

E502 Teaching Economics to Undergraduates
Spring 2007, 1:30 – 4:00 pm, WY005, BH 107
Professor William E. Becker,
Office Hours: 11:00-noon MW or by appointment
email: beckerw@indiana.edu, phone: 812-855-3577
Course URL: www.indiana.edu/~e502

PREREQUISITE

Participants in this course must be graduate students in Indiana University's department of economics. Students whose native language is not English are required to pass IU's Test of English for Associate Instructors before enrolling in E502 or otherwise fulfill University requirements for participation.

TEXTBOOKS

Required:

William Becker, Michael Watts, and Suzanne Becker (eds.) *Teaching Economics: More Alternatives to Chalk and Talk* (Edward Elgar, 2006). Compliments of the *Journal of Economic Education*.. (Drafts of the 1998 edition chapters to be distributed in class.)

William Walstad and Phillip Saunders (eds.) *Teaching Undergraduate Economics: A Handbook for Instructors* (Irwin McGraw-Hill, 1998). Compliments of McGraw-Hill.

Recommended:

William Thomson. *A Guide for the Young Economist: Writing and Speaking Effectively about Economics* (MIT Press, 2001). Purchase for \$18 at bookstores.

Well-known General Education References:

Alan Brinkley, et al. *The Chicago Handbook for Teachers: A Practical Guide to The College Classroom* (University of Chicago Press, 1999).

Wilbert McKeachie. *Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (Houghton Mifflin, 10th Edition, 1999).

Thomas Angelo and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers* (Jossey-Bass, 2nd Edition, 1993).

K. Patricia Cross and Mimi Harris Stedman. *Classroom Research: Implementing the Scholarship of Teaching* (Jossey-Bass, 1996).

DESCRIPTION

Teaching economics to undergraduates is the focus of this course. The course covers the topics and issues graduate assistants will likely encounter in the scholarship of teaching and learning economics. Although not treated sequentially, topics covered in the course can be divided into three categories:

1. **Instruction:** lecture, discussion leading, active learning strategies, simulations and games, case studies, collaborative learning, and technology in the classroom.
2. **Organization:** course goals and objectives, planning and organization, the syllabus, learning theory, student characteristics, academic freedom, content issues, and practical teaching problems.
3. **Assessment:** of students (multiple-choice and essay test construction, analysis of test data, homework problems, writing assignments, daily activity, and grading) and of teaching (student evaluation of teaching, peer review, and pre- and posttesting).

GOALS

The fundamental purpose of this course is to improve the learning of economics by undergraduates by increasing the teaching effectiveness of graduate students who are potential teachers at Indiana University. Emphasis is placed on the teaching of E201 (principles of microeconomics), E202 (principles of macroeconomics) and E370 (economics and business statistics) because these are the courses most graduate students and faculty members are likely to teach, and the largest number of IU students take these courses. The focus on the scholarship of teaching and learning, however, is applicable to all economics courses that graduate students may teach at IU or elsewhere in higher education institutions.

Most students who receive their Ph.D. degree in economics at IU find careers at colleges and universities that place great weight on teaching. Successful completion of this course should give those students the basic skills and information they need to become effective instructors, not only in IU's department of economics, but also at other institutions where they likely will seek jobs and career advancement. This course can be the first step in developing a teaching portfolio that documents the instructor's commitment to the scholarship of teaching and learning, which can prove a critical component in his or her job market search for a teaching position.

Successful completion of this course, together with other criteria, is required to be appointed as a new AI, leading a small discussion or collaborative learning section attached to a large lecture section. Following at least a semester in this role, successful AIs become eligible for their own section of E201, E202, or E370, with full responsibility. Thus, completion of E502 is a necessary but not the only condition for teaching appointments in IU's department of economics.

POLICIES

Enthusiastic participation in each class session is essential to obtain and demonstrate the benefits from the course. The class meetings will rely on discussion, writing, group work, and other active learning approaches that require participation by students. These methods will be used to demonstrate the variety of instructional approaches for teaching economics. The lectures will also be used to present content, but often in combination with the other methods to encourage thinking about teaching issues. Scheduled and random grading of individual and group activities will be employed. Inappropriate or apathetic behavior will not be tolerated. All rules and regulations contained in IU policies and procedures will be followed.

