Economics Network Early Careers Workshop

11th - 12th April 2019

Newcastle Business School

Welcome

to the

Economics Network's Early Careers Workshop

This guide is designed to be the main resource for the workshop and to support your teaching going forward. We suggest that you use it as a workbook throughout this training event.

It contains a summary of each session, how it maps to the UK Professional Standards Framework, additional reading and resources and practical tips, which may assist with any internal professional development courses or HEA fellowship applications.

We will also be making more materials (including slides and further tips) from the sessions available on our website: www.economicsnetwork.ac.uk/events/earlycareers/resources2019.

The password to access this page is newcastleecw19

Workshop Programme - Thursday 11th April

Time	Session Title	Facilitators
09.00-09.15	Registration and refreshments	
09.15-09.30	Icebreaker activity	Christian Spielmann
09.30-10.30	Introduction to workshop and HE context	Christian Spielmann and Alvin Birdi
10.30-11.00	Module design	Guglielmo Volpe
11.00-11.20	Break	
11.20-12.30	Engaging students in large groups	Ralf Becker, Caroline Elliott and Guglielmo Volpe
12.30-13.30	Lunch	
13.30-14.30	Showcase/demonstrations A: Webinars/videos/podcasts	Alvin Birdi, Caroline Elliott and Christian Spielmann
13.30-14.30	Showcase/demonstrations B: Problem-based learning/ case studies/ flipped classrooms	Guglielmo Volpe and Ralf Becker
14.30-14.45	Break	
14.45-15.45	Showcase/demonstrations A: Problem-based learning/ case studies/ flipped classrooms	Guglielmo Volpe and Ralf Becker
14.45-15.45	Showcase/demonstrations B: Webinars/videos/podcasts	Alvin Birdi, Caroline Elliott and Christian Spielmann
15.50-16.50	Games and media	Caroline Elliott and Jon Guest
16.50-17.15	Curiosity and narrative	Christian Spielmann
19.00	Dinner (Earl of Pitt Street, 70 Pitt Street, NE4 5ST)	

Workshop Programme - Friday 12th April

Time	Session Title	Facilitators
09.00-09.15	Refreshments	
09.15-09.30	Welcome and introduction to day two	Alvin Birdi
09.30-11.00	A: Voice and presence in the classroom	Andrew Harries (Vox Coaching)
09.30-11.00	B: Assessment and employability skills	Jon Guest and Caroline Elliott
11.00-11.15	Break	
11.15-12.45	A: Assessment and employability skills	Jon Guest and Caroline Elliott
11.15-12.45	B: Voice and presence in the classroom	Andrew Harries (Vox Coaching)
12.45-13.45	Lunch	
13.45-15.00	Designing teaching activities and assessments (groupwork)	All
15.00-15.15	Break	
15.15-16.15	Group work presentations and panel for unanswered questions	All
16.15	Closing remarks and certificates	

Most sessions will be in the Partners Room- for any parallel sessions, we will also use Room 4.20

Workshop summary

The Economics Network's Early Careers Workshop has been developed in consultation with a network of experienced economics lecturers from across the UK. The workshop aligns with the UK Professional Standards Framework (www.heacademy.ac.uk/ukpsf), and as such should complement any central institutional lecturer training with which you may engage.

This workshop has been formally endorsed 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.

Workshop aims

This workshop aims to introduce a wide range of evidence-based teaching techniques that we and others have used successfully across the UK and beyond in teaching economics over the past two decades or so. Just as we, the presenters, have developed our own individual approaches to teaching and learning, you will also find that some of the approaches we mention work better for you than others. We honed our own teaching styles through a process of trial and error, often inspired by observing or learning from others. We have all had failures and successes in our teaching. We hope that you will find that some of what we discuss challenges you and some of it inspires you to incorporate new practices into your teaching.

Specifically the Early Careers Workshop 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 your own experience of teaching through dialogue with others
- engage delegates with relevant current research on education

Having participated in the 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

Active group task

At the beginning of the workshop we will put you into groups and ask you to think about how you would teach a particular economics topic effectively. Some preliminary resources about these tasks will have been sent to you just before the workshop.

During the workshop, we would ask you to take notes in each sessions into your workbook and then think about how you might incorporate some of the things we talk about into the teaching of these topics. We encourage you to discuss your ideas with your group members throughout the workshop.

At the end of day two of the workshop, we will give you some time to work in your groups to complete this task. We will then ask each group to explain and demonstrate how you would teach these topics and we will discuss the results together.

Group members:

Our task:

1. Introduction and the higher education context

This session introduces the workshop and its aims. In particular it places the workshop within the context of a changing higher education environment, for example the introduction of the Teaching Excellence Framework, increasing student numbers and the growth of teaching-only staff contracts. The session is informed by an introduction to economics students in the UK, including, for example, details on whether they have A-level/Highers 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: economicsnetwork.ac.uk/projects/research2013

‘Trends in UK economics education’, Economics Network, 2016,
URL: www.economicsnetwork.ac.uk/research/trends

UK PSF references: A4, A5, K3, K6, V1, V2, V3, V4

Notes

Know your students

Break the ice

- There are more elaborate versions but just asking students to introduce each other and their backgrounds can be effective.

Students’ academic backgrounds

- Before your course starts, it may be useful to know the academic backgrounds of your students, e.g. what degree programmes they are on, what courses they have taken before taking yours.

Registers

- Take registers for the first few sessions ever if these are not required. They will help you learn names. Don’t just send a paper around but call our the names to put faces and names together.

Name cards

- Using name-cards on desks for the first few sessions can be a useful memory aid for you and the other students.

Disability and inclusivity

- Disability adjustments are legally mandated. You will be told if you need to make adjustments (e.g. giving handouts in advance etc.) for any of your students.

- Inclusivity is a key principle of effective teaching and learning and is now central to Teaching Excellence Framework judgements. Inclusivity can involve the way you teach (e.g. How much do you draw on the experiences of those in your class? Can students personalise the way they learn?), the way you assess (e.g. Is there enough diversity of types of assessment so that all students can succeed?) and what you teach (e.g. How international is your curriculum?)

