

# The Science of Learning for Graduate Student Pedagogical Training In Economics

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# What is AceleOnline?

**Discipline specific  
asynchronous online  
pedagogical training  
courses with optional  
in-person workshops.**



# State of the Economics Discipline

The typical instructor in introductory courses is predominantly a male, Caucasian, with a PhD.

“Chalk and Talk” remains the preferred method of instruction in introductory courses, along with the use of textbooks.

*“Teaching Methods in Undergraduate Introductory Economics Courses: Results From a Sixth National Quinquennial Survey” –Asarta, Chambers, Harter*

# State of the Economics Discipline

Survey Results on Teaching Methods, Median (and Mean) Responses in Percentages—Introductory Courses.

Variable	2000 0–4 scale	2010 0–4 scale	2020 0–4 scale	2020 0–6 scale
<b>Classroom presentations</b>				
Traditional lectures	83 (68)	83 (65)	83 (65)	76 (68)
Chalkboard or whiteboard text/graphs	83 (65)	83 (57)	83 (56)	76 (60)
PowerPoint/computer-generated displays	0 (13)	22 (37)	50 (51)	58 (53)
Overhead projector displays/document camera	6 (25)	0 (15)	0 (19)	0 (20)
DVD/VCR tapes, films, or movie clips	NA	6 (9)	6 (19)	6 (19)
<b>Discussion/student response</b>				
Student(s) with student(s)	6 (19)	6 (18)	50 (36)	42 (36)
Instructor(s) with student(s)	50 (43)	50 (43)	50 (50)	58 (51)
Clickers or other devices	NA	0 (6)	0 (17)	0 (18)

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# Dynamics of US Economics Departments

Type of institution/Job	2008	2018	Increase
Bachelor's Granting Tenure/Track Positions	9.46	9.96	5.29%
Bachelor's Granting Assistant Professor	2.09	2.80	33.97%
Bachelor's Granting Non-Tenure	0.87	1.06	21.84%
Ph.D Granting Total Positions	23.24*	26.85*	15.53%
Ph.D Granting Assistant Professor	5.77	6.77	17.33%
Ph.D Granting Non-Tenure	2.26	3.76	66.37%

\*both research-focused and teaching-focused jobs  
(Pieters and Roark 2022)

# Other Observations

Lack of graduate student classroom teaching preparation

Lack of graduate student teaching job market preparedness

Inconsistent support for belonging, diversity, equity and inclusion in undergraduate economics and in the field

Need for “continuing ed” pedagogical training opportunities in economics

Scaling to a wider audience

# Teaching4Econ Planned Program Phases

## PHASE I:

- Graduate Students getting ready to teach for the first time
- Graduate Students preparing for the job market


## PHASE II:

- Instructors who want to improve their teaching
- Instructors at 4 year and 2 year institutions wanting to develop a stronger pedagogical-focused job packet.

## PHASE III:

- LEVEL UP for experienced instructors

# Teaching4Econ Phase I Spring Curriculum



Ready Fall  
2023

The Science of Learning (Jackie Campbell & Bill Goffe)

Strategies for Teaching Economics: Content Delivery (Jadrian Wooten)


Strategies for Teaching Economics: Content Mastery (Jackie Campbell & Bill Goffe)



# The Science of Learning


**Explains** the underlying mechanisms involved in

- processing new information
- students being overloaded by information
- knowledge acquisition
- remembering information long-term



Ready Fall  
2023

# Strategies for Teaching Economics: Content Delivery




Ready Fall  
2023

**Applies** teaching practices for how students learn and develop knowledge and skills

- engagement
- learning supports
- direct instruction
- feedback

# Strategies for Teaching Economics: Content Mastery




Ready Fall  
2023

**Introduces** practices that promote higher-order thinking, identify gaps and improve long term retention of concepts and applications.

- retrieval of information learned previously
- effective strategies for practicing new information

# Phase I Summer Curriculum



Ready  
Summer 2024

Best Practices for Course Design (Florencia Gabriele)

Best Practices for Syllabus Design

Best Practices for Classroom Management (Aselia Urmanbetova)

**Making Yourself a Desirable Job Market Candidate (Emily Marshall,  
Jose Fernandez, Jadrian Wooten)**

# How we deliver our content



# In-Person Workshops



# How can you get involved?

Review for us

Attend our focus groups

Participate in our surveys

Participate in our research studies

Have us test our material with your graduate students (in-person workshops)

Have us train your departments' graduate students (or fellow instructors)

Tell your graduate students (or fellow instructors) about our courses and certification

**WRITE or CREATE VIDEOS and CONTENT FOR US!**

# Thank you!

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