

Conference on Teaching & Research in Economic Education

May 28 – May 30, 2014
Washington, DC
Marriott at Metro Center

Sponsored by:



Committee on Economic
Education



Journal of Economic Education

Conference on Teaching & Research in Economic Education

May 28 – 30, 2014 Washington Marriott at Metro Center

Program Overview

Wednesday, May 28

10:00 – 1:00 pm	Registration Desk and Exhibits Open – Grand Ballroom Foyer
1:00 – 2:30 pm	Welcome and Plenary Session 1 (Cecilia Rouse) – Grand Ballroom A-C
2:30 – 3:00 pm	Coffee Break – Grand Ballroom Foyer
3:00 – 5:00 pm	Concurrent Sessions (Block A)
5:00 – 7:00 pm	Publishers' Reception—Grand Ballroom Foyer & Salon B

May 29

7:30 – 8:30 am	Continental Breakfast – Grand Ballroom A-C
8:30 – 10:30 am	Concurrent Sessions (Block B)
10:30 – 11:00 am	Coffee Break – Grand Ballroom Foyer
11:00 – 12:30 pm	Concurrent Sessions (Block C)
12:30 – 1:30 pm	Lunch – Grand Ballroom A-C
1:30 – 2:45 pm	Plenary Session 2 (William Gale) – Grand Ballroom A-C
2:45 – 3:15 pm	Coffee Break – Grand Ballroom Foyer
3:15 – 4:45 pm	Concurrent Sessions (Block D)
5:00 – 6:00 pm	Plenary Session 3 (Kenneth Elzinga) – Grand Ballroom A-C
Dinner	Participants are on their own

May 30

7:30 – 8:30 am	Continental Breakfast – Grand Ballroom A-C
8:30 – 10:30 am	Concurrent Sessions (Block E)
10:30 – 12:00pm	Plenary Session 4 (Alan Blinder) – Grand Ballroom A-C
Lunch	Participants are on their own

Wednesday, May 28

**10:00 – 1:00 pm Grand Ballroom Foyer
Registration Desk and Exhibits Open**

1:00 – 2:30 pm
WELCOME from SAM ALLGOOD, University of Nebraska, Lincoln

PLENARY SESSION 1, Grand Ballroom A-C

CECILIA ROUSE, Princeton University - How Can We Increase Diversity in Economics?

Presiding: WILLIAM BOSSHARDT, Florida Atlantic University

2:30 – 3:00 pm, Grand Ballroom Foyer
Coffee Break

SESSION A: 3:00-5:00 pm

3:00 – 5:00 Junior Ballroom—Salon 1

**A1: Beyond the Classroom: Breaking Down Barriers between the Worlds
inside and Outside of the Classroom – PANEL DISCUSSION**

Presiding: JONATHAN MORDUCH, New York University

JULIA PAXTON, Ohio University - The Appalachian Project: Incorporating Local Service into a Course on World Poverty

JODI BEGGS, Northeastern University - Halloween Experiments: Teaching Economics through the Choices of Trick-or-Treaters

DEAN KARLAN, Yale University - Research in Action: Bringing a World of On-the-Ground Experiments into the Classroom

JONATHAN MORDUCH, New York University - Financial Diaries: Using Economic Stories to Create Connections for Students

3:00 - 5:00 pm Junior Ballroom—Salon 2
A2: Using Visuals to Teach Economics

Presiding: HOSSEIN S. KAZEMI, Stonehill College

MADELYN YOUNG, Converse College - “Movies and Money”, Using Films and Film Clips as a Way to Teach Economic Concepts

JOSE J. VAZQUEZ, University of Illinois, Urbana-Champaign and ERIC P. CHIANG, Florida Atlantic University - A Picture is Worth a Thousand Words (at least): The Effective Use of Visuals in the Economics Classroom

RUSSELL ENGEL, Sacred Heart University, LUCIA FARRISS and PATRICK RYAN MURPHY, Saint Leo University, KIM HOLDER, University of West Georgia and REBECCA MORYL, Emmanuel College - Putting Yourself in the Picture: Using Student-Generated Photos to Enhance Introductory Economics Courses

