

# Tenth Annual Conference on Teaching & Research in Economic Education (CTREE)

**June 2-4, 2021**  
**Virtual**

## Plenary Speakers:



Betsey Stevenson  
University of Michigan



John Taylor  
Stanford University

## Sponsored by:



**AEA Committee on  
Economic Education**



***Journal of Economic  
Education***

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

## **AEA Committee on Economic Education members**

KimMarie McGoldrick, Chair of AEA Committee on Economic Education,

University of Richmond & *Journal of Economic Education*

Sam Allgood [ex officio], University of Nebraska-Lincoln & *Journal of Economic Education*

Carlos Asarta, University of Delaware

Rita Balaban, University of North Carolina - Chapel Hill

Allen C. Goodman, Wayne State University

Paul Grimes, Pittsburg State University

Andrew Hill, Philadelphia Federal Reserve Board

James Hornsten, Northwestern University

Gail Hoyt, University of Kentucky

John List, University of Chicago

James Peyton, Highline College

Wendy Stock, Montana State University

## **Conference Organizing/Steering Committee**

KimMarie McGoldrick, University of Richmond & *Journal of Economic Education*

Sam Allgood [ex officio], University of Nebraska-Lincoln & *Journal of Economic Education*

Paul Grimes, Pittsburg State University

James Hornsten, Northwestern University

Gail Hoyt, University of Kentucky

Gwyn Loftis, American Economic Association

Peter Rousseau, American Economic Association/Vanderbilt University

Julia Merry manages the many details of the meeting. Jonnda Burner handled registration. Jarrod McGoun developed the virtual platform for this year's meeting. Susan Houston designed the PDF program and maintains the AEA Committee on Economic Education webpage. Jonnda Burner, Susan Houston, Gwyn Loftis, Rebekah Loftis, Julia Merry, and Tracy White perform the host role for all Zoom meetings.

# Conference on Teaching & Research in Economic Education

June 2-4, 2021 • via Zoom

## Schedule of Events

All events scheduled in Eastern Daylight Time (EDT)

Concurrent sessions will be held as Zoom meetings; plenary sessions will be webinars.

### June 2

4:00 – 4:15 pm	Admit Participants for the Opening Webinar
4:15 – 5:45 pm	Welcome and Plenary Session 1 (Betsey Stevenson)
5:45 – 6:00 pm	Break
6:00 – 8:00 pm	Concurrent Sessions (Block A)

### June 3

10:30 am – 12:30 pm	Concurrent Sessions (Block B)
12:30 – 12:45 pm	Break
12:45 – 2:45 pm	Concurrent Sessions (Block C)
2:45 – 4:15 pm	REMO Community and Publisher Gathering Space
4:15 – 6:15 pm	Concurrent Sessions (Block D)
6:15 – 6:30 pm	Break
6:30 – 8:00 pm	Concurrent Sessions (Block E)

### June 4

10:30 – 11:30 am	REMO Community and Publisher Gathering Space
11:30 am – 1:30 pm	Concurrent Sessions (Block F)
1:30 – 1:45 pm	Break
1:45 – 3:00pm	Plenary Session 2 (John Taylor)

# Wednesday, June 2

All events are scheduled in Eastern Daylight Time (EDT)

**4:00 – 4:15 pm Admit Participants for the Opening Webinar**

---

**4:15 – 5:45 pm**

**WELCOME** from KIMMARIE MCGOLDRICK, University of Richmond, and Chair of the AEA Committee on Economic Education

---

## **PLENARY SESSION 1**

BETSEY STEVENSON, University of Michigan – Generational Change In Teaching  
Introductory Economics

Presiding: JAMES HORNSTEN, Northwestern University

---

**5:45 – 6:00 pm Break**

---

## **SESSION A: 6:00 – 8:00 pm EDT**

**6:00 – 8:00 pm EDT**

**Session A1 (PANEL): Expanding Diversity in Undergraduate Classes with  
Advancements in (the) Teaching (of) Economics (EDUCATE) Workshop: Reflections  
and Future Plans**

**Presiding:** KIMMARIE MCGOLDRICK, University of Richmond

SAM ALLGOOD, University of Nebraska-Lincoln – Overview and Background

GAIL HOYT, University of Kentucky – Goals, Organization, and Techniques Introduced

GERALD DANIELS, Howard University – Example 1: Teaching with Data

TISHA EMERSON, Baylor University – Example 2: Classroom Experiments

ALL – Integration of Diversity and Inclusion and Post-Workshop Mentoring

KIMMARIE MCGOLDRICK, University of Richmond – Future plans

---

**6:00 – 8:00 pm EDT**

**Session A2 (WORKSHOP): Evaluating Teaching Changes with Standard Assessments**

Workshop participants will create customized plans to implement and evaluate changes in their own courses. Participants will be organized into small groups and work through a series of four guided activities: The Big Picture; Measuring Outcomes; The Treatment; and Study Design and Analysis.

