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.

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

“Teaching Methods in Undergraduate Introductory Economics Courses: Results From a Sixth National Quinquennial Survey” – Asarta, Chambers, Harter
## Dynamics of US Economics Departments

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

*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

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)

Ready Fall 2023
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

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

- engagement
- learning supports
- direct instruction
- feedback

Ready Fall 2023
Strategies for Teaching Economics: Content Mastery

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

Ready Fall 2023
Phase I Summer Curriculum

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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