

Conference on Teaching & Research in Economic Education (CTREE)

May 31 – June 2, 2017
Denver, Colorado
Westin Denver Downtown

Sponsored by:



Committee on Economic Education



Journal of Economic Education



FEDERAL RESERVE BANK of KANSAS CITY
— *Denver Branch* —

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

AEA Committee on Economic Education members

Sam Allgood, Chair of AEA Committee on Economic Education, University of Nebraska

William Bosshardt, Florida Atlantic University

Steven L. Cobb, University of North Texas

James Hornsten, Northwestern University

Jennifer Imazeki, San Diego State University

Derek Neal, University of Chicago

Georg Schaur, University of Tennessee

William B. Walstad [ex officio], University of Nebraska-Lincoln & Journal of Economic Education

Conference Organizing/Steering Committee

Sam Allgood, University of Nebraska – Lincoln

Bill Bosshardt, Florida Atlantic University

Alison Felix, Federal Reserve Bank of Kansas City

James Hornsten, Northwestern University

Jennifer Imazeki, San Diego State University

Gwyn Loftis, American Economic Association

Julia Merry, American Economic Association

Peter Rousseau, American Economic Association/Vanderbilt University

John Siegfried, American Economic Association

William Walstad, University of Nebraska – Lincoln & Journal of Economic Education

Jonnda Burner and Laura Alsup from the American Economic Association handled registration and many other details of the meeting, Susan Houston dealt with all postings regarding the conference on the AEA Committee on Economic Education webpage.

Look for us on Twitter!
#CTREE2017

Conference on Teaching & Research in Economic Education

May 31 – June 2, 2017 Westin Denver Downtown

Schedule of Events

May 31

10:00 – 1:00 pm	Registration desk and Exhibits Open
1:00 – 2:30 pm	Welcome and Plenary Session 1 (Annamaria Lusardi)
2:30 – 3:00 pm	Coffee Break
3:00 – 5:00 pm	Concurrent Sessions (Block A)
5:45 pm	Leave for the Federal Reserve Bank (0.3 mile walk)
6:00 – 8:30 pm	Dinner and Plenary Session 2 (David Wilcox) at Federal Reserve Bank Kansas City – Denver branch
8:30 pm	Return to the hotel

June 1

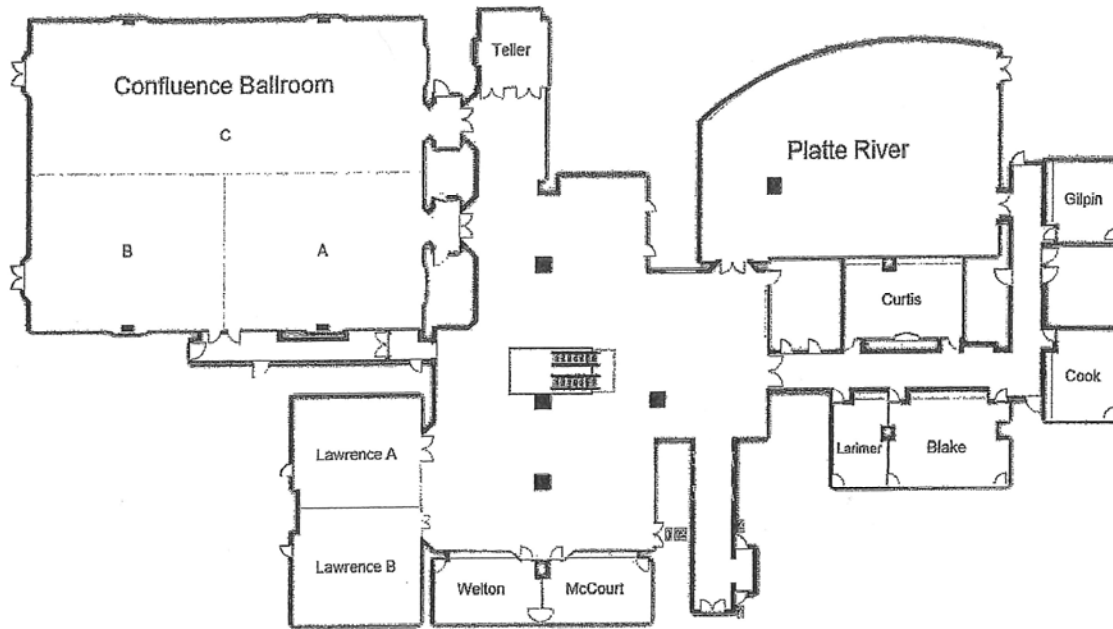
7:30 – 8:30 am	Continental Breakfast
8:30 – 10:30 am	Concurrent Sessions (Block B)
10:30 – 11:00 am	Coffee Break
11:00 am – 12:30 pm	Concurrent Sessions (Block C)
12:30 – 1:30 pm	Lunch
1:30 – 3:00 pm	Concurrent Sessions (Block D)
3:00 – 3:30 pm	Coffee Break
3:30 – 5:00 pm	Concurrent Sessions (Block E)
5:30 – 7:00 pm	Publishers' Reception
Dinner	Participants on their own

