



Economics Network Early Careers Workshop

6th - 7th April 2017

University of Leeds



www.economicsnetwork.ac.uk

Workshop Programme

Thursday 6th April

Time	Session Title	Facilitators	UK PSF
09.00-09.15	Registration and refreshments		
09.15-09.45	Welcome and knowing your students	Alvin Birdi	A4, K3, V1, V2, V3, V4
09.45-10.45	Module design	Guglielmo Volpe and Alvin Birdi	A1, A2, A4, A5, K1, K2, K5, K6, V1, V4
10.45-11.00	Break		
11.00-12.30	Making large group teaching more engaging	Alvin Birdi and Mike Reynolds	A1, A2, A4, A5, K1, K2, K3, K4, V1, V3
12.30-13.30	Lunch		
13.30-15.00	A: Voice and presence in the classroom	Pete Bailie	A2, A4, K3
13.30-15.00	B: Effective assessment and feedback	Edmund Cannon and Christian Spielmann	A1, A3, A4, K2, K5, V1, V3
15.00-15.15	Break		
15.15-16.45	B: Voice and presence in the classroom	Pete Bailie	A2, A4, K3
15.15-16.45	A: Effective assessment and feedback	Edmund Cannon and Christian Spielmann	A1, A3, A4, K2, K5, V1, V3
16.45-17.15	Improving pedagogy and career development	Edmund Cannon	A5, K5, K6, V3, V4
19.00	Dinner		

Friday 7th April

Time	Session Title	Facilitators	UK PSF
08.45-09.00	Refreshments		
09.00-10.00	New lecturers' experiences and reflection groups	Katerina Raoukka and All	
10.00-10.45	Skills development in the curriculum	Andy Ross	A1, A2, A4, K1, K2, K4, V4
10.45-11.00	Break		
11.00-12.15	Teaching analytical sessions	Edmund Cannon and Guglielmo Volpe	A1, A2, A4, K1, K2, K3, K4
12.15-13.15	Lunch		
13.15-14.30	Teaching interpretative sessions	Alvin Birdi and Christian Spielmann	A1, A2, A4, K1, K2, K3, K4, V1
14.30-14.45	UBlend demonstration	Anders Krohn	A2, A3, A4, K4
14.45-15.00	Break		
15.00-16.30	Games and media in teaching	John Sloman	A1, A2, A4, K1, K2, K3, K4
16.30	Closing remarks and certificates		



Workshop Sessions

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.

1. Programme aims

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

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. 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/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: <http://economicsnetwork.ac.uk/projects/research2013>

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

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

2.2. 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: <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, A5, K1, K2, K5, K6, V1, V4

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.

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: <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, A5, K1, K2, K3, K4, V1, V3

2.4. 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

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, K5, V1, V3

2.6. 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, K6, V3, V4

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,
URL: <http://www.economicsnetwork.ac.uk/projects/surveys/employers14-15>

UK PSF references: A1, A2, A4, K1, K2, K3, 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, K4, V1

