

The 2019 Report of the American Economic Association Committee on Economic Education

The committee held the ninth Conference on Teaching and Research in Economic Education (CTREE) on May 29 – May 31, 2019 at the Hyatt Regency St. Louis at the Arch in St. Louis Missouri. The program committee of Roisin O’Sullivan (chair), James Hornsten, and Oskar Harmon put in long hours to put together an exemplary program. The conference had 308 registered participants. Three plenary speakers spoke at the conference hotel: Stephen Chew (Samford University), Bob Frank (Cornell University), and Anne Winkler (University of Missouri, St. Louis). Our continued partnership with regional Federal Reserve Boards was enhanced this year as the St. Louis Fed not only agreed to host a reception on the first night of the conference, and provide a speaker, but they also agreed to hold a one-day pre-conference workshop which included sessions about resources they provide for use by economic educators including FRED and EconLowdown. In addition to plenary sessions, 74 papers were presented at 19 paper sessions, 25 people participated in six panel discussions, and 19 people comprised the staff at five practicum workshops. The 30 sessions were offered in five sets of five or six concurrent sessions each. Ten publishers also exhibited.

The tenth conference will be May 27 – 29, 2020 at the Westin Michigan Ave, Chicago. The conference will feature plenary talks from Lisa Cook (Michigan State University), Dean Karlan (Northwestern University) and Betsey Stevenson (University of Michigan). The Chicago Fed has graciously agreed to host a dinner on the first night of the conference, and provide a speaker.

The *Journal of Economic Education* remains a co-sponsor of the conference. Those presenting papers were again encouraged to submit their papers from the conference for possible publication in the *JEE*. Those submitting their work within six months of the conference were guaranteed an expedited review. The registration fee for this year’s conference was kept low because of the generous grant provided by the AEA. A final report on the St. Louis conference, authored by John Siegfried, is attached.

The annual report provided by the co-editors of *JEE* (Sam Allgood, University of Nebraska-Lincoln) and KimMarie McGoldrick (University of Richmond) to the Committee is included as an attachment to this report.

KimMarie McGoldrick (Committee Chair, University of Richmond) participated in a focus meeting, Health in All Education, sponsored by The Association for Prevention Teaching and Research (APTR) and the Centers for Disease Control and Prevention (CDC), Center for Surveillance, Epidemiology, and Laboratory Services (CSELS), Division of Scientific Education and Professional Development (DSEPD) in May 2018. The aim of the meeting was to explore the potential for future collaboration around the integration of population health principles into higher education practices, to share examples of CDC collaboration with non-traditional disciplines, and to explore current partnerships with academic disciplines and plan for new ones. The group has obtained funding to further explore partnerships with target disciplines, including economics. Allen Goodman has agreed to serve as the point person for this project.

The Committee continues to host four training modules on advanced econometrics on the AEA CEE Website. The modules were developed by William Greene (NYU), John Siegfried (Vanderbilt and University of Adelaide, South Australia), and William Becker (Indiana). The four modules are Data Management and Heteroskedasticity Issues; Endogenous Regressors with Natural Experiments, Instrumental Variables, and Two-stage Estimators; Panel Data; and Sample Selection Issues Usage.

The Committee annually tracks the number of BA and BS degrees awarded at U.S. colleges and universities. Total degrees increased 1.4 percent from 2017-2018 to 2018-2019.

The Committee organized seven sessions and one special event for the 2020 AEA meetings in Atlanta. The sessions included:

1. “Determinants of Students Performance and Proficiencies in Economics” organized by Carlos Asarta and presided over by Jens Schubert, University of Delaware, with papers on “Does Participation and Performance on Advanced Placement Economics Exams Predict Undergraduate Economics Degree Completion?” by Laura J. Ahlstrom (Oklahoma State University); “Reference-Dependent Study Effort: The Impact of Commitments on Learning Success and Retention in Introductory Economics Courses” by David Mahon (University of Delaware) and Jens Schubert (University of Delaware); “An Investigation of Student Performance in Intermediate Theory Courses” by Tisha Lin Nakao Emerson (Baylor University) and KimMarie McGoldrick (University of Richmond); and “Surveying Hansen’s Data-Related Proficiencies of Undergraduate Economics Students” by Diego Méndez-Carbajo (Illinois Wesleyan University), Alejandro E. Dellachiesa (University of Kentucky), Eric M. McDermott (University of Illinois-Urbana-Champaign), and Yuhao Yang (University of Illinois-Urbana-Champaign). The discussants were Laurie A. Miller (University of Nebraska-Lincoln), Paul Grimes (Pittsburg State University), Julianna Butler (University of Delaware), and Cynthia Harter (Eastern Kentucky University).
2. “Enhancing Learning in Economics” presided over by KimMarie McGoldrick, University of Richmond, with papers on “Enhancing Learning in Economics through ‘Nudges’” by Rita Balaban (University of North Carolina-Chapel Hill) and Patrick Conway (University of North Carolina-Chapel Hill); “Diagnosing the Learning Environment for Diverse Students in Introductory Economics: An Analysis of Relevance, Belonging, and Growth Mindsets” by Amanda Bayer (Swarthmore College), Syon Bhanot (Swarthmore College), Erin Bronchetti (Swarthmore College), and Stephen O’Connell (Swarthmore College); “A More Pareto-Efficient Way to Teach Principles of Economics? Evidence from the University of Toronto” by Dwayne Benjamin (University of Toronto), Avi J Cohen (University of Toronto), and Gillian Hamilton (University of Toronto); and “How Often Does Active Learning Occur and Is It Effective? A Quantitative Approach” by Brandon Sheridan (Elon University) and Ben Smith (University of Nebraska-Omaha). The discussants were Tisha Lin Nakao Emerson (Baylor University), Martha L. Olney (University of California-Berkeley), Wendy Stock (Montana State University), Georg Schaur (University of Tennessee).

3. “Using Data Analytics and Visualization in Economics Courses” presided over by Wendy Stock, Montana State University, and including panelists Raj Chetty (Harvard University), Gregory Bruich (Harvard University), Jonathan Schwabish (Urban Institute), Richard Davies (London School of Economics), and John Eric Humphries (Yale University).
4. “Team-Based Learning in Economics” presented by William Goffe, Pennsylvania State University, with papers on “Getting the Incentives Right: Learning Science and Team-Based Learning in Economics” by Phil Ruder (Pacific University), Mark Maier (Glendale Community College), and Scott Simkins (North Carolina A&T State University); “TBL Fridays: Using Policy Applications for Effect Team-Based Learning in an Introductory Class” by Alan Green (Stetson University); “Underrepresented Groups in the Economics Major: The Impact of Using Team-Based Learning in the Principles Course” by Marcelo Clerici-Arias (Stanford University); and “Results of a Multi-Site Evaluation of Team-Based Learning” by Katherine Silz-Carson (United States Air Force Academy). The discussants were William Goffe (Pennsylvania State University), W. Edward Chi (Cerritos College), Amber Casolari (Riverside City College), and Jennifer Imazeki (San Diego State University).
5. “Transforming the Economics Classroom: Diversity and Inclusion” presented by Martha L. Olney (University of California-Berkeley) and including panelists Amanda Bayer (Swarthmore College), Lisa Cook (Michigan State University), William Darity (Duke University), Gary Hoover (University of Oklahoma), KimMarie McGoldrick (University of Richmond), and Nancy L. Rose (Massachusetts Institute of Technology).
6. The annual Poster Session, chaired by William Goffe, Pennsylvania State University, this year featured 23 posters. Posters were presented on “An Active-Learning Exercise for Syllabus Day in Intermediate Microeconomics” by Stephen Erfle (Dickinson College); “An Alternative Grading Scheme” by James R. Bruehler (Eastern Illinois University), William D. Campbell (University of Wyoming), and Alan P. Grant (Baker University); “Classroom Competition Games: Learning Strategy” by Tarek H. Selim (American University in Cairo) and Kareman M. Shoair (American University in Cairo); “Cognitive Load Reduction with Cognitive Aids” by Areerat Kichkha (Lindenwood University); “Crazy Rich Economics” by G. Dirk Mateer (University of Arizona); “EconPractice: An Open Source Learning Toolkit for Economics” by Thomas Groll (Columbia University); “Executive Dashboards for Commercial and Central Banking - Complementary Views for Decision-Making” by Sylwia E. Starnawska (State University of New York – Empire State College); “Harnessing Spreadsheets to Model Retirement Savings” by Jack Marley-Payne (Financial Life Cycle Education), Philip Dituri (Financial Life Cycle Education and Fordham University), and Andrew Davidson (Financial Life Cycle Education); “Flipped Classroom Teaching in Microeconomics Recitation Sessions” by Jennjou Chen (National Chengchi University), Tsui-Fang Lin (National Taipei University), and Chen-