LINDA S. GHENT, Eastern Illinois University - A Simple Gains-from-Trade Classroom Experiment

Discussants: DANIEL KUESTER, Kansas State University
ERIN HINCHEY, Hood College and
JOSE CARRASCO-GALLEGO, University of Nottingham
DAVE R. BROWN, Pennsylvania State University

3:00 – 5:00 pm London II

A3: Issues in Economic Curriculum and Programs

Presiding: WILLIAM BOSSHARDT, Florida Atlantic University

AUGUSTIN MBEMBA, University of Richmond - Challenges of Teaching Economics in International Exchange Programs

FRANK ROCK GUNTER, Lehigh University - Incorporating Entrepreneurship into Principles of Economics

ERIK CRAFT, University of Richmond - Economics in a First Year General Education Seminar

LIINA BAARDSEN, International Baccalaureate Organization - A Pre-University Economics Course for the Real (and Better?) World: a Work-in-Progress Proposal in the International Baccalaureate Organization

Discussants: WILLIAM BOSSHARDT, Florida Atlantic University
LAURIE A. MILLER, University of Nebraska-Lincoln
NEIL B. NIMAN, University of New Hampshire
WILLIAM ALPERT, University of Connecticut

3:00 – 5:00 pm Junior Ballroom—Salon 3

A4: Perceptions, Preconceptions, and Expectations in the Economics Classroom

Presiding: ANDREW HILL, Federal Reserve Bank of Philadelphia

MATTHEW ROUSU, KATARINA KELLER, and OLU ONAFOWORA, Susquehanna University, DAVID HARRIS, Benedictine College, ADAM HOFFER, University of Wisconsin-La Crosse, JILL KEARNS HAYTERS, East Tennessee State University, SCOTT HOUSER and BECKY LAFRANCOIS, Colorado School of Mines - Students' Grade Expectations in Principles of Economics Courses: How Do They Vary throughout the Semester and What's the Impact of Feedback?

ALVIN BIRDI, University of Bristol and INNA POMORINA, Bath Spa University-UK - Economics Students' Changing Expectations, Behaviour and Attitudes to Study

WILLIAM L. GOFFE and WAYNE GEERLING, Pennsylvania State University, ADAM HOFFER, University of Wisconsin-La Crosse, DOUG BICE, Middle Georgia State College, SOLINA LINDAHL, California Polytechnic State University, MARK MAIER, Glendale Community College, and BRIAN PETERSON, Central College – Preconceptions of Principles Students

BARB BLOEMHOF, McMaster University – Course Perceptions and Approaches to Learning in International Economics

Discussants: ANDREW HILL, Federal Reserve Bank of Philadelphia

AVI COHEN, York University, Toronto

AUSTIN BOYLE, Pennsylvania State University

CHARLES SCOTT BENSON, Idaho State University

3:00 – 5:00 pm Grand Ballroom--Salon D

A5: Studies in Financial Literacy

Presiding: IRENE FOSTER, George Washington University

PETER DAVIES, FATIMA SYED and LINDSEY APPELYARD, University of Birmingham-UK - Secondary School Students' Understanding of the Financial System

COLLEEN TOKAR ASAAD, St. Bonaventure University - Economic Education Requirements and Financial Competence

ERIN YETTER, Federal Reserve Bank of St. Louis-Louisville Branch and MARY SUITER, Federal Reserve Bank of St. Louis - Financial Literacy in the Community College Classroom: A Curriculum Intervention Study

VEREDA JOHNSON WILLIAMS, North Carolina A&T State University - A
Case Study of Financial Literacy Preparedness of Teachers in North Carolina

Discussants: CYNTHIA HARTER, Eastern Kentucky University
MICHAEL MCPERSON, University of North Texas
MARK MAIER, Glendale Community College
DANIEL STONE, Bowdoin College

3:00 – 5:00 pm Grand Ballroom—Salon E
A6: Innovative Economic Education in Practice I

Presiding: JULIE SMITH, Lafayette College

ABDULLAH AL-BAHRANI, Northern Kentucky University and DARSHAK PATEL,
University of Tennessee-Martin - An Innovative Approach: Using ESPN 30for30 to Teach
Principles of Microeconomics

BEN O. SMITH and JADRIAN WOOTEN, Washington State University – Teaching
with the Popular Press: A More Entertaining and Economical Way to Teach Economics

STEPHEN DAVID MORRIS, University of California-San Diego - Teaching
General Equilibrium to Undergraduates: A Graphical Approach

CATHERINE DOUGLAS, University of British Columbia - Experiential Learning
in Economics: Bridging the Gap Between Theory and “Real World” Practice.