2.10. 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

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

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

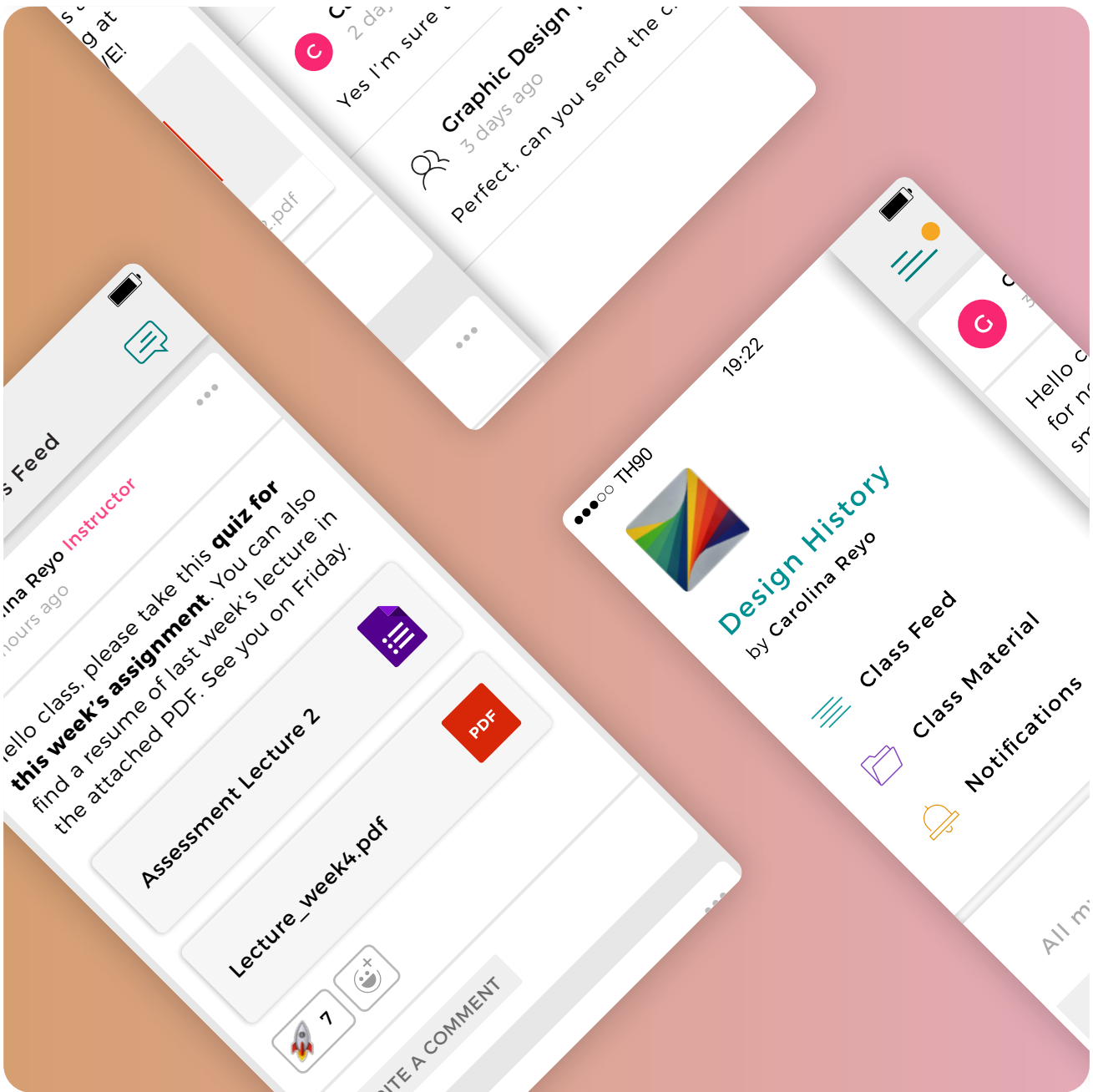
Tiberius, R. (2012), *Small Group Teaching: A troubleshooting guide*, Routledge



Economics Network 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.

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



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UK Professional Standards Framework

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
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	

Sessions mapped to UK PSF

<i>Session – mapped to UKPSF codes</i>	A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	K6	V1	V2	V3	V4
2.1				✓				✓				✓	✓	✓	✓
2.2	✓	✓		✓	✓	✓	✓			✓	✓	✓			✓
2.3	✓	✓		✓	✓	✓	✓	✓	✓			✓		✓	
2.4		✓		✓				✓							
2.5	✓		✓	✓			✓			✓		✓		✓	
2.6					✓					✓	✓			✓	✓
2.7															
2.8	✓	✓		✓		✓	✓	✓	✓						✓
2.9	✓	✓		✓		✓	✓	✓	✓			✓			
2.10	✓	✓		✓		✓	✓	✓	✓						



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 TEF is a system of monitoring and assessing the quality of teaching in universities. It aims to provide students with the information they need to judge teaching quality. It is based on 6 metrics: 2 from the NSS, 2 from the DLHE, and 2 on progression and retention of students. The TEF is currently at institution level (assessed against own benchmarks) but there are plans for a subject level TEF.

Professional Development

Higher Education Academy (HEA)	The HEA is national body which champions teaching excellence. It provides accreditation to universities' continuing professional development programmes for staff. It also runs the fellowship scheme which recognises professionalism in teaching. There are plans for the HEA to be merged with the Leadership Foundation and the Equality Challenge Unit.
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.





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:

<http://www.journals.elsevier.com/international-review-of-economics-education/>

Editors:

Ross Guest	(Griffith University, Australia)
William Bosshardt	(Florida Atlantic University, USA)
Edmund Cannon	(University of Bristol, UK)
David McCausland	(University of Aberdeen, UK)

Developments in Economics Education Conference 2017

6th - 8th September 2017 | University College London

The DEE conference is the UK's leading conference on economics education. Sessions at the conference include paper presentations and interactive workshops which introduce new and innovative ideas on teaching and learning methods, the economics curriculum and student engagement.

The 2017 conference will be run in collaboration with UCL's Centre for Teaching and Learning Economics (CTaLE) and will have additional themes of 'students as researchers' and 'students as communicators'.

Further information is available on our website at:

www.economicsnetwork.ac.uk/dee2017



After the workshop

Accessing the 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: [ecleeds](#)

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: [UBL442](#)

Keeping 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.

Case studies: <http://economicsnetwork.ac.uk/showcase>

We will also add you to our mailing list for past workshop attendees and keep you informed about upcoming Economics Network events. Please let Ashley know if you do not wish to be included on this list.

The resources page also has a comments facility that will allow you to share links and keep in touch with fellow delegates.

Contact details

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