



Starting Point: Teaching and Learning Economics

A Pedagogic Portal for Economists

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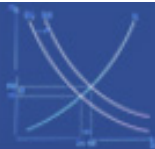


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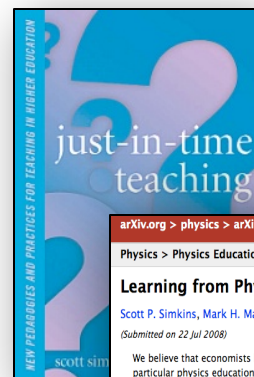
SERC the Science Education
Resource Center
at Carleton College

Starting Point: Teaching and Learning Economics



Starting Point Origins

- 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
- New conversations about changing the way we teach economics



arXiv.org > physics > arXiv:0807.3534

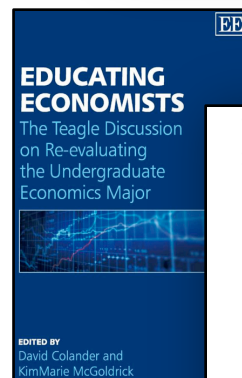
Physics > Physics Education

Learning from Physics Education Research: Lessons for Economics Education

Scott P. Simkins, Mark H. Maier

(Submitted on 22 Jul 2008)

We believe that economists have much to learn from educational research practices and related pedagogical innovations in other disciplines, in particular physics education. In this paper we identify three key features of physics education research that distinguish it from economics education research – (1) the intentional grounding of physics education research in learning science principles, (2) a shared conceptual research framework focused on how students learn physics concepts, and (3) a cumulative process of knowledge-building in the discipline – and describe their influence on new teaching pedagogies, instructional activities, and curricular design in physics education. In addition, we highlight four specific examples of successful pedagogical innovations drawn from physics education – context-rich problems, concept tests, just-in-time teaching, and interactive lecture demonstrations – and illustrate how these practices can be adapted for economic education.



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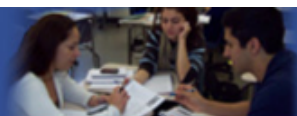


What is Starting Point?

An online economic pedagogic portal that seeks to:

- Introduce economists to ***innovative teaching strategies*** within and beyond the disciplines
- Provide ***tools to implement 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



Welcome

This site introduces economists to innovative teaching strategies developed both within and beyond the discipline of economics. It provides 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:

- [Teaching with Cases](#)
- [Classroom Experiments](#)
- [Classroom Response Systems](#)
- [Teaching with Computer Simulations](#)
- [Context-Rich Problems](#)
- [Cooperative Learning](#)
- [Documented Problem Solving](#)
- [Interactive Lectures](#)
- [Interactive Lecture Demonstrations](#)
- [Interdisciplinary Approaches to Teaching](#)
- [Just-in-Time Teaching](#)
- [Quantitative Writing](#)
- [Service Learning](#)
- [Teaching with Spreadsheets](#)
- [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*



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)

Starting Point: Teaching and Learning Economics



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 fellow educators, these descriptions include tips for effectively using each technique, related research, and a set of example activities.

This list is by no means comprehensive. It reflects the interests and priorities of the partners and projects. 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 the process of learning content. Compiled by: William Slattery at Departments of Geology, Wright State University, Dayton, Ohio.
- [Calibrated Peer Review™ \(CPR\)](#) is a web-based management tool that enables discipline-specific 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 an assessment 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](#)).



Starting Point: Teaching and Learning Economics



How can Instructors use Starting Point?

Starting Point: Teaching and Learning Economics

Project Participants

Pedagogic Modules

Submit an Activity

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

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A Tour of the Starting Point Site

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<http://serc.carleton.edu/econ/>