

## Committee on Economic Education

The Committee held the sixth Conference on Teaching and Research in Economic Education (CTREE) at the JW Marriott Buckhead in Atlanta, June 1–3, 2016. The program committee of William Bosshardt (chair), Jennifer Imazeki, and Georg Schaur performed substantial work and assembled an exemplary program. The sixth conference had 278 registered participants from 14 countries. It would appear that 250–300 is the steady state for conference attendance. Three plenary speakers addressed the conference: Susan Laury (Georgia State), Glen Hubbard (Columbia), and Thomas J. Nechyba (Duke). The Federal Reserve Bank of Atlanta hosted a reception, dinner, and talk by David E. Altig. Amy Hennessy of the Atlanta Fed was helpful in making the event possible. In addition to plenary sessions, 76 papers were presented at 22 sessions, 15 people participated in 4 panel discussions, and 15 people comprised the staff at 5 practicum workshops. The 30 sessions were offered in 5 sets of 6 concurrent sessions each. The seventh conference will be May 3 to June 2, 2017 at the Westin Downtown in Denver. The conference will feature plenary talks from Dean Karlan (Yale) and Anna Maria Lusardi (George Washington). The Federal Reserve Bank of Kansas City–Denver Branch has graciously agreed to host a portion of the attendees for a dinner on the first night of the conference. Troy Davig of the Kansas City Federal Reserve has agreed to speak at the event.

In preparation for the 2017 CTREE, two plenary speakers agreed to speak at the conference, but the chair was unable to obtain a speaker from a nearby institution to speak at the 2017 conference. After discussion among Committee members, the decision was made to decrease the number of plenaries at the conference from three to two. This decision reflects two factors. The location of the 2017 CTREE necessitates travel for plenary speakers. Cities such as San Francisco, Chicago, Boston, and Washington, DC provided a large supply of speakers. However, the conference is now being held in cities that do not provide

the same proximity to speakers. As a result, it becomes more difficult to find nearby speakers and it becomes necessary to cover travel expenses. Decreasing the number of speakers provided by the conference will help mitigate expenses. In addition to travel expenses, the second day of the conference begins with a 7:30 AM breakfast and ends about 7 PM with a reception, with little downtime for participants during the day. Removing the plenary from the second day allows the conference to begin a little later and end a little earlier that day. The shorter day allows participants to have more informal interaction with colleagues they may see once a year. The Committee may decide to make this a permanent change in the conference. Of course, this presumes the conference is able to maintain the current level of involvement of Federal Reserve Banks that also provide a speaker.

The *Journal of Economic Education* cosponsors the conference. Those presenting papers were given the opportunity to submit their papers from the conference for possible publication in the *JEE*. The registration fee for this year's conference was kept low because of the generous grant provided by the AEA. A final report on the Washington conference, authored by John Siegfried, is attached.

The annual report provided by the editor of *JEE* (William Walstad, Nebraska-Lincoln) to the Committee is included as an attachment to this report.

The Committee supported Mark Maier as Principal Investigator for the National Science Foundation (NSF) project “Supporting Two-Year College Economics Faculty at the Conference on Teaching and Research in Economic Education” (DUE #1522234). The grant paid for attendance by 20 two-year college faculty at the Conference on Teaching and Research in Economic Education (CTREE). Participants stayed one-half day after the conference to prepare new teaching innovations that will be posted at Starting Point: Teaching and Learning Economics (<http://serc.carleton.edu/econ/index.html>). In 2017, NSF will

support a second cohort at CTREE as well as a meeting with CEE members to discuss ways to increase participation by two-year college economics faculty in AEA programs.

The Measuring College Learning Project discussed in past annual reports has largely been completed with the publishing of the book *Improving Quality in American Higher Education* (edited by Richard Arum, Josipa Roksa, and Amanda Cook. Jossey-Bass, 2016). One of the chapters, “Measuring College Learning in Economics,” is based on the white paper written by Sam Allgood (Nebraska-Lincoln) and Amanda Bayer (Swarthmore). The white paper and the book chapter were based on the input from a select group of economic educators: Stephen Buckles (Vanderbilt), Charles Clotfelter (Duke), Melissa Famulari (UC–San Diego), Rae Jean Goodman (Naval Academy), Mark Maier (Glendale Community College), KimMarie McGoldrick (Richmond), John Siegfried (Vanderbilt), William Walstad (Nebraska), and Michael Watts (Purdue).

