

The 2017 Report of the American Economic Association Committee on Economic Education

The committee held the seventh Conference on Teaching and Research in Economic Education (CTREE) on May 3 – June 2, 2017 at the Westin Downtown in Denver, Colorado. The program committee of William Bosshardt, James Hornsten, and Jennifer Imazeki (chair) put in long hours to put together an exemplary program. The seventh conference had 304 registered participants from 13 countries. Two plenary speakers spoke at the conference hotel: Dean Karlan (Northwestern) and Anna Maria Lusardi (George Washington). The Federal Reserve Bank of Kansas City – Denver Branch, hosted a reception, dinner, and talk, given by David Wilcox (Board of Governors of the Federal Reserve). Alison Felix of the Kansas City Fed, along with several others in Kansas City and Denver, were very helpful in making the event possible. The Committee continues to be very grateful to the Federal Reserve banks that have used their limited resources to support CTREE. In addition to plenary sessions, 72 papers were presented at 20 paper sessions, 23 people participated in dive panel discussions, and 17 people comprised the staff at seven practicum workshops. The 32 sessions were offered in six sets of five or six concurrent sessions each. The eighth conference will be May 30 – June 1, 2018 at the Marriott Rivercenter in San Antonio, Texas. The conference will feature plenary talks from Sandra Black (Texas), Catherine Eckel (Texas A&M), and Dan Hamermesh (Texas). Given the size of the San Antonio branch of the Federal Reserve, a Fed event is not planned.

The choice of San Antonio for the 2018 CTREE had three ramifications, two expected and one that was unexpected. The first expected outcome was not having a Fed event. These events are an important part of the conference but it also limits the locations at which the conference can be held. It is believed the popularity of CTREE overall will offset not having a Fed event. That said, it is expected that more often than not CTREE will be held in a city with a Fed. The second expected outcome was asking a third plenary speaker to speak at the conference since there is not a Fed event with a speaker. As outlined in last year's report, the Conference is moving to a two plenary speaker format when there is an outside speaker provided by the Fed. The unexpected ramification was that after signing contracts to hold the event in San Antonio, the state of California declared that state funds could not be used for travel to Texas. It is hopeful this will not have a large impact on attendance, but it is possible that attendance numbers will be lower.

The *Journal of Economic Education* remains a co-sponsor of the conference. Those presenting papers were again given the opportunity to submit their papers from the conference for possible publication in the *JEE*. The registration fee for this year's conference was kept low because of the generous grant provided by the AEA. A final report on the Denver conference, authored by John Siegfried, is attached.

The annual report provided by the editor of *JEE* (William Walstad, Nebraska-Lincoln) to the Committee is included as an attachment to this report.

The Committee supported Mark Maier as Principal Investigator for the National Science Foundation project "Supporting Two-Year College Economics Faculty at the Conference on Teaching and Research in Economic Education." The grant paid for attendance by 20 two-year

college faculty at the conference. Participants stayed one-half day after the conference to prepare follow-on projects. These have included three regional workshops with the St. Louis FRED staff and teaching innovations posted at Starting Point: Teaching and Learning Economics. In addition, two Committee representatives joined other economic educators at a June 2017 meeting to propose ongoing support for two-year faculty after completion of the NSF grant.

In March, several members of the committee traveled to University of Mainz to work with a group of economic educators (led by Dr. Olga Troitschanskaia). Attending from the Committee were: Sam Allgood, Bill Bosshardt (Committee member, FAU), Georg Schaur (Committee member, Tennessee), and William Walstad (*ex officio* member, Nebraska). Also attending was Amanda Bayer (Swarthmore). The group developed prototypes of new assessments that build on the Measuring College Learning project. The group reported on their progress at CTREE and they will conduct a panel at the 2018 ASSA meeting.

Sam Allgood, Gail Hoyt (former Committee member, Kentucky) and KimMarie McGoldrick (new member as of 2018, Richmond) wrote two manuscripts as part of their Teagle foundation grant “Graduate Student Teaching in the Arts & Sciences”. One article, titled “The Role of Teaching and Teacher Training in the Hiring and Promotion of Ph.D. Economists” is forthcoming in the *Southern Economic Journal*. The second article titled “Teacher Training for PhD Students and New Faculty in Economics” is forthcoming in the *Journal of Economic Education*. The results reported that some training is available for future and current economic faculty, but there is room for improvement. This conclusion is drawn from the fact that while some institutions appear to place a greater emphasis on research relative to teaching, there are many other institutions that see teaching as important for both hiring and tenure decisions. In addition new faculty spend half of their work time on teaching, but only half of the new faculty surveyed agree that graduate school prepared them to teach.

