Application of Economics Threshold Concepts using WinEcon via a VLE for Business Students**
- **An Investigation into the Impact of Classroom Experiments on the Understanding of Threshold Concepts**
- **PBL at Londonmet: (1) Why do students prefer 'chalk and talk'? and (2) assessing PBL with a control group**

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**Thank you for your attention**

**Bookmark our site**

**<http://www.economicsnetwork.ac.uk/>**

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