June 2

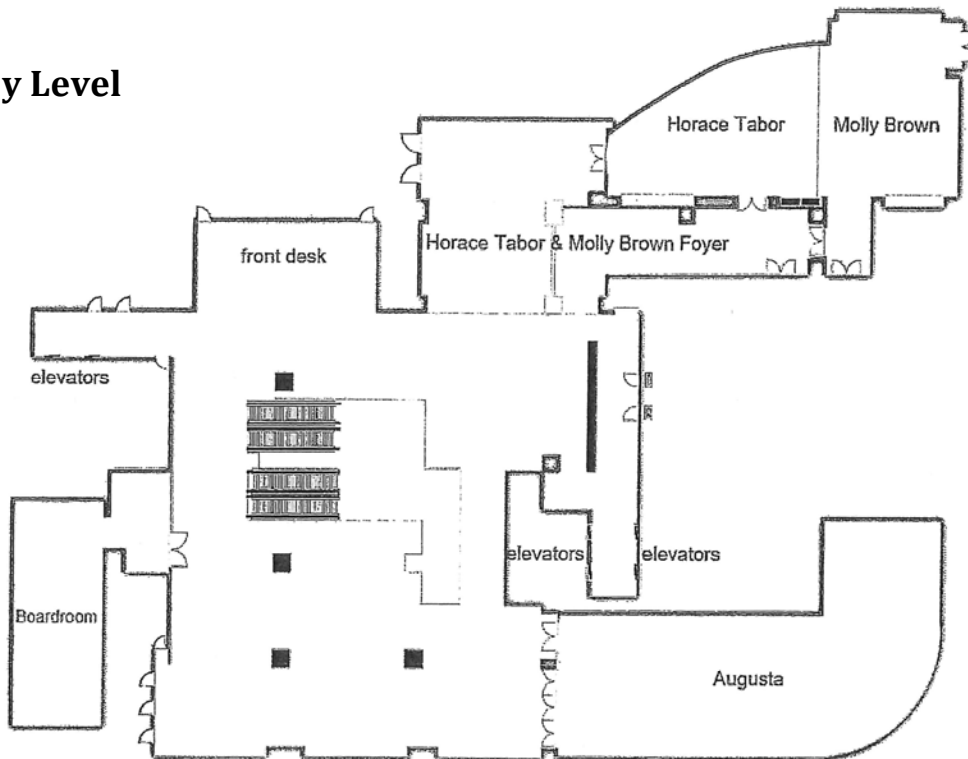
7:30 – 8:30 am	Continental Breakfast
8:30 – 10:30 am	Concurrent Sessions (Block F)
10:30 – 12:00 pm	Plenary Session 3 (Dean Karlan)

The Westin Denver Downtown

Mezzanine Level



Lobby Level



Wednesday, May 31

10:00 am - 1:00 pm Registration desk and Exhibits Open

1:00 – 2:30 pm

WELCOME from SAM ALLGOOD, University of Nebraska–Lincoln, and Chair of the AEA Committee on Economic Education

PLENARY SESSION 1

ANNAMARIA LUSARDI, George Washington University – Financial Literacy and the Importance of Financial Education

Presiding: JENNIFER IMAZEKI, San Diego State University

2:30 – 3:00 pm Coffee Break

SESSION A: 3:00-5:00 pm

3:00 – 5:00 pm, Confluence A

Session A1: Teaching Economics with Team-Based Learning: Overview and Application Exercise Development – WORKSHOP