A student requiring any type of accommodation for a disability, religious belief, scheduling conflict, or other impairment that might affect his or her successful completion of this course must personally present the requested remedy or other adjustment in written form (signed and dated) to Professor William Becker. Requests for accommodations must be received and authorized by Professor W. Becker in written form no less than two weeks in advance of need. No accommodation should be assumed unless so authorized. In the event of needs identified later in the course, or for which an adjustment cannot be made on a timely basis, a grade of "I," Incomplete for the course, will be given to accommodate the unanticipated request.

GRADES

The grade for this course is to be awarded on the quality of participation in class meetings and the satisfactory completion of the assignments listed below. Course grades will be based on a 100 point scale, where letter grades are based on relative performance, but based on past distributions grades can be expected to be determined as

A+, A and A- grades for a point total in 86 to 100 range,
B+, B and B- grades for a point total in 71 to 85 range,
with similar decreasing point ranges for Cs, Ds and Fs.

“Hand-ins” determine 88 percent of your grade, with the remaining 12 percent determined by participation in class activities. Out-of-class prepared hand-ins must be word-processed; hand-written material will be accepted only for in-class activities. Assignments, descriptions, individual points for each of the assignments, and due dates are described below.

E502 TENTATIVE SPRING 2007**TIME TABLE, TOPICS, AND ASSIGNMENTS
(subject to revision on a weekly basis as announced in class)**

January 8: Pretest (1a -1 pt) - What is your objective for teaching E201, E202 or E370?
Getting to know others and their teaching objectives (1b - 1 pt): A warm-up activity.
Course specifics - attendance and participation is important (1c - 12 pts for semester), and communication in U.S. English is critical in all work.
Using a pretest to learn about your students.
Economists' views on teaching, enrollment trends, and the teaching-research tradeoff.
The scholarship of teaching and learning in economics: Discipline-specific work on teaching versus that done by education generalists.

Source Material:

Thomas Barlett. "What Makes a Teacher Great?" *Chronicle of Higher Education* (Dec. 12, 2003), pp. A8-A9.

Charles Ballard and Marianne Johnson. "Basic Math Skills and Performance in an Introductory Economics Course," *Journal of Economic Education* (Winter 2004), pp. 3-21.

W. Becker. "Economics for a Higher Education," *International Review of Economics Education*, Vol 3, Issue 1, 2004, pp. 52-62.

W. Becker. "Good-By Old, Hello New in Teaching Economics," *Australasian Journal of Economics Education*, Vol 1, No. 1, 2004, pp. 5-17.

W. Becker. "Quit Lying and Teach the Controversies: There are no Dogmata, Laws, Rules or Standards in the Science of Economics" 2006 Presidential Address, Midwest Economic Association, Chicago IL, March 25, 2006.

W. Becker. "Teaching Economics to Undergraduates," *Journal of Economic Literature*, (Vol. 35, Sept 1997): 1347-1373.

W. Becker. "How to Make Economics the Sexy Social Science," *Chronicle of Higher Education*, December 7, 2001, pp. B10-12. Reprinted in the *Southern Economic Journal* (July 2003) with comments by Jonathan Hamilton, Gail Hoyt, W. Douglas McMillin, John J. Siegfried and Allen R. Sanderson, and Michael Watts; and W. Becker reply: "Undergraduate Choice: Sexy or Non-Sexy."

William Becker and Peter Kennedy. "Does Teaching Enhance Research in Economics?" (*AER*, May 2005, and *SEJ*, Dec 2005).

Belton Fleisher, Masanori Hashimoto, and Bruce Weinberg. "Foreign GTAs Can be Effective Teachers of Economics." *Journ of Econ Ed*, Fall 2002, 33(4), pp. 299-326.

Craig Freedman. "Do Great Economists Make Great Teachers?" *Journal of Economic Education* (Summer 2003), pp. 282-290.

Elizabeth J. Jensen and Ann L. Owen. "Pedagogy, Gender and Interest in Economics," *Journ of Econ Ed*, Fall 2001, pp. 323-344.

