



# Economics Network Economics PG Teaching Assistant Workshop

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## About us...

### **Dean Garratt:**

- Senior Teaching Fellow at Aston University
- Co-author of Sloman textbooks
- Is a Leicester City season ticket holder

### **Robert Riegler:**


- PhD from University of Nottingham
- Teaching Fellow at Aston University
- Supports Austria Vienna, but also follows Notts County

Go to [www.menti.com](http://www.menti.com) and use the code **14 17 63**

Do you have any particular concerns about teaching at university? Mentimeter

Voting is closed **Open voting**      Results are hidden **Show results**

Slide is not active **Activate**      0



# The First Class

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# The first class ...

## Lessons from The Big Bang Theory

[Sheldon Cooper - Introduction to his students – YouTube](#)  
[Big Bang Theory: Teaching Advice](#)  
[Managing Expectations](#)

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### The initial 'not to do' list in teaching...

Mentimeter

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# Interactive classes

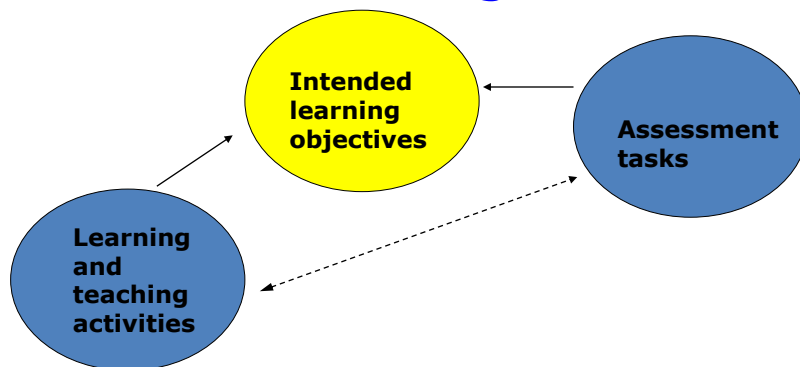


## The ideal class?

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## Constructive alignment



# Learning

Average Retention rates	Learning Method
5%	Practice by doing
10%	Discussion Group
20%	Reading
30%	Teach Others / Immediate Use
50%	Listening to Lecture
75%	Demonstration
95%	Audio-Visual

Source: NTL Institute of Applied Behavioural Science  
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# Small group 'lecturing'

<http://www.theatlantic.com/education/archive/2013/11/lectures-didnt-work-in-1350-and-they-still-dont-work-today/281514/>

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# How do we learn?

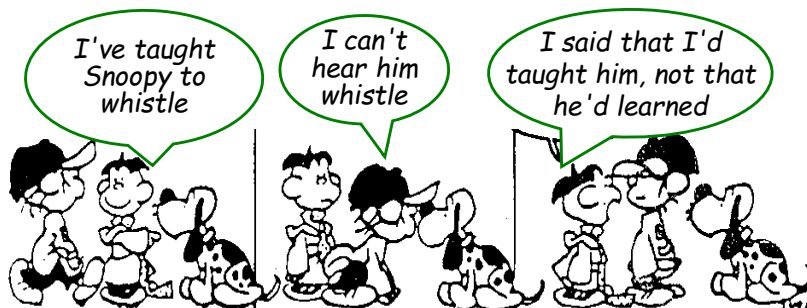


Every student is different!  
In what aspect?

- Language skills
- Ability
- Learning Styles
- Background knowledge
- Specific learning disabilities
- Enthusiasm
- Motivation
- Culture

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# Teaching outcomes



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## Active Learning Strategies

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## Interaction in seminars

- Introduce interactive techniques that exploit:
  - Varied student abilities and backgrounds
  - Encourage participation
  - Transferable skills

Job-market skills!

Confidence  
Ability  
Motivation  
Performance  
Employment prospects



## Interactive seminars



- Problem-based learning
  - Maastricht University
  - [http://www.economicsnetwork.ac.uk/showcase/forsythe\\_pbl](http://www.economicsnetwork.ac.uk/showcase/forsythe_pbl)
- Case studies, current affairs
  - <http://www.economicsnetwork.ac.uk/handbook/casestudies/1>
- Games, experiments
  - <http://www.economicsnetwork.ac.uk/themes/games>
- Flipped classroom
  - <http://www.economicsnetwork.ac.uk/sites/default/files/Ashley/Ralf%20Becker%202.pdf>

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## Constraint Optimisation

- GTA's have many constraints with respect to the framework provided by the module leader.
- Can you think of ways how to make classes more interactive, i.e. quantitative classes?

# Engaging environments



# Top tips for exercises



- Keep notation consistent and explain it
- Make steps in the reasoning explicit
- Use questions to guide students through the reasoning
- Provide intuition – plan examples/ask students to find examples in advance
- Identify possible pitfalls or cases – anticipate areas of difficulty
- Link material taught to the lectures
- Try and offer ‘the bigger picture’

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## Never...



- Skip parts of explanations
- Rush (but keep an eye on the clock)
- Be afraid to acknowledge what you don't know

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## Always...



- Adapt room layout
- Introduce yourself
- Plan ahead but stay flexible
- Contextualise and structure material
- Encourage participation
- **Make the most of your experience and enjoy it!**

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