Hsuan Liao (National Chengchi University); “Incorporating Writing and Independent Inquiry in Econometrics Courses” by Helen Schneider (University of Texas-Austin); “Inside the Classroom: Learning from the 2008 Financial Crisis and the Subprime Meltdown” by Brian W. Sloboda (University of Phoenix) and Yaya Sissoko (Indiana University of Pennsylvania); “Notetaking and Lectures in the Digital Age” by Benjamin Artz (University of Wisconsin-Oshkosh), Marianne Johnson (University of Wisconsin-Oshkosh), Denise Robson (University of Wisconsin-Oshkosh), and Sarinda Taengnoi Siemers (University of Wisconsin-Oshkosh); “One Talking Head is Better Than None” by Kathryn Birkeland (University of South Dakota) and Mandie Weinandt (University of South Dakota); “Re-imagining Introductory Economics: Developing a Low-Cost Instructional Framework” by Eiichiro Kazumori (University of Massachusetts-Dartmouth) and Devon Lynch (University of Massachusetts-Dartmouth); “Show-And-Tell Economics Using Selfies” by Colin Cannonier (Belmont University), Brad D. Childs (Belmont University), Howard H. Cochran (Belmont University), Luke Petach (Belmont University), Lakisha Simmons (Belmont University), and Marieta V. Velikova (Belmont University); “Skepticism Education and Personality” by Calvin Blackwell (College of Charleston), James Malm (College of Charleston), Normal Maynard (College of Charleston), Mark Pyles (College of Charleston), Marcia Snyder (College of Charleston), and Mark Witte (College of Charleston); “Teaching Econometrics with an Empirical Focus: Research Project Assignment” by Sedefka Beck (Valparaiso University); “Teaching Managerial Economics: Case-Based Learning Versus Problem-Based Learning” by Dmitriy Chulkov (Indiana University-Kokomo) and Dmitri Nizovtsev (Washburn University); “Technology Interventions in Collegiate Economics Classes” by Marianne Johnson (University of Wisconsin-Oshkosh) and Martin Meder (Nicholls State University); “The Digital Dilemma: Using Digital Tools in the Online or Face-to-Face Classroom to Foster Participation and Encourage Student Learning” by Mandie Weinandt (University of South Dakota) and Kathryn Birkeland (University of South Dakota); “The Econometric Mini-Games: Does Competition Help in Learning Econometrics?” by Rod D. Raehsler (Duquesne University and Clarion University); “Using “Dollar Street” to Show Income Inequality Across the World” by Linda S. Ghent (Eastern Illinois University), James R. Bruehler (Eastern Illinois University), and Alan P. Grant (Baker University); and “Yours, Mine and the Truth: Using a Structured Minimum Wage Debate in the Economics Classroom” by Scott Wolla (Federal Reserve Bank of St. Louis).

7. “Using Social Media and Blogging to Engage Economists” presented by Darshak Patel, University of Kentucky, and including panelists Brandon Sheridan (Elon University), Jessica B. Hoel (Colorado College), N. Gregory Mankiw (Harvard University), Scott Cunningham (Baylor University), Martha L. Olney (University of California-Berkeley), and Claudia Sahm (Federal Reserve Board).
8. The Committee hosted the annual reception for Friends of Economic Education (invitation only). The reception was attended by over 40 persons.

James Hornsten, Thomas Nechyba, Roisin O’Sullivan, and Wendy Stock have completed their terms, all making significant contributions throughout their terms. Hornsten served on (and Chaired) the CTREE conference program committee. Nechyba served on a panel entitled “What Should Students Learn From Intermediate Theory Classes” which attracted over 80 people and was an active member throughout his term providing advice and providing contacts that helped others organize ASSA sessions. O’Sullivan served on (and Chaired) the CTREE conference program committee. Stock organized a number of ASSA sessions, each with attendance counts over 65.

The Committee is pleased that the AEA President has approved the memberships of John List (University of Chicago) and Paul Grimes (Pittsburg State University) for the committee. The AEA President has also approved the renewal of membership terms for both James Hornsten and Wendy Stock. Their (three-year) terms will begin following the 2020 meetings.

Current information and past reports about the Committee and its activities are available at <https://www.aeaweb.org/about-aea/committees/economic-education>.

KimMarie McGoldrick, *Chair*

Membership of CEE

Name	Last AEA Conference Of Current Term	Number of Terms
Carlos Asarta	2022	1 st
Bill Goffe	2021	1 st
Allen Goodman	2022	1 st
Paul Grimes	2023	1 st
Oscar Harmon	2021	1 st
James Hornsten	2023	2 nd
John List	2023	1 st
KimMarie McGoldrick	2021	1 st
James Peyton	2022	1 st
Wendy Stock	2023	2 nd
Sam Allgood	JEE ex officio	

Ninth National Conference on Teaching Economics (2019)

The ninth AEA National Conference on Teaching (Undergraduate, Graduate Levels) and Research in Economic Education (all levels) [CTREE] was held at the Hyatt Regency St. Louis at the Arch in St. Louis, MO, May 29-May 31, 2019. It was organized by the Committee on Economic Education (CEE), and co-sponsored by the *Journal of Economic Education (JEE)*. Logistical support was provided by the Association's convention staff in Nashville.