D. Marburger. "Absenteeism and Undergraduate Exam Performance," *Journal of Economic Education*, Spring 2001, pp. 99-109.

William Walstad and William Becker "The Instructional Use and Teaching Preparation of Graduate Students in U.S. Ph.D.-Granting Economics Departments," *American Economic Review*, May 2003, pp. 449-454.

J. Siegfried. "Trends in Undergraduate Economics Degrees 1991 to 2004," *Journal of Economic Education*, Summer 2005, pp. 304-307.

Jessica Vacellaro. "The Hot Major for Undergraduates Is Economics," *Wall Street Journal*, July 5, 2005, p. A11.

To learn what other academic organizations are doing to improve teaching in higher education within their disciplines see

Amer. Psychological Association Web site at <http://www.apsanet.org/about/sections/>,
<http://www.apa.org/ed>, <http://www.apa.udel.edu/apa/governance/committees/teaching>

American Chemical Society Web site at <http://www.acs.org/edresources.html>

Amer. Hist Assoc Web site at <http://www.oah.org/meetings/>

American Sociological Association Web site at <http://dept.kent.edu/sociology/sue-stl/>

Reading Assignment for Jan 22:

Handout on learning theory and instructional objectives and P. Saunders "Learning Theory and Instructional Objectives" in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: A Handbook for Instructors*, Chapt 8.

January 15: No class – Martin Luther King Day

January 22: Learning Theory (Prof. Phillip Saunders)

(2) Hand in instructional objective exercise. (5 pts)

Reading assignment for Jan 30 to be selected from the following:

"The Leslies" case and discussion

Thomas Angelo. "A 'Teacher's Dozen' Fourteen General, Research-Based Principles for Improving Higher Learning in Our Classrooms". *AAHE Bulletin*, April 1993: 3-13.

Chickering and Gamson. "Seven Principles for Good Practices in Undergraduate Education," *AAHE Bulletin* 39(7), 1987, 5-10.

W. Becker and M. Watts. "Teaching Economics at the Start of the 21st Century: Still Chalk and Talk," *American Economic Review* (May 2001): 446-451.

Related Readings:

R. Bartlett. "The Evolution of Cooperative Learning and Economics Instruction" in Becker/Watts/Becker (eds) *Teaching Economics: More Alternatives to Chalk and Talk*, Chapt 3.

M. Lage and M. Treglia. "Gender and Active Learning" in Becker and Watts (eds) *Teaching Economics to Undergraduates: Alternatives to Chalk and Talk*, 1998, Chapter 3.

S. Buckles and Gail Hoyt. "Using Active Learning Techniques in Large Lecture," in Becker/Watts/Becker (eds) *Teaching Economics: More Alternatives to Chalk and Talk*, Chapt 5.

W. L. Hansen and M. Salemi. "Improving Classroom Discussion . . ." in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: Handbook for Instructors*, Chap 14.

Daniel Marburger. "Assessing Student Performance Using Cooperative Learning Versus the Traditional Lecture," Forthcoming, *JEE*.

January 29: Student learning and alternatives in teaching
Why do students withdraw and who cares? (A case study)
Start discussion on alternatives to chalk and talk
Collaborative learning, and small group activity

Reading for Feb 5 to be selected from the following:

James Lang, "Beyond Lecturing: Aren't the most effective teachers the ones who use multiple techniques in the classroom?" *Chronicle of Higher Education*, Sept 29, 2006.

W. Becker. "Engaging Students in Quantitative Analysis with the Academic Press" in Becker and Watts (eds) *Teaching Economics to Undergraduates: Alternatives . . .* Chapt 12.

W. Becker. "The Use of Mathematics and Statistics in the Teaching and Learning of Economics." in Walstad/Saunders (eds.) *Teaching Undergraduate Economics: A Handbook . . .* Ch 10.

W. Becker and W. Greene, "Using the Nobel Laureates in Economics to Teach Quantitative Methods," in Becker/Watts/Becker (eds) *Teaching Economics: More Alternatives to Chalk and Talk*, Chapt 10.