JOO-KYUNG SUNG, Fordham University – Teaching Environmental Economics in
Principles Courses

PAUL BRIGGS, Windward Community College – Teaching Microeconomics through
Consumer and Producer Interviews

JUSTIN DUBAS, Texas Lutheran University – Targeting Higher Level Learning: Using
Marzano’s Taxonomy in the College Classroom

5:00 – 7:00 pm Grand Ballroom Foyer and Salon B
PUBLISHERS’ RECEPTION

Co-sponsored by:

Cengage Learning – www.cengage.com

Cooper-Wolfing – www.apprentecon.com

EDvantage – www.theedvantage.org

Federal Reserve Bank of St. Louis – www.stlouisfed.org/education_resources

M. E. Sharpe – www.mesharpe.com

McGraw Hill Education – www.mheducation.com

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Thursday, May 29

7:30 – 8:30 am Grand Ballroom A-C
Continental Breakfast

7:30-8:30 am Grand Ballroom A-C (Look for designated tables)
Community College Instructor Meet and Greet: Casual Discussion led by Mark Maier, Glendale Community College

Session B 8:30-10:30 AM

8:30-10:30 am Junior Ballroom—Salon 3
B1: Classroom Assessment Structure and Student Performance

Presiding: ANDREW HILL, Federal Reserve Bank of Philadelphia

AHMAD A. KADER, University of Nevada-Las Vegas - Academic Procrastination, Locus of Control, Test Anxiety, and Student Achievement in Principles of Microeconomics

BRENT A. EVANS AND ROBERT CULP, Dalton State College – Do Timed Quizzes Lead to Better Learning Outcomes than Untimed Quizzes?

TESA STEGNER and CHARLES SCOTT BENSON, Idaho State University – Should Students Spend More Time on Tests? A Study of Principles of Macroeconomics and Principles of Microeconomics Students

IRENE FOSTER and MELANIE ALLWINE, George Washington University - Does Calculator Use and Test Format Mask Weakness in Basic Math Ability? Experimental Evidence in Principles of Economics

Discussants: JULIEN PICAULT, University of British Columbia-Okanagan
LIEZL NIEUWOUDT, University of Stellenbosch
DAVID HARRIS, Benedictine College
WILLIAM GOFFE, Pennsylvania State University

8:30 – 10:30 am Junior Ballroom—Salon 2

B2: Bloomberg, FRED and RePEc in the Classroom as Teaching and Research Tools

Presiding: HOSSEIN S. KAZEMI, Stonehill College

DEAN CROUSHORE, University of Richmond, HOSSEIN S. KAZEMI, Stonehill College - Bloomberg in the Classroom as a Teaching and Research Tool in Economics

CHRISTIAN ZIMMERMANN and SCOTT WOLLA, Federal Reserve Bank of St. Louis - RePEc in the Classroom

KEITH G. TAYLOR, Federal Reserve Bank of St. Louis - Using FRED in the Classroom

JAMES A. HORNSTEN, Northwestern University - What Belongs in a One-Stop Research Portal for Economics Students?

Discussants: PAUL R. JOHNSON, University of Alaska – Anchorage

SUE K. STOCKLY, Eastern New Mexico University

VEREDA JOHNSON WILLIAMS, North Carolina A&T University

EVSEN TURKAY, Vassar College

8:30 – 10:30 am Grand Ballroom—Salon E

B3: Alternative Assignments in the Economics Classroom

Presiding: REBECCA STEIN, University of Pennsylvania

GEORG STRASSER, Boston College and MARKET HALOVA WOLFE, Washington State University - Learning to Argue with Intermediate Macro Theory: A Semester-Long Team Writing Project

PEDRO de ARAUJO and JAMES PARCO, Colorado College - Job Interviews in the Classroom: A Different Approach to Oral Examinations.