International students

- Most university cohorts are increasingly international and students are often learning in a second or third language. To help these students, you may wish to write down key words or concepts and consider offering them more time (compared to native speakers) to respond to your questions in class.

Reflecting

- Reflexivity in teaching is required to attain HEA fellowships and, in most universities, promotion. Always take a reflective approach to teaching and learning and regularly ask your students for their feedback on how they are receiving your course and how much they are learning. You can easily formalise this by asking students to write a couple of sentences about what they find most and least useful in your classes.

2. 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, and 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: www.economicsnetwork.ac.uk/handbook/curriculum/

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

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

UK PSF reference: A1, A2, A4, A5, K1, K2, K5, K6, V1, V4

Notes

Notes

Module Design Tips

Author: Guglielmo Volpe, Queen Mary University of London

Terminology

Perhaps a trivial issue, but be aware of terminology! In some Institutions you are asked to design a **module** while in other institutions it might be called a **unit**! Or, similarly, your module is part of a **degree** in one institution or part of a **programme** in another one!

Backward Induction

When reflecting on the design and structure of the module it is helpful to adopt a '**backward planning**' approach. Ask yourself: what do I want the students to learn by the end of the module? What are the module's Intended Learning Outcomes (ILOs)? Given these ILOs, how should the learning, assessment and resources be organised? Think about the end result and work your way backwards.

Module Specification/Official Documentation

If you are asked to take over and re-design an existing module, it is very likely that the University will hold **official** documentation about the module that specifies key characteristics of the module such as the contact hours, the assessment structure, the broad ILOs and syllabus. In designing the module you will be asked to stick to the information contained in such a documentation.

The 'Little' Things

As a module organiser there are a considerable number of 'small things' you need to be aware of and take care of. These range from informing the library about the core or supplementary textbooks you require for your module to your engagement with the class teachers to decisions concerning the release of lecture notes or solutions to problem sets to students. Try to think ahead and to contemplate all possible eventualities!

Objectives, Constraints, Opportunities

When designing a module think about its main objectives and the constraints as well as the opportunities you face. Are you dealing with a new or an existing module? Is it a core or compulsory or elective module? Is it a pre-requisite for other modules? Is it specific to a particular degree? What are the students' backgrounds? Are there university regulations about contact time, assessment format, feedback etc.? Are the resources you need to run your module available e.g. IT resources, teaching space, technology?

Constructive Alignment

'Constructive Alignment': an obscure terminology that reflects the need to make sure that the design of the learning activities, the assessment, the use of resources are carefully **aligned** to achieve the module's ILOs. For example, if a module's objectives is to develop in students good "economic policy analysis and communication skills", how is the module designed to make sure that by the end of the academic year the student has developed such skills?

Plan Ahead

You might have your own views on how to design the module that might not necessarily be consistent with the approved documentation about that module e.g. the approved assessment structure is different from the one you would consider using. Be aware that to change the approved features of the module, usually requires submitting a request for change in the year before the change will actually take place. So, plan carefully and well ahead of time!

Ask Colleagues

If you are unsure about any aspect of module design, talk to colleagues who are module organisers or, even better, talk to the Director of UG Studies (or equivalent in your School/ Department) who is more likely to know 'the law' and the expectations!

Virtual Learning Environment (VLE) Tips

Author: Ralf Becker, University of Manchester

Know your support

Your department will have ways to access support for your VLE. Find out who your support people are and find out how to access them. Then use them!

Make your VLE support good study habits

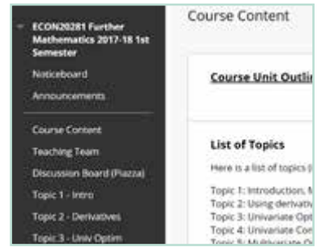
Complaining about student's lack of good study habits (like preparing for a lecture or attempting tutorial questions before the tutorial) is very easy – and often justified. But remember that students are not born with these and we have to do our bit to help students adopt these.
Use the way in which you present your content material to help students understand what they ought to do.

Using documents as part of your VLE

Most of us upload documents (e.g. pptx or pdf files) with lecture notes/slides and tutorial questions. Students will often download these files and perhaps annotate these. And that is great, but also means that ideally these documents, once uploaded, do not change. If they do you ought to label this clearly. Information which is likely to change or update (like assessment info or organisational informational should be communicated directly through the VLE and not through a document.

Use and adapt your course menu

Find out how to adapt your course navigation bar (the left hand panel used to navigate to main items. You can create new Sections (e.g. for particular weeks or topics) from here.



Expectations

What do you expect from your students? What can they expect from you? Make a clear statement to clarify this.

Ask your colleagues

Talk to your experienced colleagues to find out what works for them. But make sure you ask them how they know what works. They may not have water-tight causal evidence but hopefully some anecdotal evidence.
Information which is likely to change or update (like assessment info or organisational informational should be communicated directly through the VLE and not through a document.

Teaching staff session

Introduce all teaching staff in a dedicated section. Do include pictures if at all agreeable and links to your staff's research, as well as office hour info and info on how to contact teaching staff.

Assessment info session

Many student queries centre around assessment. You need to provide coherent and clear communication on this. Consider creating an Assessment Info section in your VLE through which you communicate all relevant info. All further queries can then be referred to this.

3. Engaging students in large groups

Notes

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.

The 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: 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: www.economicsnetwork.ac.uk/dee2013/presentations

Becker, R. (2013), What is class contact for?, Developments in Economics Education Conference, Economics Network, URL: 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

Elliott, C. and Neal, D. (2015), 'Evaluating the use of lecture capture using a revealed preference approach', Active Learning in Higher Education, 17(2), pp. 153-167

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: www.economicsnetwork.ac.uk/handbook/pbl/

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

How to avoid death by PowerPoint, TEDX, URL: www.youtube.com/watch?v=Iwpi1Lm6dFo

UK PSF References: A1, A2, A4, A5, K1, K2, K3, K4, V1, V3

Engaging students in large groups

Authors: Ralf Becker, University of Manchester; Caroline Elliott, Aston University; Guglielmo Volpe, Queen Mary University of London

Preparation

- Check out the lecture room a couple of days before your first class and make sure you can operate the equipment.
- Ensure that students understand (via the VLE construction) what role your lecture plays for your student's learning.
- On entering the lecture theatre for the first time check with the students that they are in the room waiting for your class rather than, for example Biology 238.
- Use the clip-on microphone if you can. Be aware whether your lecture is recorded or not.

