

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

**June 1-3, 2022
Chicago, Illinois
Palmer House Hilton**

Plenary Speakers:



**Marianne Bertrand
University of Chicago**



**Anna Paulson
Federal Reserve Bank
of Chicago**



**Nancy Rose
Massachusetts Institute
of Technology**

Sponsored by:



**AEA Committee on
Economic Education**



***Journal of Economic
Education***



**Federal Reserve
Bank of Chicago**

The following people played key roles in organizing and delivering the eleventh 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

Rita Balaban, University of North Carolina – Chapel Hill

Avi Cohen, York University

Tisha Emerson, Baylor 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

Tisha Emerson, Baylor University

Gail Hoyt, University of Kentucky

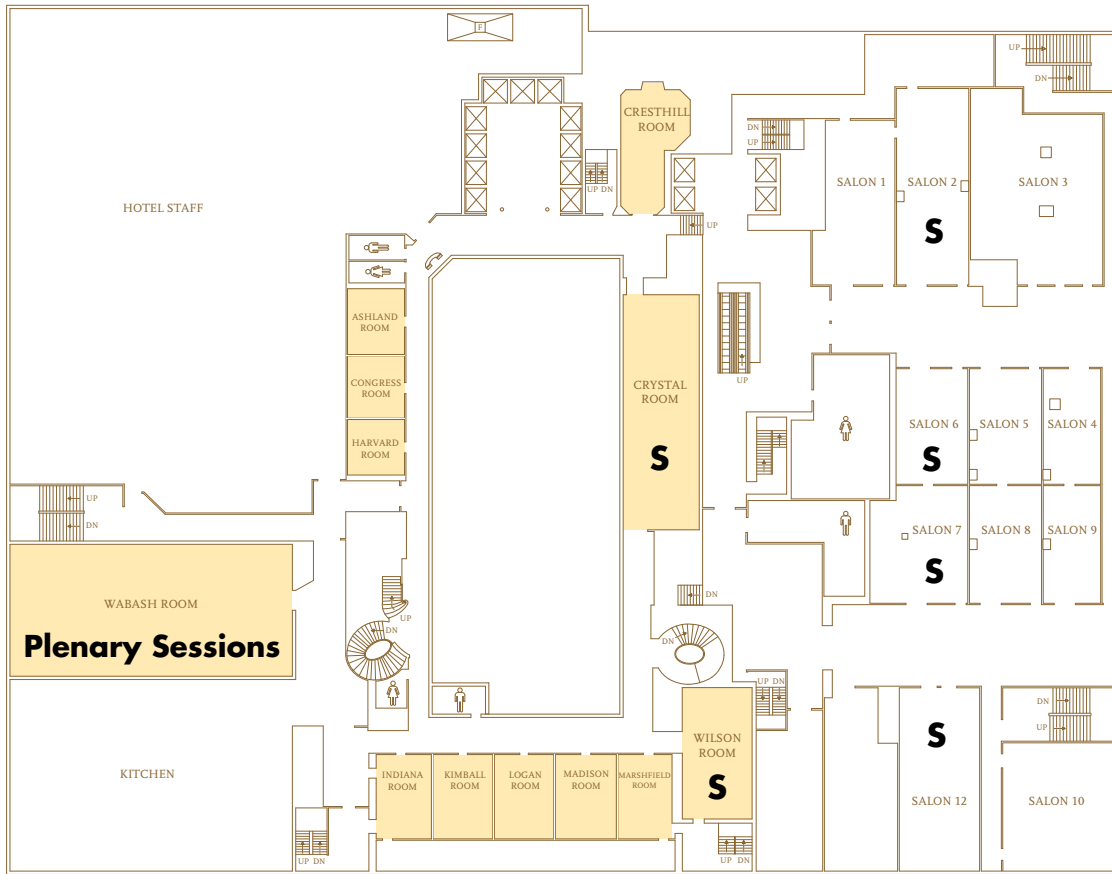
Gwyn Loftis, American Economic Association

Julia Merry, American Economic Association

Peter Rousseau, American Economic Association/Vanderbilt University

Paityn Younger from the American Economic Association handled the registration, Julia Merry manages the many details of the meeting, and Susan Houston designed and updated the printed program and dealt with all postings regarding the conference on the AEA Committee on Economic Education webpage.

