



11TH ANNUAL
Economics Teaching Conference NOVEMBER 5TH & 6TH

DALLAS MARRIOTT CITY CENTER
DALLAS, TEXAS



Breakout Session Descriptions

Thursday, November 5

10:15 – 11:15 Breakout Session I

Create, Innovate and Inspire: Differentiated Classroom Recourses for the Next Generation

Wayne Geerling, Pennsylvania State University

Kim Holder, University of West Georgia

Brian O’Roark, Robert Morris University

- This session looks at 3 different classroom resources instructors can use to make their classroom more relevant, innovative and dynamic in the 21st century. By utilizing the creativity of their students, instructors can supplement traditional mediums of assessment with writing assignments and media projects which draw on their students’ experience with everyday life.

Breaking “Math Mental Block”

Dmitriy Krichevskiy, Elizabethtown College

Dhimitri Qirjo, SUNY Plattsburgh

Thomas Snyder, University of Central Arkansas

Indrit Hoxha, Penn State Harrisburg

- Many students struggle with economic perspective, especially graphic and numeric representations of basic economic concepts. This method is designed to break through the “math block” while improving critical reasoning and communication skills. In a nutshell, students are forced to explain Cartesian plain, variable relationships, slopes, opportunity costs in plain English while allowing them some room for creative and relatable content.

Embedding Interaction in the Online Classroom

Dana K. Whippo, Dickinson State University

- Faculty can strengthen interactivity even in an online class through deliberate inclusion of interactive opportunities, particularly student conferences and opportunities for student collaboration. This presentation will review three strategies designed to strengthen the student-faculty and student-student connection early in the semester: individual student conferences, team projects, and class-sourced wikis. This presentation focuses on the nuts and bolts of incorporating student conferences and the successful use of collaborative projects in the classroom.

The Use of Peer Instruction and Classroom Response Systems in a Flipped Classroom

Grace Onodipe, Georgia Gwinnett College

M. Femi Ayadi, University of Houston-Clear Lake at the Texas Medical Center

- This interactive session will discuss the use of three pedagogic methods: flipped classroom, peer instruction, and classroom response systems, to teach undergraduate economics courses. We will identify the challenges faced in using all three methods and lessons learned, as well as provide rationales for why we think this is a powerful and effective way to teach.

Teaching an analysis paper in the Principles of Macroeconomics Course

Kusum Singh, LeMoyne-Owen College

- In this presentation, I want to share with conference attendees how I have designed an analysis assignment paper that has invigorated teaching and students' learning in my Principles of Macroeconomics class. I will also share the challenges, lessons learned and rewards of using this assignment in my course.

11:30 – 12:30 Breakout Session II

Using CNN's High Profits to Examine the Economics of Marijuana Legalization

James Bruehler, Eastern Illinois University

Linda S. Ghent, Eastern Illinois University

Alan P. Grant, Baker University

- In 2012, Colorado voted to allow sales of marijuana to persons ages 21 and over, and sales began January 1, 2014. CNN's *High Profits* follows a couple in Breckenridge, CO who have the only marijuana store on Main Street. We will explain how clips from this show can be used to demonstrate many economic principles including supply and demand, price elasticity, market power, rent seeking, and production and costs.

Waking the dead: using Prezi to liven up your lectures

Thomas P. Andrews, West Chester University of Pennsylvania

Kristen Doran, Delaware County Community College

- This session will explore the benefits of using a web-based presentation system to add innovative content to lectures. In this active-learning session, attendees will use ready-made Prezi templates for microeconomics to craft their own multi-media enhanced presentations. Participants will receive free access to Prezi templates to modify that are free of copyright restrictions.

Teaching How to Think Like an Economist

Phillip Tussing, Houston Community College

- One interpretation of what economics teachers are doing in the classroom is that we are not just filling the brains of our students with information which they can then deliver at test-time, but that we are helping them to understand the kind of thinking about the costs and benefits of various activities in which economists engage. To do this, classroom exercises and discussions can be used to help students learn how to analyze and consider topics.

Innovative Excel Projects to Add to a Course in Business/Economics Statistics to Increase Interest and Develop Student Presentation Skills

Neal E. Duffy, SUNY Plattsburgh

- This presentation shows several examples of Excel applications that will add interest and challenge students in statistics, especially economics and finance majors. There will also be a focus on improving display of results for presentation purposes and an example of a big-data assignment.

The Economics of "The Hunger Games" and "Divergent": Making Dystopia Didactic

Jeffrey Cleveland, Howard Community College

Kim Holder, University of West Georgia

Brian O'Roark, Robert Morris University

- If economics is the study of scarcity, choices, and outcomes, the trilogies of Suzanne Collins (*The Hunger Games*, *Catching Fire*, *Mockingjay*) and Veronica Roth (*Divergent*, *Insurgent*, *Allegiant*) provide perfect settings to examine key macro- and microeconomic theories in compelling, relevant, and entertaining environments. This session will examine the multitude of economic factors describing Katniss Everdeen's life in District 12 and the country of Panem and its Capitol (*The Hunger Games*), and Tris Prior's economic environment in a post-apocalyptic Chicago (*Divergent*).