Elchanan Cohn, et al. "Do Graphs Promote Learning in Principles of Economics," *Journal of Economic Education* (Fall 2001): 299-310.

Neil Hart and Geoffrey Waugh. "The Lecture Method in Economics" Paper presented at Melbourne University Conference, July 2000.

P. Saunders and A. Welsh. "Lecture as an Instruction Method" in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: A Handbook for Instructors*, Chapt 12.

February 5: Alternatives in Teaching: Continued

Ways to present things in the classroom

Ways to use the media (overheads, PowerPoint, etc.)

The interests of the students versus that of the technician

Ways to use quantitative materials

Example of University of Washington graduate students instructor's work

<http://students.washington.edu/yoram/quantum/root.pdf>

<http://students.washington.edu/yoram/quantum>

Where to find information and data (e.g., textbook Web pages like

<http://www.mhhe.com/economics/mcconnell/student1/main.mhtml>, commercial pages

like <http://www.dismal.com>, etc.) See Duncan Murdoch "On the Edge: Statistics &

Computing" *Chance* , Vol 13, Winter 200, pp. 4951.

Using the media (overheads, PowerPoint, etc.)

Engaging Students: Think-pair-share
Classroom Assessment Techniques (CATs): one minute paper

The lively lecture (Harvard tape, if time allows)

Get Ready for Next Fall. An overview of E201, E202, and E370, and a discussion: 1) about the similarities and differences in the way the three courses are coordinated, 2) to compare and contrast the E370, E201 and E202 student objectives, 3) about methods of delivery in the three courses, and 4) about any other topics the E502 students may raise about teaching. (Dr. M. Camp, Dr. J. Self, and Dr. W. Witte, 3:00 - 4:00pm)

Reading assignment for Feb 12 to be selected from the following:

W. Walstad, et al. "Using Technology for Teaching Economics" in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: A Handbook for Instructors*, Chapt 18.

K. Sosin and William Goffe, "Using the Internet and Computer Technology to Teach Economics" in Becker/Watts/Becker (eds) *Teaching Economics: More Alternatives . . .* Chapter 7

Peter Navarro, "Economics in the Cyberclassroom", *Journal of Economic Perspectives*, Vol. 14, Number 2, Spring 2000, pp. 119-132, and Bredon/Shanahan letter

February 12: Teaching Economics with Computers and Teaching at Prestigious Colleges like Wabash (Prof. Humberto Barreto)

(3) Hand in one traditional overhead and power point file show of at least two slides (with printout) showing use of bullet points of strengths and weakness of each. 6 pts.

Reading Assignment for Feb 19 selected from the following:

S. Buckles and J. Siegfried, "Using Multiple-Choice Questions to Evaluate In-Depth Learning in Economics," *JEE*, Winter 2006, pp. 48-57.

Ellen Sewell. "Grade Dropping: An Empirical Analysis," *Journal of Economic Education*, Winter 2004: pp. 22-32. 13-29

W. Walstad "Multiple Choice Testing in Economics Courses," in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: A Handbook for Instructors*, Chapt 19.

W. Walstad. "Improving the Assessment in University Economics" *Journal of Economic Education*, Summer 2001: 281-295. (On the JEE Web page at www.indiana.edu/~econed)

A. Welch and P. Saunders "Essay Questions and Tests" in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: A Handbook for Instructors*, Chapt 20.

W. Becker and C. Johnston "The Relationship Between Multiple Choice and Essay Response Questions in Assessing Economics Understanding," *Economic Record* (Economic Society of Australia), Vol. 75, December 1999: 348-357.

Brenda, Sonner "A is for 'Adjunct': Examining Grade Inflation in Higher Education" *Journal of Education For Business*, Sept/Oct 2000: 5-8..

Mike Adams, "The Dead Grandmother/Exam Syndrome and the Potential Downfall of American Society." *The Connecticut Review*, 1990.

Rosemary J. Avery, et al., "Electronic Course Evaluations: Does an On-line Delivery System Influence Student Evaluations?" *JEE*, Winter 2006, pp. 21-37.

Michael A. McPherson, "Determinants of How Students Evaluate Teachers", *JEE*, Winter 2006, pp. 3-20.

