

The 2023 Report of the American Economic Association Committee on Economic Education

The Committee held the twelfth CTREE conference on May 31- June 2, 2023 at the DoubleTree by Hilton, Portland, OR. The program committee of Gail Hoyt (chair), William Bosshardt, and KimMarie McGoldrick assembled an exemplary program. The conference had 288 registered participants. Plenary talks were given by Julie Berry Cullen (University of California, San Diego), Sylvain Leduc (San Francisco Federal Reserve) and Jason Shogren (Wyoming). In addition to plenary sessions, 77 papers were presented at 21 paper sessions, 23 people participated in five panel discussions, 18 people participated in a poster session, and six people comprised the staff at six practicum workshops. The 31 sessions were offered in five sets of five or six concurrent sessions. Nine publishers exhibited. The Committee will hold the thirteenth CTREE conference on May 29-31, 2024 at the Loews Hotel, Atlanta, GA.

The Committee reviewed nominations for the AEA Distinguished Economic Education Award. The Award acknowledges excellence in economic education at a national level. Recipients are able to demonstrate a sustained and impactful contribution to several areas of economic education. These areas include teaching, the development of curriculum and pedagogy, scholarship of teaching and learning (SoTL) of economics, mentoring of students and young faculty, and service at the institution, regional, and state level. A subcommittee of the CEE reviewed many very strong nominations before choosing Mark Maier (Glendale Community College) as the award recipient for his transformative support of community college faculty and active learning pedagogies. More information about the award recipient can be found on the [Distinguished Economic Education Award](#) page. The award was conferred at the Committee on Economic Education's Friends of Economic Education Reception at the ASSA meetings.

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

The Committee on Economic Education sponsored the **Expanding Diversity in Undergraduate Classes with Advancements in (the) Teaching (of) Economics (EDUCATE) Workshop**, held in conjunction with the 2023 CTREE conference. The application process generated a pool of nearly 50 applicants from which a cohort of 24 participants was chosen. The workshop was conducted as a face-to-face and Canvas supported course running June 3-5, 2023. This workshop provided opportunities for instructors to take part in course design activities and experience pedagogical strategies that will engage all of the students they teach. Participants engaged with issues of diversity and inclusion throughout the workshop including opportunities to think critically about course goals and learning outcomes, their relationship to pedagogic choices and assessment, and how such decisions might have disparate effects on those of different races, gender, and ethnicities. The 2024 Workshop will be held in conjunction with the May 2024 CTREE conference; details and application portal are available at (<https://www.aeaweb.org/about-aea/committees/economic-education/educate-workshop>).

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 decreased 7.3 percent 2021-2022 to 2022-2023. The percent women remained steady at 35 percent. A more detailed report of these trends, with additional years and institutional categories, is published annually in issue 3 of the *Journal of Economic Education*.

The Committee organized seven sessions for the 2024 AEA meetings. The sessions included:

1. “Cheating in the Era of ChatGPT: Implications for Economics Instruction and Assessment” presided over by Darshak Patel (Kentucky) with papers on “Do human proctors reduce cheating in open book online exams: a field experiment?” by Jose J. Vazquez (Illinois – Urbana-Champaign), Eric Chiang (Florida Atlantic), and Ignacio Martin Sarmiento Barbieri (Universidad de los Andes); “ChatGPT has Mastered the Principles of Economics: Now What?” by Wayne Geerling (Texas at Austin), G. Dirk Mateer (Texas at Austin), Jadrian Wooten (Virginia Polytechnic Institute), and Nikhil Damodaran (OP Jindal Global University); “Worried About ChatGPT? How to Use Instructional Design to Decrease Student Cheating” by Michael Enz (Roanoke); “An Economist’s Guide to Teaching Students About, and With, ChatGPT and Other Large Language Models” by Sean Flynn (Scripps). The Discussants were Colin Cannonier (Belmont), Diego Mendez-Carbajo (Federal Reserve Bank of St. Louis), Janine Lynn Flathmann Wilson (California, Davis), and Laura Ahlstrom (Oklahoma State).
2. “Teaching Happiness (Economics) in Your Dismal-Science Courses” presided over by Stephen Wu (Hamilton) with panelist presentations on “Motivations for Incorporating the Economics of Subjective Well-Being into the Undergraduate Curriculum” by Stephen Wu (Hamilton); “Happiness Economics in an Introductory Economics Course” by Homa Zarghamee (Barnard); “Teaching about Traditional and Non-traditional Macroeconomic Indicators in the Classroom” by Ori Heffetz (Cornell); “When Happiness Economics Met a Microeconomics Principles Course” by Kristen B. Cooper (Gordon); “Finding Happiness in Upper Division Courses” by John Ifcher (Santa Clara).
3. “Developments in High School Economics” presided over by Andrew Hill (Federal Reserve Bank of Philadelphia) with papers on “Updates on Economic Education in U.S. High Schools” by William Walstad (Nebraska-Lincoln) and Jamie Wagner (Nebraska-Lincoln); “The Landscape of AP Economics and Alignment with the Profession” by Elizabeth Healy (College Board) and Scott Wolla (Federal Reserve Bank of St. Louis); “Economists Who Look Like Me: Increasing Knowledge in and Awareness of Economics in the Federal Reserve Education Fellows (FREF) Program” by Rebecca Chambers (Federal Reserve Bank of Philadelphia) and Andrew Hill (Federal Reserve Bank of Philadelphia). The discussants were William Bosshardt (Florida Atlantic), Paul Grimes (Pittsburg State), and Carlos Asarta (Delaware).

4. “The Status of Teaching Track Positions in Economics: International Comparisons” presided over by Irene Foster (George Washington) with papers on “International Comparisons of Teaching Track Positions in Economics” by Fabio Arico (East Anglia), Alvin Birdi (Bristol), Avi J. Cohen (York and Toronto), Caroline Elliott (Warwick), Tisha Emerson (East Carolina), Gail Hoyt (Kentucky), Cloda Jenkins (Imperial College London), Ashley Lait (Bristol), Jennifer Murdock (Toronto), and Christian Spielmann (Bristol); “Teaching Focused Faculty in the U.S.” by Tisha Emerson (East Carolina) and Gail Hoyt (Kentucky); “Teaching Focused Faculty in Canada” by Avi J. Cohen (York and Toronto) and Jennifer Murdock (Toronto); “Teaching Focused Faculty in the UK” by Fabio Arico (East Anglia), Alvin Birdi (Bristol), Caroline Elliott (Warwick), Cloda Jenkins (Imperial College London), Ashley Lait (Bristol), and Christian Spielmann (Bristol). The discussants were Simon Halliday (Bristol), Melanie Fox (Purdue), Jonathan Graves (British Columbia), Emiliya Lazarova (East Anglia), and Denise Hawkes (Anglia Ruskin University).
5. “The Ancillaries of Undergraduate Economics Program: Five Inspiring Models” presided over by Roisin O’Sullivan (Smith) with papers on “Leveraging Peer Resources to Promote Undergraduate Education and Wellbeing” by Smita B. Brunnermeier (Princeton); “Establishing a Pipeline to Doctoral Work in Economics for URM Undergraduates” by David Mitch (Maryland – Baltimore County); “Supporting Economic Understanding and Student Success through Peer Assistance in an Economics Learning Center” by Brian C. Jenkins (California – Irvine); “Facilitating Authentic Practice and Content Acquisition through the Econ Games and Peer Tutoring” by Abdullah Al-Bahrani (Northern Kentucky), Gail Hoyt (Kentucky), and Darshak Patel (Kentucky); “Providing Enrichment Opportunities for Economics Students through Participation in Local and National Competitions” by Donna Gilleskie (North Carolina – Chapel Hill) and Geetha Vaidyanathan (North Carolina – Chapel Hill). The discussant was Irene Foster (George Washington).
6. “Unanswered Questions in Economic Education, and Promising Studies Providing Answers” presided over by William Bosshardt (Florida Atlantic) with papers on “Unanswered Questions in Economic Education” by Sam Allgood (Nebraska – Lincoln) and KimMarie McGoldrick (Richmond); “Student Demand for Relative Performance Feedback: Evidence from a Field Experiment” by Alessandro Castegnetti (LIUC University) and Derek Rury (Chicago); “Relevance, Belonging, and Growth Mindset in Economics: Differences across Institution Types” by Allen Bellas (Metropolitan State), Caroline Krafft (St. Catherine), Ming Lo (Metropolitan State), and Kristine West (St. Catherine); “Using Real Data to Improve Student Learning Outcomes in Economic Courses: Does This Really Benefit Students?” by Emma Bojinova (Connecticut) and Gil Kim (Fresno State). The discussants were Wendy Stock (Montana State), Francisca Antman (Colorado), Amanda Bayer (Swarthmore), and Julie Smith (Lafayette).
7. The annual Poster Session, chaired by Irene Foster (George Washington), featured 20 posters. Posters were presented on “Do-Review-Redo: Incorporating Peer Review and Team-Based Learning in Optimization Modeling” by Mandie Weinandt (South Dakota); “Engaging Students through Discussions in Online Economic Courses: Examples and Practical Strategies” by Mariya Burdina (Central Oklahoma); “The Assessment of a Novel Pedagogical Approach in Teaching Economics at a Technical University” by Jelena Nikolic