Presiding: PHIL RUDER, Pacific University

SCOTT SIMKINS, North Carolina Agricultural and Technical State University

VALBONA CELA, Tri-County Technical College, Pendleton, South Carolina

CLARE BATTISTA, Santa Monica College

3:00 – 5:00 pm, Confluence B

Session A2: Students Doing Economics I

Presiding: CHELSEA DOWELL, Upper Iowa University

SCOTT WOLLA, Federal Reserve Bank of St. Louis – Yours, Mine, and the Truth: Using Debates in the Economics Classroom

DANIEL KUESTER, Kansas State University – Implementing and Executing a Basic Student Price Index

ANA ICHIM and SARAH STEELMAN, Missouri University of Science and Technology – Get on Board with Economics! How Student-Designed Games Can Promote Deeper Learning and Engagement in Principles Classes

DENISE STANLEY and JENNY ZHANG, California State University-Fullerton – Do Student-Produced Videos Enhance Engagement and Learning in the Online Environment?

Discussants: GABRIELA AHUMADA, Universidad Andrés Bello
KOUSHIK GHOSH, Central Washington University
TAREK SELIM, Massachusetts Institute of Technology
CHELSEA DOWELL, Upper Iowa University

3:00 – 5:00 pm, Lawrence A

Session A3: Innovative Methods for Teaching Economics

Presiding: EMILY MARSHALL, Dickinson College

STEPHANIE POWERS and DUSTIN QUIRK, Red Deer College – Does It Matter What You Do In the Classroom: The Impact of Learning Methods on Student Preference and Learning

NATALIA SMIRNOVA, American Institute for Economic Research, LORRI HALVERSON, University of Sioux Falls and ANA-MARIA ICHIM, Missouri University of Science and Technology – Preparing Students to Practice Economic Research

DOROTHEA HERREINER, Loyola Marymount University – Problem Solving Skills in Economics

ANDREW MONACO, University of Puget Sound – The Economics of Online Dating: A Course in Economic Modeling

Discussants: DOUGLAS MCKEE, Cornell University
AVI COHEN, University of Toronto and York University
JENNIFER IMAZEKI, San Diego State University
ALAN GREEN, Stetson University

3:00 – 5:00 pm, Lawrence B

Session A4: Technology Use and Effects on Students

Presiding: SARAH COSGROVE, University of Massachusetts–Dartmouth

TALIA BAR, University of Connecticut, VRINDA KADIYALI, Cornell University and ASAF ZUSSMAN, Hebrew University – Online Posting of Teaching Evaluations

OSKAR HARMON, University of Connecticut and JAMES LAMBRINOS, Clarkson University – Proctored in-Person or via-WebCam: Is There a Difference?

JOSE VAZQUEZ, University of Illinois at Urbana-Champaign and ERIC CHIANG, Florida Atlantic University – Using Technology to Complete the Natural Learning Path in a Principles of Economics Course

NEAL OLITSKY and SARAH COSGROVE, University of Massachusetts–Dartmouth – From "Traditional" to Research Based Instructional Strategies: An Assessment of Learning Gains

Discussants: BILL GOFFE, Pennsylvania State University
ANNE DUCHENE, University of Pennsylvania
NEAL OLITSKY, University of Massachusetts–Dartmouth
JOSE VAZQUEZ, University of Illinois at Urbana-Champaign

3:00 – 5:00 pm, Molly Brown

Session A5: Using Videos for Students and Teachers

Presiding: SEYYED ALI ZEYTOON NEJAD MOOSAVIAN, North Carolina State University

CARLOS CORTINHAS, The University of Exeter – Is Lecture Capture Benefiting (All) Higher Education Students? An Empirical Investigation

DAVID HEMLEY and SUE STOCKLY, Eastern New Mexico University – Using Lecture Capture to Enhance Online and Face-to-Face Student Performance

SEBASTIAN BRÜCKNER, CHRISTIANE KUHN, OLGA ZLATKIN-TROITSCHANSKAIA AND HANNES SAAS, Johannes Gutenberg University–Mainz – Evaluation and Instructional Validation of a Video-Based Tool for Training Teaching Practices in Economics Education

DAVID ANDERSON, Centre College – Video Snippets as a Tool for Economic Education

Discussants: NATHAN WOZNY, United States Air Force Academy

DEREK STIMEL, University of California–Davis

JAMES SELF, Indiana University–Bloomington

SEYYED ALI ZEYTOON NEJAD MOOSAVIAN, North Carolina State University

**Schedule for Dinner at Federal Reserve Bank of Kansas City–Denver Branch
(prior registration required)**

5:30 pm Walk 0.3 miles to the Federal Reserve

6:00 – 8:30 pm Dinner and PLENARY SESSION 2 at Federal Reserve Bank

DAVID WILCOX, Federal Reserve Board–Topic TBA

8:30 pm Participants responsible for way home

Thursday, June 1

7:30 – 8:30 am Continental Breakfast

7:30 – 8:30 am (During breakfast) Meeting to discuss community college economics instruction. All welcome.

