

The 2018 Report of the American Economic Association Committee on Economic Education

The committee held the eighth Conference on Teaching and Research in Economic Education (CTREE) on May 30 – June 1, 2018 at the Marriott Rivercenter in San Antonio, Texas. The program committee of James Hornsten (chair), Jennifer Imazeki, and Roisin O’Sullivan put in long hours to put together an exemplary program. The eighth conference had 281 registered participants from six countries. Three plenary speakers spoke at the conference hotel: Sandra Black (University of Texas), Catherine Eckel (Texas A&M University) and Dan Hamermesh (University of Texas). (Unlike in past years, this conference did not have a Fed sponsored event as a result of the location where the conference was held.) In addition to plenary sessions, 67 papers were presented at 19 paper sessions, 12 people participated in three panel discussions, and 9 people comprised the staff at four practicum workshops. The 26 sessions were offered in five sets of five or six concurrent sessions each. Ten of publishers exhibited.

The ninth conference will be May 29 –31, 2018 at the Hyatt Regency St. Louis at the Arch in St. Louis, Missouri. The conference will feature plenary talks from Stephen Chew (Samford University), Bob Frank (Cornell University), and Anne Winkler (University of Missouri, St. Louis). The St. Louis Fed has graciously agreed to host a on the first night of the conference, and provide a speaker. They have also agreed to hold a one day pre-conference workshop which includes sessions about resources they provide for use by economic educators including FRED and EconLowdown.

The *Journal of Economic Education* remains a co-sponsor of the conference. Those presenting papers were again encouraged 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 San Antonio conference, authored by John Siegfried, is attached.

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

In March 2017, 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 conducted a panel at the 2018 ASSA meeting, and two papers have been submitted to the *JEE* for consideration of publication. Additional work is anticipated as prototypes are implemented and undergo validity testing.

KimMarie McGoldrick (Committee Chair, University of Richmond) also participated in a focus meeting, Health in All Education, sponsored by The Association for Prevention Teaching and

Research (APTR) and the Centers for Disease Control and Prevention (CDC), Center for Surveillance, Epidemiology, and Laboratory Services (CELS), Division of Scientific Education and Professional Development (DSEPD) in May 2018. The aim of the meeting was to explore the potential for future collaboration around the integration of population health principles into higher education practices, to share examples of CDC collaboration with non-traditional disciplines, and to explore current partnerships with academic disciplines and plan for new ones.

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. Total degrees increased 2.8 percent from 2016-2017 to 2017-2018.

The Committee organized seven sessions and one special event for the 2019 AEA meetings in Atlanta. The sessions included:

1. (*AEA Proceedings* Session) “Research in Economic Education” presided over by Georg Schaur, University of Tennessee-Knoxville with papers on “Towards the Next Generation of Scholarship: Challenges and Opportunities for Full Participation in PhD Training in Economics” by Thomas Jeitschko (Michigan State University); “The Gender Gap in Undergraduate Economics Course Persistence and Degree Selection” by Laura Ahlstrom (Oklahoma State University) and Carlos Asarta (University of Delaware); “Gender Bias and Temporal Effect in Standard Evaluations of Teaching” by Whitney Buser (Young Harris College), Jill Kearns Hayter (East Tennessee State University) and Emily Marshall (Dickinson College); and “Grades in Economics and Other Undergraduate Majors” by William B. Walstad (University of Nebraska-Lincoln) and William Bosshardt (Florida Atlantic University). The discussants were Wendy Stock (Montana State University), Justin Roush (Georgia College & State University), Jens Schubert (University of Delaware) and Georg Schaur (University of Tennessee).
2. “The Federal Reserve Banks as Partners in Teaching and Learning Economics” presided over by Diego Mendez-Carbajo, Illinois Wesleyan University with papers on “A Survey of Federal Reserve Economic Education Programs and Resources” by Scott Wolla (Federal Reserve Bank of St. Louis) and Andrew Hill (Federal Reserve Bank of Philadelphia); “Economic Scholars Program for Undergraduate Research” by Princeton Williams (Federal Reserve Bank of Atlanta), Stephen Clayton (Federal Reserve Bank of Dallas, and Daniel Nuckols (Austin College); “Econlowdown.org in the Classroom” by Lucy Malakar (Lorain County Community College) and Diego Mendez-Carbajo (Illinois Wesleyan University). The discussants were Rita Balaban (University of North Carolina-Chapel Hill), J. Peter Ferderer (Macalester College), Laura Ahlstrom (Oklahoma State University) and Carlos Asarta (University of Delaware).
3. “Financial Literacy and Choices” presided over by Julie Hotchkiss, Federal Reserve Bank of Atlanta with papers on “The Effects of Financial Education of Student Financial Aid

