

The 2021 Report of the American Economic Association Committee on Economic Education

The Committee planned to hold the tenth CTREE conference on June 2-4, 2021 at the DoubleTree by Hilton- Portland. The continuing pandemic forced the conference to be held virtually. The program committee of James Hornsten (chair), Paul Grimes, and Gail Hoyt assembled an exemplary program. The conference had 361 registered participants. Plenary talks were given by Betsey Stevenson (Michigan) and John Taylor (Stanford). In addition to plenary sessions, 68 papers were presented at 18 paper sessions, 22 people participated in six panel discussions, and 20 people comprised the staff at eight practicum workshops. The 32 sessions were offered in six sets of five or six concurrent sessions each. Seven publishers exhibited and held open discussion periods during the two REMO dedicated session times.

The Committee plans to hold the eleventh CTREE conference on June 1-3, 2022 at the Palmer House Hilton, Chicago, IL.

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

The American Economic Association Outreach Task Force and the Committee on Economic Education are co-sponsoring the **Expanding Diversity in Undergraduate Classes with Advancements in (the) Teaching (of) Economics (EDUCATE) Workshop** was held in conjunction with the AEA 2021 Continuing Education Program. The application process generated a pool of 120 applicants from which the first cohort of 26 participants was choose. The workshop was conducted as a virtual, synchronous Zoom and Canvas supported course running January 5th to the 7th, 2021. This workshop provided opportunities for instructors of introductory courses to take part in course design activities and experience pedagogical strategies that will engage all of the students they teach. Participants engaged with issues of diversity and inclusion throughout the workshop including opportunities to think critically about course goals and learning outcomes, their relationship to pedagogic choices and assessment, and how such decisions might have disparate effects on those of different races, gender, and ethnicities. The 2022 Workshop will be held in conjunction with the June 2022 CTREE conference; details and application portal are available at (<https://www.aeaweb.org/about-aea/committees/economic-education/educate-workshop>).

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 has begun the process of enhancing the AEA-CEE website, and updating related educational resource pages hosted by the AEA. The first wave of edits was aimed at cleaning up broken and inappropriate links. The Committee has revised the organizational structure and content associated with Organizations that Support Economic Education, Economic Education:

Academic Journals, Community College Economics Faculty Resources, and Economic Education Conferences. The Committee continues to work on the Community College Resources and is in the process of developing resources associated with Diversity and Inclusion and Teaching Economics more broadly.

The Committee annually tracks the number of BA and BS degrees awarded at U.S. colleges and universities. Total degrees decreased 4.2 percent 2019-2020 to 2020-2021. The percent women remained steady at 35.2 percent.

The Committee organized seven sessions for the (virtual) 2022 AEA meetings. The sessions included:

1. “If You Only Had Two Hours- Best Advice for New Instructors of Economics” presided over by Gail Hoyt (Kentucky), with papers on “Advice to New Economics Educators from the Profession: If You Only Had Five Minutes” by Roisin O’Sullivan (Smith), Gail Hoyt (Kentucky), and Darshak Patel (Kentucky); “New Instructor Identity: Knowing Yourself and Knowing Your Audience” by Jennifer Imazeki (San Diego State); “How to belong? Inclusive Pedagogy Practices for Beginning Instructors in the Economics Classroom” by Mary Lopez (Occidental) and Kirsten Wandschneider (Occidental); “Student Engagement and Interaction in the Economics Classroom: Essentials for Economic Educators” by Carlos Asarta (Delaware); “Actively Selecting Assessment Techniques: Asking the Why” by Gina Pieters (Chicago); “Educational Technology for Teaching Economics – Where to Start and How to Grow?” William L. Goffe (Pennsylvania State)
2. “Why Are Women and Minorities Less Likely to Choose Economics and STEM Majors/Fields?” presided over by John A. List (Chicago), with papers on “Gender Gaps in Parental Investments in Early Childhood” by Amanda Chuan (Michigan State), John A. List (Chicago), Shreemayi Samujjwala (Southern California), and Anya Samek (California – San Diego); “How Adolescent Skills and Preferences Shape Economics Education Choices” by Lenka Fiala (Nova), John Eric Humphries (Yale), Juanna S. Joensen (Chicago), Udit Karna (Chicago), John A. List (Chicago), and Gregory Veramendi (Munich); “Can (Online) Mentoring Change Perceptions and Interest in Economics?” By Matthew A. Kraft (Brown), Jeffrey Livingston (Bentley), and Sally Sadoff (California – San Diego); “Do Experiments Teach Basic Economics Lessons Better than Traditional Teaching Techniques?” by Sacha Gelfer (Bentley), Jeffrey Livingston (Bentley), and Sutanuka Roy (Australian National); with discussants Stephanie Cheng (Edgeworth), Mikael Lindahl (Gothenburg), Yana Gallen (Chicago), and Xiaoyue Shan (Pennsylvania)
3. “Economic Education Innovations: EDUCATE Program Participants” presided over by KimMarie McGoldrick (Richmond), with papers on “Online Platforms for Classroom Experiments: A Primer for New Adoptees” by Alicia Atwood (Vassar), Tisha Lin Nakao Emerson (Baylor), Melissa Knox (Washington), and Mahjuja Taznin (Alabama A&M); “Creating an Inclusive and Interactive Learning Environment with Cooperative Learning” by Basak Horowitz (St. Joseph’s); “Inequality and Superfund Sites: Using Backwards Design