DOUGLAS MCKEE, Cornell University

GEORGE ORLOV, Cornell University

ANNA MCDUGALL, Cornell University

---

**6:00 – 8:00 pm EDT**

**Session A3 (WORKSHOP): Teaching Reproducible Research in the Classroom**

This hands-on workshop will give an overview of the evolving landscape of reproducibility standards in economics, teach foundational skills in data literacy for reproducibility, demonstrate a curricular module for conducting and reporting reproductions, and discuss opportunities for instructors, students, and researchers to contribute to these ongoing efforts. This workshop will be facilitated by BITSS staff, members of the Research Division of the Federal Reserve Bank of St. Louis, and the AEA Data Editor.

LARS VILHUBER, Cornell University – Introduction: Evolving Standards for Reproducibility in Economics

DIEGO MENDEZ-CARBAJO, Federal Reserve Bank of St. Louis – FRED Interactives on Data Literacy

FERNANDO HOCES DE LA GUARDIA, Berkeley Initiative for Transparency in the Social Sciences, UC Berkeley – How to Teach Reproducibility in Classwork

KATHERINE HOEBERLING, Berkeley Initiative for Transparency in the Social Sciences, UC Berkeley – Conclusion: How to Contribute

---

**6:00 – 8:00 pm EDT**

**Session A4: Engaging Students with Experiments, Simulations & Games**

**Presiding:** ERIK CRAFT, University of Richmond

JOSH STAVELEY-O'CARROLL, Babson College – Adverse Selection in the Healthcare Market: A Classroom Experiment

BECKY ROSELIUS HANEY and MATTHEW KUPERUS HEUN, Calvin University, and SAMANTHA SVOBODA, Realia Group – How Might the Coming Climate Crises Change the Way We Teach Economics?: Using the Green Business Lab® Helps Students Connect the Dots

FLORENCIA I. GABRIELE, Emmanuel College – Teaching History of Economic Thought through Social Media and Interactive Games

G. DIRK MATEER, University of Texas-Austin, and J. BRIAN O’ROARK, Robert Morris University – Ten Economic Lessons Learned from Animal Crossing During the Lockdown

**Discussants:** EVA DZIADULA, University of Notre Dame  
DAVID HARRIS, Benedictine College  
HUMBERTO BARRETO, DePauw University  
STEPHEN DAY, Virginia Commonwealth University

---

**6:00 – 8:00 pm EDT**

**Session A5: Labor Markets: A Deeper Look at the Marginal Product of Labor**

**Presiding:** BREE J. LANG, University of California, Riverside

EECHENG ONG, National University of Singapore – Learning Labor Economics through Interviewing Practitioners of Vanishing Trades

CLODA JENKINS, University College London – Employability Skills in Economics Degrees

OSKAR HARMON, CRAIG CALVERT, MATTHEW MOCARSKY, ADAM PATTERSON, and JUN CHO, University of Connecticut – Using Fantasy Baseball Simulation to Teach Economic Concepts

CYNTHIA BANSAK and SHUWEI ZHANG, St. Lawrence University – Understanding the Role and Effectiveness of Alumni Connections on Cooperative Learning

**Discussants:** MELATI NUNGSARI, MIT Sloan  
BECKY C. SMITH, Mississippi State University  
DARSHAK PATEL, University of Kentucky  
SARAH PEARLMAN, Vassar College

---

**6:00 – 8:00 pm EDT**

**Session A6: What Should Go into the Only Economics Course Students Will Ever Take? Part I**

**Presiding:** WENDY STOCK, Montana State University

AVI COHEN, York University and University of Toronto – What Do We Want Principles Students to Know and Be Able To Do: Content, Capacities, and Course Level Learning Outcomes