THIRD floor

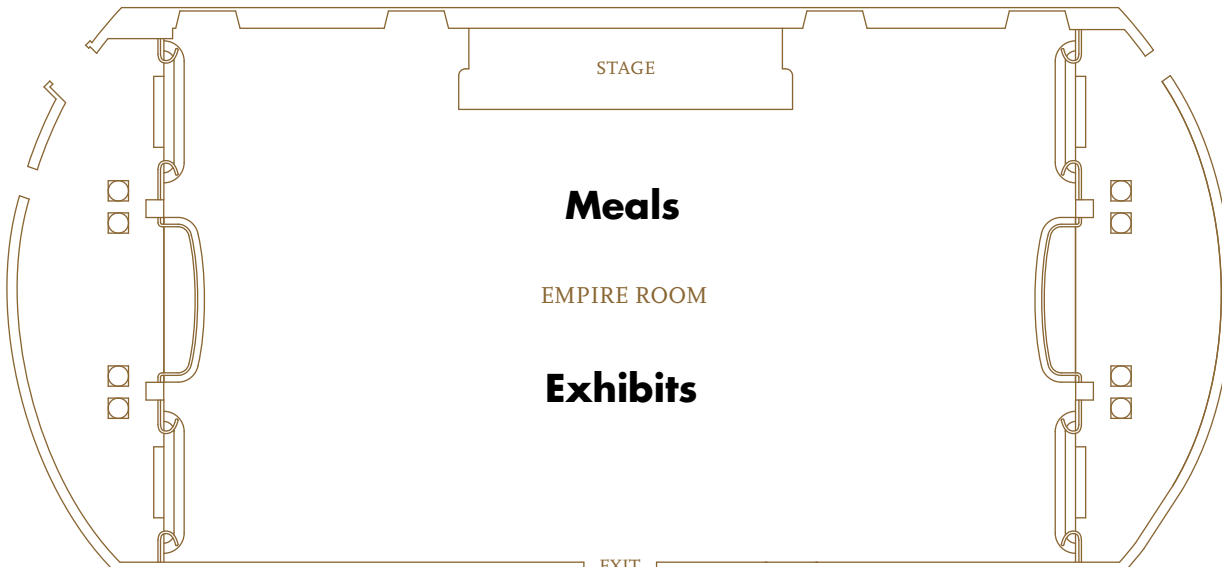


S - Session Rooms

- ACCESSIBLE 
- GUEST ELEVATOR 
- SERVICE ELEVATOR 
- FREIGHT ELEVATOR 
- ADA ELEVATORS 
- STAIRS 
- ESCALATORS 

Registration is located on the Mezzanine Lobby

EMPIRE room



Conference on Teaching & Research in Economic Education

June 1-3, 2022 • Palmer House Hilton

Schedule of Events

June 1

10:00 am – 1:00 pm	Registration Desk and Exhibits Open
1:00 – 2:30 pm	Welcome and Plenary Session 1 (Marianne Bertrand)
2:30 – 3:00 pm	Coffee Break
3:00 – 5:00 pm	Concurrent Sessions (Block A)
5:30 pm	Participants walk (5-10 minutes) to Federal Reserve Bank of Chicago
5:45 – 7:45 pm	Federal Reserve Bank of Chicago Dinner and Plenary Session 2 (Anna Paulson)

June 2

7:30 – 8:30 am	Breakfast
8:30 – 10:30 am	Concurrent Sessions (Block B)
10:30 – 11:00 am	Coffee Break
11:00 am – 1:00 pm	Concurrent Sessions (Block C)
1:00 – 2:30 pm	Lunch
2:30 – 4:30 pm	Concurrent Sessions (Block D)
5:00 – 6:30 pm	Publishers' Reception
Dinner	Participants on Their Own

June 3

7:30 – 8:30 am	Breakfast
8:30 – 10:30 am	Concurrent Sessions (Block E)
10:30 – 11:00 am	Break
11:00 am – 12:30pm	Closing and Plenary Session 3 (Nancy Rose)

Wednesday, June 1

10:00 am – 1:00 pm Registration Desk (Mezzanine Lobby) and Exhibits (Empire Room) Open

1:00 – 2:30 pm, Wabash Room

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

PLENARY SESSION 1

MARIANNE BERTRAND, University of Chicago – Gender Inequalities in the 21st Century

Presiding: GAIL HOYT, University of Kentucky

2:30 – 3:00 pm Coffee Break, Empire Room

SESSION A: 3:00 – 5:00 pm

3:00 – 5:00 pm, Salon 2

Session A1: Exercises to Stimulate Student Engagement I

Presiding: LAURA AHLSTROM, Oklahoma State University

RAMIN NASSEHI, UNIVERSITY COLLEGE LONDON – UCL Economics Walk: A Place-Based Method of Teaching Economics

DIANE ZYDLEWSKI, Emmanuel College and FLORENCIA INES GABRIELE, Emmanuel College – History of Economic Thought Made Alive Through Student Artifacts - A Collaborative Book

MIKE URBANCIC, University of Oregon – Happy Stabbing! Playing Diplomacy to Illustrate Game Theory

JAMES A. HORNSTEN, Northwestern University – Tapping into the Economic Wisdom of Local Experts

Discussants: GUANLIN GAO, Chaminade University of Honolulu

DANIEL D. KUESTER, Kansas State University

KELVIN WONG, Arizona State University

JULIEN PICAULT, UBC Okanagan

3:00 – 5:00 pm, Salon 6

Session A2: Sustainability and Environmental Economics

Presiding: ALPNA BHATIA, University of Colorado-Boulder

JAVIER SIERRA, University of Salamanca and ÁNGELA SUÁREZ-COLLADO, University of Salamanca – Teaching and Learning Sustainability Challenges in the Global South with Doughnut Economics

ANNA A. KLIS, Northern Illinois University– Inequality and Superfund Sites: Using Backwards Design, Cooperative Learning, and Data Integration in Introductory Environmental Economics

KEITH BROUHLE, Grinnell College and NIRU DEVARAJ, Valparaiso University– A Cross-Disciplinary Approach to Teaching Environmental Justice in an Environmental Economics Class

ANNA A. KLIS, Northern Illinois University, DAVID SZYMANSKI, Bentley University, ELLEN IVERSON, Science Education Resource Center/Carleton College, LAURA JACKSON YOUNG, Bentley University, and RACHEL WILSON, Wittenberg University– A Transdisciplinary Approach to Undergraduate Sustainability Education: Resource Economics by Way of Business and Science

Discussants: ALPNA BHATIA, University of Colorado -Boulder

DENISE STANLEY, California State University- Fullerton

JENNIFER MURDOCK, University of Toronto

KYLE MONTANIO, University of Colorado Denver and International College Beijing

3:00 – 5:00 pm, Salon 7

Session A3: Improving Math Skills for Economics: Three Experiments

Presiding: DOUGLAS MCKEE, Cornell University

IRENE R. FOSTER, George Washington University and DANIEL MACKAY, George Washington University – Improving Math Skills Using a Semester-Long Math Course before Introductory Microeconomics

DOUGLAS MCKEE, Cornell University, GEORGE ORLOV, Cornell University and Cornell University, Cornell University – Improving Math Skills Using Concurrent Support Courses for Introductory Microeconomics

JULIE BUHL-WIGGERS, Copenhagen Business School and METTE FRANCK, Copenhagen Business School – Improving Math Skills Using a Concurrent In-person / Online Self-paced Supplemental Course for Introductory Microeconomics

Discussants: CLODA JENKINS, University College London

PARAMA CHAUDHURY, University College London Fullerton

PHIL RUDER, Pacific University

3:00 – 5:00 pm, Salon 12

Session A4: Innovative Pedagogical Techniques for Online and Large Enrollment Courses

Presiding: JELENA NIKOLIC, Wentworth Institute of Technology

GORDANA COLBY, York University and AVI J. COHEN, York University – A Principles of Economics Meta-Course: Transforming and Blending for Scale, Engagement, and Academic Integrity

AMY EREMIONKHALE, Georgia State University, MYA EVELAND, Georgia State University, SHELBY FROST, Georgia State University, and TODD SWARTHOUT, Georgia State University – Creating a Highly Interactive Economics Course with New Online Tools and OER – at NO MONETARY COST to Students!