Several committee members have been invited to Germany by Olga Troitschanskaia of the Johannes Gutenberg University in Mainz to continue the work on assessment. Sam Allgood, Amanda Bayer, Bill Bosshardt, Georg Schaur, and William Walstad will travel to Germany in March to work with a group of economic educators. The plan of the meeting is to develop new assessment tools that will build on the Measuring College Learning Project.

Sam Allgood, Gail Hoyt, and KimMarie McGoldrick have completed their Teagle foundation grant as part of the “Graduate Student Teaching in the Arts & Sciences.” The 3 have survey responses from almost 80 of the 130 directors of graduate programs in US PhD-granting institutions, over 300 department chairs, and over 300 newly employed faculty from US PhD departments. Initial results were presented at the 2016 AEA meetings and a more complete set of results were presented at the 2016 AEA Conference on Teaching and Research in Economic Education. The results suggest that new faculty and department chairs do not always feel that new faculty are prepared to teach, but directors of graduate programs are skeptical that there is much room in the curriculum for additional teacher training. The three plan to begin publishing the results of their surveys next year and they still are considering

ways to enhance teacher training in economic graduate programs.

The Committee continues to host four training modules on advanced econometrics on the AEA CEE website. The modules were developed by William Greene, John Siegfried, and William Becker. The four modules are Data Management and Heteroskedasticity Issues; Endogenous Regressors with Natural Experiments, Instrumental Variables, and Two-stage Estimators; Panel Data; and Sample Selection Issues Usage.

The Committee annually tracks the number of BA and BS degrees awarded at US colleges and universities. Total degrees increased 2.3 percent from 2014–2015 to 2015–2016.

The Committee organized five sessions and one special event for the 2017 AEA meetings in Chicago. The five sessions were:

1. (*AER Papers and Proceedings* Session) “The Economics Major: Present and Future,” organized and presided over by Sam Allgood, with papers on “Trends in Enrollment in Economics and Other Undergraduate Majors in the US” by Wendy Stock; “Undergraduate Economics Coursework and Financial Behaviors over Time” by William Bosshardt and William B. Walstad; “Preparing Students to ‘Do Economics’ After Graduation” by Gail Hoyt and KimMarie McGoldrick; “Using Learning Outcomes to Inform Pedagogy and Assessment” by Sam Allgood and Amanda Bayer. The discussants were David C. Colander, Carly Urban, Eric P. Chiang, and Lee Coppock.
2. “Evidence-Based Teaching in Economics,” organized and presided over by Jennifer Imazeki with papers on “Evidence-Based Teaching in Economics: An Overview” by Imazeki; “Maximizing Efficient Student Talk: Lessons from Team-Based Learning and Cooperative Learning” by Mark Maier; “The Testing Effect: Evidence in Economics” by Karen Gebhardt; and “Are Your Students Absent, Not Absent, or Present? Mindfulness and Student Performance” by Eric P. Chiang. The discussants were Oskar Harmon, Jose J. Vazquez Cagnet, Molly Espey, and Bill Goffe.