2:00 – 3:00 Breakout Session III

Learning how markets work: engaging students using best teaching principles

Natalya Shelkova, Guilford College

Steven Bednar, Elon University

- A course module that uses practical and fun ways to engage students of Micro and Business Economics with basic microeconomic concepts of supply, demand, and equilibrium. Includes reading and discussion of interdisciplinary research, a market trading game, and a professional writing assignment.

Driver's Seat Students

Kelvin Wong, University of Minnesota

- How do we get students to want to be in the driver's seat of the car that represents their learning, instead of just being passengers in the car driven by the instructor? Much research in economics education focuses on what students can do once they are in the driver seat, but not as often how to get students to *desire* to be in the driver-seat. This presentation proposes a possible solution: integrating simple, elegant, and effective games and experiments into lectures or flipped classrooms.

Economics Syllabus: The Syllabus Full of Economics

Mariya Burdina, University of Central Oklahoma

- This presentation proposes to enhance the syllabus for introductory economic courses with economic explanations to the course policies. Incorporating economic principles in the syllabus provides benefits to both students and instructor. The participant of the session will be introduced to the syllabus containing economic concepts, discuss its benefits and possible downsides. Participants will also learn the practical strategies for incorporating economic concepts in the syllabus for introductory economic courses.

The Macro Model

Dave Arnott, Dallas Baptist University

- The Macro Model is a single framework for explaining ten concepts in macroeconomics. It is often referred to as the “two’s” model for even great simplification, because there are multiple “two’s” in the model. Or, it could be called the “model of ten” because there are ten concepts students learn from this model.

Applying multiple economic concepts in the series of team-building, on-line discussions imitating real-life simulations.

Sylwia E Starnawska, SUNY - Empire State College

- The session will include the PowerPoint® presentation covering the sequence of discussions conducted repetitively on-line for 4 years (2010-2013) during multiple sections of MBA Theories of Economics course. I will be happy to share concepts and outlines of these discussions at the conference. Moreover, I will share the advantages and benefits of utilizing the on-line discussion for team-building purposes and for student collaboration in effective research, data collection, and different viewpoints presentation and supporting their arguments. There will also time for Q&A session.

Culture, Literature, & Economics – Engage students in a digital learning world Use Pecha Kucha to integrate popular culture and/or literature into teaching Principles of Economics

Yang Zhao, Keuka College, NY

- Given the increasing amount of digital learning tools used in the classroom and social media with which college students interact, popular culture and literature become an important collaboration largely related to teaching any subjects including Economics. In order to engage students' thinking and learning in a digital collaborating academic world, the presentation will discuss how and what popular cultural artifacts and literature can be integrated into teaching economics by using one of the digital learning tools – Pecha Kucha. Tired of reading long texts from each slide of Economics data and theory word for word from the presentation of your students? Let's "Chit Chat"!

3:30 – 4:30 Breakout Session IV

Flipping Principles of Economics: An Experiment

Patrik Hultberg, Kalamazoo College

- This session presents the results of a flipped classroom experiment. Together we discuss student learning, student engagement, and student acceptance of the flipped classroom approach. We also explore different ways to create and obtain videos, including using the Swivl.

Teaching Public Goods and Free Riding: A Low-Cost Classroom Experiment that Could Be Used In Three Different Classes You May Be Teaching

Victoria Umanskaya, Occidental College

- This presentation will demonstrate a low-cost classroom experiment that can be used to teach the concepts of public goods and free riding. Participants will be given the opportunity to participate in the experiment and discuss the variations of the game that could be used in economics classes of different levels and sizes.

Applications of Bloomberg Analytics for Courses in Macroeconomics and Monetary Policy

Dean Croushore, University of Richmond

Hossein S. Kazemi, Stonehill College

- Using Bloomberg real time data and analytical tools, the authors show their audience how to teach experiential learning based courses on macroeconomics and monetary policy. They use Bloomberg for analyzing topics in macroeconomics and monetary policy in economics and finance courses. The hands-on experience that students gain from such a course has many benefits, including deeper learning and clearer understanding of data.

Advanced Topics in Micro: Can Consumer Theory Be Taught in Principles?

Mark Holmgren, Eastern Washington University

- This presentation will help students taking a micro principles course understand consumer theory. Historically many students struggle with consumer theory when they enroll in an intermediate micro course. Given this exposure in the principles course, when the students continue onto intermediate micro there will be less confusion.

The Math You Need, When You Need It – A Faculty and Student Resource for Understanding Math in the Context of Economics

Mark Maier, Glendale Community College

Scott P. Simkins, North Carolina Agricultural and Technical State University

Jeffrey K. Sarbaum, University of North Carolina at Greensboro

- This presentation demonstrates a new National Science Foundation funded online resource for economics educators, *The Math You Need, When You Need It – Economics*. The resource includes modules to help students learn key math concepts in the context of their economics applications, as well as an instructor controlled assessment tool. Opportunities for use, including education research, will be discussed.