There were three plenary speakers: Stephen Chew, Anne Winkler, and Bob Frank. In addition to plenary sessions, 75 papers were presented at 19 paper sessions, 25 people participated in six panel discussions, and 19 people comprised the staff at 5 practicum workshops. The 30 sessions were offered in five sets of five or six concurrent sessions each.

Registration was 308, including 30 people from 7 other countries. Attendance at plenary sessions averaged 143. Attendance at the concurrent sessions (total of 27) averaged 33, with a median session attendance of 30. Of those completing an evaluation survey, 70 percent reported that the conference was a better use of their time than their next best alternative, and 27 percent concluded its value was equal to the next best use of their time.

Paper authors were invited to submit revised papers to the *JEE* (a conference co-sponsor). They are being peer reviewed with an expedited schedule to permit timely publication of the accepted papers in a 2020 issue of *JEE*.

The conference had three primary sources of revenue, a \$125 per person registration fee for AEA members (slightly more for non-members and late registrants) that generated \$41,385, exhibits that generated \$16,500 and \$35,000 of support from the Association, totaling \$92,885. Two breakfasts, one lunch, and three coffee/soda breaks were provided to registrants. A reception on the second night for all participants was provided by 11 sponsoring publishers.

Food and beverage expenses were \$73,400. Audio-visual expenses were \$18,350. Staff and speaker travel was about \$2,500, miscellaneous expenses (mostly printing) and a subsidy to the *Journal of Economic Education* summed to \$6,300, totaling \$100,550.

Planning for the 2020 teaching conference is underway. It will be held May 27- May 29, 2020 at the Westin Michigan Avenue, Chicago, IL. Plenary Speakers include Lisa Cook, Dean Karlan, and Betsey Stevenson.

**Report of the *Journal of Economic Education* (JEE)
to the AEA Committee on Economic Education
Sam Allgood and KimMarie McGoldrick (*JEE* Co-Editors)**

1. Editorial Matters

a. Associate Editors in 2019: William Bosshardt (Florida Atlantic University); David Colander (Middlebury); Bill Goffe (Penn State); Gail Hoyt (Kentucky); Roisin O’Sullivan (Smith College); Wendy Stock (Montana State University). The basic division of labor by journal section is as follows: Economic Content (Colander); Economic Instruction (Bosshardt); Research (Stock); Features and Information (Hoyt and O’Sullivan); and Online (Goffe). Each editor gives great service by reviewing manuscripts, obtaining referee reports, and making publication recommendations. Tricia Fanny at the University of Richmond provided exceptional administrative support managing the behind the scenes submission work and communicating with the editors and authors. She retired in August and has been replaced by Kelley Ranager at the University of Richmond. Sharon Nemeth at the Nebraska office provides invaluable help through proofing and copy-editing manuscripts.

b. Editors in 2018. There was a change in *JEE* Associate editors in 2018. As noted above, Roisin O’Sullivan joined the team to support Gail Hoyt’s role in the Features and Information section. Additionally, Georg Schaur (Tennessee) stepped down from his Associate Editor role after 5 years of valuable service.

c. Editorial board in 2019: It now consists of 16 distinguished academic economists.

2. Editorial Statistics and Flow

a. The table below shows the number of manuscripts submitted to the *Journal of Economic Education* from 2008 through 2017 and the disposition of those manuscripts. Data from 2008 to 2015 are complete because there are no manuscripts currently under review. Those data can be used to calculate the best estimate of the acceptance rate for the JEE. **From 2008 to 2015, the acceptance rate was 19.61 percent of manuscripts submitted.** The table also provides data for 2016 and 2017. That acceptance rates (17.68 and 20.18 percent, respectively) are only tentative ones. They will increase if some manuscripts that are still under review or revision are accepted.