ANNIKA JOHNSON, University of Bristol Intimate, CHRISTIAN SPIELMANN, University of Bristol, and DANIELLE GUIZZO University of Bristol – Intimidating or Interminable: Lecture Chat Culture versus Live Q&A

ALEXANDER GAINER, University of Alberta – Active Learning in Large Classes

Discussants: SILVIA DAL BIANCO, University College London -UCL- Economics Department

WILLIAM L GOFFE, Penn State

GINA PIETERS, University of Chicago Economics Department

MARTHA OLNEY, University of California Berkeley

3:00 – 5:00 pm, The Wilson Room

Session A5: Designing a Quality Asynchronous Online Class: Is This What the Kids are Into These Days? WORKSHOP

Presiding: JOSEPHINE LUGOVSKYY, University of Kansas

JOSEPHINE LUGOVSKYY, University of Kansas

5:30 pm **Participants walk (5-10 min) to Federal Reserve Bank of Chicago**
Pre-Registration is Required

5:45 – 7:45 pm **Federal Reserve Bank of Chicago Dinner and Plenary Session 2**
Anna Paulson

Thursday, June 2

7:30 – 8:30 am **Breakfast, Empire Room**

SESSION B: 8:30 – 10:30 am

8:30 – 10:30 am, Salon 7

Session B1: Feedback and Assessment: Impacts on Student Performance

Presiding: KRIPA FREITAS, University of Toronto

ESTEBAN AUCEJO Arizona State University and KELVIN WONG Arizona State University – The Effect of Feedback on Student Performance

MALTE RING, Tübingen University, Germany and TAIGA BRAHM, Tübingen University, Germany – Measuring Graph Competence in Economic Education

KAREN BERNHARDT-WALTHER, York University, MAURI HALL York University, and ROBERT J. MCKEOWN York University – Improving First-Year Math with ALEKS, an Artificial Intelligence Learning and Assessment System

DOUGLAS MCKEE Cornell University and STEVEN ZHU Cornell University – Econ-assessments.org: Automatically administering assessments of economics skills

Discussants: CHRIS ROARK, University of Chicago

KRISTEN ZABORSKI, State College of Florida

KRIPA FREITAS, University of Toronto

ANNE BORING, Erasmus University Rotterdam

8:30 – 10:30 am, Salon 12

Session B2: Diversifying Economics

Presiding: KRISTIN ANN VAN GAASBECK, California State University, Sacramento

BASAK HOROWITZ, St. Joseph's College, NY – Adaptive Teaching: Low-Cost Strategies to Make Economics Courses More Inclusive

SAM ALLGOOD, University of Nebraska - Lincoln and KIMMARIE MCGOLDRICK, University of Richmond – Understanding Sex Differences in Majoring in Economics: What Little We Know, Reasons for Knowledge Gaps, and a Research Agenda of Unanswered Questions

SILVIA DAL BIANCO, University College London, Economics Department – Unveiling the Hidden Curriculum for Closing the BAME Awarding Gap. A Case Study from UCL Economics Department.

MARKETA WOLFE, Skidmore College – Incorporating the Racial Justice Topic into an Econometrics Course

Discussants: JULIE SMITH, Lafayette College

LAURA J AHLSTROM, Oklahoma State University
QUENTIN JOHNSON, University of Chicago - Becker Friedman Institute for Economics Research
CYNTHIA BANSACK, St. Lawrence University

8:30 – 10:30 am, Salon 6

Session B3: Exercises to Stimulate Student Engagement II

Presiding: JULIEN PICAULT, UBC Okanagan

HUMBERTO BARRETO DePauw, University – One-shot Intro to Inequality, the Gini Coefficient, and Redistribution via Excel

KATHRYN COMBS, University of St. Thomas, MONICA HARTMANN, University of St. Thomas and JOSEPH KREITZER, University of St. Thomas – An International Exercise to Increase Awareness of How Market, Political, and Cultural Forces Affect Economic Activity

RANGANATH MURTHY, Western New England University – The Much-Neglected “Theory of Second Best”

Discussants: GBETONMASSE B. SOMASSE, Worcester Polytechnic Institute (WPI)

CAROLYN SOPER, Central Connecticut State University

ISHITA DEY, Boston University

8:30 – 10:30 am, Salon 2

Session B4: Teaching the Principles of Microeconomics Course PANEL

Presiding: PHIL RUDER, Pacific University

GAIL HOYT, University of Kentucky – The Deep Work of Teaching Essential Microeconomic Principles

SIMON HALLIDAY, University of Bristol – Where is the ‘Behavioral’ in Introductory Economics?

