



Early Careers Workshop Guide

The Economics Network's Early Careers workshop has been developed in consultation with experienced economics lecturers from across the UK. The workshop aligns with the [UK Professional Standards Framework](#), and as such should complement any central institutional lecturer training with which you may engage.

The workshop programme is currently being evaluated for endorsement by the Royal Economic Society and the Scottish Economic Society, both of which aim to promote the study and teaching of economics and support and work closely with the Economics Network.

The Economics Network's overarching aim is to enhance the quality of learning and teaching throughout the higher education economics community.

1. Workshop aims

The Early Careers programme is designed to:

- engage delegates in effective methods of learning and teaching in higher education specifically relevant to the teaching of economics
- enable delegates to discuss, evaluate and critically reflect on their own experience of teaching through dialogue with others
- engage delegates with relevant current research on education

Having participated in the Early Careers workshop, delegates should be able to:

- appreciate how students learn and the implications for their practice in economics teaching
- reflect on their own professional practice, particularly in ways relevant to the teaching of economics
- develop their own approaches to the following aspects of practice, informed by current research and practice in economics education and beyond:
 - teaching, learning and assessment activities, including the use of learning technologies and innovative approaches to teaching
 - design of units and programmes
 - evaluation of practice

2. Workshop content

This section provides information on the sessions in the Early Careers workshop. Where applicable, it also contains useful readings and resources as well as detailing how the sessions map to the UK Professional Standards Framework.

2.1. Workshop roadmap and the UK Professional Standards Framework

Delegates are introduced to the 'roadmap', which serves as the framework for the workshop (see link) and familiarised with how each individual session relates to it. In addition, participants are given an overview of the UK Professional Standards Framework, and how the workshop is mapped to this framework. They also explore the dimensions of the UK PSF, and how the workshop sessions can support and complement any central institutional learning and teaching programme they may have to attend, or how they might directly apply to the Higher Education Academy for Fellowship.

Resources/readings:

UK Professional Standards Framework, Higher Education Academy, URL:

<https://www.heacademy.ac.uk/recognition-accreditation/uk-professional-standards-framework-ukpsf>

2.2. Knowing your students

This short session discusses the importance of pitching teaching and setting expectations at an appropriate level for students to ensure courses are effective for their learning and to promote inclusivity. This is informed by an introduction to economics students in the UK, including, for example, details on whether they have A-level economics and data from surveys on the hours of independent study students undertake.

Resources/readings:

'Economics students' changing expectations', *Economics Network Collaborative Research Project*, 2014, URL: <http://economicsnetwork.ac.uk/projects/research2013>

'Trends in UK economics education', *Economics Network*, 2015, URL: <http://www.economicsnetwork.ac.uk/research/trends>

UKPSF references:

A4, K3, V1, V2

2.3. Making your large group teaching more effective

In Economics, large group teaching remains the most used way of introducing material to students and guiding and motivating their independent study both before and after the lecture session. However, many lecturers are tempted to focus heavily on the coverage of content rather than using lecture time to engage students more deeply in learning. This session covers methods of successfully engaging and motivating students and considers the possibilities and limitations of the traditional lecture format.

This session will introduce alternative teaching methods and ideas that encourage lecturers to re-examine their use of large group settings. Participants will be encouraged to consider and discuss ways that contact hours with large groups of students can be used more effectively and innovatively. Examples of creative use of lecture time will be explored, such as the use of video media, lecture capture and 'flipping the classroom'.

The intended outcomes of the session are that delegates will:

- Understand the potential and limitations of large group sessions and some recent developments in this type of teaching
- Be aware of methods and techniques for giving an effective lecture or talk
- Gain knowledge of technologies that can aid student engagement in a large group setting
- Understand what motivates students to learn in large groups
- Become aware of or develop their knowledge of various alternative methods of delivering teaching using the complementarity afforded by technologies such as videos and classroom flipping
- Understand the appropriateness, potential and limitations of various different ways of structuring teaching such as problem-based learning and case studies

Resources/readings:

Sloman, J. and Mitchell, C. (2016), 'Lectures' in *Handbook for Economics Lecturers*, Economics Network, URL: <http://www.economicsnetwork.ac.uk/handbook/lectures/>

Becker, R. (2013), *Making quant tutorials work! DOs and DON'Ts of classroom inversion?* Developments in Economics Education Conference, Economics Network, URL: <http://www.economicsnetwork.ac.uk/dee2013/presentations>

Becker, R. (2013), *What is class contact for?*, Developments in Economics Education Conference, Economics Network, URL: <http://www.economicsnetwork.ac.uk/dee2013/presentations>

