

Starting Point: Teaching and Learning Economics

Starting Point: Teaching Economics

Starting Point: Pedagogical Resources for Teaching and Learning Economics

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Starting Point: Teaching and Learning Economics

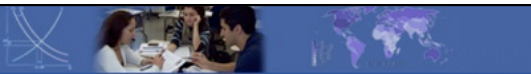
Starting Point: Teaching Economics

How did Starting Point get Started?

- Earlier work by Simkins and Maier
 - Focused on adapting pedagogic innovations across disciplines

- Need for readily accessible, easy-to-use set of resources

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What is Starting Point?

An economic pedagogic portal that seeks to:

- **Introduce economists** to innovative teaching strategies – within and beyond the disciplines
- **Provide tools** to integrate and assess research-based teaching strategies in classroom settings
- **Promote sharing** of teaching innovations and examples implementing these innovations

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Search the Site Go



Welcome

This site introduces economists to innovative teaching strategies developed both within and beyond the discipline of economics. It provide instructors with the tools to begin integrating and assessing these teaching strategies in their own classrooms and promotes the sharing of teaching innovations among instructors.

Teaching Methods

The what, why and how of teaching methods that will engage and motivate your students

[Context-Rich Problems](#)
[Teaching with Cases](#)
[Cooperative Learning](#)

Coming soon:

- Documented Problem Solving
- Effective Use of Classroom Response Systems
- Experiments
- Interactive Lectures
- Interactive Lecture Demonstrations
- Interdisciplinary Approaches to Teaching
- Just-in-Time Teaching
- Quantitative Writing
- Service-Learning
- Spreadsheets Across the Curriculum
- Teaching with Computer Simulations
- Undergraduate Student Research
- Using Media to Enhance Teaching and Learning

Activities

Classroom-tested activities covering important topics in economics. Coming soon.

Join Us

Contribute an activity, join economics educators who are coming together to share their expertise on effective teaching. Coming soon.

About this project

Starting Point: Teaching and Learning Economics is a National Science Foundation funded project developed in collaboration with the Science Education Resource Center (SERC) at Carleton College.

[Learn more](#)

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What is Starting Point?

Pedagogic Modules under development (16):

- Context-Rich Problems
- Just-in-Time Teaching
- Quantitative Writing
- Teaching with Cases
- Cooperative Learning
- Classroom Experiments
- Teaching with Computer Simulations
- Effective use of Personal Response Systems
- Interactive Demonstrations
- Undergraduate Research
- Interdisciplinary Approaches to Teaching
- Service Learning
- Spreadsheets Across the Curriculum
- Documented Problem Solving
- Using Media to Enhance Teaching and Learning
- Interactive Lectures

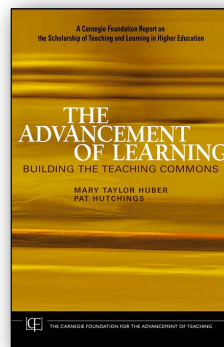
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Why use Starting Point?

- Central location for comprehensive set of pedagogical resources
- Promoting the concept of a “teaching commons”



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What's Different about Starting Point?

- Central location for resources
- Extensive pedagogic topic coverage
- Developed in interdisciplinary teams
- Intentionally adapting innovations across disciplines
- Dynamic library of examples
- Content management system framework (modular and shareable)

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Starting Point – An Example

The screenshot displays the 'Cooperative Learning' page on the Starting Point website. The page header includes the site title and navigation links. The main content area is titled 'Cooperative Learning' and features a sidebar with a table of contents. The main text explains the concept of cooperative learning, its benefits, and provides a list of resources. A small image of two students working together is also visible.

Starting Point: Teaching and Learning Economics

Starting Point: Teaching and Learning Economics > Teaching Methods > Cooperative Learning

Cooperative Learning

This material was originally created for [Starting Point: Introductory Geology](#) and is replicated here as part of the [SEAR Pedagogic Service](#).

Original module developed by [Rebecca Todd](#), [John McHarris](#), and [Gary Roedel](#)
Enhanced by [KimMarie McGoldrick](#) with assistance from [Jim Cooley](#), [Dan MacBurgess](#), [Jennifer Rhoads](#), [Karl Smith](#)

What is Cooperative Learning?

Cooperative Learning involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success. There are [different kinds of groups](#) for different situations, but they all balance some [key elements](#) that distinguish cooperative learning from competitive or individualistic learning.

Cooperative learning can also be contrasted with what it is not. Cooperation is not having students sit side-by-side at the same table to talk with each other as they do their individual assignments. Cooperation is not assigning a report to a group of students where one student does all the work and the others put their names on the product as well. Cooperation involves much more than being physically near other students, discussing material, helping, or sharing material with other students. There is a crucial difference between simply putting students into groups to learn and in structuring cooperative interdependence among students. [Learn more about cooperative learning](#)

Why Use Cooperative Learning?

Teaching involves more than covering the material for the students, but rather uncovering the material with the students (Redish, 2000). An extensive body of research emphasizes two forms of interaction most important for enhancing student academic development, personal development and satisfaction:

- student – student interactions
- student – faculty interactions

Pascarella and Terenzini's summary of twenty years of research on the impact college has on student development supports the importance of this engagement. Cooperative learning is a way to facilitate student-student, student-faculty interactions efficiently and systematically.

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