Cooperative Learning, and Data Integration in Introductory Environmental Economics” by Anna Klis (Northern Illinois); “Cooperative Learning Exercises in an Asynchronous, Undergraduate Economics Classroom” by Jacqueline Strenio (Norwich): “I Am Addicted to Macro!” by Aselia Urmanbetova (GIT)

4. “Targeting Economic Literacy: What Should Go into the Only Economics Course Students Will Ever Take?” presided over by Wendy Stock (Montana), and including papers on “What Do We Want Principles Students to Know and Be Able to Do: Content, Capacities, and Course Level Learning Outcomes” by Avi J. Cohen (York and Toronto); “Cognitive Science Teaching Strategies and Literacy-Targeted Economics Complementarities” by William L. Goffe (Pennsylvania State) and Scott Wolla (Federal Reserve – St. Louis); “How Literacy-Targeted Principles Can Improve Diversity, Inclusiveness and Student Interest” by Ebonya Washington (Yale) and Gary Hoover (Tulane); “How Do We Measure Success in a Literacy-Targeted Course? Developing Scalable Assessments” by Mark Maier (Glendale) and Phil Ruder (Pacific);
5. “Diversity, Equity, and Inclusion in the Economics Curriculum.” Presided over by Paul Grimes (Pittsburg State) with panelists Carlos Asarta (Delaware), Amanda Bayer (Swarthmore), Raphael Bostic (Federal Reserve Bank of Atlanta), and Judith Chevalier (Yale).
6. “Teaching Beyond COVID: Enduring Lessons Learned” presided over by KimMarie McGoldrick (Richmond), with papers on “Teaching beyond COVID-19: What Lessons Learned During the Pandemic Will Enhance Teaching beyond This Challenging Time?” by Sam Allgood (Nebraska – Lincoln) and KimMarie McGoldrick (Richmond); “Writing-to-Learn: Strategies to Promote Active Listening, Engagement and Peer-to-Peer Learning in an (Online?) Undergraduate Economics Course” by Femi Ayadi (Houston – Clear Lake) and Grace Onodipe (Georgia Gwinnett); “Reshaping a Course for COVID along 5 Dimensions: Lessons from ‘Behavioral Economics’ at Swarthmore” by Syon Bhanot (Swarthmore); “Using Asynchronous Learning Design – Lessons for the Post-Pandemic World of Higher Education” by Parama Chaudhury (University College London); “Evaluating COVID-19 as a Trigger of Persistent Course Innovations” by Darren Filson (Claremont McKenna); “Alternative Assessment: Peer Teaching Videos Graded with Peer Evaluations” by Alexander Gainer (Alberta)
7. The annual Poster Session, chaired by Rita Balaban, UNC-Chapel Hill, this year featured 20 posters. Posters were presented on “Maximizing Active Learning in Introductory Macroeconomics” by Aselia Urmanbetova (GIT); “Building a Principles of Microeconomics for All: Using Backwards Design to Create Online, Hybrid, and Face-to-Face Versions of a Principles Course with Active Student Engagement” by Janine L.F. Wilson (California-Davis); “Building a Learning Community Using a Multimedia Group Project” by Parama Chaudhury (University College London) and Cloda Jenkins (University College London); “Applied Economic Analysis and Public Policy” by Jeffrey S. Zax (Colorado – Boulder);

“Learning About Local Community through Undergraduate Research” by Praopan Pratoomchat (Wisconsin – Superior) and Rubana Mahjabeen (Wisconsin – Superior); “Using the Social Science Reproduction Platform to Teach Reproducibility in the Classroom” by Aleksandar Bogdanoski (California – Berkeley), Fernando Hoces de la Guardia (California – Berkeley), Katherine Hoerberling (California – Berkeley), Edward Miguel (California-Berkeley), and Lars Vilhuber (Cornell); “Using Brainstorming Techniques to Teach Economic Forecasting” by Colin Cannonier (Belmont), Bradley D. Childs (Belmont), Howard H. Cochran (Belmont), Lakisha L. Simmons (Belmont), and Marieta V. Velikova (Belmont); “A Road Map for Online Course Development in Teaching Economics at a Technical University” by Jelena Nikolic (Wentworth Institute of Technology); “Community Partner Involvement in the Assessment of Student Learning: A Case Study in Economics” by Carlyne Soper (Central Connecticut State); “Gender, Social Accountability and Student Success: Does Anonymity Matter?” by Amanda Felkey (Lake Forest), Eva Dziadula (Notre Dame), and Eric Chiang (Florida Atlantic); “Voices on the Economy (VOTE)” by Amy S. Cramer (VOTE and Pima CC); “Understanding the Role and Effectiveness of Alumni Connections on Cooperative Learning” by Cynthia Bansak (St. Lawrence) and Shuwei Zhang (St. Lawrence); “Using ESPN Fantasy Baseball Simulation to Teach Economic Concepts” by Oskar Harmon (Connecticut) and Adam Patterson (Connecticut); “Writing about Current Events in the Economics Classroom” by Amanda C. Stype (Eastern Michigan) and Alicia Atwood (Vassar); “Pedagogical Illustrations of Monopsony and Monopoly-Monopsony Models” by Mark A. Nadler (Ashland) and Jacob W. Brown (Ashland); “Introduction to the National Accounts: Gross Domestic Product and Its Components” by Brian Sloboda (Phoenix) and Yaya Sissoko (Indiana University – Pennsylvania); “Getting Your Students to Be Dynamic: Lesson and Web App about Market Dynamics in the Long-Run” by Dustin R. White (Nebraska – Omaha) and Jamie F. Wagner (Nebraska – Omaha); “Strategies of Creating Inclusive Teaching Environments in Online Courses in the Economics and Finance Curriculum” by Sylwia Starnawska (SUNY – Empire State College); “Teaching Market Structures with a Competitive Gum Market” by Scott Wolla (Federal Reserve – St. Louis) and Andrea Caceres-Santamaria (Federal Reserve – St. Louis); “Teaching Economics with Moneyball” by Jadrian Wooten (Pennsylvania State) and Dustin R. White (Nebraska – Omaha);

