



# Games and media in teaching

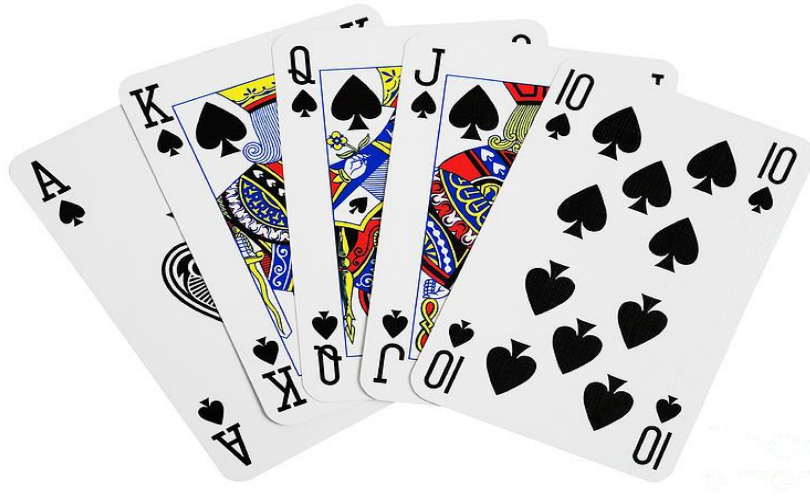
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# Games

- Game/experiments developed by researchers to test the predictions of an economic theory
- Some of these games can be adapted so they can be used in the classroom.
  - In-class – paper-based
  - In-class – computerised/on-line
  - Out of class/homework - computerised