Slides

- Consider publishing obviously incomplete slides (and name them as incomplete on your VLE).
- Consider printing your slides and using the data projector rather than projecting straight from the computer (makes adding notes and highlighting super easy)!
- If you are running out of time and want to skip over a number of slides to get to the last one in your presentation simply type '99' on the keyboard and then press enter. Typing any number equal to or great than the total number of slides in the presentation will have the same effect.

The start

- Start your lecture with an audience response system (ARS) question that is interesting/ funny/curious but, at the same time, helps you set the tone for the topic that will be covered in the lecture.

You

- Try to vary the way you begin each class to keep it interesting and appeal to different types of learner.
- Make an informal contract with the students. Tell them at the beginning of the class that if they focus on the material and do not become distracted by social media that you will give them a break after 20/25 minutes.
- Encourage student questions; you can direct questions at individual students if you feel comfortable doing this.

The students

Note taking:

- Encourage note taking; it is ok to remind students that you would have expected them to take notes over the last couple of minutes as you said some crucial things which were not written on the slides.
- To demonstrate that there is more to the lecture than just the content on the slides, it is useful to turn the presentation off at various points during the session. This is easy to do by simply pressing either the letter 'B' or 'W' on the keyboard during a PowerPoint presentation. This blanks the screen – pressing 'B' sends the screen black while pressing 'W' sends it white. Pressing the same letter once again returns the screen to the PowerPoint presentation. Turning off the presentation is an effective way of signalling to the students that you really want them to concentrate on what you are going to say for the next few minutes.

Student activity:

- Build in student activities (calculate through an example, discuss a question with the students around you, audience response system (ARS) question); use an online clock to time the activity (helps to keep students focussed on the task).
- Do not worry if the student activity creates a buzz and noise in the classroom! You will quickly regain the students' attention once the correct answer/solution is going to be revealed!
- Walking around the lecture theatre during the student activity helps reducing the 'physical' and 'psychological' distance with students! Even if you can't speak to everyone you will gain an insight into how your class is doing.
- Consider dividing students into groups, along different criteria you choose, and then compare answers across these groups.

Student behaviour:

- Students coming late: If many, try and figure out whether they have a lecture just before. Otherwise … ignore.
- Many students on the phone: Means that you are not capturing their attention sufficiently.
- Students chatting such that others are distracted: Go towards the students and ask how you can help with their query. If they have a question others will have similar questions!
- Students asking questions: Well done, this is what you want. Praise students with questions if you can.

The end

- Explain how this lecture fits into what students have or are expected to have done before and will do after the lecture.
- Invite students to chat after lecture or come to office hours. Encourage use of discussion board in case things are unclear.

Communicating with students

Author: Ralf Becker, University of Manchester

Rule 1: Have a dedicated assessment communication space in your VLE

Accept that (many) students are motivated by assessments. Do not stop trying to improve their motivation for deep learning, but to avoid any grief from students who want to know everything they can about the assessment do collate all information you are willing to give them in a specific VLE section. If students then ask, you can just refer them to that section.

Rule 2: Do not communicate anything that is important only through lectures!

If there is any organisational issue, please ensure that you not only communicate these verbally but also in writing and preferably have that information permanently accessible on your VLE. You can of course communicate via email, but, from my own experience I hate trawling through old emails to find some relevant info.

Rule 3: Do not give exam hints

The standard rule should be "all syllabus is examinable". If you have reasons to exclude a certain part of the syllabus do that very explicitly and not only verbally (rules 1 and 2 apply).

Rule 4: Communicate expectations clearly

Do not assume, especially for early years UG students and for PG students that they know what to do. Students come from very different backgrounds and hence may have very different prior expectations of how to study. Therefore, for the avoidance of any doubts and indeed to help students develop good study habits, do clearly articulate what you expect students to do, and importantly when you expect them to do so. For instance, if you expect students to come with a certain amount of preparation to lectures or tutorials tell them what your expectation is. Once this is clearly communicated you can hold them to it. How do you communicate this? Rules 1 and 2 apply.

Rule 5: Consider using a discussion board

A general rule could be that the larger a class the more useful it would be to use a discussion board (use that provided by your VLE or for instance piazza.com). If you allow students to post questions anonymously you should find that the discussion board can eliminate all content and organisational related emails. And you will soon find out that keeping your email inbox as clear as possible is invaluable. Any questions that do come via email can then be re-directed to the discussion board and repeat questions can then be answered with a short "see the discussion board".

Rule 6: Clarify your own and your tutor's role on the discussion board

If you use a discussion board, you should make it clear to students what your role on that discussion board is to be. Will you answer all questions? Will you only review worked answers by students? Will you only give hints on how to proceed? All of the above is possible but it should be clear what you will do. How do you communicate this? Rules 1 and 2 apply.

Rule 7: Be honest but always supportive

There is no point telling a student that "(s)he will be fine" when they come two days before the exam and you realise they have done nothing. But do give (short) advice on how the student may get started with revision. But, if a student has not invested effort there is no expectation that you should invest a lot of time in this.

4. Showcase and demonstrations

These interactive sessions are designed to introduce participants to new teaching technologies and methods that they may wish to integrate into their courses. The first half of the session will explore technologies such as webinars, podcasts and videos, while the second half will focus on methods including problem-based learning and flipped classrooms. Delegates will be shown how to create these resources and discuss how they can be used in various courses and settings.

