Starting Point: Teaching Economics

Starting Point: Teaching and Learning Economics

A Pedagogic Portal for Economists

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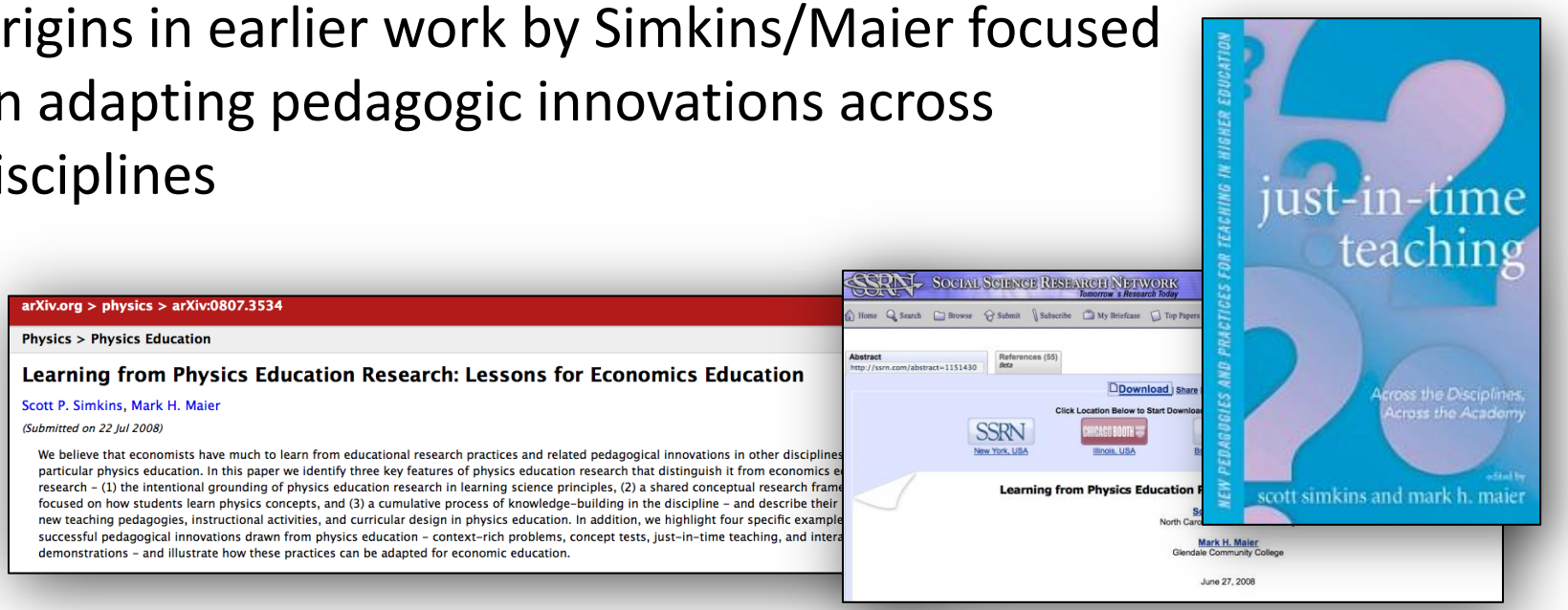
In partnership with:

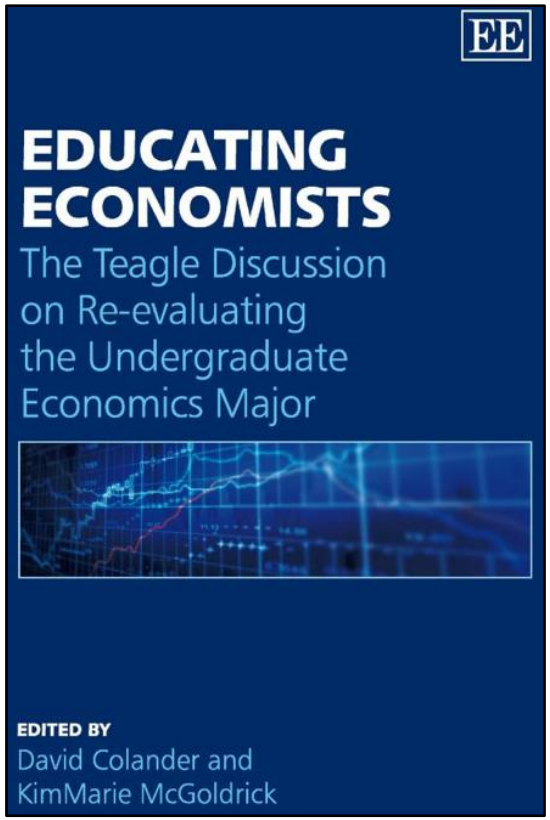
SERC the Science Education Resource Center at Carleton College