KRISTEN COLLETT-SCHMITT, University of Notre Dame - The Five-Minute Presentation: Using Real-World Economics to Improve Information Literacy

GALIT EIZMAN, Harvard University - Rethink, Revise, Research: Encouraging Critical Thinking in Economics Studies

Discussants: ERIK CRAFT, University of Richmond

JESSICA HENNESSEY, Furman University

DARSHAK PATEL, University of Tennessee-Martin

REBECCA STEIN, University of Pennsylvania

8:30 – 10:30 am London II

B4: Teaching/Research Weightings, Teaching-Focused Research Productivity, and Teacher Evaluations in Economics

Presiding: ABDULLAH AL-BAHRANI, Northern Kentucky University

CYNTHIA HARTER, Eastern Kentucky University, GEORG SCHAUR, University of Tennessee, and MICHAEL WATTS, Purdue University - What Teaching Weightings DON'T Tell Us

JAMES WHITNEY, ROBERT L. MOORE, and HANNA SPINOSA, Occidental College – Exploring Race and Gender Differentials in Student Ratings of Instructors: Lessons From a Diverse Liberal Arts College

ANNE BORING, Sciences Po - Gender Biases in Student Evaluation of Teachers

MELODY LO, The University of Texas-San Antonio, M.C. SUNNY WONG, University of San Francisco, FRANKLIN MIXON, Columbus State University, and CARLOS ASARTA, University of Delaware - Ranking Economics Journals, Economics Departments, and Economists Using Teaching-Focused Research Productivity, 1991-2013

Discussants: TED JOYCE, BARUCH COLLEGE, CUNY & NBER
EMILY MARSHALL, University of Kentucky
ABDULLAH AL-BAHRANI, Northern Kentucky University
WILLIAM BOSSHARDT, Florida Atlantic University

8:30 – 10:30 am Grand Ballroom—Salon D

B5: Studies in Online Economic Education and Student Achievement

Presiding: TOM CREAHAN, Morehead State University

JAMES STAVELEY-O'CARROLL, Lander University - The Impact of Classroom Demonstrations and Online Discussions on Student Achievement

GRACE SEUNGHAEE O, Georgia State University – Effectiveness of Online Learning: Does Custom-Made Pre Lecture Improve Student Learning?

ROSS GUEST and ANDREAS CHAI, Griffith University – The Effects of Online Lecture Viewing on Class Attendance, Academic Achievement and the Productivity of Study in an Undergraduate Economics Class

JENNJOU CHEN, National Chengchi University and TSUI-FANG LIN, National Taipei University – Does Attending Live Lectures Help Online Learning Students Perform Better on Examinations: Evidence from a Regression Discontinuity Experiment in Taiwan

Discussants: CHELSEA DOWELL, University of Kentucky
M.C. SUNNY WONG, University of San Francisco
JOO-KYUNG SUNG, Fordham University
DORIS GEIDE-STEVENSON, Weber State University

8:30 – 10:30 am Junior Ballroom—Salon 1

B6: Flipping the Economics Classroom

Presiding: JENNIFER IMAZEKI, San Diego State University

ERIC P. CHIANG, Florida Atlantic University and JOSE J. VAZQUEZ, University of Illinois at Urbana-Champaign – The Inverted Economics Classroom: An Empirical Analysis of the Pedagogical Benefits of Flipping the Principles of Economics Classroom

JENNIFER IMAZEKI, San Diego State University - Flipping with Team-Based Learning

SOLINA LINDAHL, California Polytechnic State University – Making Technology Work for YOU in a Flipped Classroom

Discussants:

OLIVIA EZEObI, University of Stellenbosch

BARBARA BLOEMHOF, McMaster University

MARTHA L. OLNEY, University of California-Berkeley

10:30 – 11:00 am Grand Ballroom Foyer

Coffee Break

Session C: 11:00-12:30

11:00 – 12:30 pm Junior Ballroom—Salon 2

C1: Educating the Public, Students, and Educators about the Fed and Economic History – PANEL DISCUSSION