3. "Updating the Undergraduate Econometrics Curriculum," organized and presided over by Derek Neal with papers on "Time Series Econometrics for the 21st Century" by Bruce E. Hansen; "Undergraduate Econometrics Instruction: Through Our Classes, Darkly" by Joshua D. Angrist and Jörn-Steffen Pischke; and "Perspectives on Teaching Introductory Econometrics" by Jeffrey Wooldridge. There were no discussants for this session.
  4. "Great Ideas for Making the Principles of Economics Relevant?" organized and presided over by Gale Hoyt with discussions on "Economic Development and Poverty" by Dean Karlan; "Health Care Issues and Policy" by David Cutler; and "The Economics of Education and Policy" by Cecilia Rouse.
  5. The annual poster session, organized and chaired by Steven Cobb, this year featured 19 posters. Posters were presented on: "MACRO Monopoly: Applying a Game-Based Economic Development Lesson" by Kim Holder; "Using Universal Design for Learning to Teach Economics Concepts" by Matthew Pham and Jim Koskoris; "In Search of Best Classroom Practices" by Hari S. Luitel; "Oxford-Style Inspired Academic Competitive Debates with a Twist on Hot Topics of International Economics and Finance" by Sylwia E. Starnawska; "Industrial Design at the Service of Teaching Economics: 3D-Printed Prototypes and Materialized Demonstrations of Utility and Production Functions" by Seyyed Ali Zeytoon Nejad Moosavian; "An Atlas of Economics: Teaching Tools for Navigating the 'Big Picture'" by Alexandra Naumenko and Seyyed Ali Zeytoon Nejad Moosavian; "The Use of an Online Discussion Forum by Students to Collaborate on the Development of a Study Guide in Applied Econometrics" by Rod D. Raehsler; "Reshaped for High-Level Learning: Student Outcomes in the Redesign of an Undergraduate Macroeconomics Course" by Lawrence P. DeBoer, Anna Josephson, and Angelika Zissimopoulos; "Media Resources for Teaching Behavioral Economics" by G. Dirk Mateer, Charity Joy Acchiardo, and Marie Briguglio; "Encouraging Students to Form Study Groups in Learning Economics" by Jennjou Chen and Tsui-Fang Lin; "Is Less More?" by Richard G. Anderson, Areerat Kichkha, and Michael J. Mathea; "Inflation and Government Economic Policies" by Brian W. Sloboda; "Game Theory, Gamified" by Adam Galambos; "Stimulation with Simulation: Oligopoly Markets at Work" by Mandie Weinandt; "Comparing Delivery Mode: Student Learning in Money and Banking" by Kathryn Birkeland; "Indexing Multimedia Resources for Digital Pedagogies in Economic Education" by Howard H. Cochran, Marieta V. Velikova, and Bradley D. Childs; "Informal Writing in Economics" by Ranganath Murthy; "Syllabus and Economics: Reasoning with Generation 'Why'" by Mariya Burdina; "Improving Assessment of Learning in Economics Courses with Value-Added Analysis of Test Scores" by William Walstad and Jamie Wagner.
- The Committee hosted the annual reception for Friends of Economic Education (invitation only) in Chicago. The reception was attended by 40–50. The Committee Chair also participated in a panel discussion at the breakfast for Chairs of economics departments. The organizers of the breakfast changed the format from the past where representatives from each AEA committee would make an annual presentation on resources and programs. The current plan of those organizing the breakfast is to hold a plenary each year on a topic viewed as relevant for department chairs. The plenary participants would be the representative of each AEA committee.
- Gail Hoyt completed her second term on the Committee. She performed a tremendous amount of work for which the Committee is extremely grateful. James Hornsten joined the Committee. To assist with keeping track of the current membership status of CEE members, a table has been added above that indicates the last conference of the current term for each member

and whether this is the first or second term. The chair still intends to add two members to the Committee in 2017.

Current information and past reports about the Committee and its activities are available at <https://www.aeaweb.org/about-aea/committees/economic-education>.

SAM ALLGOOD, *Chair*

MEMBERSHIP OF AEA COMMITTEE ON ECONOMIC EDUCATION

	Last AEA conference of current term	Number of terms
Sam Allgood	2018	2nd
William Bosshardt	2019	2nd
Steven Cobb	2018	2nd
James Hornsten	2019	1st
Gail Hoyt	2017	2nd
Jennifer Imazeki	2018	1st
Derek Neal	2019	2nd
Georg Schaur	2019	2nd
William Walstad	Ex Officio	

**Report of the *Journal of Economic Education*  
for the AEA Committee on Economic  
Education**

William B. Walstad, *JEE Editor*  
Chicago, Illinois (January 7, 2017)