Meeting Leader: Mark Maier, Glendale Community College.

SESSION B: 8:30-10:30 am

8:30-10:30 am, Horace Taber

Session B1: Efficient Empiricism: Streamlining Teaching, Research and Learning in Empirical Courses – WORKSHOP

Presiding: SIMON HALLIDAY, Smith College

SIMON HALLIDAY, Smith College

MICHAEL O'HARA, Hamilton College

AARON SWOBODA, Carleton College

8:30-10:30 am, Molly Brown

Session B2: FRED in the Classroom – WORKSHOP

Presiding: DIEGO MENDEZ-CARBAJO, Illinois Wesleyan University

DIEGO MENDEZ-CARBAJO, Illinois Wesleyan University

KEITH TAYLOR, Federal Reserve Bank of St. Louis

MARK BAYLES, Federal Reserve Bank of St. Louis

8:30-10:30 am, Lawrence B

Session B3: Innovation in the Assessment of Economic Learning – PANEL DISCUSSION

Presiding: WILLIAM BOSSHARDT, Florida Atlantic University

WILLIAM WALSTAD, University of Nebraska–Lincoln – A Rationale for New Assessment

SAM ALLGOOD, University of Nebraska–Lincoln – Learning Outcomes

OLGA ZLATKIN-TROITSCHANSKAIA, Johannes Gutenberg University–Mainz – New Assessment

GEORG SCHAUR, University of Tennessee – TBD

8:30-10:30 am, Lawrence A

Session B4: Organizing Assignments to Optimize Student Engagement

Presiding: SHELBY FROST, Georgia State University

GRACE O, Georgia State University – Adaptive Learning Platform, Myth and Reality?

WHITNEY BUSER, Young Harris College – Classroom Discussion: Does Mixing Matter?

KIM HOLDER, University of West Georgia, SHELBY FROST, Georgia State University, and SUSAN REILLY, Florida State College at Jacksonville – Free to Choose: Student Choice as Motivation for Critical Thinking

Discussants: STEPHANIE POWERS, Red Deer College
ALEJANDRO DELLACHIESA, University of Kentucky
CHARITY-JOY ACCHIARDO, University of Arizona

8:30-10:30 am, Confluence B

Session B5: Building on Students' Prior Knowledge

Presiding: BILL GOFFE, Pennsylvania State University

EMILY DOHRMAN and PATTEN MAHLER, Centre College – Students are Not Blank Slates: Identifying Pre-Existing Misconceptions

STEVEN LEVKOFF, University of California–San Diego – A Post Audit of Learning Retention in Undergraduate Game Theory - An Experimental Sequenced Approach

CHRISTIAN SPIELMANN, University College London – Ready for Year Two? The Effects of a New First-Year Syllabus on Second-Year Performance.

CHANDINI SANKARAN, University of South Carolina, ABDULLAH AL-BAHRANI, Northern Kentucky University and BREYON WILLIAMS, University of South Carolina – I Failed My Econ Class Because I'm a Freshman: Does A Student's Year of Study Matter for Performance?

Discussants: DOROTHEA HERREINER, Loyola Marymount University
MELATI NUNGSARI, Massachusetts Institute of Technology
TIM KAISER, German Institute for Economic Research (DIW Berlin) and University of Kiel
ANNE DUCHENE, University of Pennsylvania

8:30-10:30 am, Confluence A

Session B6: Impacts of the Flipped Classroom

Presiding: GRACE ONODIPE, Georgia Gwinnett College

NATHAN WOZNY and DREW IVES, United States Air Force Academy, and CARY BALSER, University of Notre Dame – Evaluating the Flipped Classroom: a Randomized Controlled Trial