Presiding: KATRINA STIERHOLZ, Federal Reserve Bank of St. Louis

GARY RICHARDSON, System Historian, Federal Reserve Bank of Richmond – Historical Gateway Website

BARBARA FLOWERS, Federal Reserve Bank of St. Louis - Developing Economic History Lessons for the Classroom

KATRINA STIERHOLZ, Federal Reserve Bank of St. Louis – FRASER

11:00 – 12:30 pm Junior Ballroom—Salon 1

C2: We Want to Flip the Classroom, but How Do We Get Students Ready for Lecture? - PANEL DISCUSSION

Presiding: JOSE VAZQUEZ, University of Illinois at Urbana-Champaign

JOSE VAZQUEZ, University of Illinois at Urbana-Champaign - Videos are the Best Way to Prepare Principles of Economics Students for Lecture

MARK MAIER, Glendale Community College

JENNIFER IMAZEKI, San Diego State University

SCOTT HOUSER, Colorado School of Mines

11:00 – 12:30 pm Junior Ballroom—Salon 3

C3: Student Learning and Interactive Teaching Methodology in the Economics Classroom

Presiding: MICHAEL WATTS, Purdue University

TISHA L. EMERSON and LINDA K. ENGLISH, Baylor University and KIMMARIE MCGOLDRICK, University of Richmond – Cooperative Learning Effects Across an Array of Student Achievement Measures

KATHLEEN E. ODELL, Dominican University – Team-Based Learning and Student Performance on Assessment Measures

DANIEL KUESTER, Kansas State University – Studying the Importance of Student Involvement in Large Lecture Courses: Do Engaged Students Perform Better?

Discussants: ALEX TABARROK, George Mason University

OSKAR R. HARMON, University of Connecticut

JAMES A. HORSTEN, Northwestern University

11:00 – 12:30 pm London II

C4: Why are Opportunity Costs Still Controversial?

Presiding: DANIEL STONE, Bowdoin College

ROD O'DONNELL, University of Technology-Sydney - Opportunity Cost and Its Logical Implications

WILLIAM POLLEY, Western Illinois University – What’s wrong with Opportunity Cost?
Why is this Concept Simultaneously so Simple and Yet so Difficult to Truly Understand?

DANIEL STONE, Bowdoin College – Clarifying (Opportunity) Costs

Discussants: BRIAN PETERSON, Central College
REBECCA STEIN, University of Pennsylvania
AVI COHEN, York University, Toronto

11:00 – 12:30 pm Grand Ballroom—Salon D

C5: Studies of Economic Programs: Structure and Support Services

Presiding: MARY SUITER, Federal Reserve Bank of St. Louis

DAVID MOLINA, MICHAEL McPHERSON AND STEVEN COBB,
University of North Texas - Teaching Economics to the Masses: The Effects of
Student Help Centers on Academic Outcomes

GUGLIELMO VOLPE, Queen Mary, University of London - Notions of
Belonging Among First Year Economics Students

RON CRONOVICH, Carthage College - Effective Assessment for Undergraduate
Economics Programs

GIL KIM and HIROMI KUBO, California State University - Fresno Effectiveness of
Departmental Relationships for Information Literacy in Economics

Discussants: MADHAVI, VENKATESAN, Framingham State University
CATHERINE DOUGLAS, University of British Columbia
JAMES TIERNEY, SUNY Plattsburgh
FRANK ROCK GUNTER, Lehigh University

11:00 – 12:30 pm Grand Ballroom--Salon E

**C6: PechaKu-What? Visually Rich & Verbally Concise Presentations - Econ
Style! - WORKSHOP**

Presiding: CHARITY-JOY ACCHIARDO, Transylvania University

Workshop Leaders:

CHARITY-JOY ACCHIARDO, Transylvania University

SIMON HALLIDAY, Smith College

CHELSEA DOWELL, University of Kentucky

WAYNE GEERLING, Pennsylvania State University

AMY CRAMER, Pima Community College

12:30 – 1:30 pm Grand Ballroom A-C
Lunch

1:30 – 2:45 pm PLENARY SESSION 2, Grand Ballroom A-C

WILLIAM GALE, Brookings Institute - How Should We Teach People to Think About Public Deficits and Debt?

