

Starting Point: Teaching and Learning Economics

Starting Point: Teaching Economics

Starting Point: Teaching and Learning Economics
A Pedagogic Portal for Economists

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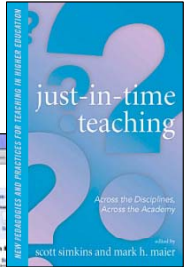
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How did Starting Point get Started?

- Origins in earlier work by Simkins/Maier focused on adapting pedagogic innovations across disciplines

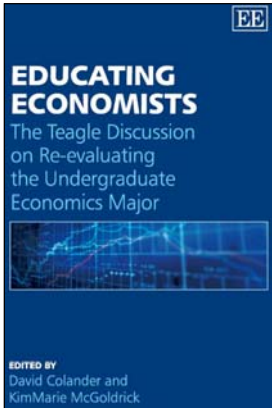




- Need for comprehensive, readily accessible, easy-to-use set of pedagogical resources for classroom teaching

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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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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
- Teaching with Cases
- Cooperative Learning
- Documented Problem Solving
- Effective Use of Classroom Response Systems
- Experiments
- Interactive Lectures
- Interactive Lecture Demonstrations

- Interdisciplinary Approaches to Teaching
- Just-in-Time Teaching
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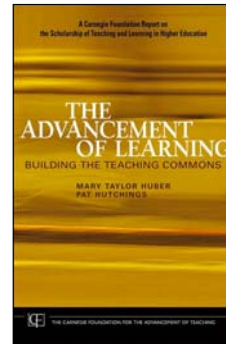
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Why use Starting Point?

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



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How can Instructors use Starting Point?

- Learning about specific **pedagogic techniques** and their use **in economics courses**
- Browsing the **teaching examples** library

Teaching Methods

Each pedagogical approach is described succinctly so you can quickly understand how the technique might be used by other educators. These descriptions include tips for effectively using each technique, related research, and a list of example activities.

This list is by no means comprehensive. It reflects the interests and priorities of the partners and contributors. If you'd like to contribute to the library and help this list grow, visit teach.startpoint.org.

- **Assessments** provides educators with a better understanding of what students are learning and the process of learning content. Compiled by: William Stattery at Departments of Geology, Wright State University, Dayton, Ohio.
- **Calibrated Peer Review™ (CPR)** is a web-based management tool that enables discipline classes of any size.
- **Campus-Based Learning** uses the campus environment itself as a teaching tool. Compiled by: Carleton College.
- **ConceptTests** are conceptual multiple-choice questions that focus on one key concept of a lesson. When coupled with student interaction through peer instruction, ConceptTests help assess student understanding. Compiled by: David McConnell, North Carolina State University.
- **Cooperative Learning** involves students working in groups to accomplish learning goals. Compiled by: John Roberts (JERB), and Cary Swarth (CSW).

Cooperative Exercises and Examples

There are a wide variety of ways to use cooperative learning in your classroom. These links will take you to other areas of the Starting Point site with resources that can be adapted using the techniques of cooperative learning.

- **Classroom Labs**, especially if a written report is involved.
- **Classroom Labs**, again, especially if they do a written report.
- **Independent Research Projects** works well with **peer teaching** or **peer review**.
- **Peer Review** works well with **peer teaching**.
- **Peer Review**: this structured format lets each team member prepare separate but related assignments, then share their work with peer teaching.
- **Interactive Cases**: these open-ended investigations require cooperation.
- **Team Cases**: each team member is held accountable.
- **Interactive Role Plays**: scenarios and roles can be written to ensure that all students are part of cooperative teams.
- **Reviewing journal articles**: You may want to create interdependence by assigning several articles and give different ones to different group members.
- **Studio Courses**: Traditional courses can be reorganized into a more student-centered model (see also www.startpoint.org and www.startpoint.org).

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How can Instructors use Starting Point?

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Submit Activities

After you submit this form it will be vetted and then made into a webpage containing your materials which you'll be able to access and edit. That means you can come back later to finish your work, but keep in mind that leaving this page before you submit erases the data. You'll be contacted once your submission is ready for further editing with details on how to proceed.

You retain all rights to your contributed work and are responsible for referencing other people's work and for obtaining permission to use any copyrighted material within your contribution. By contributing your work to this web site, you agree to [Starting Point: Teaching and Learning Economics](#) for non-commercial distribution of the material, provided that we attribute the material to you.

Activity Title
The title should be executive of the main point(s) of the activity. It needs to communicate the full context of the activity on its own as it will show up in search results (e.g. Google) where people won't have any contextual clues. So it should convey the idea that this is a teaching activity, what the subject matter is and what the relevant pedagogical focus is. For example: Solar Radiation: Sample Student Questions

Author
Name and institution of author(s) of the activity and any other appropriate attribution information. If the page is based on materials originally created elsewhere that should be noted with attribution given to the original authors and links provided to the original materials.
For example: This page authored by Jan Smith, Big State University, based on an original activity by Jane Smith, Smallville College.

Email
Email address of the activity author(s) separated by commas. These will not be displayed in the activity page but are used for internal teaching.

Teaching Method
(Choose at least one)

Summary
This text should make it clear what the activity is. It should provide an overview of the things that students will do and the intended

Contribute to the site by **submitting activities**

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What's Different about Starting Point?

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

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When we Build it, will (you) they Come?

- **Web-survey** (Paul Grimes, November 2009)
- **Results**
 - Distribution of reported “teaching styles” - leaning toward lecture
 - 20% “not satisfied” with current approach to teaching
 - 46% experimented “extensively” with teaching practices in last five years
 - Varying degrees of familiarity with *Starting Point* pedagogies
 - Disciplinary colleagues and workshops reported as best sources of pedagogical knowledge
- **Summary:** *Significant potential for increasing pedagogical innovation through comprehensive web-based portal*

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Starting Point – An Example

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Cooperative Learning

Cooperative Learning

What is Cooperative Learning?

Why Use Cooperative Learning?