Bligh, D.A. (2000), *What's the Use of Lectures?* California: Jossey-Bass

Edwards, H. *et al* (2001), *Lecturing: Case studies, experience and practice*, Routledge

Exley, K. and Denning, R. (2009), *Giving a lecture: from presenting to teaching*, Routledge

Forsythe, F. (2010), 'Problem Based Learning' in *Handbook for Economics Lecturers*, Economics Network, URL: <http://www.economicsnetwork.ac.uk/handbook/pbl/>

Volpe, G. (2002), 'Case Studies', in *Handbook for Economics Lecturers*, Economics Network, URL: <http://www.economicsnetwork.ac.uk/handbook/casestudies/>

UK PSF References:

A1, A2, A4, K2, K3, V3

2.4. Improving pedagogy and career development

Teaching and research often feel like two very conflicting activities. This session is intended to invite you to consider two issues: how to manage your teaching so that you create space for your research and using your teaching as an input into pedagogical research. The session will also consider aspects of continuing professional development within an academic career.

The intended outcomes of the session are that delegates will:

- Understand the landscape of research into teaching and learning, with special reference to economics teaching
- Become aware of the types of pedagogical research that are commonly undertaken in economics and drawn upon for evidence in (for example) Economics Network training
- Be aware of publishing opportunities in this area and ways of gathering data from their teaching activities that can be used to evaluate teaching
- Consider how teaching and pedagogy contribute to academic career development

Resources/readings:

Cannon, E. (2011), 'Does downloading Power-Point Slides before a lecture lead to better student achievement?', *International Review of Economics Education*, 10(1), p. 83 – 89

UK PSF references:

A5, K5, V3, V4

2.5. Effective assessment and feedback

Assessment is not only about measuring individual learning and knowledge at various stages within a module and programme. It has a key function in the learning process by providing students with feedback about their current progress and guidance on what steps to take to improve their work (sometimes called formative assessment or “assessment for learning”). This session explores good design in assessment tasks, with reference to testing and developing different types of cognitive skill, and how to use assessment to encourage critical reflection and improve learning in a course.

The intended outcomes of the session are that delegates will:

- Understand types of assessment in economics and their role in the learning process
- Be able to discuss and use principles of good assessment design with examples
- Be able to use marking criteria effectively in designing and marking assessments
- Understand principles and evidence on good feedback practice

Resources/readings:

Miller, N. (2002), 'Alternative Forms of Formative and Summative Assessment' in *Handbook for Economics Lecturers*, Economics Network, URL:

<http://www.economicsnetwork.ac.uk/handbook/assessment/>

Watkins, R. (2005), 'Groupwork and Assessment', in *Handbook for Economics Lecturers*, Economics Network, URL: <http://www.economicsnetwork.ac.uk/handbook/groupwork/>

Bloxam, S. and Boyd. P. (2007), *Developing Effective Assessment in Higher Education*, McGraw Hill

Brown, S. and P. Knight (1994), *Assessing Learners in Higher Education*, Kogan Page

Haines, C. (2004), *Assessing Students' Written Work*, Routledge

UK PSF references:

A1, A3, A4, K2, V1, V3

2.6. Module design

This session introduces the principles of good course design primarily at the module level, but it also touches on programme design. We consider how to structure a module to develop the foundational skills that students will use to progress to more advanced study and the function that different types of teaching and assessment have on student outcomes. We also look at appropriate ways of evaluating the course in order to assess and enhance its quality. The session also draws on other sessions to provide an overarching view of how, in well-designed courses, large group teaching, small group teaching, games and other outside activities (watching videos, preparatory quizzes, online resources, assessment activities) complement and align with one another.

The intended outcomes of the session are that delegates will:

- Understand and be able to apply the principles of good course design at both the module and programme level
- Appreciate the use of various delivery formats (large group teaching, small group teaching, assessment activities, handouts) to complement and enhance each other and reduce redundancy
- Understand the importance and methods of gathering feedback both during and at the end of modules and programmes, and how to use this information to improve course design

Resources/readings:

Smith, P. (2013), 'Curriculum design for the twenty-first century', *Handbook for Economics Lecturers*, Economics Network, URL: <http://www.economicsnetwork.ac.uk/handbook/curriculum/>

Taylor, R. (2002), 'Designing undergraduate degree programmes', in *Handbook for Economics Lecturers*, Economics Network, URL: <http://www.economicsnetwork.ac.uk/handbook/programmes/>

Toohey, S. (1999), *Designing courses for higher education*, OUP

UK PSF reference:

A1, A2, A4, K2, K5

2.7. Reflection groups

This session allows participants to informally discuss any concerns or queries they have about their teaching, student assessment and careers with the workshop facilitators. Throughout the workshop, questions and feedback will be gathered from delegates and grouped by theme so that presenters can address specific concerns.