Presiding: TISHA EMERSON, Baylor University

2:45 – 3:15 pm Grand Ballroom Foyer
Coffee Break

Session D: 3:15-4:45 p.m.

3:15-4:45 pm London II
D1: Experiments in the Economics Classroom

Presiding: GEORG SCHAUR, University of Tennessee

MARK W. FRANK, Sam Houston State University - Evidence from the Classroom: The Power of a Short-Duration Price-Setting Experiment

JULIEN PICAULT, University of British Columbia-Okanagan – Introduction to Strategic Interactions, Duopolies and Collusion: A Classroom Experiment

JONATHAN ALEVY and PAUL R. JOHNSON, University of Alaska Anchorage – A Global Liquidity Shock Classroom Experiment

EVSEN TURKAY and ROBERT REBELEIN, Vassar College, Wait-and-See or Charge-Ahead? A Stackelberg Classroom Experiment

Discussants: STEPHEN DAVID MORRIS, University of California-San Diego
ROD O'DONNELL, University of Technology-Sydney
MARK HOLMGREN, Eastern Washington University
GEORG SCHAUR, University of Tennessee

3:15-4:45 pm Grand Ballroom—Salon E
D2: Teaching with Technology – PANEL DISCUSSION

Presiding: ERIN HINCHEY, Hood College

MICHAEL COON, Hood College – The Nearpod App on Ipad

JULIE ROUTZAHN, McDaniel College – Using Technology to Promote Healthy Classroom Discussion

LAURIE A. MILLER, University of Nebraska, Lincoln – Virtual Office Hours through Adobe Connect

ERIN HINCHEY, Hood College - Engaging Students in Large Lecture Classes Using Clickers

3:15-4:45 pm Junior Ballroom—Salon 3
D3: Mass Open On-Line Courseware (MOOCs): News from the Frontier of a Disruptive Technology in Economics Education

Presiding: REBECCA M. STEIN, University of Pennsylvania

JOSE J. VAZQUEZ, University of Illinois – Urbana Champaign – A Brand New Sandbox: How MOOCs Offer Economics an Effective Platform to Study Economic Pedagogy and Behavior

ALEX T. TABARROK, George Mason University – The Industrial Organization of Online Education

GLORIA ALLIONE and REBECCA M. STEIN, University of Pennsylvania – Analysis of Student Engagement and Retention in a Mass Open Online Course in Economics

Discussants: JAMES STAVELEY-O’CARROLL, Lander University
CARLOS ASARTA, University of Delaware
JENNIFER IMAZEKI, San Diego State University

3:15-4:45 pm Junior Ballroom—Salon 2
D4: Using FRED Economic Data in the Classroom and Examples of FRED - Related Teaching Activities

Presiding: KATRINA L. STIERHOLZ, Federal Reserve Bank of St. Louis

KEITH G. TAYLOR, Federal Reserve Bank of St. Louis – An In-Depth View of FRED Data and Tools Available for Teaching Economics

DIEGO MENDEZ-CARBAJO, Illinois Wesleyan University - The FRED Database and Quantitative Information Literacy in Money and Banking

SUE K. STOCKLY, Eastern New Mexico University – Accessing State-Level Data in FRED to Study Macroeconomic Variables

Discussants: ANDREW HILL, Federal Reserve Bank of Philadelphia
SCOTT SIMPKINS, North Carolina Agricultural and Technical State University
KATRINA L. STIERHOLZ, Federal Reserve Bank of St. Louis

3:15-4:45 pm Junior Ballroom—Salon 1

D5: Economics Coursework and the Economics Major – PANEL DISCUSSION

Presiding: GAIL HOYT, University of Kentucky

SAM ALLGOOD, University of Nebraska, Lincoln - Long Term Outcomes from the Study of Economics