JANE IHRIG, Federal Reserve Board of Governors, MARY CLARE PEATE, Marginal Revolution University, and SCOTT WOLLA, Federal Reserve Bank of St. Louis – If You Build It, And They Don’t Come: A Framework To Address The Curriculum Lag

MARK MAIER, Glendale Community College, and PHIL RUDER, Pacific University – How Do We Measure Success in an LT Course? Developing Scalable Assessments of What Principles Students Can Do

**Discussants:** DAVID COLANDER, Middlebury College

MARY SUITER, Federal Reserve Bank of St. Louis

JIMENA GONZÁLEZ RAMÍREZ, Manhattan College

---

**Thursday, June 3**

**All events are scheduled in Eastern Daylight Time (EDT)**

**SESSION B: 10:30 am – 12:30 pm EDT**

**10:30 am – 12:30 pm EDT**

**Session B1 (PANEL): Social Media Broadens Reach: Our Responsibilities in an Open Classroom**

**Presiding:** GINA C. PIETERS, University of Chicago

LISA D. COOK, Michigan State University – Impact on the Undergraduate Perspective on Economics

GRAY KIMBROUGH, American University – Impact on the Public Perspective of Economics Research

ABDULLAH AL-BAHRANI, Northern Kentucky University – Different Media, Different Audience?

---

**10:30 am – 12:30 pm EDT**

**Session B2 (WORKSHOP): Discussion of “Make it Stick: The Science of Successful Learning”**

This workshop is an opportunity to learn about and discuss the practical application of evidence-based teaching practices to economic instruction. Participants are asked to read “Make it Stick: The Science of Successful Learning” prior to the conference if they plan to participate in this workshop.

WILLIAM L. GOFFE, Pennsylvania State University

MICHAEL ENZ, Roanoke College

---

**10:30 am – 12:30 pm EDT**

**Session B3 (WORKSHOP): Creating Group Activities to Promote Learning and Engagement in College Economics Classes**

Participants will explore best practices for writing engaging in-class (or online) activities for students working in groups. This workshop will provide explicit guidance for small group formation, the rationale for using specific answers, and creative examples for writing class activities that matter to students. Participants will use backward design to first identify a desired learning outcome, next develop an activity to achieve the outcome, and then write teaching notes that specify how the activity could be used.

MARK MAIER, Glendale Community College

PHIL RUDER, Pacific University

SCOTT SIMKINS, North Carolina Agricultural and Technical State University

---

**10:30 am – 12:30 pm EDT**

**Session B4: Innovative Approaches to Teaching Microeconomics**

**Presiding:** DAVID A. MILLER, University of Michigan

EIICHIRO KAZUMORI, University of Massachusetts-Dartmouth – Re-imagining Introductory Economics: Teaching Producer Theory and Perfect Competition Using an Example of Trucking Industry and Self-Driving Cars Based on Real-World Data

LESHUI HE, Bates College – A New Model for Intermediate Microeconomics – Same Foundation, More Engagement, Flexibility and Diversity

JOAQUÍN COLEFF, Universidad Nacional de La Plata, Argentina, and CAMILO RUBBINI, Stony Brook University – Price Discrimination: Explaining New Theoretical Results with Simple Exercises

MELATI NUNGSARI, MIT Sloan – A Teaching Model of Pricing on a Two-Sided Matching Platform with Horizontally Differentiated Agents

**Discussants:** MONICA HARTMANN, University of St. Thomas

NAZANIN KHAZRA, University of Toronto

DANIEL LEVY, Bar-Ilan University, Emory University and RCEA

ELENA ANTONIADOU, Georgia Institute of Technology

---

**10:30 am – 12:30 pm EDT**

**Session B5: Adapting to the Pandemic**

**Presiding:** DARSHAK PATEL, University of Kentucky



CLODA JENKINS and PARAMA CHAUDHURY, University College London – Coping with Covid in Our Classes: An Evaluation of Adaptable Teaching and Learning Design in Economics

GEORGE ORLOV, DOUGLAS MCKEE, THOMAS DICICCIO, and JÖRG STOYE, Cornell University, AUSTIN BOYLE, Pennsylvania State University, TYLER RANSOM, University of Oklahoma, JAMES BERRY, University of Delaware, and ALEX REES-JONES, University of Pennsylvania – Learning During the COVID-19 Pandemic: It is Not Who You Teach, but How You Teach

