



JET: A New Journal Takes Off!

The mission of Journal of Economics Teaching is to transmit innovative teaching ideas to teachers of economics at all levels.

Linda S. Ghent[†]

G. Dirk Mateer[‡]

[†]Eastern Illinois University, [‡]University of Arizona

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1. Introduction

There are a number of key words in the mission statement we would like to elaborate on:

This journal is entirely electronic and open-access; that is because we are here to “transmit” better ways to teach economics to educators. We want instructors to be able to easily share the content they discover in *JET* with others.

Equally important is the content inside the journal. The next word in the mission statement is “innovative.” We are about new ideas and approaches on the frontier of economic education. What does that look like? We will keep you up-to-date on the latest technology in the classroom, social media trends, economics in popular culture, classroom activities, and much more. If you are looking for esoteric pedagogical research, you will be disappointed. Our comparative advantage is in disseminating cool, fun, interactive, and informative ways to make your classroom come alive. That is why we are here and that is also why you will want to come back regularly to see the latest and greatest stuff we have identified in each issue.

The words “at all levels” further differentiate our endeavor. We are serious about transmitting ideas to K-12 teachers and college instructors alike. *JET* is the only economic education journal that publishes K-12 content in every issue. Our goal is to help equip K-12 teachers with the resources they need to educate children about the fundamentals of economics when they are young.

To help us achieve our mission we have assembled a Board of Advisors who cares deeply about teaching economics. The Board consists of high school teachers, economic education center directors, textbook authors, well-known scholars, and award-winning teachers. Every Board member is deeply invested in the economic education community. We also have a tremendous editorial team to help manage submissions, send manuscripts out for review, and approve articles for publication. Together all of us at *JET* hope you will join us in building a community of economic educators who are passionate about becoming better teachers.

2. How to Publish in JET

A. Examples of Pedagogy

Economic educators have been doing important research for many years. To help you decide if *JET* is the best outlet for your manuscript, Table 1 provides a short list of existing and forthcoming research that fits the *JET* mission. Many of these articles were authored by *JET* advisory board members (in bold), who were chosen to participate in this journal specifically because of their work in economic education.

Table 1 – Exemplar Journal Articles^a

CLASSROOM DEMONSTRATIONS/EXPERIMENTS:

Bruehler, J. R., Grant, A. P. & **Ghent, L. S.** (forthcoming, 2016). Teaching collective-action problems without contextual bias: The Red/Green simulation. *Journal of Economics and Finance Education*.

Geerling, W., & Mateer, G. D. (2015). Teaching the law of supply using karaoke. *Journal of Economics and Finance Education*, 14, 69-78.

INNOVATIVE ASSIGNMENTS:

Al-Bahrani, A., Dowell, C., & **Patel, D.** (forthcoming, 2016). Video scrapbooking: An art form revived in the economics curriculum. *Journal of Economics and Economic Education Research*.

Al-Bahrani, A., Holder, K., Patel, D., & Wooten, J. (forthcoming, 2016) Art of econ: Incorporating the arts through active learning assignments in principles courses. *Journal of Economics and Finance Education*.

Bohanon, C. E. (2012). Haiku, art and economics: A pedagogical exercise. *International Journal of Pluralism and Economics Education*, 3, 424-436.

Engel, R., Murphy, P. R., & Fisk, C. (2014). Economics memes: How to use memes to teach and learn economics. *Journal of Economic Education*, 45, 75-76.

Geerling, W. (2013) An exploration of Robert Frank's 'The economic naturalist' in the classroom. *International Review of Economics Education*, 12, 48-59.

Holder, K., Hoffer, A., **Al-Bahrani, A., & Lindahl, S.** (2015). Rockonomix. *Journal of Economic Education*, 46, 443-443.

SERVICE LEARNING:

McGoldrick, K. M., & Ziegert, A. L. (Eds.) (2002). *Putting the invisible hand to work: Concepts and models for service learning in economics*. Ann Arbor: University of Michigan Press.

UNDERGRADUATE RESEARCH:

K. M. McGoldrick. (2008). Doing economics: Enhancing skills through a process-oriented senior research course. *Journal of Economic Education*, 39, 342-56.

^a Bold denotes author is a member of the JET Advisory Board.