W. Walstad and P. Saunders "Using Student and Faculty Evaluations of Teaching to Improve Economics Instruction" in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: A Handbook for Instructors*, Chapt 22.

W. Becker and M. Watts, "How Departments of Economics Evaluate Teaching," *American Economic Review Papers and Proceedings* (Vol.89, 2, May 1999): 344-349.

W. Becker "Teaching Economics in the 21st Century," *Journal of Economic Perspectives*, Vol. 14, Winter 2000: 109-119.

A. Welch and P. Saunders "Essay Questions and Tests" in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: A Handbook for Instructors*, Chapt 20.

February 19: *Oncourse*. Kate Ellis and Madeleine Gonin (3:00 – 4:00 pm)
Oncourse is Indiana University's Web-based teaching and learning environment. It enables instructors to create course material, including interactive student activities.

Testing and Grading

Setting your policy

Monitoring an exam, handling disabilities, make-ups, and other administrative matters

Multiple choice versus essay questions and cognitive levels of testing

Item construction, marking and grading

(4) Hand in your 4 to 5 page critical review of alternative teaching strategies (8ps)
You will be graded on the quality of your expositional skills, ability to fulfill style sheet requirements, as well as the content of your article. (8 pts)

Feb 21 (by noon) (5) Hand in and send as email attachments multiple-choice questions to Katie (7 pts)

February 26: Testing and Grading continued

(6) Take multiple choice tests (1pt)

(7) Hand in multiple copies of essay question and grading key. 7 pts

(8) Essay test grading (1 pt)

Making a Lesson Plan

Critical Moments in Teaching

Reading for March 5:

Robin Bartlett. "A Flip of the Coin - A Roll of the Die: An Answer to the Free-Rider Problem in Economic Instruction" *Jour of Econ Ed* (Spring 1995): 131-139.

March 5: A randomly selected group member presents team's short case to E502 class members, who will role-play undergraduates enrolled in E201, E202 or E370.

(9) Hand in assignment and related class presentation: (9 pts)

- A. Form groups with 3 to 5 members. You must get into a group and each group must have at least 3 but not more than 5 members. If a group does not have 3 members, it must accept a classmate who requests to join. If a group has 5 members and another does not have at least 4, then reassignment will take place by random selection or willingness to move.
- B. The group must find information in a 2004-2006 popular press article that can be used as the basis of a short case study. The material selected from the article and the case study must involve an analysis involving economics ideas or data as appropriate for E201, E202 or E370.
- C. The case study presentation must involve an overhead transparency or PowerPoint slide show. It may also involve handouts as needed for class participation.
- D. A written lesson plan for a 15 minute classroom presentation on the case study must be prepared (points will be deducted if time exceeds 18 minutes). This lesson plan must include
 - 1) what to teach (concepts, ideas, theory, history, facts . . .)
 - 2) student objectives (What students will be able to do.),
 - 3) teaching strategies (including questions, activities, or whatever to get audiences involved) to be employed to achieve the goals,
 - 4) use of media (eg., board, overhead, power point, . . .),
 - 5) methods of student feedback, and
 - 6) estimated time for different aspects of the presentation.
- E. In class on March 5, one person for each group will be selected at random (e.g., by the roll of a die) to make the presentation for the group – that is, only the selected person does the presentation. All group members will receive the grade given to the presenter and the group prepared lesson plan, which is to be handed in.
- F. The lesson plan and presentation must involve some activity that will get the class members actively involved and provide feedback to the instructor regarding what class has or has not learned.

Reading Assignment for March 19 to be selected from the following.

Robert Sexton, "Using Short Movie and Televisions Clips in the Economics Principles Class," *Journal of Economic Education*, Fall 2006: 406-417.

Michael Watts "Using Literature and Drama in Undergraduate Economics Courses" in Becker and Watts (eds) *Teaching Economics to Undergraduates: Alternatives to Chalk and Talk*, Chap 9.

Michael Watts "Introduction: The Inevitable but Uneasy Relationship between Economics and Literature and Drama." In Watts (ed) *The Literary Book of Economics* (ISI Books, 2003).