The intended outcomes of the session are to:

- Introduce these methods and technologies and offer practical tips on how to create resources
- Understand how these methods and technologies can be integrated into courses and used effectively
- Help build confidence to experiment with new teaching ideas

Resources/readings:

Birdi, A. (2019), 'Teaching with Webinars' in Handbook for Economics Lecturers, Economics Network, URL: www.economicsnetwork.ac.uk/showcase/birdi_futures

Birdi, A. and Becker, R. (2018), 'Flipping the Classroom: Old Ideas, New Technologies', International Review of Economics Education, Vol. 29, pp. 1-74

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

Pezzino, M. (2017), 'The Use of Media and Technology in the Classroom' in Handbook for Economics Lecturers, Economics Network, URL: www.economicsnetwork.ac.uk/handbook/media

UK PSF References: A1, A2, A3, A4, A5, K2, K3, K4, V1, V2

Notes

What you need to produce online clips

Author: Ralf Becker, University of Manchester

Examples

To see examples of clips, just go to YouTube and search for a topic of your interest (say, “Bayesian Nash Equilibrium”) and you will find examples. Some of them you actually may want to point your students to as you shouldn’t just replicate what others have already done.

Ralf Becker, YouTube Channel, www.youtube.com/user/ralffbecker
Khan Academy, www.youtube.com/khanacademy

Recording process and required kit

Step	*What*	*How/Kit*
Planning	Think about what you want to do. Prepare a script.	• Pen and paper (£0).
Recording visual	You use your tablet as if it was a white-board to write down things which you want recorded. You could already record sound, but I prefer a post voice over to be able to concentrate on what I write.	• Online Canvas (Microsoft One Note, Microsoft Word). • Tablet input device, either you have a tablet computer or a specific input device like a Wacom Intuos (between £90-180 depending on size). • Screencapture Software (Camtasia Studio, education licence approx £130).
Editing the footage	This could be an advanced step, if your recording is faultless you might skip this. But here you could cut out bits at beginning and end, cut out mistakes, and if you use handwriting speed up the clip.	• If you use Camtasia, this also in-cludes an editing software.
Recording the sound	Once you have the visual in order you use Camtasia to voice over the sound.	• If you use Camtasia, this also includes the voice over functionality. • You may need a good microphone in case your computer does not have a good build-in microphone. If you need one use a good USB microphone).
Producing the clip	Now use Camtasia to publish the clip. This means you produce a mp4 video file.	• If you use Camtasia, this does produce mp4.
Making your clip available	This is where you ensure that your students can access the material. Either upload the mp4 to your VLE, or publish it on YouTube or Vimeo and then use the hyperlinks in your VLE.	

Effective videos for teaching

1. Keep them short (no more than 6 minutes, preferably 3 minutes).
2. Use navigation guides like Table of Contents
3. Use active engagement methods like quizzes, guided questions for viewing
4. Avoid “cognitive overload” and “redundancy”
5. Use the multimedia principle
6. Do the flip
7. Use instructor presence where it helps
8. Use conversational style

Camtasia can do these for you when you export your project.

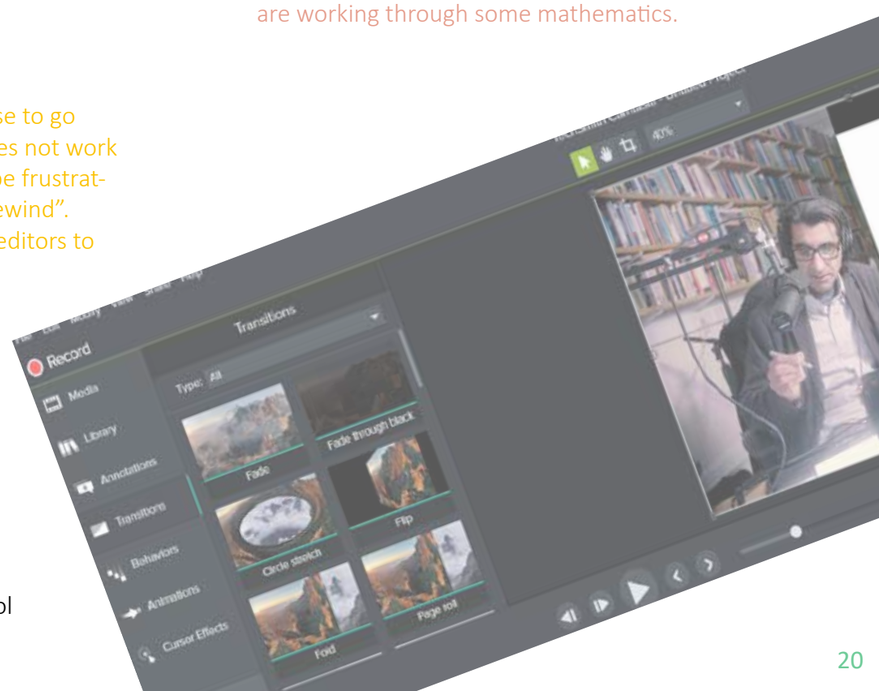
Background music, text which repeats what you are saying and too many fancy effects can be distracting for viewers.

Mayer (2014) suggests that using visual/ graphic and audio/verbal together aids learning because the two are complementary cognitive processes. So- try to use graphics and visual aids to complement what you are saying.

Flipping the classroom works best when the content of your video complements what goes on in the face to face session.

Showing your face in a “picture in picture” format can be motivating for students when you are discussing concepts or ideas. However, it can be distracting if you are working through some mathematics.

When speaking in class, it makes sense to go slowly and take pauses. The same does not work as well for videos where pauses can be frustrating and viewers have the ability to “rewind”. You can edit the video in most video editors to remove stutters and pauses.



Author: Alvin Birdi, University of Bristol

Webinars in Teaching

TECH STUFF: 1. You can use webinars through Blackboard Collaborate (students will have to log in to Blackboard but you can provide a guest link too) or you can webcast directly to Youtube (you need to apply for verification on Youtube first and then use the Live Stream function). With Youtube you will need a program on your computer to handle the streaming, for example, Vmix or OBS.

2. You will need a webcam attached to your computer. A good external one tends to work better than built-in versions and often have better microphones. A particularly good one is Logitech C922 or similar. You will also need headphones to ensure that you can monitor the sound.

3. Always try to use a wired ethernet connection. Webinars will work with WIFI but the signal tends to fluctuate and can make for a frustrating user experience.

4. The microphone on your webcam is likely to be fine. But investing in a good external microphone is probably the best next step in improving overall quality. A good USB microphone is the Blue Yeti. Alternatively, the Zoom H1 or a lavalier (lapel microphone) solution such as the Zoom F1 will work very well.