JANINE WILSON, DEREK STIMEL and SATTIK GHOSH, University of California–Davis – Hybrid vs Traditional: Student Performance Differences in an Economic Development Course

BRIGITTE DE OLIVEIRA PEGADO (University of Stellenbosch) – Behavior in a Principles Macroeconomic Course: Traditional vs. Flipped Classroom

ALAN GREEN, Stetson University – Effective Team-Based Learning in Intermediate Microeconomics

Discussants: KAREN GEBHARDT, Colorado State University
SUE STOCKLY, Eastern New Mexico University
STEVEN PROUD, University of Bristol
PHIL RUDER, Pacific University

10:30 – 11:00 am Coffee Break

SESSION C: 11:00 am-12:30 pm

11:00 am-12:30 pm, Molly Brown

**Session C1: Classroom Demonstrations for Principles and Social Issues Courses –
WORKSHOP**

Presiding: LINDA GHENT, Eastern Illinois University

LINDA GHENT, Eastern Illinois University

ALAN GRANT, Baker University

11:00 am-12:30 pm, Horace Tabor

**Session C2: Challenges for Early-Career Female Faculty Members in the Classroom and
Beyond – PANEL DISCUSSION**

Presiding: KALINA STAUB, University of North Carolina–Chapel Hill

KALINA STAUB, University of North Carolina–Chapel Hill

PITCHAYAPORN TANTHIKARNCHANA, Pennsylvania State University

EMILY MARSHALL, Dickinson College

KATIE WICK, Abilene Christian University

HELEN ROBERTS, University of Illinois–Chicago

11:00 am-12:30 pm, Lawrence B

Session C3: Standardized Exams and Financial Literacy

Presiding: MARK HOLMGREN, Eastern Washington University

JAMES SELF and WILLIAM BECKER, Indiana University–Bloomington – Why Standardized
Exams in Economics are Unenlightened

MANUEL FÖRSTER, ROLAND HAPP and OLGA ZLATKIN-TROITSCHANSKAIA, Johannes Gutenberg-
University and DIMITRI MOLEROV, Humboldt University – Adapting the US-American Test of
Financial Literacy for Germany: Process and First Results

WILLIAM WALSTAD, University of Nebraska-Lincoln and KENNETH REBECK, St. Cloud State University – The Development and Characteristics of the Test of Financial Literacy

BRANDON BRICE, Florida State University – Common Sense Economics: Quantitative Improvements in Economic Understanding

Discussants: WENDY STOCK, Montana State University
WILLIAM BOSSHARDT, Florida Atlantic University
OLGA ZLATKIN-TRIOTSCHANSKAIA, Johannes Gutenberg University–Mainz
MARK MAIER, Glendale Community College

11:00 am-12:30 pm, Confluence B
Session C4: Innovations in Teaching Principles

Presiding: G. DIRK MATEER, University of Arizona

JOSE VAZQUEZ, University of Illinois – The Match that Starts the Fire! Curiosity, Information Gaps, and Stimulating Classroom Engagement

ALBERT SUMELL, Youngstown State University, ERIC CHIANG, Florida Atlantic University, ESA MANGELOJA, University of Jyväskylä, and JIN SUN, Central University of Finance and Economics – A Cultural Comparison of the Impact of Mindfulness on Student Performance

ALVIN BIRDI, University of Bristol – Conceits for 21st Century Robinsonades, Or, Will the Real Robinson Crusoe Please Stand Up!

Discussants: SCOTT HOUSER, Colorado School of Mines
MARTHA OLNEY, University of California–Berkeley
LAWRENCE MALONE, Hartwick College

12:30 – 1:30 pm Lunch

SESSION D: 1:30 – 3:00 pm

1:30 – 3:00 pm, Lawrence A
Session D1: FED Education Outreach: The FED Challenge Competition and Other Programs – PANEL DISCUSSION

Presiding: OSKAR HARMON, University of Connecticut

AARON JACKSON, Bentley University – The Boston FED Challenge Model

JEFFREY RUBIN, Rutgers University – The New York FED Challenge Model

DAVID GULLEY, Bentley University – Benefits of Managing a Team in the FED Challenge

JORDAN JHAMB, Federal Reserve Bank of New York – From FED Challenge Participant to Career at the FED

1:30 – 3:00 pm, Confluence B

Session D2: The ZOOM ROOM and Other Live Video Streaming Opportunities in the Undergraduate Classroom – PANEL DISCUSSION