Michael Watts, "Team Term Papers and Presentations" in Becker/Watts/Becker (eds) *Teaching Economics: More Alternatives ...* Chapter 9.

Don Leet and Scott Houser. "Economics Goes to Hollywood: Using Classic Films and Documentaries to Create an Undergraduate Economics Course." *Journal of Economic Education*. Fall 2003. pp. 326-332.

William Thomson, "The Young Person's Guide to Writing Economic Theory" *Journal of Econ Lit*, March 1999, 157-183.

Robert Frank. "The Economic Naturalist Writing Assignment" *JEE*, Winter 2006: pp. 58-67.

A handout for Professor's Watts presentation

March 12: No class – spring break

March 19: Using literature and writing to learn and demonstrate learning: (Professor Michael Watts)

Role playing as one alternative to chalk and talk (Professor Michael Watts)

Using film clips in the teaching of economics

Reading for March 27 to be selected from the following.

Michael McPherson, "Determinant of How Students Evaluate Teachers," *Journal of Economic Education*, Winter 2006: 3-20.

M. Salemi and A. Cowell, "Using Videotaping for Teacher Development and Self-Evaluation" in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: A Handbook*, Ch 22.

R. Frank. "Some Thoughts on the Micro Principles Course" in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: A Handbook for Instructors*, Chap 2.

M. Boskin. "Some Thoughts on Teaching Principles of Macroeconomics" in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: Handbook for Instructors*, Chap 3.

C. McConnell. "Reflections on the Principles Course" in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: A Handbook for Instructors*, Chap 4.

W. L. Hansen, M. Salemi, and J. Siegfried.. "Use It or Lose It: Teaching Literacy in the Economics Principles Course," *American Economic Review* (May 2002): 463-479, with comments by Robert Lucas, Alan Krueger, Rebecca Blank.

W. Becker. "How to Make Economics the Sexy Social Science," *Chronicle of Higher Education*, December 7, 2001, pp. B10-12. Reprinted in the *Southern Economic Journal* (July 2003) with comments by Jonathan Hamilton, Gail Hoyt, W. Douglas McMillin, John J. Siegfried and Allen R. Sanderson, and Michael Watts; and W. Becker reply: "Undergraduate Choice: Sexy or Non-Sexy."

W. Becker and W. Greene. "Teaching Statistics and Econometrics to Undergraduates" *Journal of Economic Perspectives* (Fall 2001): 169-182.

William Bosshardt and Michael Watts. "Comparing Student and Instructor Evaluations of Teaching," *Journ of Econ Ed*, Winter 2001.

W. Becker. "Quit Lying and Teach the Controversies: There are no Dogmata, Laws, Rules or Standards in the Science of Economics" 2006 President Address, Midwest Economic Association, Chicago IL, March 25, 2006. Forthcoming, *American Economist*, 2007.

Examples of student and parent email inquiries regarding testing and grading

March 26: Directions for Micro-Teaching and its Evaluation (1:30 – 2:30pm)
Preparing for the mini-lecture (Dr. Katherine Dowell Kearns)
Availability of Campus Instructional Consulting (Dr. Katherine Dowell Kearns)

Review printout of BEST multiple choice scoring

Students Rights

Family Education Rights and Privacy Act (FERPA)

Regulations Governing the Protection of Human Subjects

Indiana University Policy

Cheating <http://www.iub.edu/~teaching/cheating.html>

COAS Plagiarism website <http://www.indiana.edu/~college/plagiarism/index.shtml>

Class disruption (Jill Carroll "Dealing With Nasty Students,"

Chronicle of Higher Ed, May 2, 2002, and "Sequel" April 28, 2003.

Dead Grandmothers (See DeadGrandMother file)

Dealing with troubled students (and their parents?).

Dealing with cheating (e.g., Turnitin.com, an online plagiarism detection tool)

April 2: (Organized by Dr. Katherine Dowell Kearns with video taping by Rod Kates)
Each student does an eight-minute presentation, which is taped, and must include an overhead or power point slide and an audience engaging activity. Small group discussion follows each taping.

(10) Hand in mini-lecture outline, including statement of objective and methods to be employed to achieve objectives (8 pts).