2.8. Skills development in the curriculum

Universities are often orientated to reproducing academic researchers, but for most students their employability will depend on being stronger in basic skills that are too often neglected in economics degrees. Andy Ross will draw on his experience as Head of Professional Development and Chief Assessor for the Government Economic Service to illustrate a range of such skills that can usefully be integrated into the curriculum to prepare students for working as an economist outside academia.

Resources/readings:

Economics Employers' Survey, 2014-15, Economics Network,
<http://www.economicsnetwork.ac.uk/projects/surveys/employers14-15>

UK PSF references:

A1, A2, A4, K4, V4

2.9. Teaching analytical and interpretative sessions (in a small group setting)

The session will provide an opportunity to discuss the challenges as well as the opportunities of teaching different types of economics material which try to develop specific academic skills in students. The session on teaching analytical economics concentrates on the specification and delivery of teaching oriented towards mastery and technical understanding of the subject (for example teaching mathematical methods or models). The session on interpretative economics concentrates on the skills of evaluation, interpretation and discussion (such as interpreting econometric output or policy analysis).

The intended outcomes of the session are that delegates will:

- Be able to deliver material and engage students appropriately depending on the material being taught and the skills that are intended to be developed
- Understand how small-group teaching complements other teaching methods in a course

Resources/readings:

Taylor, R. (2002), 'Seminars', in *Handbook for Economics Lecturers*, Economics Network, URL: <http://www.economicsnetwork.ac.uk/handbook/seminars/>

Volpe, G. (2002), 'Case Studies', in *Handbook for Economics Lecturers*, Economics Network, URL: <http://www.economicsnetwork.ac.uk/handbook/casestudies/>

Dennick, R. and Exley, K. (2004), *Small Group Teaching*, Routledge

Tiberius, R. (1999), *Small Group Teaching: A trouble-shooting guide*, Routledge

UK PSF references:

A1, A2, A4, K1, K2, K3

2.10. Voice and presence in the classroom

This highly practical session delivered by a professionally trained actor is aimed at boosting delegates' ability to inform, engage and inspire audiences, and to turn them from passive listeners into active, involved learners. The session will equip delegates with straightforward techniques for achieving the confidence, personal presence and impact displayed by the best lecturers.

The intended outcomes of the session are:

- to build confidence in front of audiences
- to develop articulation and voice-delivery skills
- to consider how body language and presence contribute to the engagement of students

Resources/readings:

VOX Coaching, URL: <http://www.voxcoaching.com/>

UKPSF references:

A2, A4, K3

2.11. Games and media in teaching

Games, experiments and media can be used in both large and small group settings to actively involve students to develop deeper learning. This session will involve discussion of the use of appropriate media and delegates will participate in some economics games that they can try out with their own students.

The intended outcomes of the session are that delegates will:

- Understand the benefits and range of games and experiments available for use in class
- Appreciate the benefits of the use of a variety of media in their teaching
- Be confident in playing selected games with their own students

Resources/readings:

Balkenborg, D. and Kaplan, T. (2009), 'Economic Classroom Experiments', in *Handbook for Economics Lecturers*, Economics Network, URL: <http://www.economicsnetwork.ac.uk/handbook/experiments>

Economics Classroom Experiments, Wikiuniversity, URL: http://en.wikiversity.org/wiki/Economic_Classroom_Experiments

3. Further references

Anderson, L. and Krathwohl, D. (eds.), 2001, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objective*, New York: Longman

Brookfield, S.D. and S. Preskill, 1999, *Discussion as a Way of Teaching: Tools and Techniques for University Teachers*, Buckingham: SRHE and Open University Press

Entwistle, N. (2009), *Teaching for Understanding at University*, Palgrave Macmillan: Basingstoke

Exley, K. and Dennick, R. (2004), *Small Group Teaching*, RoutledgeFarmer

Fry, H., Ketteridge, S. and Marshall, S. (2008), *A Handbook for Teaching and Learning in Higher Education*, Kogan Page

Morss, K. and Murray, R. (2005), *Teaching at University*, Sage

Northedge, A. (2003), 'Enabling Participation in Academic Discourse', in *Teaching in Higher Education*, 8:2, 169-180

Race, P. (2006), *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*, London: Routledge

Schunk, D. (2011), *Learning Theories: An Educational Perspective*, Pearson

Strawson, H., Habeshaw, S. and Habeshaw, T. (2013), *53 Interesting Things To Do in your Seminars and Tutorials*, Allen and Unwin

Tiberius, R. (2012), *Small Group Teaching: A troubleshooting guide*, Routledge