JOHN SIEGFRIED, Vanderbilt University – Trends in the Economics Major

WILLIAM WALSTAD, University of Nebraska-Lincoln – Coursework in Economics

3:15-4:45 pm Grand Ballroom—Salon D

D6: Teaching Principles Topics with Classroom Activities – WORKSHOP

Presiding: JAMES TIERNEY, SUNY-Plattsburgh

JAMES TIERNEY, SUNY-Plattsburgh - Happy Birthday! You're Unemployed! Teaching the Three Types of Unemployment with a Simple Classroom Activity

G. DIRK MATEER, University of Kentucky - Using Karaoke to Teach the Law of Supply

WAYNE GEERLING, Pennsylvania State University - Using Karaoke to Teach the Law of Supply

AUSTIN BOYLE, Pennsylvania State University - Learning to Fly: How Production Can Lead to Profits

5:00-6:00 pm PLENARY SESSION 3, Grand Ballroom A-C

KENNETH ELZINGA, University of Virginia – Teaching the Dismal Science: Redeeming the Sage on the Stage

Presiding: GAIL HOYT, University of Kentucky

Friday, May 30

7:30 – 8:30 am Grand Ballroom A-C
Continental Breakfast

Session E: 8:30-10:30 a.m.

8:30-10:30 am Junior Ballroom—Salon 3

E1: Student Engagement and Learning Outcomes with Alternative Classroom Technology: Clickers, Podcasts, YouTube, and Social Media

Presiding: AUGUSTIN MBEMBA, University of Richmond

ALAN GREEN, Stetson University – Significant Returns in Engagement and Performance with a Free Clicker App

CHELSEA TAYLOR DOWELL, SUN-KI CHOI, DANIEL DUNCAN, and GAIL M. HOYT, University of Kentucky – The Effectiveness of Podcasts on Student Learning Outcomes in the Economics Curriculum

JOSE CARRASCO-GALLEGO, University of Nottingham – A Picture is Worth a Thousand Words: YouTube Clips in the Teaching of Microeconomics

ABDULLAH A. AL-BAHRANI, Northern Kentucky University – Engaging Students Using Social Media: What Students Want Faculty to Know

Discussants: BEN O. SMITH, Washington State University
KRISTEN COLLETT-SCHMITT, University of Notre Dame
MICHAEL COON, Hood College
BRENT EVANS, Dalton State

8:30-10:30 am Grand Ballroom—Salon D

E2: Innovative Economic Education in Practice II

Presiding: JULIE SMITH, Lafayette College

JOAN M. ANDERSSEN, Arapahoe Community College, - Mobile Interaction through Voice Thread

JESSICA HENNESSEY, Furman University - A Picture Can Be Worth More Than a Thousand Words: Integrating Data Visualization into an Undergraduate Econometrics Course

TOM CREAHAN, Morehead State University – Making Graphical Economics Models Interactive Using CDF

NEIL B. NIMAN, SAMANTHA-JO A. VIRGA, and KATE E. WARD, University of New Hampshire – EconJourney.com: A New Way of Learning Economics

DAVE R. BROWN, Pennsylvania State University – Five Minutes until Class Begins: What’s an Instructor to Do?

ALEXANDER BLAIR, Macquarie University and CRAIG FREEDMAN, University of New South Wales - 1001 Micro Nights: Economics and the Art of Story Telling

8:30-10:30 am Junior Ballroom—Salon 1

**E3: Building a Classroom Community to Encourage Student Engagement –
PANEL DISCUSSION**

Presiding: G. DIRK MATEER, University of Kentucky

WAYNE GEERLING, Pennsylvania State University - How to Teach Large Lectures

CHARITY-JOY ACCHIARDO, Transylvania University - The Challenges and Rewards of Teaching at a Small Liberal Arts College

KIM HOLDER, University of West Georgia - Managing the 4/4 Load: Using Social Media to Engage Students