**Editorial Matters**

Associate Editors in 2016: Sam Allgood (Nebraska); David Colander (Middlebury); Tisha Emerson (Baylor); Bill Goffe (Penn State); Gail Hoyt (Kentucky); KimMarie McGoldrick (Richmond); and Georg Schaur (Tennessee). The basic division of labor by journal section is as follows: Content (Colander); Economic Instruction (McGoldrick and Emerson); Research (Schaur and Allgood); Features and Information (Hoyt); and Online (Goffe). Each Editor gives great service by reviewing manuscripts, obtaining referee reports, and making publication recommendations. Sharon Nemeth at the Nebraska office gives invaluable help through copy-editing manuscripts and communicating with the editors and authors.

*Editorial Board for 2016.*—It consisted of 17 academic economists as members of its editorial board. This year, John List (Chicago) and Cecelia Rouse (Princeton) accepted an invitation to serve on the *JEE* board.

*Editor Change.*—Negotiations are currently underway to select personnel to assume the duties of *JEE* Editor starting in 2018. The current Editor assumed his duties in 2010 and requested this change.

**Editorial Statistics and Flow**

The table below shows the number of manuscripts submitted to the *Journal of Economic Education* from 2008 through 2015 and their disposition. Data from 2008–2014 are complete because there are no manuscripts currently under review so those data can be used to calculate the best estimate of the acceptance rate for the journal. For 2008–2014, the overall acceptance rate was 18.88 percent of manuscripts submitted. The table also provides data for 2015. That acceptance rate for 2015 (23.56 percent) will change somewhat because a few manuscripts are still under review or revision.

*Flow.*—An ongoing concern is finding a sufficient number of high-quality manuscripts to publish each year. The Editors are unanimous in their decision that the *JEE* should maintain its high standards for accepting manuscripts to publish. The Editors are undertaking actions designed to increase the number of submitted manuscripts and also the quality of submissions.

**Published in Volume 47, 2016**

*Content.*—The articles submitted to the *JEE* are published in five sections: (i) Research—empirical and theoretical studies of teaching and learning economics; (ii) Economic content—discussion of economic theories and concepts, and how they can be taught; (iii) Economic Instruction—innovative methods for teaching economics; (iv) Features and Information—studies of the economics curriculum, the economics major, the use of instructional materials, and changes in the economics profession that affect teaching; and (v) Online—instructional materials for teaching economics that are technology-based and interactive for users with links to websites. A total of 40 *JEE* articles were published in 2016 with this distribution: Research (9); Economic Instruction (12); Content (6); Features and Information (10); and Online (abstracts) (3). One notable set of five content articles came from a symposium on the concept of opportunity cost that David Colander organized and which was published in 47:1. It contained a lead article by Michael Parkin, further discussion in articles by Daniel Arce, Rod O'Donnell, and Daniel Stone, and then a reply from Michael Parkin.

*CTREE.*—The *JEE* is a cosponsor with the AEA Committee on Economic Education of the Conference on Teaching and Research in Economic Education (CTREE). The 2016 CTREE was held June 1–3 in Atlanta. As was the case with past CTREE meetings, paper authors were encouraged to submit their revised manuscripts to the *JEE* for possible publication. The 2017 CTREE will be held at the end of May in Denver.

*Editorial Guidance for Authors.*—What has continued to be useful for prospective authors is the set of articles written by *JEE* Associate Editors of different sections of the

*JEE*. These articles were published in 2014: *JEE* 45:2 (Colander—Content; McGoldrick—Instruction; Emerson—Classroom Experiments; and Goffe—Online); *JEE* 45:3 (Allgood—Research); and *JEE* 45:4 (Hoyt—Features).

#### Publishing Notes

*Arrangements.*—The *JEE* is published by Taylor and Francis Education. The *JEE* is published in cooperation with the American Economic Association's Committee on Economic Education (AEA-CEE).

