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

Jonnda Burner from the American Economic Association handled the registration, Julia Merry manages the many details of the meeting, Susan Houston designed and updated the printed program and dealt with all postings regarding the conference on the AEA Committee on Economic Education webpage. Jonnda Burner, Gwyn Loftis, Julia Merry, and Tracy White handled 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 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, TBA

BETSEY STEVENSON, University of Michigan – Topic TBA

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

KIMMARIE MCGOLDRICK, University of Richmond – TBA

GERALD DANIELS, Howard University – TBA

TISHA EMERSON, Baylor University – TBA

GAIL HOYT, University of Kentucky – TBA

SAM ALLGOOD, University of Nebraska-Lincoln – TBA

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
DARIA BOTTAN, SUNY Binghamton
ANNA MCDougall, 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: ELIZABETH COLLI ER, Dominican University

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 – Teaching Economics from an Ecological Perspective: How 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
JADRIAN WOOTEN, Pennsylvania State University
SARAH PEARLMAN, Vassar College

6:00 – 8:00 pm EDT
Session A6: What Should Go Into the Only Economics Course Students Will Ever Take?

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
JAMES TIERNEY, Pennsylvania State University
JIMENA GONZÁLEZ RAMÍREZ, Manhattan College

Thursday, June 3
All 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 COOK, Michigan State University – TBA
GRAY KIMBROUGH, American University – TBA
Panelist TBA – TBA

10:30 am – 12:30 pm EDT
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
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:** PANU KALMI, University of Vaasa, Finland

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 and DOUGLAS MCKEE, Cornell University, AUSTIN BOYLE, Pennsylvania State University, and TYLER RANSOM, University of Oklahoma – 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 BANSAK, St. Lawrence
NHAN LE, Alma College

12:30 – 12:45 pm  Break

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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 – TBA

SARAH PEARLMAN, Vassar College – TBA

PETER FERDERER, Macalester College – TBA
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 PEA TE, MRU.org
FLORENCIA I. GABRIELE, Emmanuel College

12:45 – 2:45 pm EDT
Session C3: Rethinking How We Teach Macroeconomics and Monetary Policy

Presiding: ALEXANDER GAINER, University of Alberta
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
JENNIFER W. KELBER, Saint Anselm College – Teaching a Course on Financial Crises to Economics Majors

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
EMILY C. MARSHALL, Dickinson College
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, EVA DZIADULA, University of Notre Dame, and JOSE VAZQUEZ, University of Illinois at Urbana-Champaign – 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: Video chat with fellow attendees 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.

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

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: GUANLIN GAO, Chaminade University of Honolulu
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: ALLISON LUEDTKE, St. Olaf College

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


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 TEDTing with Microsoft Excel

Discussants: DOUGLAS MCKEE, Cornell University
KATHERINE HOEBERLING, Berkeley Initiative for Transparency in the Social Sciences, UC Berkeley
ANTHONY UNDERWOOD, Dickinson College
4:15 – 6:15 pm EDT
Session D5: What and How Economists Read

Presiding: Vilma Sielawa, St. Mary’s College of California

Siny Joseph, Kansas State University – Open/Alternative Textbook Adoption in Econ 101

Aselia Urmabetova, 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
Tamara Trafton, Quest University Canada

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. Participants will have an opportunity to engage in a virtual experience, utilizing a classroom set of VR goggles.

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 BANSAK, St. Lawrence, 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

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**6:30 – 8:00 pm EDT**

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

**Presiding:** LEAH MATHEWS, University of North Carolina at Asheville

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

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

Discussants: WILLIAM L. GOFFE, Pennsylvania State University
CLARE BATTISTA, Santa Monica 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: AVICHAI 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: Video chat with fellow attendees 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.

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 – 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
TAMARA TRAFTON, Quest University Canada – Increasing Understanding of Economic Models by Asking Students to Reinterpret Them as Fables

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

AVICHAI 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:** BECKY ROSELIUS HANEY, Calvin University
DUNLI LI, University College London
J. BRIAN O’ROARK, Robert Morris University
KATRINA BABB, Indiana State University

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**11:30 am – 1:30 pm EDT**
**Session F5: What Should Go Into the Only Economics Course Students Will Ever Take?**

**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

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

**Discussants:** WILLIAM BOSSHARDT, Florida Atlantic University
SCOTT SIMKINS, North Carolina Agricultural and Technical State University
ABDULLAH AL-BAHRANI, Northern Kentucky University

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**1:30 – 1:45 pm Break**

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**1:45 – 3:00 pm PLENARY SESSION 2**

JOHN TAYLOR – Stanford University
Presiding: GAIL HOYT, University of Kentucky

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