5. If you want to share your screen to show slides or documents, you can do this easily with Blackboard or Vmix.

6. It is a good idea to record webcasts. Youtube will do this automatically but you can also set either Vmix or Blackboard Collaborate to record.

7. If you want to write (as in a screencast) you will need a tablet connected to your PC. A simple solution is the Wacom graphics tablet (see the guide on making videos) although it can be tricky to use such a device to write with.

8. A more advanced setup would be to use a tablet (like a Surface Pro machine) to run the webinar from. It is possible to connect the display of a second machine to the webinar but this is a more advanced set up and would typically require an external “HDMI capture” card.

TIPS

1. Webinars are not difficult to run but there are many things to keep track of, for example: Is the stream running? Am I recording? Is there sound? Are there chat questions coming in? Where is my PowerPoint screen? Until you become proficient, it is a good idea to have someone else in the room to help keep track of the various elements.

A particularly effective use for a second presenter is to keep track of the questions and interrupt the webinar at various points so that the questions can be dealt with.

2.Always inform your students about the webinar close to the time. It is best to put the information, including a link to join, in an email so it is easily accessible.

3. Always let students know if you are recording the webinar.

4. Before beginning the webinar, use the chat facility (in YouTube or in Collaborate) to ensure students can see and hear you. Alternatively arrange with a colleague to remotely log in and confirm at the start of the webinar that the live stream is working properly.

5. Webinars are ideal for student engagement. The chat facility allows for effective dialogue with students so you should design your webinars with a few points where students are asked to respond or answer quizzes or questions through this facility. The earlier in the webinar you ask students to use the chat, the more likely they are to use the chat later.

WHY USE THEM?

1. Webinars are particularly effective for creating dialogue with students because some students are unwilling to speak up in a large group setting.

2. Webinars are effective for modelling dialogue particularly if you have a second presenter. Seeing academics discussing topics with each other can both encourage students to ask questions and put their points of view across, but the dialogic mode of delivery can be pedagogically effective because it moves a teaching session away from a “transmission” mode towards a more active and engaged delivery. A very effective use of webinars is for other instructors or academics to join remotely, even if only for a part of the webinar. Having multiple voices and presenters is an effective way of engaging students and keeping their interest. It is possible for remote presenters to join as “presenters” rather than students so that they can speak.

3. Webinars are very flexible ways to teach. They can be scheduled or arranged at very short notice as there is no need to book a room. You can present a webinar from more or less any location. All you need is a laptop with a webcam, headphones and a good internet connection.

Figure: Webinar in session from Bristol through Blackboard Collaborate with remote presentation from Boston, USA.

Author: Alvin Birdi, University of Bristol

Tips for audio podcasts

Audio podcasts can be a useful addition to the resources with which you teach. Students can engage with them even if there is no screen available (e.g. on the way to the University).

SHORT: Keep them short (around 10- 15 minutes at most) and conversational and use them to link your material to recent events in the news or in the research or policy literature.

INTERVIEW: You can interview guests by Skype to put in your podcasts (for example other academics who research in the areas you are teaching). The interview format works particularly well with podcasts. There are many good examples of this in popular podcasts: listen for example to “Reasons to be Cheerful” a podcast series by Ed Miliband and Geoff Lloyd.

SOUND: Sound quality is paramount. A good microphone is essential but you can achieve pretty good sound quality with a smartphone (e.g. iPhone with a cheap lavalier microphone and the “Sound Recorder” app). Don’t rely on the internal microphone of either your phone or computer as the sound quality will be very poor. See the “webinar” tips sheet for a recommendation of a USB microphone that you can use with your computer. This is the easiest set up.

You should always do some post-editing after the recording to:
1. Cut out long pauses or stutters.
2. Improve the sound quality and raise the gain to around-10 or-6 decibels.
These can be achieved in the free Audacity software or in (the expensive) Adobe Audition which is part of the Adobe Creative Cloud. You should become familiar with noise reduction, compression and normalisation for the best output.

MUSIC: Interspersing your podcast with relevant music clips can help to keep students’ attention. Listen to this podcast on inequality for an example: www.bbc.co.uk/sounds/play/b05102t3

Author: Alvin Birdi, University of Bristol

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Problem-based learning

Author: Guglielmo Volpe, Queen Mary University of London

Facilitator

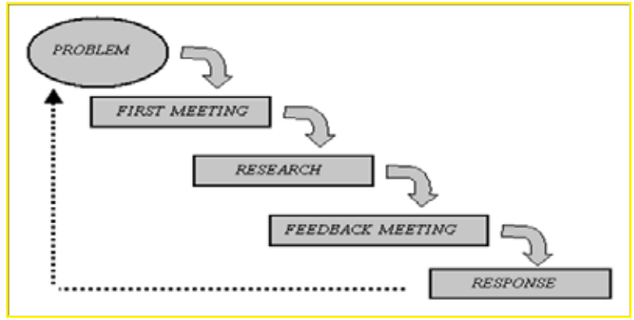
The lecturer does not teach but rather facilitates the students' learning. Your role in PBL is to support the students and provide them with feedback in their search for the solution to the task.

Student-centred approach

Remember that PBL is a student centred approach: the students take the lead and really drive the learning process. Depending on how the learning is evolving, you can consider taking some more direct involvement but this should be brief and highly focused interventions. Do not take charge!

The 7 steps

The effectiveness of PBL as a learning approach revolves around the 7-steps principles. Make sure to stick to the approach as much as possible to maximise the potential for students' learning.



Partial and full PBL

The full PBL approach does not envisage the use of lectures. However, if you are new to PBL, you can consider keeping the lectures and implement a PBL approach in your seminars/ tutorials. You can then consider moving to a full PBL approach once you feel that the approach is better embedded in the module and you feel more confident about it.

Start slowly

It takes some time to master the PBL approach. So, do not worry if you make mistakes! Take one step at the time and consider introducing PBL only for a small part of the curriculum. See how it goes and, once you feel more confident, scale it up to larger parts of the module or the whole module!

The problem's design

Careful thought must be given to the design of the problems you set for the students. Think carefully about the Learning Outcomes that you intend to achieve: does the problem help the students develop the intended learning? Do the problem's learning outcomes link up with the module's ILOs?