- Choices” by Carly Urban (Montana State University) and Christiana Stoddard (Montana State University); “An Analysis of Financial Literacy among Italian Students” by Annamaria Lusardi (George Washington University); “The Impact of School-Based Financial Education on High School Students and their Teachers: Experimental Evidence from Peru” by Veronica Frisancho (Inter-American Development Bank); and “Student Loan-Paying Behavior after College Graduation and Student Loan-taking Behavior in Attending Graduate School” by William Bosshardt (Florida Atlantic University) and William B. Walstad (University of Nebraska-Lincoln). The discussants were Jamie Weathers (Western Michigan University), Tim Kaiser (University of Koblenz-Landau), Wendy Stock (Montana State University) and Paul Grime (Pittsburg State University).
4. “50 Years of the Journal of Economic Education” presided over by John Siegfried, American Economic Association with papers on “Continuity and Change in Economic Education over Fifty Years” by William B. Walstad (University of Nebraska-Lincoln); “50 Years of Economic Education Research” by Sam Allgood (University of Nebraska-Lincoln) and Georg Schaur (University of Tennessee), “50 Years of Best Teaching Practice in Economics” by Gail Hoyt (University of Kentucky) and KimMarie McGoldrick (University of Richmond); and “Setting an Agenda for the Future” by Sam Allgood (University of Nebraska-Lincoln) and KimMarie McGoldrick (University of Richmond).
 5. “What Should Students Learn From Intermediate Theory Classes?” presided over by Wendy Stock (Montana State University) and including panelists Gregory Mankiw (Harvard University), Dean Croushore (University of Richmond), Thomas Nechyba (Duke University), and Austan Goolsbee (University of Chicago).
 6. “Preparing Undergraduates for Application to Graduate School” presided over by Gail Hoyt (University of Kentucky) with a paper on “The Path to Acceptance: An Examination of Economics Graduate Program Preferences” by Adam Jones (University of North Carolina- Wilmington), Peter Schuhmann (University of North Carolina- Wilmington), Daniel Soques (University of North Carolina- Wilmington) and Allison Witman (University of North Carolina- Wilmington). The discussants were Gautam Gowrisankaran (University of Arizona), Navin Kartik (Columbia University), Martin Boileau (University of Colorado Boulder), Wojciech Olszewski (Northwestern University), and Marcus Berliant (Washington University-St Louis).
 7. The annual Poster Session, chaired by Bill Goffe, Pennsylvania State University, this year featured by 18 posters. Posters were presented on “A Pixar Is Worth a Thousand Words” by Charity-Joy Acchairo (University of Arizona) and G. Dirk Mateer (University of Arizona); “A Teaching Methodology That Encourages Active Learning of Microeconomics by Students: ‘The Technology and Cost Minimization Problem’ as an Example” by Javier Puértolas (Public University of Navarre) and Loreto Llorente (Public University of Navarre); “Adaptive Technology & Active Learning in Principles of Economics Classes” by Joana Girante (Arizona State University) and Stefan Ruediger (Arizona State University); “Behind Supply and Demand Curves: Transactions, Firms and Globalization” by Benoit Papillon (University of Quebec-Trois-Rivières); “Counting Cars: An Experiential Learning Project” by Chandini Sankaran (Boston College) and Tamara Sheldon (University of South Carolina); “Don’t Just Read It, Write It! – A Course Promoting Experiential Learning” by Julien Picault (University of British Columbia-Okanagan); “Enhancing Student Learning in a Flipped Principles of

Economics Classroom Using Learner Logs” by Grace Onodipe (Georgia Gwinnett College) and Femi Ayadi (University of Houston-Clear Lake); “Gamification of Assessment: A Case Study of PaGamO” by Hang-Wei Hao (Gordon College) and Yabisi Wen (Gordon College); “Hybridizing Economic Development: Moving Basic Modeling Online To Turn a 100 Student Lecture Course into an Intimate, Writing Intensive, 25 Student Course with Peer-to-Peer Interaction” by Janine Wilson (University of California-Davis); “Integration of Economics from the Classroom to the Newspaper!” by Brian Sloboda (University of Phoenix) and Yaya Sissoko (Indiana University of Pennsylvania); “Post-Learning Diagram” by Areerat Kichkha (Lindenwood University); “Presentations to the President: A Role Play Assignment for Principles Courses” by Sara Gundersen (Valparaiso University); “Re-imagining Introductory Economics: Retrieval Learning Strategies” by Eiichiro Kazumori (University of Massachusetts-Dartmouth), Sara Cosgrove (University of Massachusetts-Dartmouth), Robert Jones (University of Massachusetts-Dartmouth), Devon Lynch (University of Massachusetts-Dartmouth), and Neal Olitsky (University of Massachusetts-Dartmouth); “Team Based Learning While Testing: Using the Immediate Feedback Assessment Technique in a Cooperative Setting in an Economic Principles Course” by Kris Principe (Niagara University); “Team-Based Learning in Economics Courses: A New National Science Foundation Project” by Phil Ruder (Pacific University), Scott Simkins (North Carolina AT&T State University) and Mark Maier (Glendale Community College); “The Case for Mini-Cases in Teaching Economic Principles: An Application Using Tariffs” by Howard Cochran (Belmont University), Marieta Velikova (Belmont University), Bradley Childs (Belmont University) and Lakisha Simmons (Belmont University); “Using Discrete Choice Tables to Teach Consumer Choice in Introductory Economics Classrooms” by Stephen Erfle (Dickinson College) and Mark Holmgren (Eastern Washington University); “Can Students Learn Better with Adaptive Learning Courseware?” by Grace Eau (Georgia State University).