UNIQUE USES OF EXISTING DATABASES:

Méndez-Carbajo, D. (2015). Data visualization and the online FRED database. *Journal for Economic Education*, 46, 420–429.

Patel, D., & Saunoris, J. (forthcoming, 2016). Using FRED data series to improve learning outcomes in economic courses: From student to practitioner. *Journal of Economics and Finance Education*.

Suiter, M. C., & Taylor, K. G.. (2016). Resources for economic educators from the Federal Reserve Bank of St. Louis. *Journal of Economic Education*, 47, 71-75.

USE OF SOCIAL MEDIA:

Al-Bahrani, A., & **Patel, D.** (2015). Incorporating Twitter, Instagram, and Facebook in economics classrooms. *Journal of Economic Education*, 46, 56-67.

Al-Bahrani, A., **Patel, D.**, & Sheridan, B. (2015). Engaging students using social media: The students' perspective. *International Review of Economics Education*, 19, 36-50.

USE OF MEDIA AND POP CULTURE:

Al-Bahrani, A., & **Patel, D.** (2015). Using *ESPN 30 for 30* to teach economics. *Southern Economic Journal*, 81, 829-842.

Geerling, W. (2012). Bringing the 'Dismal Science' to life: Teaching economics through multimedia. *International Review of Economics Education*, 11, 81-90.

Ghent, L.S., Grant, A. P., & Lesica, G. (2011). The economics of *Seinfeld*. *Journal of Economic Education*, 42, 317-18.

Hall, J. (Ed.). (2014). *Homer Economicus: The Simpsons and economics*. Stanford: Stanford University Press.

Kuester, D.D., **Mateer, G. D.**, & Youderian, C. J. (2014). The economics of *The Office*. *Journal of Economic Education*, 45, 392-392.

Lawson, R., Hall, J., & **Mateer, G. D.** (2008). From ABBA to Led Zeppelin: Using music to teach economics. *Journal of Economic Education*, 39, 107-107.

Mateer, G. D., & Stephenson, E. F. (2011). Using film clips to teach public choice economics. *Journal of Economics and Finance Education*, 10, 28-36.

Moryl, R. (2013). T-shirts, moonshine, and autopsies: Using podcasts to engage undergraduate microeconomics students. *International Review of Economics Education*, 13, 67-74.

Tierney, J., **Mateer, G. D.**, **Geerling, W.**, Wooten, J., & **Smith, B.** (Forthcoming, 2016). Bazinga-nomics: Economics of the *Big Bang Theory*. *Journal of Economic Education*.

CASE STUDIES:

Velenchik, A. D. (1995). The case method as a strategy for teaching policy analysis to undergraduates. *Journal of Economic Education*, 26, 29-38.

COOPERATIVE LEARNING:

Imazeki, J. (2015) Getting students to do economics: An introduction to team-based learning. *International Advances in Economic Research*, 21, 399-412.

OTHERS:

Acchiardo, C. J. and Mateer, G. D. (2015). First impressions: Why the first day matters. *Perspectives on Economic Education Research*, 9, 1-9.

Geerling, W. and Mateer, G. D. (2014). A spoonful of sugar helps the medicine go down: Why good content is never enough. In F. G. Mixon, Jr. & R. J. Cebula (Eds.), *New Developments in Economic Education* (pp. 1-20), Cheltenham, UK: Edgar Elgar Publishing Limited.

Hoyt, G. and McGoldrick, K. M. (Eds.) (2012). *International handbook on teaching and learning economics*. Cheltenham, UK: Edgar Elgar Publishing Limited.

Sheridan, B. J., Hoyt, G., & Imazeki, J. (2014). A primer for new teachers of economics. *Southern Economic Journal*, 80, 839-854.

B. Usefulness

Every submission must meet a number of criteria to ensure that readers understand the relevance of the contribution. First and foremost, submissions should be framed in context of the existing literature. This means that you should clearly articulate how your manuscript extends the existing literature in a novel way. Next, explain why your pedagogical approach is beneficial. For instance, readers want to know what courses or grade-levels are the appropriate audience. If your work spans multiple courses inform the reader. While the nexus of most submissions are likely to involve principles-level or AP instruction, we especially welcome manuscripts that target younger audiences and upper-level undergraduate courses as well.