Resources

Make sure that students have access to all the resources required to complete the problems you set for them. It is important that you provide the students with a set of references and material that they can engage with in order to provide a comprehensive answer to the problems you set.

Group management

Team work is central to the PBL approach. Make sure to be clear about the expectations from the group-work. Be in regular contact with the group leader to monitor progress and intervene quickly in case of need. You could ask for the minutes of each group meeting to be posted on the VLE for you to monitor engagement. Consider using peer-evaluation to minimises the opportunity of free-riding.

Find out more

Maastricht University (www.youtube.com/watch?v=kx7n4resHdI)

McMaster University (mdprogram.mcmaster.ca/mcmaster-md-program/overview/pbl---problem-based-learning)

Assessment

Feel free to consider various forms of assessment to test students' learning. The solutions to the problems you set can be delivered in various forms such as a written essay or a group presentation or a video or a competition between groups. Feel free to be creative!

Resistance

At first, students might be resistant to the use of PBL. It is important that you reassure them about its effectiveness and, in particular, that you will always be available to support them and provide feedback about their learning and progress.

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5. Games and the 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: www.economicsnetwork.ac.uk/handbook/experiments

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

UK PSF references: A1, A2, A4, K1, K2, K3, K4

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Tips for using games and experiments

Author: Jon Guest, Aston University

Tip 1: Make the payoffs relatable

Try to make the hypothetical payoffs similar in size to those that students commonly experience in everyday transactions i.e. £5, £10 and £20. People tend to learn more effectively when they can relate new knowledge to experiences from the real world. Sweets/chocolates or even cash prizes for the best performing or randomly selected participants can also help to keep the class engaged.

Tip 2: Ask for volunteers to save time

With paper-based games, the in-class costs of collecting decisions, calculating payoffs and communicating results can sometimes impose considerable demands on the tutor. To reduce these costs ask the class for volunteers to help with the running of the game. Students who played the games in previous years are also usually willing to come and assist.

Tip 3: Practice before trying in class

A good way to learn how an online game works is to set yourself up as the instructor on a laptop/desktop and as separate players on your phone and a tablet. After playing a few rounds, it will become much clearer how the game works from both the perspective of the tutor and the students. This typically takes less than 10 minutes.

Tip 4: Find ways to assign unique logins

Raffle tickets are a useful way of providing participants with a unique login number required for some of the online games.

Tip 5: Get the students to play in pairs or groups

With both paper-based and online games, get the students to make decisions in pairs or small groups. This makes it easier to play with larger numbers and facilitates discussion and peer learning.

Tip 6: Add follow-up work to maximise learning

The learning benefits from using the games are maximised when the students have to do some follow-up work with the results. In some cases, they can be fully integrated into the module assessment i.e. referred to in exam questions or coursework assignments.

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6. Curiosity and narrative

Would you agree that students learn better when they are curious and interested in the subject? Many of us probably would agree, and educational and psychological research has shown that curiosity may in fact spur academic success. In this session we will reflect on the role of curiosity in teaching economics and explore some effective ways to stimulate curiosity in learners.

Resources/readings:

Vasquez, J. (2017), Motivating Students, Developments in Economics Education Conference, Economics Network, URL: www.economicsnetwork.ac.uk/dee2017/abstracts

McDrury, J. and Alterio, M. (2003), Learning through Storytelling in Higher Education, London, Routledge

Moon, J. (2010), Using Story in Higher Education and Professional Development, London, Routledge

Higher Education Academy, 'Learning Through Storytelling',
URL: www.heacademy.ac.uk/knowledge-hub/learning-through-storytelling-0

Also, you can Listen to any of Tim Harford's podcasts for examples of how story is effective in communicating economics.

UK PSF References: A1, A2, A4, K2, K3, V3

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Create meaningful challenges

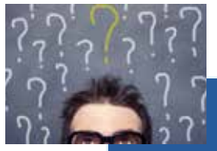
Theories of intrinsic motivation suggest a major contribution is the feeling of achievement from solving or working through meaningful authentic challenges. Beginning a class, video, assessment or podcast with a "hook" or challenge is a classic way to intrigue audience and pique their interest. Curiosity is inherently motivating.

In discursive, mathematical or econometric subjects it is always possible to motivate using a real-world application.

Manage the Information

Think about how you select and structure your material so that students are motivated to find out more. Sometimes this will mean carefully holding back answers or key information so that there is a sense of discovery and problem-solving as in a crime drama.

Too much information and too little information are both major causes of a rapid loss of interest.



Curiosity, Narrative and Motivation

Tell a Story

Good stories tend to keep the level of intrigue and the empathy with the protagonist high until the denouement, where the narrative and emotional tension is relieved. Think about whether your subject allows you to construct a similar dynamic sequence.

Often you can leave some technical details to later so that you keep students interested in the motivating application. The CORE approach to teaching economics works like this.

Give Students Control and Agency

The feeling that one is in control of one's learning contributes to a sense of achievement and motivation. As much as possible, give students autonomy and agency in how they might approach a problem. You need to support them well in solving problems, but they should feel that they found the answers.

Author: Alvin Birdi, University of Bristol

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7. 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/