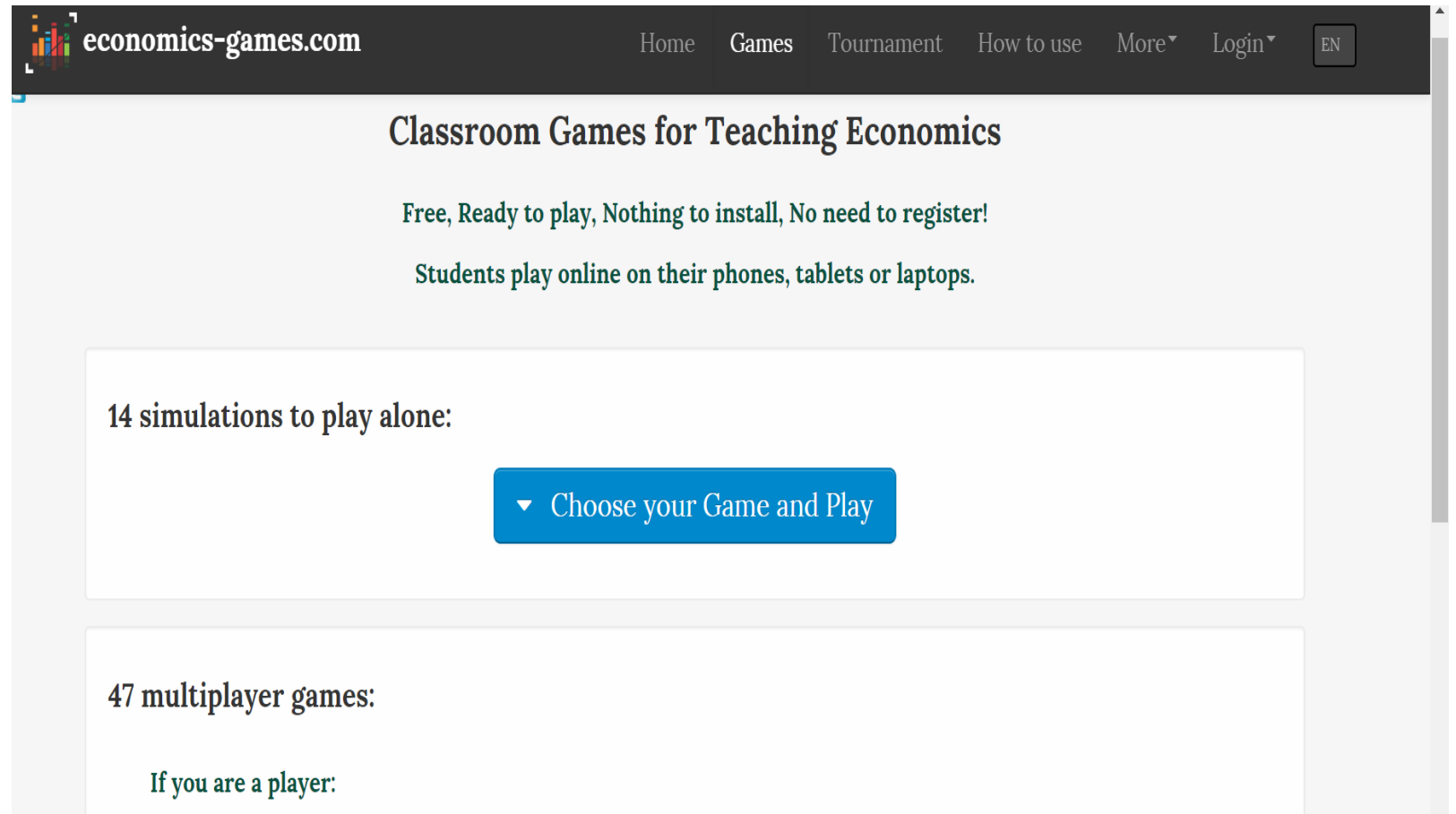
# Paper-based



- Playing cards used as a low cost method to facilitate decision making
- Games typically played over a number of rounds – results communicated at the end of each round

# Online games

- <https://economics-games.com/>



The screenshot shows the homepage of economics-games.com. The navigation bar includes links for Home, Games, Tournament, How to use, More, and Login, along with a language selector set to EN. The main heading is "Classroom Games for Teaching Economics". Below this, it states "Free, Ready to play, Nothing to install, No need to register!" and "Students play online on their phones, tablets or laptops." There are two main sections: "14 simulations to play alone:" with a blue button labeled "Choose your Game and Play", and "47 multiplayer games:" with the sub-section "If you are a player:".

economics-games.com Home Games Tournament How to use More Login EN

## Classroom Games for Teaching Economics

Free, Ready to play, Nothing to install, No need to register!  
Students play online on their phones, tablets or laptops.

14 simulations to play alone:

▼ Choose your Game and Play

47 multiplayer games:

If you are a player:



# Some potential benefits

- Promote a more active learning environment
- Potential way of dealing with heterogeneity
- Fun/engaging
- Maintains concentration

# Papers and links

- Cartwright, E., and Stepanova, A. (2012). What do students learn from a classroom experiment? Not much, unless they write a report on it, *The Journal of Economic Education*, 43(1), 48-57
- Dickie, M. (2006). Do classroom experiments increase learning in introductory microeconomics? *The Journal of Economic Education*, 37, 267–288
- Emerson, T., and Taylor, B. (2004). Comparing student achievement across experimental and lecture-oriented sections of a principles of microeconomics programme. *Southern Economic Journal*, 70, 672–693
- Emerson, T., and English, L. (2016). Classroom experiments: Teaching specific topics or promoting the economic way of thinking. *Journal of Economic Education*, 47, 288–299
- Guest, J. (2015). Reflections on ten years of using economic games and experiments in teaching, *Cogent Economics and Finance*, 3(1)
- [Cogent Economics and Finance Special Issue](#)
- <https://www.economicsnetwork.ac.uk/themes/games>
- <http://www.economicsnetwork.ac.uk/showcase/>
- [Trading pit large numbers](#)

# Online vs. paper based

- On-line
  - Veconlab/Econport/Aplia/Feele/Moblab
  - Reduce costs/run with bigger classes
- Paper based
  - Greater social interaction/impact of the tutor/speed of rounds
- Carter and Emerson (2012)
  - No significant differences on learning
  - Paper – based → more favourable views on learning

# Media in teaching

Class introductions

[Oligopoly competition 1](#)

Concept introductions

[Negative externalities: Pollution](#)

Insights

[Nash equilibrium concept](#)

Integrated material:



# A modern prisoners' dilemma

- Bachelor Pad: Series 1 Finale

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	Woman	
Man	Keep	Share
Keep	0, 0	250000, 0
Share	0, 250000	125000, 125000

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Man's payoffs stated first, payoffs represent \$

Did they make the correct decision?

<http://www.youtube.com/watch?v=VqnuZlqKI7Y>

# Other media in teaching

- Stories in the news:
  - The Economist
  - Newspaper articles
  - Television news
- [The Ten Greatest Films for Teaching Economics](#)
- Blogs: <http://freakonomics.com/blog/>
- Stand-up Economist: <http://standupeconomist.com/videos/>
- Core: <http://core-econ.org/>