Presiding: STEVE MUCHIRI, Eastern Connecticut State University

CHELSEA DOWELL, Upper Iowa University – Globalizing the Classroom

DANIEL DUNCAN, University of Kentucky – Virtual Office Hours and Review Sessions

DOUGLAS MCKEE, Cornell University – MOOCs and Hybrid Classes

STEVE MUCHIRI, Eastern Connecticut State University – Virtual Guest Speakers

1:30 – 3:00 pm, Horace Tabor

Session D3: Is it Time to Retrain our Economics Lecturers? – WORKSHOP

Presiding: CHRISTIAN SPIELMANN, University College London and Economics Network

CHRISTIAN SPIELMANN, University College London and Economics Network

ALVIN BIRDI, University of Bristol and Economics Network

ASHLEY LAIT, Economics Network

1:30 – 3:00 pm, Lawrence B

Session D4: Economic Games and Experiments

Presiding: GALIT EIZMAN, Harvard University

TAREK SELIM, Visiting Research Fellow, Massachusetts Institute of Technology and KAREMAN SHOAIR, American University in Cairo – Learning through Games & Role-Play - from Specific to General Strategies

MELATI NUNGSARI, Massachusetts Institute of Technology and SAMUEL FLANDERS, California State University–Fullerton – Using Classroom Experiments to Teach Market Design and Matching Theory

TIM ROGMANS, CHRISTINA ZENKER AND SHEREEF ELLABOUDY, Zayed University – Econland: The Impact of a Macroeconomics Simulation Game on Student Engagement

Discussants: JOSH STAVELEY-O'CARROLL, Babson College

ALAN GRANT, Baker University

BRIAN O'ROARK, Robert Morris University

1:30 – 3:00 pm, Molly Brown

Session D5: Why Aren't We Teaching Introductory Economics in a Pareto Efficient Way?

Presiding: WENDY STOCK, Montana State University

AVI COHEN, University of Toronto and York University – What Should Go in the Only Economics Course Students Will Ever Take?

ANDREA WILLIAMS, University of Toronto and AVI COHEN, University of Toronto and York University – Scalable, Scaffolded Writing Assignments with Peer Assessment in an Economic Literacy Course

ERIC KAM, Ryerson University, AVI COHEN, University of Toronto and York University, DWAYNE BENJAMIN and GILLIAN HAMILTON, University of Toronto – How Well Do Students in Introductory Economic Literacy Courses Do in Upper Level Economics Courses? The University of Toronto Model

Discussants: BILL GOFFE, Pennsylvania State University
SIMON HALLIDAY, Smith College
SCOTT WOLLA, Federal Reserve Bank of St Louis

1:30 – 3:00 pm, Confluence A

Session D6: Getting and Giving Feedback on Student Learning

Presiding: LINDA GHENT, Eastern Illinois University

CHARLES BENSON and TESA STEGNER, Idaho State University – Using Knowledge Surveys to Assess the Benefit of Math Remediation Tools

DARSHAK PATEL, University of Kentucky and JUSTIN ROUSH, Georgia College & State University – The Impact of Relative Performance Feedback and Scrutiny on Student Performance in Large Enrollment University Classes

ABDULLAH AL-BAHRANI, Northern Kentucky University, EMILY MARSHALL, Dickinson College and MARIA APOSTOLOVA-MIHAYLOVA, Centre College – Time-Inconsistent Preferences and Student Performance: An Investigation of Assignment Frequency

Discussants: ERIC CHIANG, Florida Atlantic University
BRANDON BRICE, Florida State University
LINDA GHENT, Eastern Illinois University

3:00 – 3:30 pm Coffee Break

SESSION E: 3:30-5:00 pm

3:30-5:00 pm, Horace Tabor

Session E1: Working with Institutional Review Boards – PANEL DISCUSSION

Presiding: JENNIFER IMAZEKI, San Diego State University

KATHERINE SILZ CARSON, United States Air Force Academy

TISHA EMERSON, Baylor University

SUSAN LAURY, Georgia State University

3:30-5:00 pm, Lawrence B

Session E2: Running a Classroom Market for Extra Credit – WORKSHOP

Presiding: JOSH STAVELEY-O'CARROLL, Babson College

JOSH STAVELEY-O'CARROLL, Babson College

3:30-5:00 pm, Confluence A

Session E3: Ideas for Teaching Macroeconomics

Presiding: TAMARA TRAFTON, Quest University Canada

SEYYED ALI ZEYTOON NEJAD MOOSAVIAN, North Carolina State University – Classical versus Keynesians: A Comprehensive Table to Teach 50 Distinctions between Two Major Schools of Economic Thought