8. The Committee hosted the annual reception for Friends of Economic Education (invitation only). The reception was attended by over 40 persons.

William Bosshardt, Georg Schaur, and Derek Neal have completed their terms, all making significant contributions throughout their terms. William organized a number of sessions for the ASSA meetings, focusing on financial literacy. He also served on (and Chaired) the CTREE conference program committee and represented the Committee on the assessment project described above. Similarly, Georg organized a number of sessions for the ASSA meetings, including one that appeared in the AER Papers and Proceedings. He also served on (and Chaired) the CTREE conference program committee and represented the Committee on the assessment project described above. Neal organized a panel discussion entitled “Updating the Undergraduate Econometrics Curriculum which attracted over 150 people and was an active member throughout his term providing advice and providing contacts that helped others organize ASSA sessions.

The Committee is pleased that the AEA President has approved the memberships of Carlos Asarta (University of Delaware), Allen Goodman (Wayne State University) and James Peyton (Highline Community College) for the committee. Their (three-year) terms will begin following the 2019 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 CTREE

Name	Last AEA Conference Of Current Term	Number of Terms
William Bosshardt	2019	2 nd
Bill Goffe	2021	1 st
Oscar Harmon	2021	1 st
James Hornsten	2020	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
Sam Allgood	JEE ex officio	

Eighth National Conference on Teaching Economics (2018)

The eighth AEA National Conference on Teaching (Undergraduate, Graduate Levels) and Research in Economic Education (all levels) [CTREE] was held at the San Antonio Marriott Rivercenter in San Antonio, TX, May 30-June 1, 2018. 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: Sandra Black, Catherine Eckel, and Dan Hamermesh. In addition to plenary sessions, 73 papers were presented at 20 paper sessions, 14 people participated in three panel discussions, and 10 people comprised the staff at four practicum workshops. The 27 sessions were offered in five sets of five or six concurrent sessions each.

Registration was 280, including 43 people from 14 other countries. Attendance at plenary sessions averaged 143. Attendance at the concurrent sessions (total of 27) averaged 33, with a median session attendance of 30. Of those completing an evaluation survey, 67 percent reported that the conference was a better use of their time than their next best alternative, and 30 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 2019 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 \$34,250, exhibits that generated \$18,000 and \$35,000 of support from the Association, totaling \$87,250. 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 11 sponsoring publishers.

Food and beverage expenses were \$71,500. Audio-visual expenses were \$34,000. Staff and speaker travel was about \$7,600, miscellaneous expenses (mostly printing) and a subsidy to the *Journal of Economic Education* summed to \$4,200, totaling \$117,300.

Planning for the 2019 teaching conference is underway. It will be held May 29- May 31, 2019 at the Hyatt Regency St. Louis at the Arch. Plenary Speakers include Bob Frank, Anne Winkler, and Stephen Chew.

**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 2018: William Bosshardt (Florida Atlantic University); David Colander (Middlebury); Bill Goffe (Penn State); Gail Hoyt (Kentucky); and Georg Schaur (Tennessee); Wendy Stock (Montana State University). The basic division of labor by journal section is as follows: Economic Content (Colander); Economic Instruction (Bosshardt and Stock; Research (Schaur); Features and Information (Hoyt); and Online (Goffe). Each editor gives great service by reviewing manuscripts, obtaining referee reports, and making publication recommendations. Tricia Fanny at the University of Richmond provides 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. Editors in 2018. There was a change in *JEE* Associate editors in 2018. As noted above, William Bosshardt and Wendy Stock joined the team to replace KimMarie McGoldrick who moved into a co-editorship role and Tisha Emerson who resigned to focus her energy on other endeavors. Additionally, Sam Allgood shifted roles from an Associate Editor to a co-editor.

c. Editorial board in 2018: It now consists of 16 distinguished academic economists, adding William Walstad to the list.

2. Editorial Statistics and Flow

a. The table below shows the number of manuscripts submitted to the *Journal of Economic Education* from 2008 through 2017 and the disposition of those manuscripts. Data from 2008 to 2015 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 2015, the acceptance rate was 19.61 percent of manuscripts submitted.** The table also provides data for 2016 and 2017. That acceptance rates (17.68 and 20.18 percent, respectively) are only a tentative ones. They will increase if some manuscripts that are still under review or revision are 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
2015	174	0	2	129	43	23.56

2008– 2015	1387	0	22	1093	272	19.61
2016	181	2	3	144	32	17.68
2017	218	14	0	160	44	20.18

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 teaching DSGE to Undergraduates (**JEE 49:3**).

3. Published in Volume 49 (2018)

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 2018 with this distribution: Research (7); Content (7); Economic Instruction (14); Features and Information (5); and Online (abstracts) (8).

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 2018 CTREE was held on May 30 – June 1, 2018 at the Marriott Rivercenter in San Antonio, Texas. As was the case with past CTREE meetings, paper authors were encouraged to submit their revised manuscripts to the *JEE* for possible publication. The 2019 CTREE will be held at the end of May in St. Louis Missouri.

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 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 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.