JULIE BUHL-WIGGERS, LISBETH LA COUR, METTE SUDER FRANCK, and ANNEMETTE KJÆRGAARD, Copenhagen Business School – Exploring Heterogeneous Treatment Effects of Blended Learning

EECHENG ONG, National University of Singapore – From a Partial Flip to a Full Flip: Evidence of Improved Learning During a Pandemic

**Discussants:** TIM KAISER, University of Koblenz-Landau and German Institute for Economic Research (DIW Berlin)

KATHERINE SILZ CARSON, SilzCarson Consulting

CYNTHIA BANSACK, St. Lawrence University

NHAN LE, Alma College

---

**12:30 – 12:45 pm      Break**

---

## **SESSION C: 12:45 – 2:45 pm EDT**

**12:45 – 2:45 pm EDT**

**Session C1 (PANEL): The Tenure Process at Liberal Arts Colleges: Implications for Economic Education**

**Presiding:** NICOLE SIMPSON, Colgate University

NICOLE SIMPSON, Colgate University – A Summary of Survey Results About Tenure Standards at Liberal Arts Colleges

SARAH PEARLMAN, Vassar College – Balancing Standards in Research and Teaching at Liberal Arts Colleges

PETER FERDERER, Macalester College – Are Tenure Expectations at Liberal Arts Colleges Increasing Over Time?

---

**12:45 – 2:45 pm EDT**

**Session C2 (WORKSHOP): Teaching Economics with Videos & Interactive Technology**

This hands-on workshop will demonstrate how to effectively integrate five online technology platforms into your economics courses. Participants will explore the potential uses of NearPod, EdPuzzle, Kahoot, TikTok, and Mentimeter. Please have a computer or smart device ready to access and use these tools during the workshop.

MARY CLARE PEATE, MRU.org

FLORENCIA I. GABRIELE, Emmanuel College

---

**12:45 – 2:45 pm EDT**

**Session C3: Rethinking How We Teach Macroeconomics and Monetary Policy**

**Presiding:** CHRIS SURRO, University of California, Los Angeles

HOSSEIN KAZEMI and ALEXANDER EIERMANN, Stonehill College – Active Learning Exercises for Teaching Macroeconomics, Financial Economics, and Monetary Policy

MARIO SOLIS-GARCIA, Macalester College – Does it Spark Joy? Reworking Macroeconomics in a Principles of Economics Course

SCOTT WOLLA, Federal Reserve Bank of St. Louis, and JANE IHRIG, Federal Reserve Board of Governors – Teaching the New Tools of Monetary Policy

JAMES K. SELF, Indiana University-Bloomington, and KIM P. HUYNH, Bank of Canada – Today's Implementation of Monetary Policy is Missing in Principles of Macroeconomics Courses

**Discussants:** KRISTEN ZABORSKI, State College of Florida

OSKAR ZORRILLA, United States Naval Academy

JOSH STAVELEY-O'CARROLL, Babson College

YIORYOS MAKEDONIS, Queen Mary University of London

---

**12:45 – 2:45 pm EDT**

**Session C4: Ideas to Improve Financial Education**

**Presiding:** RANGANATH MURTHY, Western New England University

KEIKO TAKAHASHI, Jissen Women's University, INOSE TAKENORI, Nippon Sport Science University, and SHINTARO ABE, Josai International University – Current State and Issues of Financial Literacy among Japanese University Students

TIM KAISER, University of Koblenz-Landau & DIW Berlin, and LUKAS MENKHOFF, Humboldt University of Berlin & DIW Berlin – Active Learning Improves Financial Education: Short- and Long-Term Experimental Evidence

JAVIER SIERRA, University of Salamanca – The Microfinance Game: An Online Activity to Simulate the Dynamics of the Microfinance Sector

**Discussants:** GEORGE ORLOV, Cornell University  
DORIS GEIDE-STEVENSON, Weber State University  
LESHUI HE, Bates College

---

**12:45 – 2:45 pm EDT**

**Session C5: Gender and Diversity in Economic Education**

**Presiding:** JESSIE WANG, Furman University

HANNAH BUTTLE, OTSO HAO, PARAMA CHAUDHURY, and SAMUEL ASHER, University College London – Measuring the Demographic Gap in Academic Outcomes for Economics Undergraduates – Why Does It Exist and What Are the Implications?