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 annually tracks the number of BA and BS degrees awarded at U.S. colleges and universities. There were 20,080 undergraduate degrees awarded during the 2016-2017 school year, an increase of 1 percent from the previous year. However, only public institutions with Ph.D. programs experienced an increase in the number of economics degrees awarded (1.9 percent), all other institutions experienced a slight decline. There was no change in the fraction of degrees awarded to females.

The Committee organized six sessions and one special event for the 2018 AEA meetings in Philadelphia. The six sessions were:

1. (*AER Proceedings* Session) “Research in Economic Education” presided over by Sam Allgood, University of Nebraska-Lincoln with papers on “Beyond the Flipped Class: the Impact of Research-based Teaching Methods in a Macroeconomics Principles Class” by Austin Boyle (Pennsylvania State University) and William L. Goffe (Pennsylvania State University); “From “Traditional” to Research Based Instructional Strategies: An Assessment of Learning Gains” by Sarah B. Cosgrove (University of Massachusetts-Dartmouth) and Neal H. Olitsky (University of Massachusetts-Dartmouth); “Low-cost Randomized Controlled Trials in Education” by Nathan Wozny (United States Air Force Academy), Cary Balser (University of Notre Dame) and Drew Ives (United States Air Force Academy); and “A New Look at Lake Wobegone: Report Bias and Student Performance” by Chris Bollinger (University of Kentucky), Tisha L. N. Emerson (Baylor University), Linda English (Baylor University) and Gail Hoyt (University of Kentucky). The discussants were Karen Gebhardt (Colorado State University), Rita Balaban (University of North Carolina), Georg Schaur (University of Tennessee) and Daniel Tannenbaum (University of Nebraska-Lincoln).
2. “Innovation in the Assessment of Economic Learning” presided over by Georg Schaur, University of Tennessee with panelists: Sam Allgood (University of Nebraska-Lincoln), Amanda Bayer (Swarthmore College), William Bosshardt (Florida Atlantic University), William B. Walstad (University of Nebraska) and Olga Zlatkin-Troitschanskaia (Johannes Gutenberg University Mainz).
3. “Pointers and Pitfalls for Human Subject Research on Instruction in Economics and Other Social Sciences” presided over by Oskar Harmon, University of Connecticut with panelists: John A. List (University of Chicago), Rebecca Maynard (University of Pennsylvania), Cindy Shindlecker (University of Michigan) and Georg Schaur (University of Tennessee).
4. “Is it Time to Change the Principles Curriculum?” chaired by Jose J. Vazquez, University of Illinois with panelists: Alex Tabarrok (George Mason University), Jennifer Imazeki (San Diego State University), William L. Goffe (Pennsylvania State University) and Jose J. Vazquez (University of Illinois).
5. “Great Ideas for Making the Principles of Economics Relevant II” chaired by Wendy Stock, Montana State University with panelists “International Prices and Exchange Rates” by Gita Gopinath (Harvard University), “Monetary Policy” by Kristin J. Forbes (Massachusetts Institute of Technology) and “Poverty and Inequality” by Bruce D. Meyer (University of Chicago).
6. The annual Poster Session, chaired by Steven L. Cobb, University of North Texas, this year featured by 19 posters. Posters were presented on: “Incorporating Research Elements in First Year Economics Courses: The Role of Data-based Exercises in the Principles of Microeconomics Course” by Amy Henderson (St. Mary’s College of Maryland); “International Trade Between the United States and Other Nations” by Brian W. Sloboda (University of Phoenix) and Yaya Sissoko (Indiana University); “Active Learning” by Jason R. Reed IV (University of Notre Dame); “Teaching Homotheticity and Homogeneity of Utility and Production Functions Using 3D-printed Prototypes: An Innovative Pedagogical Tool to Teach Delicacies of Utility and Production Functions” by