WENDY STOCK, Montana State University – The Issues Approach to Teaching Principles of Microeconomics

MARTHA OLNEY, University of California Berkeley – Promoting Gender Diversity in Introductory Microeconomics

8:30 – 10:30 am, The Wilson Room

Session B5: Discussion of "Why Don't Students Like School?" 2nd ed., by Daniel Willingham WORKSHOP

Presiding: WILLIAM L. GOFFE, Penn State

WILLIAM L. GOFFE, Penn State
MICHAEL ENZ, Roanoke College

10:30 – 11:00 am Coffee Break, Empire Room

SESSION C: 11:00 am – 1:00 pm

11:00 am – 1:00 pm, Salon 6
Session C1: Student Stress and COVID-19

Presiding: MICHAEL ENZ, Roanoke College

ASELIA N. URMANBETOVA, Georgia Institute of Technology, ELENA ANTONIADOU, Auburn University, MAGGIE W. XIA, Georgia Institute of Technology, and APUEELA M. WEKULOM, Georgia Institute of Technology – Student Perceptions of Their Well-being and Choice to Play Alone During Covid-19

JILL KEARNS HAYTER, East Tennessee State University and KAREN TARNOFF, East Tennessee State University – International Stress to Success: A Transitional Guide to Thrive In and Out of the Classroom

MARIE REYMORE, Western Governors University, SARAH WILHELM, Western Governors University, and THERESA ALAFITA, Western Governors University – Supporting the needs of under-resourced students in economics courses: Lessons from an on-line university

GEORGE ORLOV, Cornell University, DOUGLAS MCKEE, Cornell University, and ANNA MCDUGALL, Cornell University – Student Stress and Its Impact on Learning During the COVID-19 Pandemic

Discussants: MONICA HARTMANN, University of St. Thomas
IRENE R FOSTER, George Washington University
CLODA JENKINS, Imperial Business School
ROBERT J. MCKEOWN, York University

11:00 am – 1:00 pm, Salon 7
Session C2: Supporting Student Research

Presiding: CARLOS HURTADO, University of Richmond

GUANLIN GAO, Chaminade University of Honolulu – Bridging the Gap in Undergraduate Research: A Mentor-Mentee Collaboration Model

ANTHONY J. UNDERWOOD, Dickinson College, AIDAN SICHEL, Dickinson College, and EMILY C. MARSHALL, Dickinson College – Teaching Reproducible Methods in Economics at Liberal Arts Colleges

Discussants: FULYA Y. ERSOY, Loyola Marymount University
CARLOS HURTADO, University of Richmond
LAVINIA MOLDOVAN, Mount Royal University, Calgary, Canada

11:00 am – 1:00 pm, Salon 12
Session C3: Macroeconomics

Presiding: HUMBERTO BARRETO, DePauw University

SCOTT WOLLA, Federal Reserve Bank of St. Louis – Assessing the Monetary Policy Curriculum Gap

CYNTHIA BANSACK, St. Lawrence University, JULIE SMITH, Lafayette College, and CHRISTINE STORRIE, SUNY Oneonta – Student-Driven Modules for Macroeconomics Classes: Lessons from the Fed Challenge

SCOTT WOLLA, Federal Reserve Bank of St. Louis – The tools of monetary policy have changed. Has your instruction?

Discussants: MEHMET EZER, Randolph-Macon College
KRISTIN ANN VAN GAASBECK, California State University, Sacramento
JOSH STAVELEY-O'CARROLL, Babson College

11:00 am – 1:00 pm, Crystal Room
Session C4: From Adam to Vernon Smith: Class Experiments

Presiding: LEE COPPOCK, University of Virginia

CATHLEEN JOHNSON, West Virginia University – Stickynomics: Teaching Market Phenomena with Post-it Notes

MARY RIGDON, University of Arizona – Trust and Social Exchange

ERICA RAE SPROTT, University of Virginia – Remedies for Free Riding

LEE COPPOCK, University of Virginia – Leverage and Asset Price Bubbles

Discussants: TISHA L. EMERSON, Baylor University
DAVID REILEY, SiriusXM Pandora and UC Berkeley
CHARLES A. HOLT, University of Virginia
TBA

11:00 am – 1:00 pm, Salon 2

Session C5: Teaching Economics Holistically: Tying Together Models and Evidence

PANEL

Presiding: SIMON D. HALLIDAY, University of Bristol

SIMON D. HALLIDAY, University of Bristol – A Holistic Model of the Whole Economy and Inequality

RAMIN NASSEHI, University College London – Teaching Economics Holistically: Videos Weaving Evidence and Theory

ANNIKA JOHNSON, University of Bristol – Imperfect Competition and Taxes: Models, Simulations, Evidence, and Narrative

CHRISTIAN SPIELMANN, University of Bristol – Embedding Environmental Economics in Introductory Economics: A Holistic Approach

11:00 am – 1:00 pm, The Wilson Room

Session C6: FRED®: Active Learning with Data in the Hybrid Classroom WORKSHOP

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

DIEGO MENDEZ-CARBAJO, Federal Reserve Bank of St. Louis – Setting Up a Data-Based Discussion Case

MARIA ARIAS, Federal Reserve Bank of St. Louis – Data on Price Stability

YVETTA FORTOVA, Federal Reserve Bank of St. Louis – Data on Maximum Employment

1:00 – 2:30 pm Lunch, Empire Room

SESSION D: 2:30 – 4:30 pm

2:30 – 4:30 pm, Salon 7

Session D1: Financial Literacy: Documentation and Interventions

Presiding: SCOTT WOLLA, Federal Reserve Bank of St. Louis

FRANCISCO DO NASCIMENTO PITTHAN, Katholieke Universiteit Leuven and KRISTOF DE WITTE, Katholieke Universiteit Leuven – A Behavioural-Mediated Mechanism of Financial Economics Education. On the Effectiveness of Behavioural-Based Course Materials to Improve Financial Literacy Directly and Indirectly by Better Awareness to the Myopic Bias

KEIKO TAKAHASHI, Jissen Women's University, SHINTARO ABE, Josai International University and TAKENORI INOSE, Nippon Sport Science University – Financial Literacy of University Students in Japan, Korea and the United States: Financial Knowledge, Attitudes, Behavior, and Self-Control

TIM KAISER, University of Koblenz-Landau and LUIS OBERRAUCH, University of Tuebingen – Fostering Patience Among Adolescents? Evidence from Seven Randomized Experiments