AMBER CASOLARI, Riverside City College, and CLARE BATTISTA, Santa Monica College – Relevance, Belonging and Growth Mindsets of California Community College Students

LIZ SCHROEDER, Oregon State University, and TODD PUGATCH, Oregon State University – Promoting Female Interest in Economics: Limits to Nudges

AMANDA J. FELKEY, Lake Forest College, ERIC CHIANG, Florida Atlantic University, and EVA DZIADULA, University of Notre Dame – Gender, Social Accountability and Student Success: Does Anonymity Matter?

**Discussants:** GALIT EIZMAN, Harvard University  
LAVINIA MOLDOVAN, Mount Royal University  
EECHENG ONG, National University of Singapore  
ASELIA URMANBETOVA, Georgia Institute of Technology

---

**2:45 – 4:15 pm REMO Community and Publisher Gathering Space:** Video chat with fellow attendees and publishers through the REMO virtual event platform. Participants can move between virtual tables to join conversations on a wide variety of teaching topics, both planned and spontaneous.

Cengage

Edward Elgar Publishing

Federal Reserve Bank of St. Louis

MacMillan Learning

MobLab

Pearson

W. W. Norton

Wiley

## **SESSION D: 4:15 – 6:15 pm EDT**

**4:15 – 6:15 pm EDT**

### **Session D1 (PANEL): AEA Task Force on Outreach to High School and Undergraduate Students in Economics - An Update**

**Presiding:** SAM ALLGOOD, University of Nebraska - Lincoln

SAM ALLGOOD, University of Nebraska - Lincoln – A Program to Introduce Under-Represented High School Students to What Economics Is

KIMMARIE MCGOLDRICK, University of Richmond – Expanding Diversity in Undergraduate Classes with Advancements in (the) Teaching (of) Economics (EDUCATE) Workshop

ANN OWEN, Hamilton College – Revising the Undergraduate Curriculum

MARTHA OLNEY, University of California - Berkeley – Posters and Economists in the High School Classroom

JUDY CHEVALIER, Yale University – Direct Outreach to High School Students Underrepresented in the Economics Major

---

**4:15 – 6:15 pm EDT**

### **Session D2 (WORKSHOP): FRED®: Active Learning with Data and Remote Learning**

Find out how to engage students by integrating the Federal Reserve Economic Data (FRED®) system into your classroom and remote learning activities. Workshop participants will learn how to build graphs reflecting the economic impact of the COVID-19 pandemic, how to organize FRED content into a dashboard, and how to use data to increase student comprehension by connecting numeracy and analytical skills.

DIEGO MENDEZ-CARBAJO, Federal Reserve Bank of St. Louis – Active Learning with FRED

MARIA A. ARIAS, Federal Reserve Bank of St. Louis – FRED Dashboards

YVETTA FORTOVA, Federal Reserve Bank of St. Louis – FRED Accounts

ASELIA URMANBETOVA, Georgia Institute of Technology – FRED in the Classroom

---

**4:15 – 6:15 pm EDT**

### **Session D3: Learning in Teams**

**Presiding:** KATHLEEN ODELL, Dominican University

KATHERINE SILZ CARSON, SilzCarson Consulting, MARK MAIER, Glendale Community College, PHILIP RUDER, Pacific University, and SCOTT SIMKINS, North Carolina Agricultural and Technical State University – Results of a Multi-Site Evaluation of Team-Based Learning

YIORYOS MAKEDONIS, Queen Mary University of London – Enhancing (?) Learning through Teamwork Based Assessments

ALLISON SHWACHMAN KAMINAGA, Bryant University, and SARA GUNDERSEN, Valparaiso University – Presentations to the President: A Role Play Assignment for a Macroeconomics Principles Class

JAVIER SIERRA and ÁNGELA SUÁREZ-COLLADO, University of Salamanca – Trade, Development and the 2030 Agenda: An Online Simulation to Develop Multiple Learning Outcomes

**Discussants:** KATHLEEN ODELL, Dominican University  
PARAMA CHAUDHURY, University College London  
SILVIA DAL BIANCO, University College London  
KABEER MUHAMMAD, Kwantlen Polytechnic University, BC - Canada