Seyyed Ali Zeytoon Nejad Moosavian (North Carolina State University); “Durable Archiving of Leading Edge Pedagogies in Economic Education” by Howard H. Cochran, Jr. (Belmont University), Marieta V. Velikova (Belmont University), Bradley D. Childs (Belmont University) and Lakisha Simmons (Belmont University); “An Active-learning Approach to Visualizing Multivariate Functions Using Balloons” by Stephen Erfle (Dickinson College); “E-journaling: A Tool for Written Communication in Business Environment” by Areerat Kichkha (Lindenwood University); “One Size Doesn’t Fit All: A Team Project Designing Small Scale Economic Development Projects” by Allison Shwachman Kaminaga (Bryant University) and Sara Gundersen (Valparaiso University); “Hall of Fame Writing Assignments: Using Real World Problems to Encourage and Assess Higher Order Thinking” by Thomas P. Andrews (West Chester University of Pennsylvania); “Teaching Students How Continuous Innovation Affects Supply, Producer Surplus, and Consumer Surplus” by John B. Horowitz (Ball State University), Michael A. Karls (Ball State University), Juan Sesmero (Purdue University) and T. Norman Van Cott (Ball State University); “Classicals Versus Keynesians: A Comprehensive Table to Teach 50 Distinctions Between Two Major Schools of Economic Thought” by Seyyed Ali Zeytoon Nejad Moosavian (North Carolina State University); “Lights, Camera, Action: A Semester-long Video Project for Active Learning in Introductory Business and Economics Classes” by Annette Redmon, (University of Cincinnati) and Keshar Ghimire (University of Cincinnati); “Tweeting Adam Smith” by Erin George (Hood College); “You Can’t Teach That Online!! Best Practices for Developing and Managing a Quantitative Course for Effective Online Delivery” by Mandie Weinandt (University of South Dakota) and Kathryn Birkeland (University of South Dakota); “Learning While Testing: Using the Immediate Feedback Assessment Technique in Principles of Economics Courses” by Kris Principe (Niagara University); “Using Structured Discussions Online and Measuring Both Student Performance and Question Effectiveness” by Sue K. Stockly (Eastern New Mexico University); “Guided Writing in Lower Level Field Electives” by David R. Ross (Bryn Mawr College); “Teaching Research Methods in Economics to Undergraduate Students” by Alejandro Dellachiesa (University of Kentucky); “Is it Facetime or Structure and Accountability That Matters? Moving From a Flipped to a Flipped/Hybrid Classroom” by Kara D. Smith (Belmont University).

The Committee hosted the annual reception for Friends of Economic Education (invitation only). The reception was attended by over 40 persons. The Chair also reported the activities of the Committee at the breakfast for Chairs of economics departments.

Sam Allgood, Steve Cobb, and Jennifer Imazeki have completed their terms. Steve has been a big contributor to the Committee having organized the poster session for the ASSA meetings over several years and working on the organizing committee for CTREE. In addition, Steve over-saw the involvement of publishers at CTREE. Jennifer also made significant contributions. She organized several sessions for the ASSA meetings and she did the serious work of chairing the organizing committee for CTREE – a job that requires putting together the conference program. Sam Allgood ends his two terms as Chair of the Committee. He is incredibly grateful for the work of all the Committee members and the staff of the AEA. The Committee is pleased to have KimMarie McGoldrick (Richmond), Roisin O’Sullivan (Smith) and Wendy Stock

(Montana State) on the committee. KimMarie has been approved as the next chair of the Committee. The AEA President has also approved the membership of Bill Goffe (Penn State) and Oskar Harmon (Connecticut). Their terms will begin following the 2018 meetings.

Current information and past reports about the Committee and its activities are available at <https://www.aeaweb.org/about-aea/committees/economic-education>.

Membership of CTREE

Name	Last AEA Conference Of Current Term	Number of Terms
Sam Allgood	2018	2 nd
William Bosshardt	2019	2 nd
Steven Cobb	2018	2 nd
Bill Goffe	2021	1 st
Oskar Harmon	2021	1 st
James Hornsten	2019	1 st
Jennifer Imazeki	2018	1 st
KimMarie McGoldrick	2021	1 st
Derek Neal	2019	2 nd
Thomas Nechyba	2020	1 st
Roisin O'Sullivan	2020	1 st
Georg Schaur	2019	2 nd
Wendy Stock	2020	1 st

Seventh National Conference on Teaching Economics (2017)

The seventh AEA National Conference on Teaching (Undergraduate, Graduate Levels) and Research in Economic Education (all levels) [CTREE] was held at the Westin Denver Downtown in Denver Colorado, May 31-June 2, 2017. It was organized by the Committee on Economic Education (CEE), and co-sponsored by the *Journal of Economic Education (JEE)*. Logistical support was provided by the Association's convention staff in Nashville.

There were three plenary speakers: Annamaria Lusardi, David Wilcox and Dean Karlan. In addition to plenary sessions, 72 papers were presented at 20 paper sessions, 23 people participated in five panel discussions, and 17 people comprised the staff at seven practicum workshops. The 32 sessions were offered in six sets of five or six concurrent sessions each.

Registration was 304, including 37 people from 13 other countries. Attendance at plenary sessions averaged 148. Attendance at the concurrent sessions (total of 32) averaged 34, with a median session attendance of 30. Of those completing an evaluation survey, 64 percent reported that the conference was a better use of their time than their next best alternative, and 29 percent concluded its value was equal to the next best use of their time.

Paper authors were invited to submit revised papers to the *JEE* (a conference co-sponsor). They are being peer reviewed with an expedited schedule to permit timely publication of the accepted papers in a 2018 issue of *JEE*.