8. The Committee did not host an annual reception for Friends of Economic Education (invitation only) this year due to the ASSA meetings being held virtually.

Carlos Asarta, Allen Goodman, and James Peyton have completed their terms, all making significant contributions throughout their terms. Asarta coordinated one ASSA session during his term, provided a summary cataloging of existing resources on the CEE website, helped develop the framework for the community college resources page, and helped revise the section of the CEE website describing economic education conferences. Goodman coordinated one ASSA session during his term, and helped revise the section of the CEE website describing organizations that support economic education activities.

The Committee is pleased that the AEA President has approved the memberships of Avi Cohen (York) and Tisha Emerson (Baylor), and renewed James Peyton (Highline) for another term on the committee. Their (three-year) terms will begin following the 2022 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
Rita Balaban	2024	1 st
Avi Cohen	2025	1 st
Tisha Emerson	2025	1 st
Paul Grimes	2023	1 st
Andrew Hill	2024	1 st
James Hornsten	2023	2 nd
Gail Hoyt	2024	1 st
John List	2023	1 st
KimMarie McGoldrick	2024	2 nd
James Peyton	2025	2 nd
Wendy Stock	2023	2 nd
Sam Allgood	JEE ex officio	

**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 2021:** William Bosshardt (Florida Atlantic); David Colander (Middlebury); Bill Goffe (Penn State); Gail Hoyt (Kentucky); Emily Marshall (Dickinson); Roisin O’Sullivan (Smith); Wendy Stock (Montana State). The basic division of labor by journal section is as follows: Economic Content (Colander); Economic Instruction (Bosshardt and Marshall); Research (Stock and Marshall); 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. Kelley Ranager at Richmond provided exceptional administrative support managing the behind the scenes submission work and communicating with the editors and authors. Sharon Nemeth at the Nebraska office provides invaluable help through proofing and copy-editing manuscripts.
- b. **Editorial board in 2021:** 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 2020 and the disposition of those manuscripts. Data from 2008 to 2018 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 2018, the acceptance rate was 19.49 percent of manuscripts submitted.** The table also provides data for 2019-2020. That acceptance rates (22.12 and 14.55 percent, respectively) are only tentative ones. They will increase if some manuscripts that are still under review or revision are accepted.

b.

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
2016	181	0	3	145	33	18.23
2017	218	0	0	162	56	25.69
2018	195	0	9	161	25	12.82
2008-2018	1981	0	34	1561	386	19.49
2019	217	5	1	164	49	22.12
2020	220	24	2	180	32	14.55

- c. **Flow:** While the editors still worry about long-term flow of articles, the *JEE* is currently in a better position with regards to article flow. Unlike past years, there is now a small

backlog of articles to publish. The table of contents is mostly set for the next several issues. However, the editors realize that the backlog is the result of efforts by editors, and others, to create symposiums for the *Journal*. There is still concern that without these efforts article flow will not be sufficient to maintain the current size and number of issues associated with each volume.

3. Published in Volume 52 (2021)

- 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 36 *JEE* articles were published in 2021 with this distribution: Research (2); Content (0); Economic Instruction (23); Features and Information (8); and Online (abstracts) (3).
- b. **Symposiums:** Three symposiums were published in volume 52. These contained five reflective pieces on the theme of the cognitive science of learning, five articles plus an introduction on team-based learning, and ten articles plus an introduction on using readings beyond the textbook.
- 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 2021 conference was held virtually due to the COVID-19 pandemic. The 2022 CTREE will be held at the beginning of June 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) appearing in **JEE 45:2**: David Colander on Economic Content, KimMarie McGoldrick on Economics Instruction, Tisha Emerson on Classroom Experiments, and Bill Goffe on Online; appearing in **JEE 45:3**: Sam Allgood on Research; and appearing in **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 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.