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



PART 3 CHANGING THE WAY WE TEACH ECONOMICS

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

Starting Point: Teaching and Learning Economics

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.

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.

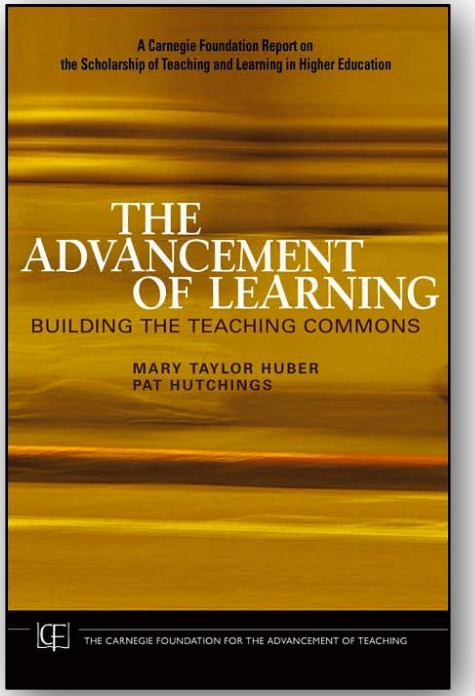
What is Starting Point?

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

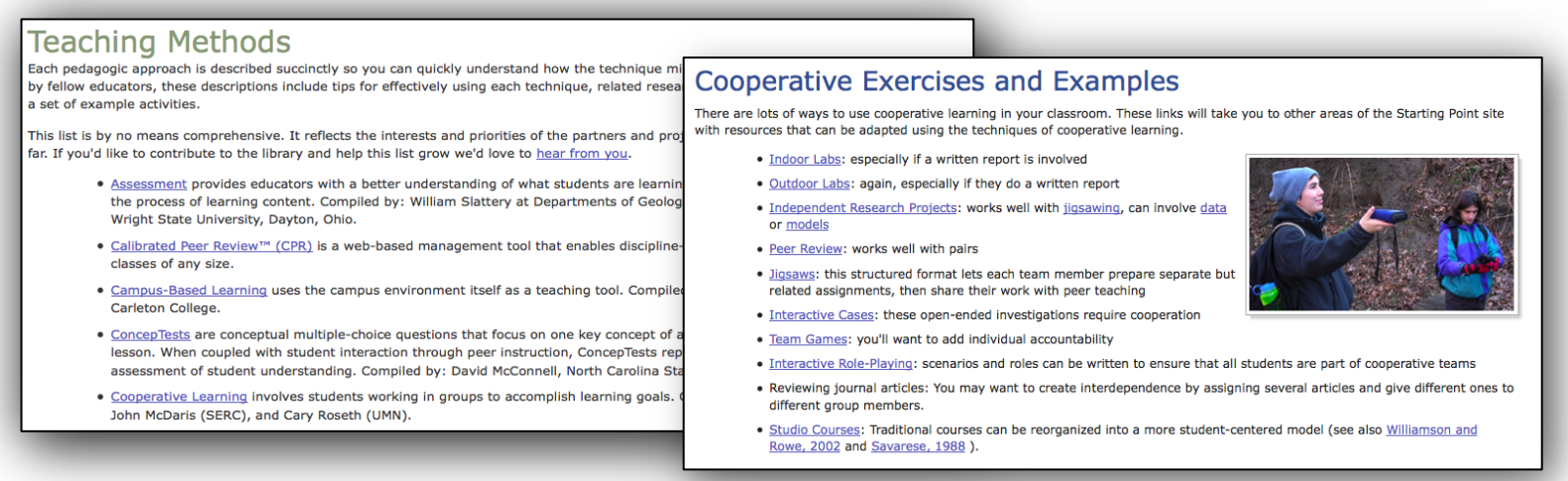
Why use Starting Point?