GABRIELA AHUMADA, Universidad Andrés Bello – The First Macroeconomics Class: Active Learning Methodologies Teaching Practices

KOUSHIK GHOSH, Central Washington University – The Triple Helix: Teaching Efficiency, Equity and Cross-Cultural Ethics (EEE) in Economics Issues Courses

Discussants: OSKAR HARMON, University of Connecticut

DIEGO MENDEZ-CARBAJO, Illinois Wesleyan University

TAMARA TRAFTON, Quest University Canada

3:30-5:00 pm, Confluence B

Session E4: Grading and Testing Policies and Practices

Presiding: CHANDINI SANKARAN, University of South Carolina

WILLIAM WALSTAD and LAURIE MILLER, University of Nebraska–Lincoln – The Analysis of Grading Policies and Practices in Principles of Economics Courses

SUZANNE SCHMIDT and OLGA TROITSCHANSKAIA, Johannes Gutenberg University, Mainz, and WILLIAM B. WALSTAD, University of Nebraska-Lincoln – Measuring Change in Economic Understanding

HASSAN ESSOP, Stellenbosch University – The Folly of Negative Marking: An Application to Economics

Discussants: CARLOS ASARTA, University of Delaware
SHELBY FROST, Georgia State University
CHANDINI SANKARAN, University of South Carolina

3:30-5:00 pm, Lawrence A
Session E5: Financial Literacy

Presiding: KENNETH REBECK, St. Cloud State University

NAMHOON KIM and TRAVIS MOUNTAIN, Virginia Tech – The Impact of Formal and Informal Education on Financial Literacy: A Quantile and Hierarchical / Mixture Approach

AMIRA ANNABI, M. JIMENA GONZALEZ RAMIREZ and FABIAN MUELLER, Manhattan College – Student Debt Management among U.S. College Students

WILLIAM BOSSHARDT, Florida Atlantic University, and WILLIAM WALSTAD, University of Nebraska-Lincoln – Does Studying Economics Influence Financial Decisions Later in Life?

Discussants: JAMES HORNSTEN, Northwestern University
KENNETH REBECK, St. Cloud State University
MANUEL FÖRSTER, Johannes Gutenberg University

5:30 – 7:00 pm Publishers’ Reception

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Friday, June 2

7:30 – 8:30 am Continental Breakfast

SESSION F: 8:30 – 10:30 am

8:30-10:30 am, Horace Tabor

Session F1: Decoding Economics: Identifying and Addressing Learning Bottlenecks – WORKSHOP

Presiding: DOROTHEA HERREINER, Loyola Marymount University

DOROTHEA HERREINER, Loyola Marymount University

8:30-10:30 am, Confluence A

Session F2: Economics in Pop Culture and Literature

Presiding: ANDREW MONACO, University of Puget Sound

BRIAN O'ROARK, Robert Morris University – Super-Economics Man! Using Superheroes to Teach Economics

ABDULLAH AL-BAHRANI, Northern Kentucky University, DAVID MAHON, Miami Dade College, G. DIRK MATEER, University of Arizona, and PATRICK MURPHY, St. Leo University – Pokémon GO! Economic Lessons for the Classroom

STEVE MUCHIRI, Eastern Connecticut State University, DANIEL DUNCAN, University of Kentucky, and MIHAI PARASCHIV, State University of New York–Oswego – The Economics of *Breaking Bad*

TAMARA TRAFTON, Quest University Canada – Using Classic Literature and Consumer Theory to Teach Behavioral Economics

Discussants: WHITNEY BUSER, Young Harris College
DANIEL KUESTER, Kansas State University
JUSTIN ROUSH, Georgia College & State University
DENISE STANLEY, California State University–Fullerton

8:30-10:30 am, Confluence B

Session F3: Teaching with Technology

Presiding: GRACE O, Georgia State University

SEYYED ALI ZEYTOON NEJAD MOOSAVIAN, North Carolina State University – Teaching Delicacies of Utility and Production Functions Using 3D-Printed Prototypes: An Innovative, Technological, Pedagogical Tool to Teach Homotheticity and Homogeneity