Year	Number Submitted	Under Review/ Revision	Inactive Manuscripts	Rejected Manuscripts	Accepted Manuscripts	Acceptance Rate (%)
2008	177	0	3	141	33	18.64
2009	134	0	5	103	26	19.40
2010	153	0	1	122	30	19.61
2011	212	0	3	175	34	16.04
2012	185	0	2	149	34	18.38
2013	169	0	1	135	33	19.53
2014	183	0	5	139	39	21.31
2015	174	0	2	129	43	23.56
2008–2015	1387	0	22	1093	272	19.61
2016	181	2	3	144	32	17.68
2017	218	14	0	160	44	20.18

b. Flow: An on-going concern is finding a sufficient number of high-quality manuscripts to publish each year. The editors are unanimous in their decision that the *JEE* should maintain its high standards for accepting manuscripts to publish. The editors continued in 2018 to undertake projects to increase the number of submitted manuscripts and their quality. Most recently, the Journal Editors have coordinated with the Chair of the Committee on Economic Education to develop sessions at the ASSA meetings that were later invited as articles for symposia.

3. Published in Volume 50 (2019)

a. Content: The articles submitted to the *JEE* are published in five sections: (a) Research—empirical and theoretical studies of teaching and learning economics; (b) Economic Content—discussion of economic theories and concepts, and how they can be taught; (c) Economic Instruction—innovative methods for teaching economics; (d) Features and Information—studies of the economics curriculum, the economics major, the use of instructional materials, and changes in the economics profession that affect teaching; and, (e) Online—instructional materials for teaching economics that are technology-based and interactive for users with links to websites. A total of 38 *JEE* articles were published in 2018 with this distribution: Research (3); Content (5); Economic Instruction (17); Features and Information (12); and Online (abstracts) (1).

b. Celebrating 50 Years of the Journal of Economic Education Symposium: Four articles celebrating the *JEE*'s anniversary were published. William Walstad provided an overview of evolution of the Journal in terms of the sections and personnel entitled "Continuity and Change in the *Journal of Economic Education* over 50 Years." Gail Hoyt and KimMarie McGoldrick reviewed instructional papers and developed representative themes to describe the advances in practices and technology entitled "50 Years of Economic Instruction in the *Journal of Economic Education*." Sam Allgood and Georg Schaur summarized research themes and most cited articles as well as providing advice for future work in their paper 50 Years of Research in the *Journal of Economic Education*." Sam Allgood and KimMarie McGoldrick reiterated the importance of each existing section of the Journal and provided a series of initiatives to further develop the field of economic education in their paper "Setting and Agenda for the Future."

c. CTREE: The *JEE* is a co-sponsor with the AEA Committee on Economic Education of the Conference on Teaching and Research in Economic Education (CTREE). The 2019 CTREE was held on May 29 – 31, 2019 at the Hyatt Regency St. Louis at the Arch, Missouri. As was the case with past CTREE meetings, paper authors were encouraged to submit their revised manuscripts to the *JEE* for possible publication. The 202 CTREE will be held at the end of May in Chicago, IL.

d. Editorial Guidance for Authors: What has continued to be useful for prospective authors is the set of articles written by *JEE* associate editors in various 2014 issues as follows: (a) **JEE 45:2:** David Colander on Economic Content, KimMarie McGoldrick on Economics Instruction, Tisha Emerson on Classroom Experiments, and, Bill Goffe on Online; **JEE 45:3:** Sam Allgood on Research; and, **JEE 45:4:** Gail Hoyt on Features and Information.

4. Publishing Notes

a. Arrangements: The *JEE* is published by Taylor and Francis Education in cooperation with the American Economic Association's Committee on Economic Education (AEA-CEE).

b. Financials: The *JEE* receives financial support from Taylor and Francis that is used to pay for editorial assistance and expenses. The *JEE* also receives some financial assistance from the American Economic Association for its work related to CTREE. The *JEE* receives in-kind support from the Department of Economics at the University of Nebraska-Lincoln and the Robins School of Business at the University of Richmond.

c. Peer-reviewed: The *JEE* is a peer-reviewed journal specializing in publishing articles on economic education at the university and pre-university levels. Approximately 140 academics serve as referees for the *JEE* each year. The *JEE* editors work collaboratively with the AEA-CEE to sponsor academic sessions and programs that give authors of scholarly manuscripts opportunities to present their work in high-quality venues and also submit their papers for publication in a peer-reviewed journal.

d. Publisher: Taylor and Francis (T&F) gives the *JEE* access to more domestic and international resources to help with production, marketing, distribution, and editing. The T&F staff continues to be very responsive, timely, and efficient in the production of journal issues.

e. Size and Availability: The *JEE* is published in print format and the goal is for each issue to be about 100–120 printed pages per issue and about 8–12 articles per issue. No changes are planned in the number of printed pages. The *JEE* content also is available online at <http://www.tandfonline.com/toc/vece20/current>.

f. Submissions: Currently manuscripts are being submitted electronically through the ScholarOne electronic system with access at the *JEE* website.