The conference had three primary sources of revenue, a \$125 per person registration fee for AEA members (slightly more for non-members and late registrants) that generated \$40,425, exhibits that generated \$16,300 and \$35,000 of support from the Association, totaling \$91,725. Two breakfasts, one lunch, and three coffee/soda breaks were provided to registrants. A reception on the second night for all participants was provided by 10 sponsoring publishers.

Food and beverage expenses were \$67,000. Audio-visual expenses were \$19,000. Staff and speaker travel was about \$6,000, miscellaneous expenses (mostly printing) and a subsidy to the *Journal of Economic Education* summed to \$3,500, totaling \$95,500.

Planning for the 2018 teaching conference is underway. It will be held May 30- June 1, 2018 at the Marriott Riverfront Hotel in San Antonio, Texas. Plenary Speakers include Sandra Black, Catherine Eckel, and Dan Hamermesh.

**Report of the *Journal of Economic Education* (JEE)
to the AEA Committee on Economic Education**

William B. Walstad (*JEE* Editor)

Philadelphia, Pennsylvania (January 5, 2018)

1. Editorial Matters

a. Associate Editors in 2017: Sam Allgood (Nebraska); David Colander (Middlebury); Tisha Emerson (Baylor); Bill Goffe (Penn State); Gail Hoyt (Kentucky); KimMarie McGoldrick (Richmond); and Georg Schaur (Tennessee). The basic division of labor by journal section is as follows: Economic Content (Colander); Economic Instruction (McGoldrick and Emerson); Research (Schaur and Allgood); Features and Information (Hoyt); and Online (Goffe). Each editor gives great service by reviewing manuscripts, obtaining referee reports, and making publication recommendations. Sharon Nemeth at the Nebraska office provides invaluable help through proofing, copy-editing manuscripts, and communicating with the editors and authors.

b. Editors in 2018. There will be a change in *JEE* editors in 2018. Editor Walstad assumed his duties in 2010 and asked to be replaced in early 2018. His responsibilities will conclude with the submission of **JEE 49:2**. The new co-editors of the *JEE* will be Sam Allgood and KimMarie McGoldrick. Allgood has served as an associate editor since 2010 and McGoldrick since 2011, so each one has extensive experience with *JEE* editing and operations. Joining the *JEE* in January 2018 as associate editors will be William Bosshardt (Florida Atlantic University) and Wendy Stock (Montana State University).

c. Editorial board in 2017: It now consists of 15 distinguished academic economists. The sad news for 2017 is that Will Baumol passed away. He had served on the *JEE* board since 1990. The new co-editors will give board membership further review in 2018.

2. Editorial Statistics and Flow

a. The table below shows the number of manuscripts submitted to the *JEE* from 2008 through 2016 and their disposition. Data from 2008–2015 are complete because there are no manuscripts currently under review so those data can be used to calculate the best estimate of the acceptance rate for the journal. For 2008–2015, the overall acceptance rate was **19.61** percent for submitted manuscripts. The table also provides data for 2016. The acceptance rate for 2016 (14.96 percent) will increase because some of the manuscripts still under review or revision are likely to be accepted.

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
2105	174	0	2	129	43	23.56
2008–2015	1387	0	22	1093	272	19.61
2016	181	12	0	142	27	14.92

b. Flow: An on-going concern is finding a sufficient number of high-quality manuscripts to publish each year. The editors are unanimous in their decision that the *JEE* should maintain its high standards for accepting manuscripts to publish. The editors continued in 2017 to undertake projects to increase the number of submitted manuscripts and their quality, such as through invited articles for symposia. David Colander organized one on normative economics (**JEE 48:1**). Gail Hoyt conducted one on ideas for the introductory economics course (**JEE 48:3**). Gail Hoyt and KimMarie McGoldrick arranged one on undergraduate research (**JEE 48:4**).

3. Published in Volume 48 (2017)

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 40 *JEE* articles were published in 2017 with this distribution: Research (1); Economic Instruction (12); Content (8); Features and Information (19); and Online (abstracts) (0).

b. 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 2017 CTREE was held May 30–June 2 in Denver, Colorado. As was the case with past CTREE meetings, paper authors were encouraged to submit their revised manuscripts to the *JEE* for possible publication. The 2018 CTREE will be held at the end of May in San Antonio, Texas, at which new *JEE* editors will be introduced.

c. 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) **JEE 45:2**: David Colander on Economic Content, KimMarie McGoldrick on Economics Instruction, Tisha Emerson on Classroom Experiments, and, Bill Goffe on Online; **JEE 45:3**: Sam Allgood on Research; and, **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.

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 145 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 with about 100–120 printed pages per issue 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.