---

**4:15 – 6:15 pm EDT**

**Session D4: Empirical Topics: Qualitative Methods, Replicability, Big Data and Excel**

**Presiding:** EIICHIRO KAZUMORI, University of Massachusetts-Dartmouth

WILLIAM BOSSHARDT, Florida Atlantic University, AMANDA JENNINGS, University of Michigan, and PETER DAVIES, University of Birmingham – Why It Works: Using Qualitative Methods in Economic Education Research

JAN H. HÖFFLER, University of Göttingen and ReplicationWiki – ReplicationWiki: A Tool for Teaching Empirical Economics

NAZANIN KHAZRA, University of Toronto – The Emergence of Tech-Econ: Teaching Machine Learning and Big-Data Skills to Economics Students

HUMBERTO BARRETO, DePauw University – A Covid-19 Teaching Example: Pooled Testing with Microsoft Excel

**Discussants:** DOUGLAS MCKEE, Cornell University  
KATHERINE HOEBERLING, Berkeley Initiative for Transparency in the Social Sciences, UC Berkeley  
ANTHONY UNDERWOOD, Dickinson College  
HAO XUE, Stanford University

---

**4:15 – 6:15 pm EDT**

**Session D5: What and How Economists Read**

**Presiding:** G. DIRK MATEER, University of Texas, Austin

SINY JOSEPH, Kansas State University – Open/Alternative Textbook Adoption in Econ 101

ASELIA URMANBETOVA, CHAOHUA OU, and ELENA ANTONIADOU, Georgia Institute of Technology – Using Static vs. Interactive Open Textbooks in Large-Enrollment Economics Courses

BECKY C. SMITH and STEPHANIE M. LEMLEY, Mississippi State University – How Economists Comprehend Economic Texts

LUCIA FARRISS, Saint Leo University, and REBECCA MORYL, Emmanuel College – Teaching with The Economist

**Discussants:** FLORENCIA GABRIELE, Emmanuel College

AMBER CASOLARI, Riverside City College

MICHAEL ENZ, Roanoke College

BECKY ROSELIUS HANEY, Calvin University

---

**6:15 – 6:30 pm Break**

---

**SESSION E: 6:30 – 8:00 pm EDT**

**6:30 – 8:00 pm EDT**

**Session E1 (WORKSHOP): Incorporating Local and Virtual Field Experiences into Economics Courses**

Explore how to develop your students' critical thinking skills and enhance their motivation through field trips and virtual experiences. This workshop will focus on how to effectively organize, incentivize, fund, and assess traditional field trips, and, how to conduct external experiences remotely using virtual reality equipment.

KATRINA BABB, Indiana State University

---

**6:30 – 8:00 pm EDT**

**Session E2: The College Fed Challenge During the COVID-19 Pandemic**

**Presiding:** JULIE SMITH, Lafayette College

JEAN DURR and LAURA SHIPLEY, Board of Governors, Federal Reserve System – The College Fed Challenge in a Virtual Setting – View from the Board of Governors

DAVID GULLEY, Bentley University, ELISABETH CURTIS, Dartmouth College, LAURA JACKSON YOUNG, Bentley University, and NATALIA SMIRNOVA, University of Connecticut – Organizing a Student Fed Challenge Team During the COVID-19 Pandemic

CYNTHIA BANSACK, St. Lawrence University, JULIE SMITH, Lafayette College, LEONIE STONE, SUNY-Geneseo, PHIL HEAP, James Madison University, and RICH HIGGINS, Colgate University – New Challenges: An Economy Faced with a Global Pandemic, Systemic Racism, Trade Wars, Climate Change and New Policy Framework

**Discussants:** JENNIFER W. KELBER, Saint Anselm College  
DIEGO MENDEZ-CARBAJO, Federal Reserve Bank of St. Louis  
PETER FERDERER, Macalester College

---

**6:30 – 8:00 pm EDT**

**Session E3: Start Them Early! Benefits of Early Economic Education**

**Presiding:** GAIL HOYT, University of Kentucky

GALIT EIZMAN, Harvard University – Forever (Too) Young? The Effect of Early Exposure to Economics on Future Achievements

EVELYN NUNES and STEPHEN DAY, Virginia Commonwealth University – Is It Still an Econ Course? The Effect of Personal Finance Certification Tests on the Learning of Economics

LUIS OBERRAUCH, University of Koblenz-Landau, and TIM KAISER, University of Koblenz-Landau and German Institute for Economic Research (DIW Berlin) – The Impact of Mandatory Economic Education on Economic Competence: Evidence from a Secondary School Curriculum Reform in Germany