(Wentworth Institute of Technology); “Start Anywhere, Reach High: The Messy Kitchen Approach to Skill Development” by Simin Seury (York), Karen Bernhardt-Walther (York) and Mathias Lang (Ludwig-Maximilian-University Munich); “Intuitive Visual Mapping of Economic and Statistical Data” by Alan Bartley (Transylvania); “Unlocking the Potential: Exploring the Impact of a Chatbot on Student Self - Regulated Learning and Cognitive Load” by Wasana Karunaranthne (Melbourne), Angela Paladino (Melbourne), Chris Selman (Melbourne), Laszlo Sajtos (Auckland), Kris Nagy (Melbourne), Shohil Kishore (Auckland), and Matthew Taylor (Auckland); “Slates, chalk, and online quizzes: Balancing technology, student engagement, and quantitative skills development” by Karen Bernhardt-Walther (York); “Bringing the World to Your Classroom: The Power of Global Infographics in Economics Education” by Howard Cochran (Belmont), Colin Cannonier (Belmont), Bradley Childs (Belmont), and Marieta V. Velikova (Belmont University); “Teaching about Women in Economic Development (WiED)” by Elaine Tontoh (Belmont); “Some Important Economic Indicators: Unemployment and Inflation” by Brian Sloboda (Maryland Global Campus), Rolando Santos (Lakeland Community College), and Yaya Sissoko (Indiana Pennsylvania); “Generative AI in a Flipped Classroom” by Robert McKeown (York); “Contract-Graded, Writing-Intensive Principles of Economics Courses” by Martin Meder (Nicholls State); “A Course in Experimental Game Theory” by Sebastian Wai (South Dakota); “Math Remediation Course and its Short-Term Impact on Performance in Economics courses using Fuzzy RDD” by Kathryn Blanchard (George Washington), Prerna Dokania (George Washington), and Irene R. Foster (George Washington); “Gamification in the Economics Classroom” by Stacy Quiroz-Brown (Arizona Capitol Museum); “Active Learning Strategies” by Susan Skeath (Wellesley); “Versatile adaptation and effective solutions of incorporating case studies in economics and finance” by Sylwia E Starnawska (Empire State University SUNY); “Using Google Sheets in the Microeconomics classroom” by Joelle Saad-Lessler (Stevens Institute of Technology); “ChatGPT has Mastered the Principles of Economics. Now What?” by G. Dirk Mateer (Texas at Austin), Wayne Geerling (Texas at Austin), Jadrian Wooten (Virginia Tech), and Nikhil Damodaran (O.P. Jindal Global University); “The Fashionable Economist: Teaching Economics with T-shirts” by G. Dirk Mateer (Texas at Austin), Charity-Joy Acchiardo (Texas at Austin), and Mary Clare Peate (Federal Reserve Bank of St. Louis).