Discussants: FLORENCIA INES GABRIELE, Emmanuel College
SHILPI SUNIL KUMAR, College of Saint Benedict and St. John's University
JAMIE WAGNER, University of Nebraska at Omaha

2:30 – 4:30 pm, Crystal Room

Session D2: Developing and Understanding Online and Hybrid Courses

Presiding: RAMIN NASSEHI, University College London

JELENA NIKOLIC, Wentworth Institute of Technology – A Road Map for Online Course Development in Teaching Economics at a Technical University

JOSEPHINE LUGOVSKYY, University of Kansas – Online Motivations: A Brief Experiment in Online Course Design for the Principles of Economics Large Lecture Courses at the University of Kansas

DANIEL Q. HARPER, University of Virginia and KENNETH G. ELZINGA, University of Virginia – In-Person versus Online Instruction: Evidence from Principles of Economics

Discussants: MARIE REYMORE, Western Governors University
JULIE BUHL-WIGGERS, Copenhagen Business School
GORDANA COLBY, York University
AVI J. COHEN, York University

2:30 – 4:30 pm, Salon 12

Session D3: Exercises to Stimulate Student Engagement III

Presiding: ALEXANDER GAINER, University of Alberta

AMEL BEN ABDESSLEM, Marymount University and JULIEN PICAULT, UBC Okanagan – Using Netflix Original Series to Teach Economics: A Diversity and Inclusion Approach

DARIA BOTTAN, University of Colorado- Boulder – Teaching As Art: What Lesson from Theater can we Bring into Teaching?

CAROLYN FABIAN STUMPH, Purdue University- Fort Wayne, PATRICIA ROBAK, Drexel University, ROMAIN LOPEZ, Purdue University- Fort Wayne, and SARAH BURKE, Villanova University – The Race for Increased Student Engagement: Gamification, Introductory Macroeconomics and the Amazing Race

GBETONMASSE B. SOMASSE, Worcester Polytechnic Institute (WPI) – Thinking Like an Economist: Using a Short Research Assignment to Promote Economic Literacy in Principles of Economics Courses

Discussants: JAMES A. HORNSTEN, Northwestern University

WAYNE GEERLING, Monash University

ANNA A. KLIS, Northern Illinois University

MARKETA WOLFE, Skidmore College

2:30 – 4:30 pm, Salon 2

Session D4: Understanding our Students: Attitudes, Risk Aversion, and Cheating

Presiding: RANGANATH MURTHY, Western New England University

FULYA Y. ERSOY, Loyola Marymount University and GRAHAM BEATTIE, Loyola Marymount University – Effects of Group Work on Attitudes, Trust, and Performance

MICHELA TINCANI, University College London and PARAMA CHAUDHURY, University College London – Risk Aversion and Over-confidence in the Classroom

MIKE URBANCIC, University of Oregon – Our Students (Probably) Aren't Terrible People

Discussants: JANINE WILSON, University of California, Davis

ELENA ANTONIADOU, Auburn University

BRENT NORWOOD, University of Oklahoma

2:30 – 4:30 pm. Salon 6

Session D5: Teaching the Evolving Standards of Reproducibility PANEL

Presiding: ALEKSANDAR BOGDANOSKI, Berkeley Initiative for Transparency in the Social Sciences, UC Berkeley

LARS VILHUBER, Cornell University

ANETA PIEKUT, University of Sheffield

FERNANDO HOCES DE LA GUARDIA, Berkeley Initiative for Transparency in the Social Sciences, UC Berkeley

BARBARA ALEJANDRA FLORES ARENAS, University of Chile

2:30 – 4:30 pm, The Wilson Room

Session D6: Pricing Experiments: Tactics and Strategy WORKSHOP

Presiding: JOSH STAVELEY-O'CARROLL, Babson College

JOSH STAVELEY-O'CARROLL, Babson College – Experiments 1 and 2

LIDIJA POLUTNIK, Babson College – Experiment 3
JESSICA SIMON, Babson College – Experiment 3

5:00 – 6:30 pm Publishers' Reception, Empire Room

Co-sponsored by:

Acele Online
Cengage
Federal Reserve Bank of
St. Louis

Hawkes Learning
Macmillan Learning
McGraw Hill
MobLab

Pearson
Top Hat
WW Norton

Dinner Participants on Their Own

Friday, June 3

7:30 – 8:30 am Breakfast, Empire Room

SESSION E: 8:30 – 10:30 am

8:30 – 10:30 am, Salon 7

Session E1: Economics and Personal Finance: Research from the National Association of Economic Educators (NAEE)

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

JAMIE WAGNER, University of Nebraska- Omaha and JENNIFER DAVIDSON, University of Nebraska- Lincoln – Guide to providing financial education to public employees and its effectiveness

KYLE MONTANIO, University of Colorado Denver and International College Beijing, QIANFENG MA, University of Colorado Denver and International College Beijing, YITAO LV, University of Colorado Denver and International College Beijing, and YIXUAN CHEN, University of Colorado Denver and International College Beijing – Incentives for Improving Economics Education

WHITNEY BUSER, Georgia Institute of Technology, ASELIA URMANBETOVA, Georgia Institute of Technology, and RYLEE CALHOUN, Georgia Institute of Technology – Moving the Stubborn Diversity, Equity, and Inclusion (DEI) Needle in Economics

ALEJANDRO DELLACHIESA, University of Kentucky and DIEGO MENDEZ-CARBAJO, Federal Reserve Bank of St. Louis – Choice of Data Visualization Tool: FRED or Spreadsheets?

