



Starting Point: Teaching and Learning Economics

A Pedagogic Portal for Economists

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Support provided by the
National Science
Foundation
DUE 0817382

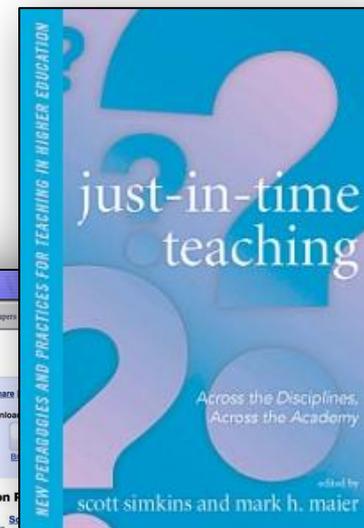
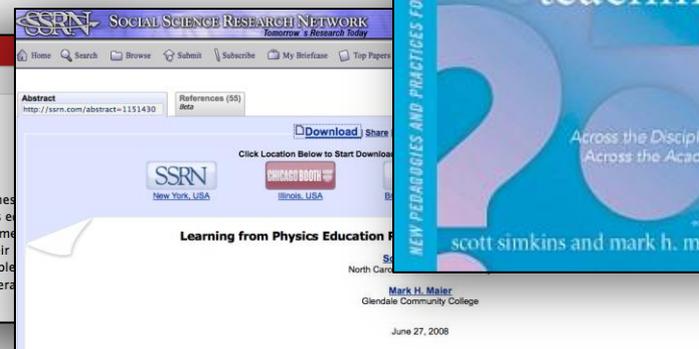
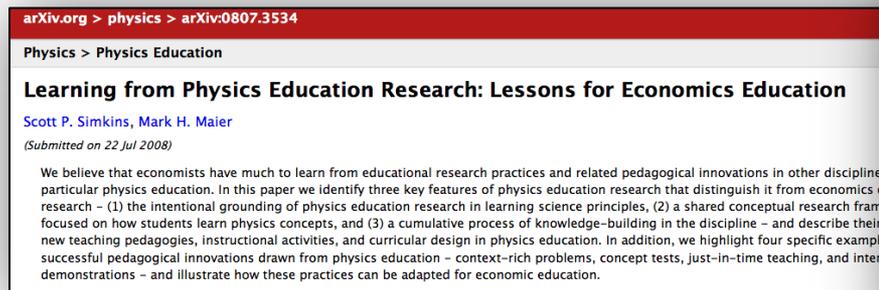
In partnership with:

SERC the Science Education
Resource Center
at Carleton College



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



EDUCATING ECONOMISTS

The Teagle Discussion
on Re-evaluating
the Undergraduate
Economics Major



EDITED BY

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Educating economists: the Teagle discussion

PART 3 CHANGING THE WAY WE TEACH ECONOMICS

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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



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.

Modules Currently Available:

[Context-Rich Problems](#)

[Teaching with Cases](#)

[Cooperative Learning](#)

Currently in Development:

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](#)

Papers and Presentations

[Access papers, presentations, and handouts](#) related to the *Starting Point* project.



What is Starting Point?

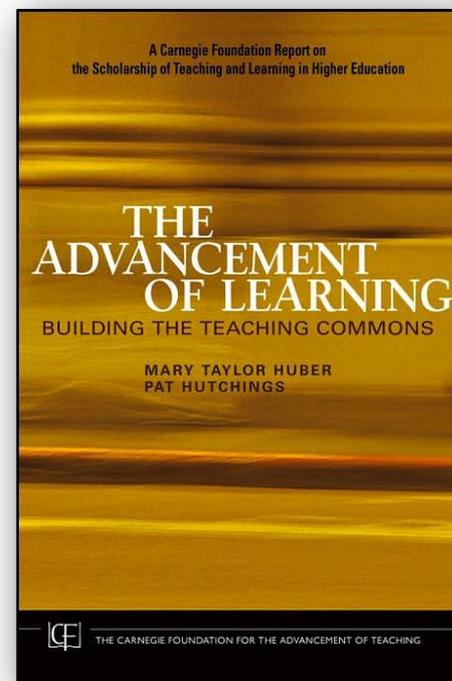
Pedagogic Modules under development (16):

- 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
- Quantitative Writing
- Service-Learning
- Spreadsheets Across the Curriculum
- Teaching with Computer Simulations
- Undergraduate Student Research
- Using Media to Enhance Teaching and Learning



Why use Starting Point?