**Discussants:** JULIE BUHL-WIGGERS, Copenhagen Business School  
JAMES K. SELF, Indiana University-Bloomington  
MARK MAIER, Glendale Community College

---

**6:30 – 8:00 pm EDT**

**Session E4: Our Fellow Economists and Departments: What Do We Have in Common?**

**Presiding:** MARIO SOLIS-GARCIA, Macalester College

EMILY C. MARSHALL, ANTHONY UNDERWOOD, and ABIGAIL HYDE, Dickinson College, and JOHN J. PERRY, Centre College – Requirements of Undergraduate Economics Majors: A Comprehensive Evaluation

ALVARO LA PARRA PEREZ and DORIS GEIDE-STEVENSON, Weber State University – Consensus among Economists in 2020

ANNA MCDUGALL, DOUGLAS MCKEE, and GEORGE ORLOV, Cornell University – Explaining Heterogeneity across Departments in Diversity of Students Studying Economics

**Discussants:** WILLIAM L. GOFFE, Pennsylvania State University  
MARIO SOLIS-GARCIA, Macalester College  
JAN H. HÖFFLER, University of Göttingen and ReplicationWiki

---

**6:30 – 8:00 pm EDT**

**Session E5: Active Learning and Student Engagement**

**Presiding:** KELSEY HAMPLE, Furman University

FLORENCIA I. GABRIELE and MARIELLA HANSEN, Emmanuel College – Creating Cognitive, Social and Teaching Presence through Games and Active Learning Strategies for the Online Classroom

NHAN LE, Alma College – Collaborative Learning Techniques in a Fully Virtual Economics Classroom

PARAMA CHAUDHURY and SILVIA DAL BIANCO, University College London – Online Design for a Traditional In-Person Education

**Discussants:** NICOLE SIMPSON, Colgate University  
JAVIER SIERRA, University of Salamanca  
ERIC CHIANG, Florida Atlantic University

---

**6:30 – 8:00 pm EDT**

**Session E6: Recordings, Student Response Systems & Cheat Sheets: Do They Improve Academic Performance?**

**Presiding:** AVICHAJ SNIR, Netanya Academic College

DUNLI LI, University College London – “Come on Guys, Get Active” – the Relationship between Lecture Attendance, Lecture Recording and Academic Performance

SIOBHÁN LUCEY, BRENDAN MCELROY, and BRIONY SUPPLE, University College Cork, and LAUREN MCINALLY, University of Strathclyde – Enhancing Student Engagement and Self-Evaluation Using Student Response Systems

COLIN CANNONIER, Belmont University and GLO, and MONICA GALLOWAY BURKE, Western Kentucky University and GLO – Do More Cheat Sheets Mean More/Less Studying? Implications for Student Academic Performance in Undergraduate Macroeconomics Principles

**Discussants:** TODD PUGATCH, Oregon State University  
SINY JOSEPH, Kansas State University  
CAMILO RUBBINI, Stony Brook University



# Friday, June 4

All events are scheduled in Eastern Daylight Time (EDT)

**10:30 – 11:30 am REMO Community and Publisher Gathering Space:** Video chat with fellow attendees and publishers through the REMO virtual event platform. Participants can move between virtual tables to join conversations on a wide variety of teaching topics, both planned and spontaneous.

Cengage

Edward Elgar Publishing

Federal Reserve Bank of St. Louis

MacMillian Learning

MobLab

Pearson

W. W. Norton

Wiley

---

## SESSION F: 11:30 am – 1:30 pm EDT

**11:30 am – 1:30 pm EDT**

**Session F1 (PANEL): Cheating During the Pandemic**

**Presiding:** HOSSEIN KAZEMI, Stonehill College

MARTHA OLNEY, University of California, Berkeley – Not Them, But Us: Rethinking Our Perspectives on Cheating

HUMBERTO BARRETO, DePauw University – Is This Time Different?

HOSSEIN KAZEMI, Stonehill College – Cheating During the Pandemic and New Challenges to Faculty

MIKE URBANCIC, University of Oregon – How I Learned to Stop Worrying and Support the Students

---

**11:30 am – 1:30 pm EDT**

**Session F2 (WORKSHOP): Thinking Like An Economist: Economic Journalism as a Capstone Course**

This workshop will focus on key aspects of Economic Journalism, including the underlying pedagogy, syllabus design, and course mechanics. After learning about various applications of this technique, workshop participants will answer two Questions: 1) What content (e.g., official reports, professional articles, public lectures, etc.) might they select for assignments? 2) What alternative public-facing writing genres might they employ instead?