8. The Committee hosted the annual reception for Friends of Economic Education (invitation only). At this year’s event the recipient of the inaugural Distinguished Economic Education Award was honored. The reception was attended by over 70 persons.

Andrew Hill, Gail Hoyt, and KimMarie McGoldrick have completed their terms, all making significant contributions throughout their terms. Hoyt served on the CTREE program committee and organized sessions at the ASSA meetings. Hill organized a session for the ASSA meetings and took the lead on compiling resources for high school teachers and students to contribute to the AEA website. McGoldrick served two terms as Chair of the Committee.

The Committee is pleased that the AEA President-elect has approved the memberships of Scott Wolla (Federal Reserve Bank of St. Louis), and Tisha Emerson (East Carolina), and a second term for Gail Hoyt (Kentucky). Their (three-year) terms will begin following the 2024 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 CEE

Name	Last AEA Conference Of Current Term	Number of Terms
Laura Ahlstrom	2026	1 st
Sam Allgood	2026	1 st
William Bosshardt	2026	1 st
Avi Cohen	2025	1 st
Tisha Emerson	2027	1 st
Irene Foster	2026	1 st
Gail Hoyt	2027	2 nd
James Peyton	2025	2 nd
Scott Simkins	2026	1 st
Scott Wolla	2027	1 st
Justin Wolfers	2026	1 st

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 2023:** William Bosshardt (Florida Atlantic); David Colander (Middlebury); Bill Goffe (Penn State); Gail Hoyt (Kentucky); Emily Marshall (Dickinson); Roisin O’Sullivan (Smith); Wendy Stock (Montana State). The basic division of labor by journal section is as follows: Economic Content (Colander); Economic Instruction (Bosshardt); Research (Stock and Marshall); Features and Information (Hoyt and O’Sullivan); and Online (Goffe). Each editor gives great service by reviewing manuscripts, obtaining referee reports, and making publication recommendations. Kelley Ranager at Richmond provided 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. **Editorial board in 2023:** It now consists of 16 distinguished academic economists.

2. Editorial Statistics and Flow

- a. The table below shows the number of manuscripts submitted to the *Journal of Economic Education* from 2008 through 2022 and the disposition of those manuscripts. Data from

2008 to 2022 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 2020, the acceptance rate was 19.56 percent of manuscripts submitted.** The table also provides data for 2020-2021. Those acceptance rates (27.95 and 18.94 percent, respectively) are only tentative ones. They will increase if some manuscripts that are still under review or revision are accepted.

b.

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
2016	181	0	3	145	33	18.23
2017	218	0	0	162	56	25.69
2018	195	0	9	161	25	12.82
2019	217	0	3	164	49	22.58
2020	220	0	2	180	38	15.91
2008-2020	2418	0	39	1905	473	19.56
2021	229	3	0	162	64	27.95
2022	227	4	0	180	43	18.94

- c. **Flow:** While the editors still worry about long-term flow of articles, the *JEE* is currently in a better position with regards to article flow. Unlike past years, there is now a significant backlog of articles to publish. The table of contents is set for the next several issues. However, the editors realize that the backlog is the result of efforts by editors, and others, to create symposiums for the *Journal*. There is still concern that without these efforts article flow will not be sufficient to maintain the current size and number of issues associated with each volume.

3. Published in Volume 54 (2023)

- 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 38 *JEE* articles were published in

2023 with this distribution: Research (4); Content (0); Economic Instruction (14); Features and Information (1); Online (abstracts) (1); Symposium (18).

- b. **Symposiums:** Three symposiums were published in volume 54. These contained five reflective pieces on the theme of the games in the classroom, four articles plus an introduction on lessons learned from teaching during COVID-19, and seven articles plus an introduction from participants in the EDUCATE program.
- c. **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 2023 conference was in Portland, OR. The 2024 CTREE will be held at the end of May in Atlanta, GA.
- d. **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) appearing in **JEE 45:2**: David Colander on Economic Content, KimMarie McGoldrick on Economics Instruction, Tisha Emerson on Classroom Experiments, and Bill Goffe on Online; appearing in **JEE 45:3**: Sam Allgood on Research; and appearing in **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 the journal.
- 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 with 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.