Discussants: ALEJANDRO DELLACHIESA, University of Kentucky

ASELIA URMANBETOVA, Georgia Institute of Technology
JAMIE WAGNER, University of Nebraska at Omaha
KYLE MONTANIO, University of Colorado Denver and International College Beijing

8:30 – 10:30 am, Salon 6

Session E2: Dialogue, Discussion, and Learning Communities

Presiding: SHELBY FROST, Georgia State University

ISHITA DEY, Boston University – Impact of Discussion Sessions on Students' Learning Outcomes

PARAMA CHAUDHURY, University College London and CLODA JENKINS, Imperial Business School – Using an online multimedia group project to introduce students to economics and their learning community

KRIPA FREITAS, University of Toronto and JENNIFER MURDOCK, University of Toronto – Teaching and Learning Community of Practice Series: Productive Dialogue with Your Colleagues

ANNIKA JOHNSON, University of Bristol (UK) and CHRISTIAN SPIELMANN, University of Bristol (UK) – Learning Through Dialogue – The Benefits of Co-Teaching

Discussants: SHELBY FROST, Georgia State University

JILL KEARNS HAYTER, East Tennessee State University

COLIN CANNONIER, Belmont University

CHRISTINE STORRIE, SUNY Oneonta

8:30 – 10:30 am, Salon 2

Session E3: Economic Education Research: SETs, Inequality, and Tuition

Presiding: BASAK HOROWITZ, St. Joseph's College, NY

ANNE BORING, Erasmus University Rotterdam – Improving Student Evaluations of Teaching

BRENT NORWOOD, University of Oklahoma and LAURA J. AHLSTROM, Oklahoma State University – More Bang for Your Buck: The Effects of Flat Rate Tuition on University Course Loads, Performance, and Major Selection

EIICHIRO KAZUMORI, University of Massachusetts – Inequality, Teaching, Grading, and Learning

Discussants: ANTHONY UNDERWOOD, Dickinson College

MICHAEL ENZ, Roanoke College

BASAK HOROWITZ, St. Joseph's College, NY

8:30 – 10:30 am, Salon 12

Session E4: The Hip Economist: Sudoku, Fashion, and Clubbing

Presiding: GEORGE DIRK MATEER, University of Texas at Austin

CHARITY JOY R. ACCHIARDO, University of Texas at Austin, GEORGE D. MATEER, University of Texas at Austin, and WAYNE GEERLING, Monash University – Playing Economic Sudoku to Teach Cost

DANIEL D. KUESTER, Kansas State University – Student Engagement: Leadership, Research and Networking Opportunities through ODE or an Economics Club

CHARITY JOY R. ACCHIARDO, University of Texas at Austin and GEORGE D. MATEER, University of Texas at Austin – Wigs and Digs for Principles of Microeconomics

Discussants: ERIN YETTER, University of Arizona
CHARITY JOY R. ACCHIARDO, University of Texas at Austin
DANIEL KUESTER, Kansas State University
WAYNE GEERLING, Monash University

8:30 – 10:30 am, Crystal Room

Session E5: Cheating During the Pandemic: What Have We Learned A Year Later?

PANEL

Presiding: HOSSEIN S. KAZEMI, Stonehill College

HUMBERTO BARRETO, DePauw University – Professors' Responsibilities and Cheating

JENNIFER MURDOCK, University of Toronto – “Online Cheating: It’s Worse Than We Think”

HOSSEIN S. KAZEMI, Stonehill College – Cheating During the Pandemic: What Have We Learned A Year Later

MIKE URBANCIC, University of Oregon – Online Exams for In-Person Classes?

8:30 – 10:30 am, The Wilson Room

Session E6: Fostering a Sense of Belonging in the Classroom: Academic References and Practical Examples WORKSHOP

Presiding: CARLOS HURTADO, University of Richmond

CARLOS HURTADO, University of Richmond

11:00 am – 12:30 pm, Wabash Room

PLENARY SESSION 3 & Closing

NANCY ROSE, MIT – Competition Policy: The serendipity of teaching, scholarship, and public service

Presiding: TISHA EMERSON, Baylor University

Notes:

Notes:



WHAT MATTERS MOST

The right tools to
empower instructors
and encourage students.

For every course need, Pearson equips you with resources that help improve learning outcomes. Proven educational products like **MyLab®**, **Mastering®** and **Revel®** help instructors support their students — so you can focus valuable class time on the topics that matter most.

Visit the Pearson booth to find out more about our products, and Pearson+, a new way for students to buy books that fits every budget.



Visit our booth for a button!

EVIDENCE-BASED TEACHING FOR HIGHER EDUCATION

Helping prepare
graduate students to
excel in the classroom
and as job candidates.

AceleOnline

Evidence-based,
inclusive online training
courses; developed and
delivered by involved
researchers and
practitioners.

EVIDENCE-BASED TEACHING FOR ECONOMICS

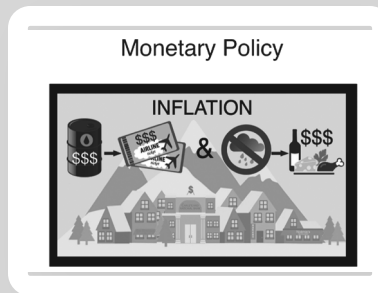
Teaching4Econ

Empower Every Student

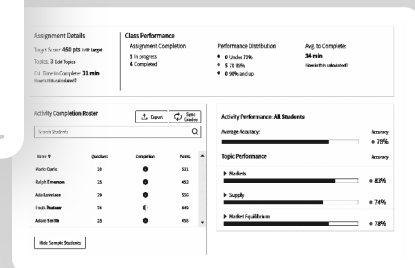
Achieve is the most robust and modern courseware solution available. It offers more than any other courseware and better resources for: pre-class, in class, and post class.

■ PRE-CLASS

Pre-class tutorials—Developed in conjunction with an NSF grant, these 18-22 minute tutorials are perfect for instructors looking to prepare students before class, and those looking to flip their class.



LearningCurve—Points-based, game-like, formative quizzes that adapt to each student's needs.

