



# Improving Pedagogy and Career Development

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New Lecturers' Workshop  
Leeds, April 2017



# Motivation

## **Research Staff and Teaching Staff**

Professional development

Promotion / career concerns

Improving the discipline

Research career



# Questions

## **Research-and-teaching Staff**

Setting aside your desire to do research, ... what are your concerns, interests, needs? (What does your institution require?)

## **Teaching Staff**

Other than the obvious teaching/marking duties, ... what are your concerns, interests, needs? (What does your institution require?)

# Improving Pedagogy



## **Improving your teaching style (or the students' learning?)**

Framework for thinking about learning

Evaluation (students, colleagues, exam marks, ...)

?

## **Keeping up to date**

Changes in technology (eg gadgets)

Changes in technique (eg flipping)

Changes in curriculum (eg CORE)

## **Resources**

Economics Network (nb Handbook being revised)

DEE Conference (biannual); CTREE in USA

# Models of teaching and learning



## Learning styles

What is the evidence for the Visual-Auditory-Kinaesthetic model (Dunn and Dunn) or the Activist-Reflector-Theorist-Pragmatist model (Honey and Mumford)?

Coffield, Moseley, Hall, Ecclestone 'Learning styles and pedagogy in post-16 learning'

nb 1312 citations on google scholar!

Recently an article about this in the *Guardian*

## Possible useful lessons

Heterogeneous students require differing approaches (between-student effect)  
Individual students benefit from a variety of approaches (within-student effect)  
(Typical) students may be different from (typical) tutors (selection effect)

# Keeping up to date



## **e.g. Curriculum design**

Obviously material such as CORE and related

Views of HMTreasury / Bank of England and Coyle (2012) *What's the Use of Economics: Teaching the Dismal Science After the Crisis*

In fact, older than CORE, eg

Miles, Scott and Breedon (3<sup>rd</sup> edition, 2012 – previous 2<sup>nd</sup> edition was 2004)

Romer (2000) 'Keynesian Macroeconomics without the LM Curve' *Jnl Econ Perspectives*



# Pedagogical research

Economics of education OR education of economics – blurry edge

Problems of identification (ethics) and statistical significance

❖ Half way between proper identification and pure anecdote

Many results for ECON101

Consider incorporating research design into your teaching innovations  
(whether or not you aim to publish)

How do you know your teaching is effective?

# Journals



## 535 Education Journals Journal rankings and scores, 2009-12:

Rank		SNIP	SJR
1	Review of Educational Research	5.27	3.16
4	Educational Evaluation and Policy Analysis	2.46	2.42
17	Jnl for Reseach in Mathematics Education	2.33	1.62
37	Economics of Education Review	1.70	1.13
48	Handbook of the Economics of Education	1.89	0.92
68	Assessment and Evaluation in Higher Education	1.53	0.79
260	Journal of Economic Education	0.76	0.24
?	<i>International Review of Economics Education</i>	0.701	0.369

For reference:  
Oxford Economic Papers  
SNIP = 1.44 / SJR = 0.78

# Bloom's taxonomy (not to scale!)



Activity	Learner action	Possible question clues
Knowledge	Recall content in initial form	List, define, label
Comprehension	Restate material in own words	Describe, summarise
Application	Apply rules	Calculate, solve, illustrate
Analysis	Break complex situations into parts	Analyse, compare, explain
Synthesis	Combine or rearrange components to form new whole	Combine, rearrange, “what if”, discuss
Evaluation	Make judgements for a purpose	Discuss, assess, decide, recommend, explain

This is not how students learn: it is a model of how students learn (ie a tool to help think about things).

# International Review of Economics Education



(I am an editor)

Previous house journal of Economics Network, now run by Elsevier

Currently no ranking (waiting for Elsevier...)

Happy to consider articles on practice or research