UK PSF references: A2, A4, K3

Notes

8. Assessment and employability skills

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, K5, V1, V3

Notes

Assessment and feedback tips

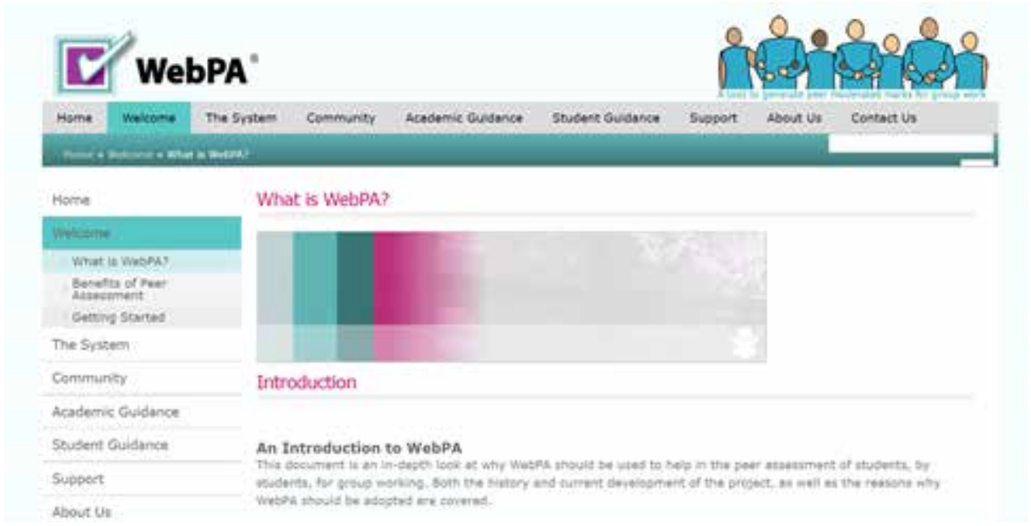
Author: Jon Guest, Aston University

Intended learning outcomes (ILOs)

- Make sure you know the intended learning outcomes for the modules you are teaching. Is the current assessment an appropriate way to test those learning outcomes? Is there alignment? If not consider changing the method of assessment or the intended learning outcomes. At many universities, changes have to be made and approved between three to six months before the module begins. You need to plan ahead!

Group work

- If you are using group work you need to make sure each member of the team receives recognition for their individual contributions. One very widely used piece of software to deal with this issue is WebPA (http://webpaproject.lboro.ac.uk/welcome/what-is-webpa/).



Timely feedback

- Students are more likely to engage with feedback if they receive it while the process of researching and writing the assessment is still fresh in their minds. Try to think of some different ways of providing feedback quickly even when you have over 300 students on the modules. For example, read a sample of the assignments in the first few days after submission. Identify any common weaknesses and either discuss these in the next class or a post a handout on the VLE.

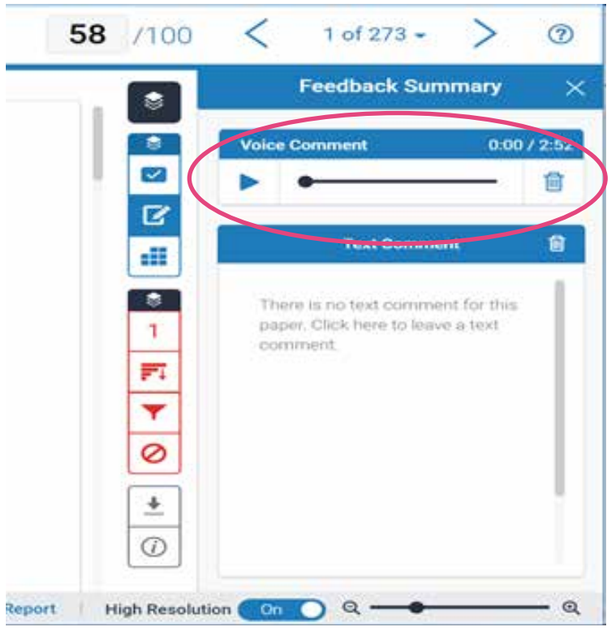
Useful feedback

- Evidence suggests that many of us write feedback comments as if the students have submitted a draft copy of the work for later resubmission. This is especially true when the comments relate to academic content as opposed to generic skills. Try not to fall into this trap. Perhaps start a comment with “To improve your grades in future work….”

- Some students will complain about the marks they receive and show little interest in constructive feedback. To deal with these situations, photocopy and anonymise examples of very good pieces of work. Spending a few minutes getting the students to compare their own work with these examples is an effective and efficient way of dealing with these situations. You can also refer to these exemplars in your written comments i.e. “For an example of a piece of work that demonstrates excellent critical analysis see the highlighted section on exemplar A”.

Alternative ways to provide feedback

- Given how difficult it is to get students to engage with written feedback try providing audio feedback instead. On-line marking software such as Grade Mark in Turnitin typically have this facility. See below:



- Some estimates suggest that one minute of talking provides approximately the same quantity of feedback as 6 minutes of writing.

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Glossary of terms

Quality Assurance and Compliance

Quality Assurance Agency (QAA)	The independent body entrusted with monitoring, and advising on, standards and quality in UK higher education. The QAA develops guidance that is accepted by all involved in the HE sector, and review higher education providers to check whether they meet agreed UK expectations.
QAA Subject Benchmark Statements	Subject Benchmark Statements set out expectations about standards of degrees. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject. It is usual for universities to refer to the QAA SBS as part of their quality monitoring.
Competition and Markets Authority (CMA)	The CMA promotes competition for the benefit of consumers, both within and outside the UK. Within the HE sector, universities are now bound by consumer protection laws and the services they provide must match any marketing materials such as prospectuses, university websites and course documents, e.g. programme outlines.
Higher Education Funding Council for England (HEFCE)	HEFCE funds and regulates universities and colleges in England. It ensures accountability for funding and acts as a regulator in the HE sector, as well as working as a broker between Government and the sector. HEFCE runs the Annual Provider Review, which assesses quality in the higher education providers it funds. The regional equivalents are the Scottish Funding Council, the Department for Employment and Learning (Northern Ireland) and the Higher Education Funding Council for Wales.
Office for Students	The OfS is a public body established in 2017 to promote the student interest and value for money in UK HE.
External examiners	It is a requirement for all degree level examinations at British universities that at least one member of the examining board should be from a university other than the one awarding the degree. External examiners ensure that standards are kept the same across universities, and provide an assurance of fair play. They normally attend exam boards and scrutinise a sample of exam papers.
National Student Survey (NSS)	A survey of 3rd year students across the UK to gather feedback on their HE experience, including courses, support, facilities and university life. The NSS results feed into university league tables. This annual survey started in 2005 and is run by the UK funding councils (HEFCE, HEFCW, DfENI and SFC).
United Kingdom Engagement Survey (UKES)	The UKES provides information on the amount of time and effort students invest in their studies. Typically first or second year students are surveyed for the UKES. The survey is run by the Higher Education Academy and has been running since 2013.
Postgraduate Research Experience Survey (PRES)	International survey of postgraduate research students about their learning and supervision experience. This is a biennial survey run by the Higher Education Academy that started in 2007.
Destinations of Leavers from Higher Education Survey (DLHE)	The DLHE survey collects information on what all leavers from higher education programmes are doing six months after qualifying from their course. This annual survey has been run by HEFCE since 2002.
Research Excellence Framework (REF)	The REF is a system of assessing the quality of research in UK HE institutions and to inform the selective allocation of grants for research to institutions. The REF also provides benchmarking information within the HE sector. The last REF was in 2014, the next will take place in 2021.
Teaching Excellence Framework (TEF)	The Teaching Excellence Framework (TEF) is run by the Office for Students and is now a mandatory quality assurance check on undergraduate education in the UK (excluding Scotland). It aims to provide students with the information they need to judge teaching quality. It is based on 9 metrics: 5 from the NSS, 3 employment-related metrics, and one measure of student continuation from HESA (Higher Education Statistical Agency). The TEF is currently at institution level (assessed against own benchmarks) but subject level TEF is due to be introduced from 2020.