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





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 pedagogic approach is described succinctly so you can quickly understand how the technique might be used in your classroom. By following the descriptions provided by fellow educators, these descriptions include tips for effectively using each technique, related research, and links to additional resources. Each description also includes a set of example activities.

This list is by no means comprehensive. It reflects the interests and priorities of the partners and providers. If you'd like to contribute to the library and help this list grow we'd love to [hear from you](#).

- [Assessment](#) provides educators with a better understanding of what students are learning and how they are learning. Compiled by: William Slattery at Departments of Geology and Earth Science, Wright State University, Dayton, Ohio.
- [Calibrated Peer Review™ \(CPR\)](#) is a web-based management tool that enables discipline-specific peer review in 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 represent a powerful method of student understanding. Compiled by: David McConnell, North Carolina State University.
- [Cooperative Learning](#) involves students working in groups to accomplish learning goals. Compiled by: John McDaris (SERC), and Cary Roseth (UMN).

Cooperative Exercises and Examples

There are lots 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.

- [Indoor Labs](#): especially if a written report is involved
- [Outdoor Labs](#): again, especially if they do a written report
- [Independent Research Projects](#): works well with [jigsawing](#), can involve [data](#) or [models](#)
- [Peer Review](#): works well with pairs
- [Jigsaws](#): 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 Games](#): you'll want to add individual accountability
- [Interactive Role-Playing](#): 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 [Williamson and Rowe, 2002](#) and [Savarese, 1988](#)).





How can Instructors use Starting Point?

Starting Point: Teaching and Learning Economics

Starting Point: Teaching and Learning Economics > Submit Activities

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 [license your work](#) for non-commercial distribution of the material, provided that we attribute the material to you.

Activity Title
The title should be evocative 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 places like search returns (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 Socratic 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 Jon Smith, Big State University, based on an original activity by Jane Smith, Smallville College.*

Authorship and Attribution

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

Teaching Method

Classroom Experiments

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**



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)



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***



Starting Point – An Example

Starting Point: Teaching and Learning Economics

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

Cooperative Learning

Starting Point: Teaching and Learning Economics
Teaching Methods
Context-Rich Problems
Cooperative Learning
What is Cooperative Learning?
Why Use Cooperative Learning?
How to Use Cooperative Learning
Cooperative Learning Techniques
Testimonials and Videos
Cooperative Learning in Economics
Web Resources
Examples
Teaching with the Case Method
About this Project

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

Original module developed by [Rebecca Teed](#), [John McDaris](#), and [Cary Roseth](#)
Enhanced by [KimMarie McGoldrick](#) with assistance from [Jim Cooper](#), [Dan Marburger](#), [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?

Extensive research has compared cooperative learning with traditional classroom instruction using the same teachers, curriculum, and assessments. On the average:

- Students who engage in cooperative learning learn significantly more, remember it longer, and develop better critical-thinking skills than their counterparts in traditional lecture classes.
- Students enjoy cooperative learning more than traditional lecture classes, so they are more likely to attend classes and finish the course.
- Students are going to go on to jobs that require teamwork. Cooperative learning helps students develop the skills necessary to work on projects too difficult and complex for any one person to do in a reasonable amount of time.
- Cooperative learning processes prepare students to assess outcomes linked to accreditation.

[Learn more about reasons to use cooperative learning](#)