- 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 mi
by fellow educators, these descriptions include tips for effectively using each technique, related resea
a set of example activities.

This list is by no means comprehensive. It reflects the interests and priorities of the partners and pro
far. If you'd like to contribute to the library and help this list grow we'd love to hear from you.

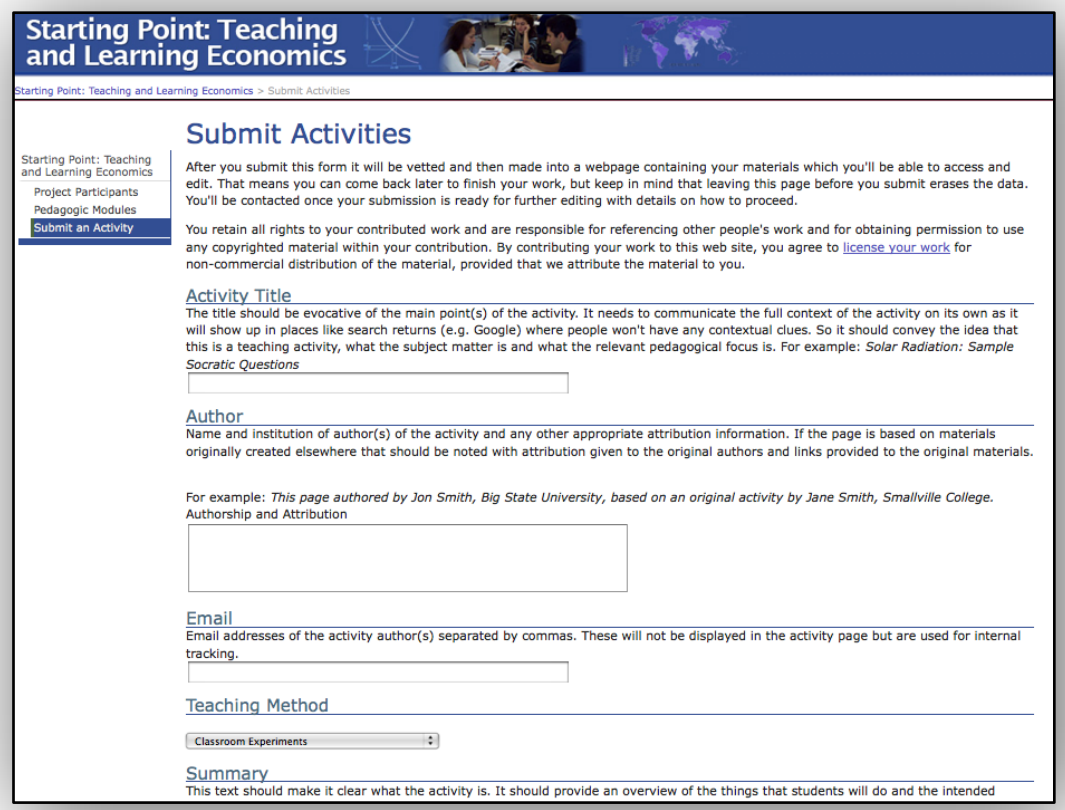
- Assessment provides educators with a better understanding of what students are learnin
the process of learning content. Compiled by: William Slattery at Departments of Geolog
Wright State University, Dayton, Ohio.
- Calibrated Peer Review™ (CPR) is a web-based management tool that enables discipline-
classes of any size.
- Campus-Based Learning uses the campus environment itself as a teaching tool. Compile
Carleton College.
- ConcepTests are conceptual multiple-choice questions that focus on one key concept of a
lesson. When coupled with student interaction through peer instruction, ConcepTests rep
assessment of student understanding. Compiled by: David McConnell, North Carolina Sta
- Cooperative Learning involves students working in groups to accomplish learning goals.
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?



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