*Financials.*—The *JEE* receives financial support from Taylor and Francis that is used to pay for editorial assistance and expenses. The *JEE* also receives some financial assistance from the American Economic Association for its work related to CTREE. The *JEE* receives in-kind support from the Department of Economics at the University of Nebraska-Lincoln.

*Peer-Reviewed.*—The *JEE* is a peer-reviewed journal specializing in publishing articles on economics education at the college and precollege levels. Approximately 125 academics

serve as referees for the *JEE* each year. The *JEE* Editors work collaboratively with the AEA-CEE to sponsor academic sessions and programs that give authors of scholarly manuscripts opportunities to present their work in high-quality venues and also submit their papers for publication in a peer-reviewed journal.

*Publisher.*—Taylor and Francis (T&F) gives the *JEE* access to domestic and international resources to help with production, marketing, distribution, and editing. The T&F staff continues to be very responsive, timely, and efficient in the production of journal issues.

*Size and Availability.*—The *JEE* is published in print format with about 100–120 printed pages per issue and about 8–12 articles per issue. No changes are planned in the number of printed pages. The *JEE* content also is available online at its website: <http://www.tandfonline.com/toc/vece20/current>.

*Submissions.*—Currently manuscripts are being submitted electronically through the ScholarOne electronic system with access at the *JEE* website.

TABLE 1—NUMBER OF MANUSCRIPTS SUBMITTED TO THE *JOURNAL OF ECONOMIC EDUCATION* FROM 2008 THROUGH 2015

Year	Number submitted	Under review/ revision	Inactive manuscripts	Rejected manuscripts	Accepted manuscripts	Acceptance rate (%)
2008	177	0	3	141	33	18.64
2009	134	0	5	103	26	19.40
2010	153	0	1	122	30	19.61
2011	212	0	3	175	34	16.04
2012	185	0	2	149	34	18.38
2013	169	0	1	135	33	19.53
2014	183	0	5	139	39	21.31
2008–2014	1,213	0	20	964	229	18.88
2015	174	4	0	129	41	23.56

### Sixth National Conference on Teaching Economics, 2016

The sixth AEA National Conference on Teaching (Undergraduate, Graduate Levels) and Research in Economic Education (all levels) [CTREE] was held at the JW Marriott Atlanta Buckhead Hotel in Atlanta, June 1–3, 2016. It was organized by the Committee on Economic Education (CEE) and cosponsored by the *Journal of Economic Education* (*JEE*). Logistical support was provided by the Association's convention staff in Nashville.

There were four plenary speakers: Susan Laury, David Altig, Thomas Nechyba, and Glenn Hubbard.

Registration was 278, including 35 people from 14 other countries. Attendance at plenary sessions averaged 131. Aggregate attendance at the concurrent sessions (total of 30) during each time slot averaged 186, with a median session attendance of 30. Of those completing an evaluation survey, 69 percent reported that the conference was a better use of their time than their next best alternative, and 27 percent concluded its value was equal to the next best use of their time.

Paper authors were invited to submit revised papers to the *JEE* (a conference cosponsor). They are being peer reviewed with an expedited schedule to permit timely publication of the accepted papers in a 2017 issue of *JEE*.

The conference had three primary sources of revenue: a \$125 per person registration fee for AEA members (slightly more for non-members and late registrants) that generated \$39,000; exhibits that generated \$13,500; and \$35,000 of support from the Association, totaling \$87,500. Two breakfasts, one lunch, three coffee/soda breaks, and a reception on the second night were provided to registrants.

Food and beverage expenses were \$69,000. Audio-visual expenses were \$13,000. Staff and speaker travel was about \$7,000, miscellaneous expenses (mostly printing and bus travel to the FED) and a subsidy to the *Journal of Economic Education* were each about \$3,000, totaling \$95,000.

Planning for the 2017 teaching conference is underway. It will be held from May 31 to June 2, 2017 at the Westin Hotel in Denver.

**This article has been cited by:**

1. Marianne Johnson, Martin Meder. 2019. A Meta-Analysis of Technology Interventions in Collegiate Economics Classes. *SSRN Electronic Journal* **59**. . [[Crossref](#)]