DAVID LINDAUER, Wellesley College

---

**11:30 am – 1:30 pm EDT**

**Session F3: Economics and Personal Finance: Research from the National Association of Economic Educators (NAEE)**

**Presiding:** DIEGO MENDEZ-CARBAJO, Federal Reserve Bank of St. Louis

ASELIA URMANBETOVA, Georgia Institute of Technology – Student Experiences with Economic Games: FREDcast and Moblab in Large-Enrollment Introductory Economics Courses

CYNTHIA HARTER, Eastern Kentucky University, and DIEGO MENDEZ-CARBAJO, Federal Reserve Bank of St. Louis – Competitive Preferences and FREDcast

JENNIFER DAVIDSON, University of Nebraska-Lincoln – Longer-Term Impact and Efficacy of Nebraska’s In-School Elementary Grades Savings Programs

JAMIE WAGNER, University of Nebraska-Omaha, and WILLIAM WALSTAD, University of Nebraska-Lincoln – The Effects of Gender Differences in Financial Decision-Making on Financial Behaviors and Outcomes in Joint and Single Households

**Discussants:** MICHAEL RYAN, Western Michigan University

MARKETA WOLFE, Skidmore College

KYLE MONTANIO, University of Colorado-Denver

PAUL GRIMES, Pittsburg State University

---

**11:30 am – 1:30 pm EDT**

**Session F4: Creative Approaches to Expand Students’ Horizons: Fables, Photography, Harry Potter and Field Trips**

**Presiding:** LAURENT SIMULA, ENS de Lyon and University of California-Berkeley

LAVINIA MOLDOVAN, Mount Royal University – Photographing Our Familiar Surroundings with a Microeconomic Lens: Photo Assignments in a Microeconomics Course

AVICHAJ SNIR, Netanya Academic College, and DANIEL LEVY, Bar-Ilan University, Emory University and RCEA – Potterian Economics

EECHENG ONG and TIMOTHY WONG, National University of Singapore – Bringing the Classroom to the Real World: Field Trips to Marginalized Neighborhoods

**Discussants:** DUNLI LI, University College London

J. BRIAN O’ROARK, Robert Morris University

KATRINA BABB, Indiana State University

---

**11:30 am – 1:30 pm EDT**

**Session F5: What Should Go into the Only Economics Course Students Will Ever Take? Part II**

**Presiding:** AVI J. COHEN, York University and University of Toronto

WENDY STOCK, Montana State University – Who Takes (and Doesn't Take) Principles

WILLIAM GOFFE, Pennsylvania State University, and SCOTT WOLLA, Federal Reserve Bank of St. Louis – Cognitive Science Teaching Strategies and Literacy-Targeted Economics Complementarities

GARY HOOVER, Tulane University, and EBONYA WASHINGTON, Yale University – How Literacy-Targeted Principles Can Improve Diversity, Inclusiveness and Student Interest

**Discussants:** AVI J. COHEN, York University and University of Toronto  
SCOTT SIMKINS, North Carolina Agricultural and Technical State University  
ABDULLAH AL-BAHRANI, Northern Kentucky University

---

**1:30 – 1:45 pm Break**

---

**1:45 – 3:00pm PLENARY SESSION 2**

JOHN TAYLOR – Stanford University – The Impact of the Pandemic and Lasting Lessons for Teaching Economics

**Presiding:** GAIL HOYT, University of Kentucky

**CLOSING** from KIMMARIE MCGOLDRICK, University of Richmond, and Chair of the AEA Committee on Economic Education

*Please join us next year for the*

# **Eleventh Annual Conference on Teaching & Research in Economic Education (CTREE)**

**June 1-3, 2022**

**Chicago, IL – Palmer House Hilton**

## **Plenary Speakers:**



**Lisa D. Cook**

**Michigan State University**



**Nancy Rose**

**Massachusetts Institute of  
Technology**

## **Sponsored by:**

**AEA Committee on  
Economic Education**

***Journal of Economic  
Education***

**Federal Reserve Bank  
of Chicago**