One of the most important aspects of a good submission is how well you integrate your approach into a "typical" course sequence. For instance, which topics does it follow or precede? If the approach is overarching, make sure you outline how the material can be placed into a general course.

As an author you are intimately familiar with your submission. Your reader is not. They need a thorough step-by-step explanation so that they can replicate the pedagogy you are describing. It is especially helpful if you point out the places where students may encounter difficulty. Detailed instructions are a crucial element in any well-written submission.

Teachers also need to learn about how to introduce your pedagogy into their courses. Time

is a scarce resource so provide as much detail about the commitment required. Likewise, explain the benefits (and costs) of the pedagogy. Where appropriate describe ways to save time and extensions that can be used to foster discussion and greater mastery of the material. One of the most helpful ways to make your manuscript useful is to provide a complete set of instructions for students (in an appendix).

When available, report results from classroom use. This can be informal as well as formal. Student feedback is a good informal way of demonstrating that the pedagogy is effective. Concrete information of this nature gives the reader confidence that, when they utilize your pedagogy, they will be able to successfully implement it in their own courses.

C. Special Directions for K-12 Submissions

In addition to the details provided in the "Usefulness" section, we ask K-12 submitters to also provide a lesson plan. The lesson plan should clearly state the objectives for student learning, reference national economic standards, outline the teaching and learning activities, and conclude with strategies to check student understanding. The lesson plan is the "go to" document that other teachers will use to implement your pedagogy so we encourage submitters to make this an integral part of the manuscript.

3. The Basic Review Process

After a manuscript is submitted to *JET*, the editor reads it to determine if the paper is appropriate for our journal audience. Here, the editor wants to ensure that the article fits with the journal's stated mission. Papers which do not contribute new and innovative pedagogy will be rejected by the editor and not sent out to reviewers; the submission fee will be returned. Papers that do meet this initial check will be forwarded to one of two associate editors. It is the associate editor who identifies potential reviewers and makes contact with them.¹ In general, we seek out reviewers who have written about a similar pedagogy or at minimum one who is familiar with teaching the course for which the pedagogy is proposed. We use a double-blind review process, and each submission is examined by two reviewers. For submissions geared toward teaching K-12 students, we want at least one reviewer to be familiar with K-12 economic education.

We ask reviewers to provide advice to the journal editors with regard to the acceptance of the submission; they may recommend we accept the manuscript as is, ask the authors to revise their work based on some specific suggestions, or reject the work with no revision. The associate editor also weighs in on this decision and forwards all comments to the editor. The editor has the final say and then relays this information to the author(s). The author should then let the editor know if she plans on resubmitting the paper and provide an approximate date for doing so. This helps the editor plan for multiple editions of the journal simultaneously. With the revision, the author must explain how he has dealt with the comments and suggestions of each of the reviewers. The editor and associate editors review these changes and, in some cases, may ask the reviewers to reexamine the revised manuscript as well. A decision is then made as to whether the manuscript should be accepted or revised once again.

JET charges a submission fee of \$50 for each manuscript. However, because we believe in price discrimination, we will refund a portion of this fee to community college instructors (\$25)

¹ If you are interested in serving as a reviewer, please contact the editor of the journal with a list of areas in which you would feel most comfortable reviewing (e.g., classroom experiments, data projects, collaborative learning, K-12 economic education, etc.).

and high school teachers (\$40). The fee we are charging will help cover some of the costs associated with the production of the journal. More importantly, these fees will be used to provide a monetary prize for the "Best Paper" selected for each year. The winner of this award will be given \$500 and will also be invited to the journal's Board meeting at the AEA Conference on Teaching and Research in Economic Education (generally held in late May to early June) to be recognized. All papers accepted for *JET* each calendar year will be eligible. The first prize will be awarded in 2017.

4. Conclusion

We believe that *JET* will have a profound effect on economic education across all levels. We hope that you find it to be a great avenue to disseminate all of the innovative things you are doing in your economics classrooms. Our goal is to allow economic educators to share their tools and help shape the economics curriculum of the future. If you have any questions about our journal, please feel free to reach out to any member of our editorial staff or Advisory Board.