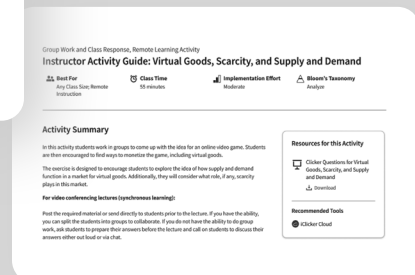


■ IN CLASS

iClicker—The iClicker student response app is included with every Achieve full course solution.



To make iclicker even easier to use we have built hundreds of questions and dozens of in class activities to use in conjunction with student response.



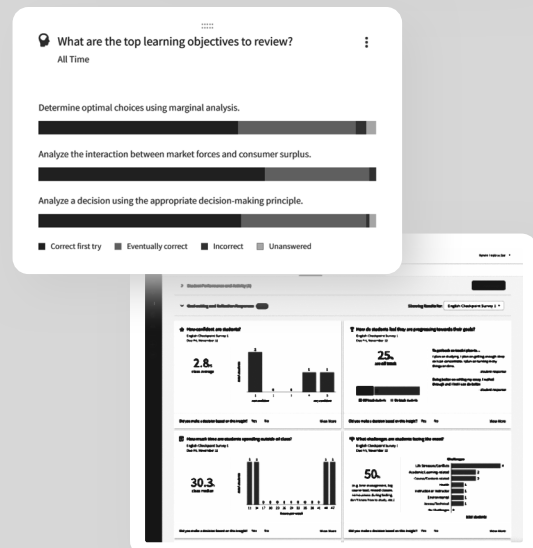
■ POST CLASS

We utilize end-of-chapter questions along with extensive banks of problems to offer at least **3 prebuilt assessments per chapter**. Discovering Data problems and Step by Step Graphs use FRED and other real world data.

Our assessments often utilize **targeted feedback**, as well as algorithmically generated variables. Instructors can control question delivery, scoring, and settings, and can add or edit questions.

Achieve also offers incredibly robust metrics based on **learning objectives**, students, and specific assignments.

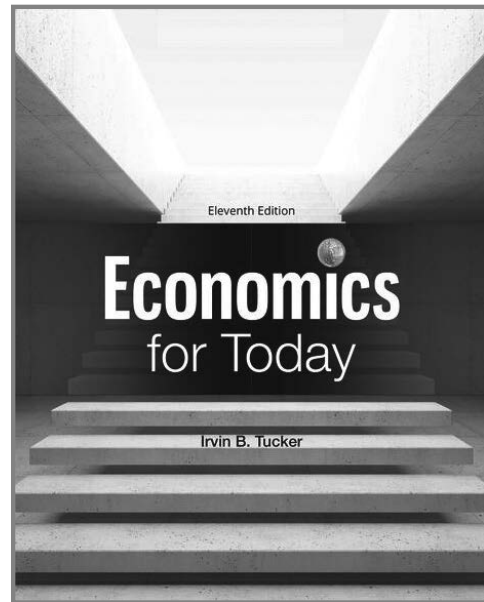
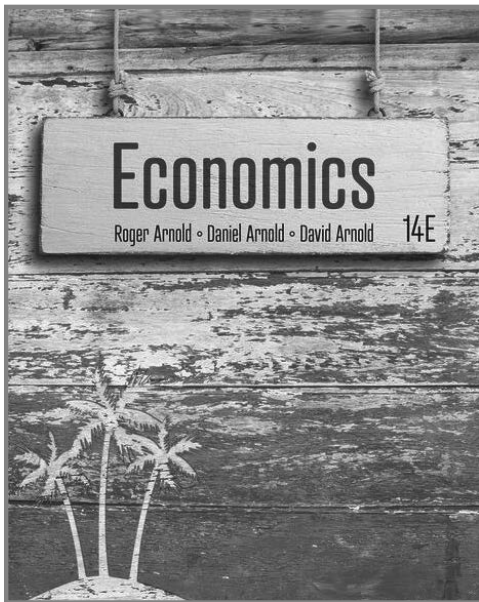
NEW! Goal Setting and Reflection Surveys allow students to take ownership of their own learning while providing instructors with reports on their progress.



Your Economics Course, Your Way



You teach Economics like no one else. That's why Cengage is here for you with *MindTap* for the latest Economics titles.



MindTap is the online learning platform that gives you complete control of your Economics course. Access premade course materials, reorganize or add content to fit your unique goals, easily identify challenging topics for students and connect with our dedicated team whenever you need a hand.

Scan the QR code to explore the latest Economics titles from Cengage.
cengage.com/discipline-economics



Find Your Perfect Fit in Economics!

With engaging tools, dynamic resources, and a distinguished team of authors—McGraw Hill's Economics solutions are shaping minds and preparing students for the real world of economics.

Stop by our booth (table #5 in exhibit hall) to see how we're leveraging data to improve student outcomes as well as new affordable options from McGraw Hill.

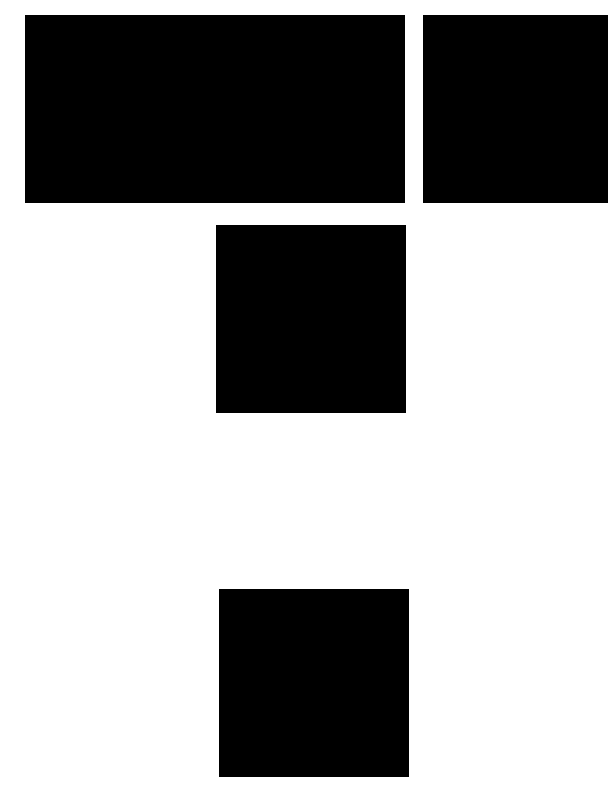
Looking for a Principles of Economics solution? Use the QR code to learn more about our digital tools and content offerings.