Professional Development

Advance HE	Advance HE is a merger of the former Higher Education Academy, the Leadership Foundation and the Equality Challenge Unit. It was formed in 2018 and aims to "advance practice and improve outcomes for the benefit of students, staff and society." Advance HE also runs the fellowship scheme which recognises professionalism in teaching.
UK Professional Standards Framework (UKPSF)	A nationally recognised framework, managed by the HEA, for benchmarking success within HE teaching and learning support. The UKPSF constitutes a set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE, it can be applied to personal development programmes at individual or institutional level. University professional development programmes are often mapped to the UK PSF.
Staff and Educational Development Association (SEDA)	An alternative provider to the HEA, SEDA is a professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education.

Course Structure and Teaching

Levels of study	A-levels and Scottish Highers (exams taken at the end of school, age 18), UG (undergraduate), PGT (postgraduate taught), PGR (postgraduate research). The QAA and other bodies often refer to these as: Levels 3 (A-level, Highers), 4 (1st year), 5 (2nd year), 6 (3rd year), 7 (postgraduate).
Levels of course	Programme: whole degree, i.e. BSC in economics Module/unit: the courses that make up the programme
Credit Framework	National credit frameworks are a means of quantifying and recognising learning. Credit is awarded when the specific set of learning outcomes for a module or programme have been successfully demonstrated. In the UK 1 credit typically equates to 10 hours of learning.
European Credit Transfer and Accumulation System (ECTS)	ECTS is a credit system designed to make it easier for students to move between different countries. Since they are based on the learning achievements and workload of a course, a student can transfer their ECTS credits from one university to another.
Virtual Learning Environments (VLEs)	VLEs, such as Moodle or Blackboard, are systems for delivering learning materials to students online. These systems include assessment, student tracking, and collaboration and communication tools. These may include plagiarism checking facilities such as Turnitin.
Classroom Response Systems	A classroom response system (sometimes called a student response system, or audience response system) facilitates interactive teaching such as posing questions to students and displaying their answers in real-time on the screen. This can be done with clickers or mobile phones. Examples include TurningPoint, Socrative, Learning Catalytics and Poll Everywhere.

UK Professional Standards Framework

Areas of Activity	*Core Knowledge*	*Professional Values*
A1 Design and plan learning activities and/or programmes of study	K1 The subject material	V1 Respect individual learners and diverse learning communities
A2 Teaching and/or support learning	K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	V2 Promote participation in higher education and equality of opportunity for learners
A3 Assess and give feedback to learners	K3 How students learn, both generally and within their subject/disciplinary area(s)	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
A4 Develop effective learning environments and approaches to student support and guidance	K4 The use and value of appropriate learning technologies	V4 Acknowledge the wider context in which higher education operates recognises the implications for professional practice
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	K5 Methods for evaluating the effectiveness of teaching	
	K6 The implications of quality assurance and quality enhancements for academic and professional practice with a particular focus on teaching	

International Review of Economics Education

The Economics Network's journal IREE is dedicated to enhancing learning and teaching in the higher education economics community. It provides a forum for high quality research in the areas of curriculum design, pedagogy, assessment, teaching and learning innovation.

The journal seeks to promote critical dialogue on educational theory and practice in economics and to demonstrate the relevance of research to good professional practice.

Examples of issues that contributors are encouraged to focus on:

- How do economics students learn?
- What economics should be taught?
- What are the constraints in improving economics teaching and learning?
- How can current practice be improved?
- How is economics taught internationally and what can we learn from this?
- How can electronic learning technologies be used to improve student learning in economics?

Please see the journal's website for further information on submissions and to access current editions:

www.journals.elsevier.com/international-review-of-economics-education/

Editors:

Ross Guest	(Griffith University, Australia)
Edmund Cannon	(University of Bristol, UK)
David McCausland	(University of Aberdeen, UK)

@IREE_Journal

Follow the journal on Twitter to stay updated on new publications and special issues!

Resources to support your teaching

Workshop resources

All the resources from the workshop will be made available on the Economics Network website at: www.economicsnetwork.ac.uk/events/earlycareers. This will include the presentations, and links to extra resources and case studies relevant to the content of the workshop.

The password to access this page is: newcastleecw19

VOX Coaching also provides additional resources based on the voice and presence in the classroom session. This includes a summary, follow-up material and access the VOX Academy – an online repository of written guidance, lively videos and other resources help you extend your learning and take your communication skills to the next level. These are available at: voxcoaching.com/academy.

The password for this web page is: UBL536

Handbook for Economics Lecturers

This is a set of guides for university teachers of economics, each written and edited by academic economists with experience of a particular aspect of learning and teaching practice. A number of chapters have been written by the workshop presenters.

Access the handbook at: http://economicsnetwork.ac.uk/handbook

Ideas Bank

A series of case studies from fellow economics lecturers sharing their experiences, lesson plans and resources. These are searchable by themes, many of which relate to the topics discussed in this workshop. We hope you will consider submitting a case study on your own experiences of teaching economics.

View the ideas bank at: http://economicsnetwork.ac.uk/showcase

Keep in touch

We hope you will stay in touch with the Network following this event and consider writing case studies or newsletter articles based on your experiences as a new lecturer, as others have done in previous years.

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