Overview

This workshop provides opportunities for instructors of undergraduate courses to take part in course design activities and experience pedagogical strategies that will engage all of the students they teach. Attendees will have opportunities to identify learning objectives that focus on the students’ ability to “do economics” and to participate in pedagogical practices that enable students to be active participants in economic analysis.

All accepted applicants are expected to fully engage with each of the three phases of the overall program including constructing learning objectives, studying pedagogical practices that are collaborative and inclusive including cooperative learning, engaging lectures, data integration, and classroom experiments, and integrating lessons learned into their own courses. Participants will be provided opportunities to share their work at the 2023 CTREE and ASSA meetings.

Participants will engage with issues of diversity and inclusion throughout the workshop including opportunities to think critically about course goals and learning outcomes, their relationship to pedagogical choices and assessment, and how such decisions might have disparate effects on those of different races, genders, and ethnicities. In addition, attendees will learn how to discuss the sensitive topics that are an important part of the economics classroom.

Eligibility

Applicants must be scheduled to teach during the following fall and spring semesters. Preference will be given to those less than 6 years since PhD. To meet the goals of increasing diversity in the profession, the cohort will be chosen to represent a diverse set of institutions and instructors.

Cost

Accepted applicants must make an electronic payment of $100 to confirm their spot in the workshop.

The application portal opens in January 2022 with a rolling acceptance procedure that continues until all workshop slots are filled. Workshop details and the application portal are available at https://www.aeaweb.org/go/educate-workshop.