Readings for April 9 to be selected from the following:

Mark Dickie, "Do Classroom Experiments Increase Learning in Introductory Microeconomics?" *Journal of Economic Education*, Summer 2006: 267-288.

C. Holt and T. McDaniel. "Experimental Economics in the Classroom." in Walstad and Saunders (eds.) *Teaching Undergraduate Economics: A Handbook for Instructors*, Ch17.

Charles Noussair and Jim Walker. "Student Decision Making as Active Learning: Experimental Economics in the Classroom" in Becker and Watts (eds) *Teaching Economics to Undergraduates: Alternatives to Chalk and Talk*, Chapter 4.

Avinash Dixit, "Restoring Fun to Game Theory" in Becker/Watts/Becker (eds) *Teaching Economics: More Alternatives to Chalk and Talk*, Chapter 1.

Denise Hazlett, "Using Classroom Experiments to Teach Economics." in Becker/Watts/Becker (eds) *Teaching Economics: More Alternatives to Chalk and Talk*, Chapter 2.

April 9: More on classroom activities and alternatives to chalk and talk.

Using Games and Simulations in the Teaching of Economics

(11) Hand in statement on video review (see assignment 11 above for 4 pts).

(12) Hand in 2 letters: One in response to letter from parent, and
One in response to email from student. (8 pt.)

Reading assignment for April 16 to be selected from the following:

William E. Becker, "A Critique of the Quantitative Research on Teaching: Which Methods Work," in Becker and Andrews (eds) *The Scholarship of Teaching and Learning in Higher Education: Contributions of Research Universities*. Indiana University Press, 2004, Chapt 11.

Examine grade distributions in econ at <http://insite.indiana.edu/>. *Insite* is the Indiana Student Information Transaction Environment, for Indiana University students, faculty, and staff.

April 16: What Are NSSE and FSSE, and What We Have Learned from NSSE and FSSE, with special attention given to students and teachers in economics courses?
Dr. Thomas F. Nelson Laird, Center for Postsecondary Research (1:30 - 2:30pm)

Critical Review of Education Research and Doing quantitative assessment of teaching

Reading assignment for April 23 to be selected from the following:

Tim Harford, "Pop Goes the Econ," *Chronicle of Higher Education*, Feb. 10, 2006.

James Lang, "The Promising Syllabus: Perhaps reading my syllabi aloud on the first day of class seems boring because my syllabi are boring" *Chronicle of Higher Education*, Sept 1, 2006.

Pat Hutchings, "Defining Features and Significant Functions of the Course Portfolio," in Hutchings (ed.) *The Course Portfolio* AAHE 1998 pp 13-18

"Course Portfolios: National Context," and "An Exemplary Course Portfolio," Handouts to Bloomington Faculty at Dec. 7, 2000 event.

"Developing a Teaching Portfolio," University of South Australia Learning Connection Teaching Guide, August 2000.

About teaching portfolios at https://eportfolio.vt.edu/Dubinsky_article.pdf
View examples of teaching portfolios at <http://www.unl.edu/peerrev/exampleList.html>

April 23 Preparing a syllabus and a teaching portfolio

What is the movement to course and teaching portfolios? A presentation on a course portfolio is designed to show teaching excellence and a full teaching portfolio that is comprehensive. We will discuss what you are going to begin putting in your portfolios, including the beginning of your exam banks, teaching log, syllabus, statement on teaching philosophy, etc.

(13) Take posttest 3 pts

(14) Hand in your 2 to 3 page critical review of an empirical researcher article (using W. Becker criteria from April 16 lecture) aimed at assessing a specific teaching method or program. 9 pts.

April 27 noon: (15) Hand in your syllabus and beginning of teaching portfolio. (10 pts.)

Make sure to include 1) a proposed syllabus for E201, E202, or E370. This syllabus should include what you want your potential students to do and what you want to accomplish with your students; 2) a statement on learning goals and how you designed the courses to meet them; 3) a statement on how you intend to get feedback from your students; 4) a statement on how you will document your future preparation to teach E201, E202 or E370; 5) a statement on how you plan to measure outcomes related to your goals; 6) a statement on your teaching philosophy and 7) how and to whom you will communicate your results.