GRACE ONODIPE, Georgia Gwinnett College and M. FEMI AYADI, University of Houston–Clear Lake – Using Smartphones as a Learning Tool in the Economics Classroom

CHRISTIAN SPIELMANN, University College London – Making Group Work with WIKIs Work

STEVEN PROUD, University of Bristol – The Impact of Online Message-Boards on Performance in First Year Econometrics Units

Discussants: DAVID ANDERSON, Centre College
CARLOS CORTINHAS, University of Exeter
ERIK CRAFT, University of Richmond
GRACE O, Georgia State University

8:30-10:30 am, Lawrence A
Session F4: Students Doing Economics II

Presiding: JOSE VAZQUEZ, University of Illinois

GABRIELA AHUMADA, Universidad Andrés Bello – Educational Public Policy Seminar
Simulation for Economic Development Course

ALAN GREEN, Stetson University – Reinforcing Learning Goals through a Multifaceted Simulation

GALIT EIZMAN, Harvard University, and RICHARD DONNELLY, Bedford Public Schools –
International Economic Summit and Students' Attitude towards Globalization

CHANDINI SANKARAN and TAMARA SHELDON, University of South Carolina – Can Students
Really Learn Economics from Counting Cars? Assessing the Effectiveness of an Experiential
Learning Project

Discussants: ANA ICHIM, Missouri University of Science and Technology

TIM ROGMANS, Zayed University

PATTEN MAHLER, Centre College

STEVEN LEVKOFF, University of California–San Diego

8:30-10:30 am, Molly Brown
**Session F5: Online Delivery Methods, Engagement, and Student Performance in
Economics**

Presiding: CARLOS ASARTA, University of Delaware

KAREN GEBHARDT, Colorado State University – Comparison of Attrition and Failure Rates
Between Online vs. On-campus Economics Programs

DIEGO MENDEZ-CARBAJO, Illinois Wesleyan University and SCOTT WOLLA, Federal Reserve
Bank of St. Louis – Smaller Portions Taste Better: Long-form vs. Short-form Online Learning
Modules

OSKAR HARMON and PAUL TOMOLONIS, University of Connecticut – Social Media as an Online
Course Discussion Forum Engagement and Results

CARLOS ASARTA, University of Delaware, LAURIE MILLER and JAMES SCHMIDT, University of
Nebraska–Lincoln – Flexible or Rigid? The Choice of Completion Deadlines for Online
Assignments in Economics

Discussants: OSKAR HARMON, University of Connecticut

KAREN GEBHARDT, Colorado State University

DIEGO MENDEZ-CARBAJO, Illinois Wesleyan University

SCOTT WOLLA, Federal Reserve Bank of St. Louis

8:30-10:30 am, Lawrence B

Session F6: Strengthening the Economics Major and Reaching New Audiences

Presiding: PARITOSH GHOSH, Red Deer College

JINSOO HAHN, Gyeongsang National University of Education and KYUNGHO JANG, Inha University
– The Factors Influencing the Gender Difference of Students Enrolled in Economics
Departments in Korea

TISHA EMERSON, Baylor University and KIMMARIE MCGOLDRICK, University of Richmond –
Should I Stay or Should I Go? An Investigation of Withdrawals from Microeconomic Principles

WENDY STOCK, Montana State University – Trends in Economics and Other Undergraduate
Majors in the United States

BECKY LAFRANCOIS and SCOTT HOUSER, Colorado School of Mines – Teaching Economics
Principles to Engineering Students: Lessons and Questions

Discussants: KALINA STAUB, University of North Carolina–Chapel Hill

MARK HOLMGREN, Eastern Washington University

PARITOSH GHOSH, Red Deer College

TESA STEGNER, Idaho State University

10:30 – 12:00 pm PLENARY SESSION 3 & Closing

DEAN KARLAN – Yale University – Tackling Market Failures: Making the World a Better
Place with Ideas from Economics 101

Presiding: JAMES HORNSTEN, Northwestern University

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

May 30 – June 1, 2018
San Antonio, Texas
San Antonio Marriott Rivercenter

Plenary Speakers:
Dan Hamermesh, University of Texas
Sandra Black, University of Texas
Other speaker, TBA

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