The Hidden Order of Stories: Examining Economics In The Stories We Love

Brian Hollar, Marymount University

- In this paper the author discusses the use of a variety of popular movies and books such as *The Lord of the Rings*, *The Hunger Games*, *The Incredibles*, *The Walking Dead*, and *The Lego Movie* to illustrate a variety of economic principles. In each of these storylines, particular attention is paid to how individual characters respond to the incentives they face and the institutions they live under. This framework is then supplemented by introduction of the concepts of innovation, information, and interaction. Concepts illustrated by these stories include: downward sloping demand curves, transaction costs, specialization and division of labor, gains from trade, simple game theory, law and economics, and public choice.

Friday, November 6

10:30 – 11:30 Breakout Session V

The Art and Craft of Economic Problem Solving

Richard Gosselin, Houston Community College

- This presentation is an attempt to show that creative thinking and problem solving is not confined to the hands of a select few but is something that all of us can do. That is, it is not merely a natural-born gift but rather can be taught and learned. We'll review tactics versus strategies. We'll discuss specialized tools and tricks and we will even explore particular types of problem-solving techniques like "getting your hands dirty", "wishful thinking", "scaling up and scaling down", telescoping and heuristics. Most importantly we will explore how to design context-rich economics problems that will help students think in more creative ways rather than the "chug and plug" exercises that are often part of the landscape of our assessment of student learning.

Using Kahoot! & Popular Literature to Introduce International Trade

Ying

Zhen, Wesleyan College

- This presentation is about how to use the free game-based platform Kahoot! and popular literature about international trade to teach comparative advantage.

Production, Property and Power: A visual model of the market economy

Gordon Boronow, Nyack College

- This presentation features a model that is intended to complement the Circular Flow Diagram; an essential part of every Principles course. My model extends the Circular Flow in a natural way to make up for some of the shortcomings of the circular flow diagram.

Lend Me Your Ears: How to Teach Your Principles Students About Loans

James A. Hornsten, Northwestern University

- Give your students a better understanding of how to finance a vehicle, living space, or additional education, and bring capital markets to life with stories of soaring student debt, predatory payday lenders, and the macroeconomic fallout from toxic mortgage-backed securities. This session will demonstrate how to introduce and apply a basic loan formula that intuitively links the amount borrowed to the monthly payment, length of the loan, and credit-history-based interest rate.

Incorporating an Excel Lab Component into Economics Courses

Vicky Day, Northern Alberta Institute of Technology

- The presentation is an overview of how at NAIT we incorporate an Excel lab component (developed in-house) designed to have students “do” economic work. This activity helps students improve Excel skills alongside learning economic concepts. Instructors looking for ways to engage students more actively will appreciate the direct application of economic concepts. For example, students collect unemployment, inflation and GDP data, then create visual representations of the data, and finally describe the trends and implications in lab test settings. The presentation will provide examples of the developed Excel labs. Information will be presented about the challenge of teaching Excel to novices, how to keep information relevant and timely, and how to structure testing.

1:45 – 2:45 Breakout Session VI

Real Projects Enhance Learning

Sharon May, Maryville College

- Be inspired to go beyond canned examples to have your students work on real problems for campus or community entities. Learn from my experience of bringing real projects into my classes. Students learn more than just economics when they go beyond the textbook.

Using Games/Simulations to Practice Critical Thinking

Kacey L. Rogers, Northwestern State University

- Teaching economics while using media of current events, classroom games, and simulations expose students to the application of economic concepts. While some students appreciate the awareness created through application, others find the use of media an idle attempt at collaborative learning. Distance learners find the use of media to be a helpful way to encourage, and conduct, economic discussions in a real world paradigm.

Using Debates in Economics to Increase Learning and Develop Marketable Job Skills

Gordon Smith, Anderson University

- The ability to obtain and process relevant information, analyze data, think critically and create logical arguments, and effectively communicate both verbally and in written form are all skills employers are looking for in college graduates. One way to develop these skills, while at the same time increase the appreciation and understanding of economics is through in-class team debates. Debates over relevant economic issues based on class content help to develop a dynamic class environment and a general interest by all students in the field of economics.

A Monetary Policy Primer: U.S.'s Great Depression

Max Gillman, University of Missouri, St. Louis

- This presentation shows a new approach and ways to teach macro in light of the banking crisis.

Building Student Learning Networks Utilizing Social Media and Popular Media

Kim Holder, University of West Georgia

- Are you ready to engage and challenge today's digital natives? Join us for a shared interactive experience as we leverage the use of popular media (music, movies, television, and video games) and social media for teaching economics. Bring your own device and get ready to turn your creativity and passion into an innovative teaching platform.

Teaching Undergraduates STATA® as a tool for applied economic analysis

Megan Regan, Salem College

- Engaging students in applied economic analysis, including experience collecting and analyzing data, enriches the understanding of economic theory. This presentation will equip attendees with methods to teach their students how to use Stata® through a few series of workshops and how to subsequently use Stata® across the economics curriculum, including econometrics, economic development, intermediate macroeconomics and labor economics.