JAMES TIERNEY, SUNY-Plattsburgh - Stand Up Economics

CLAIR SMITH, St. John Fisher College – The Classroom Time Management Spectrum

G. DIRK MATEER, University of Kentucky - Economics in Popular Culture: Knowing Your Audience

8:30-10:30 am Grand Ballroom—Salon E

E4: Research in Economic Education

Presiding: AHMAD A. KADER, University of Nevada-Las Vegas

PETER DAVIES, University of Birmingham-UK and NEIL M. DAVIES, University of Bristol-UK - Economics and Business Studies: Graduate Wage Expectations and Subject Choices in School

DORIS GEIDE-STEVENSON, Weber State University - Sustaining Undergraduate Research with a large number of International Students – A Case Study

DEBORAH GOINS and WILLIAM GOFFE, Pennsylvania State University -
Non-Cognitive Skills and the Performance of Macro Principles Students

TESA STEGNER and CHARLES SCOTT BENSON, Idaho State University -
Retention of Economic Concepts: A Study of 8th Grade Students in Idaho

GRACE SEUNGHAE O, Georgia State University – How Does the Effectiveness of
Hybrid Learning Compare with That of Face-to-Face Instructions in Higher Education?

Discussants: CRAIG FREEDMAN, University of New South Wales
AHMAD A. KADER, University of Nevada-Las Vegas
KATHLEEN E. ODELL, Dominican University
ANNE BORING, Sciences Po-France
WILLIAM POLLEY, Western Illinois University

8:30-10:30 am London II

**E5: Experimental and Quasi-Experiment Evidence on the Impact of Teaching
Modalities and Teachers on Student Performance in Public Universities and
Community Colleges**

Presiding: TED JOYCE, Baruch College, CUNY and NBER

KENNETH COUCH, OSKAR R. HARMON, and WILLIAM ALPERT, University of
Connecticut – Online, Blended and Classroom Teaching of Economics Principles: A
Randomized Experiment

DAVID JAEGER, ONUR ALTINDAG, and STEPHEN D. O’CONNELL, Graduate
Center, CUNY and SEAN CROCKETT and TED JOYCE, Baruch College, CUNY - A
Randomized Field Experiment of Performance in a Hybrid vs. Traditional Lecture Format
of Introductory Microeconomics

DI XU, Teachers College, Columbia University – Effect of Adjunct Faculty on Student
Success in a State-Wide Community College System

MARK MAIER, Glendale Community College and W. EDWARD CHI, Moreno Valley
College, What Do We Know (and Don’t Know) About Community College Economics
Instruction

Discussants: SAM ALLGOOD, University of Nebraska-Lincoln
MARK W. FRANK, Sam Houston State University
GYAN PRADHAN, Eastern Kentucky University
COLLEEN TOKAR ASAAD, St. Bonaventure University

8:30-10:30 am Junior Ballroom—Salon 2

E6: Are You Curving the Exam? Using Economic Theory to Improve Grading Schemes and Influence Student Behavior

Presiding: JOSE J. VAZQUEZ, University of Illinois at Urbana-Champaign

JAMES A. HORNSTEN, Northwestern University – Weight-Shifting Exercises: A Game Theoretic Look at Second Chance Grading

MARIA APOSTOLOVA, WILLIAM COOPER, GAIL M. HOYT, AND EMILY MARSHALL, University of Kentucky – Loss Aversion, Risk Aversion, and Asymmetric Gender Responses in Economics Education

JOSE J. VAZQUEZ, University of Illinois at Urbana-Champaign – Can We Keep Them in the MOOCs? A Field Experiment Testing the Economic Theory of Loss Aversion to Increase Student Participation in MOOCs.

MARK HOLMGREN, Eastern Washington University – Does Giffen Behavior Exist Among College Students?

Discussants: MARKET HALOVA WOLFE, Washington State University
GEORG SCHAUR, University of Tennessee, Knoxville
GALIT EIZMAN, Harvard University
CARLOS ASARTA, University of Delaware

10:30-12:00 a.m. Plenary Session 4 and Closing, Grand Ballroom A-C

ALAN BLINDER, Princeton University – What Did We Learn--and Unlearn--From the Financial Crisis and the Great Recession?

Presiding: WILLIAM WALSTAD, University of Nebraska, Lincoln