Scan to
learn more

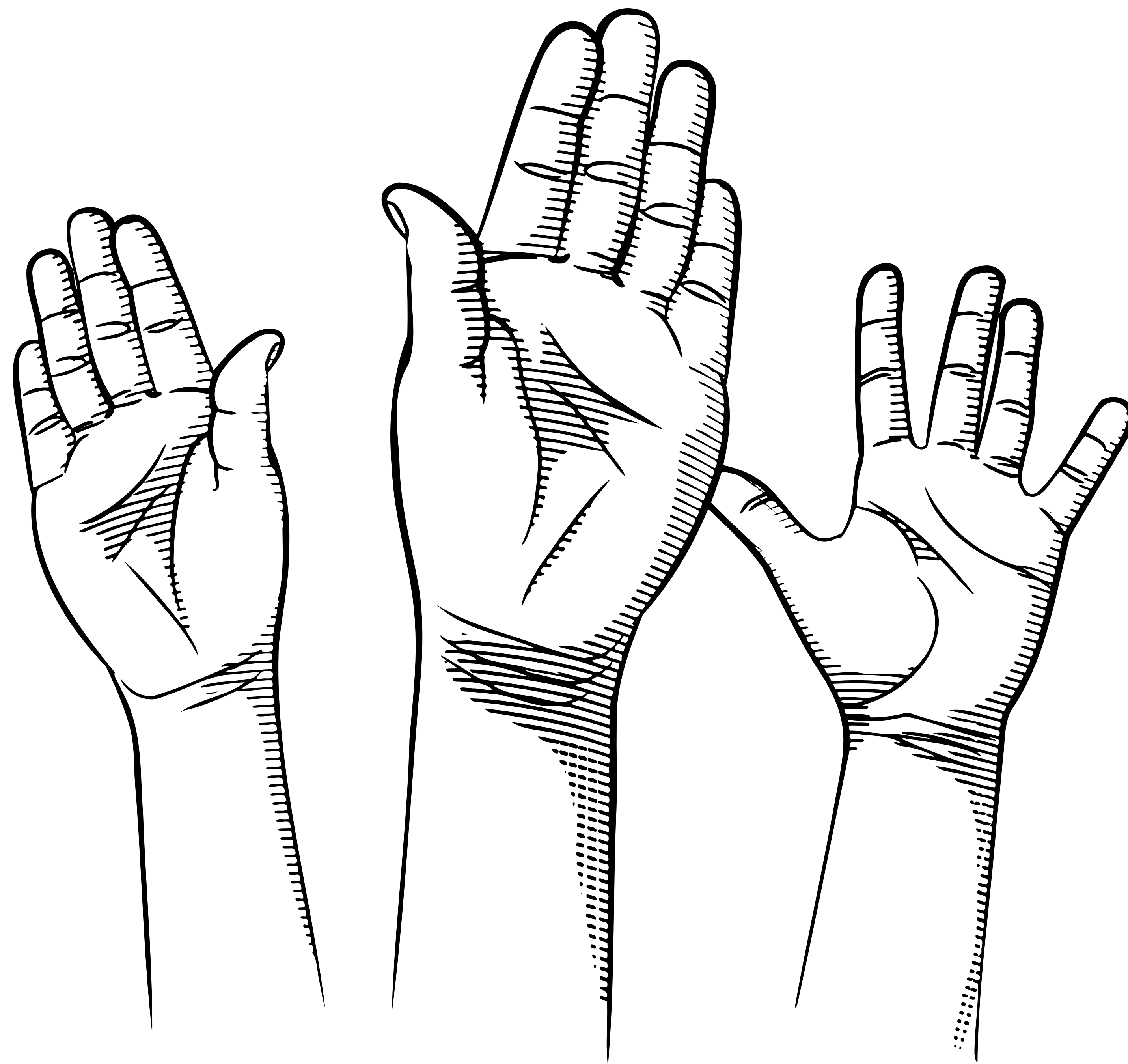


connect[®]



TOP HAT

Better learning starts here.



Top Hat's dynamic courseware gives educators the flexibility to deliver personalized, meaningful and equitable learning experiences.

Learn more at [table 4](#) →

Learn by Playing

Make economics theories fun and memorable with MobLab games and surveys.

Meet with our team at CTREE

You'll be working with a MobLab economist every step of the way.



Learn how MobLab is right for your class:

- Principles of Economics
- Intermediate Economics
- Game Theory / Strategy
- Experimental / Behavioral
- Managerial Economics
- Industrial Organization

Sharpen Your Data Literacy Skills with **FRED**

Use our free resource, **FRED Interactives**, to hone your data literacy skills. Access real-world examples on:

**Comparative Advantage | Data Citations
The Great Recession | Index Numbers
Information Literacy | GDP
Nominal & Real Wages**

Get started at: www.stlouisfed.org/fred-interactives

**Stay up to date with the St. Louis Fed's
economic resources:**

FRED in the Classroom Newsletter: tips, tricks and activities for teaching economics using live FRED data.

Research Division Newsletter: the latest essays, scholarly articles, working papers and other Research Division information.



Please join us next year for the

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

May 31 – June 2, 2023

Portland, OR

DoubleTree by Hilton Portland Hotel

Plenary Speakers:



Julie Berry Cullen
**University of California,
San Diego**



Martha Bailey
**University of California,
Los Angeles**

Sponsored by:



**AEA Committee on
Economic Education**



***Journal of Economic
Education***