

“My Idea Works – Why Do I Have to Write It This Way?”

Communicating in the Econ Ed Academic Paper Structure

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Today's Goal

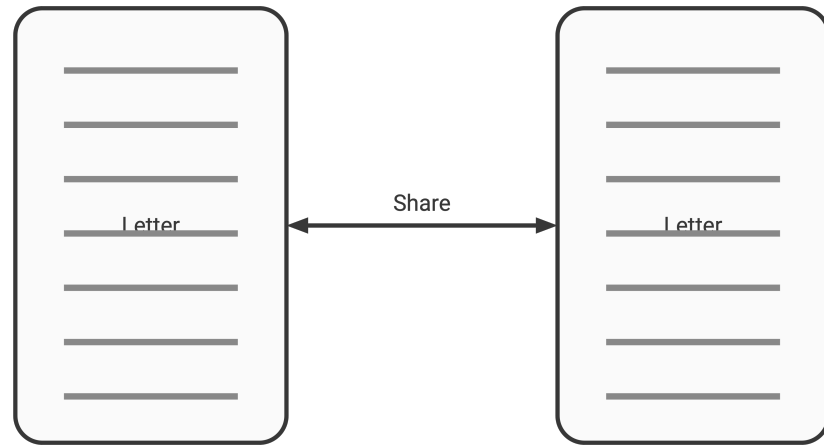
Help you understand the econ ed academic paper structure and how to communicate your ideas in a way that is useful to the readers of the Journal of Economics Teaching.

Who is this Talk For?

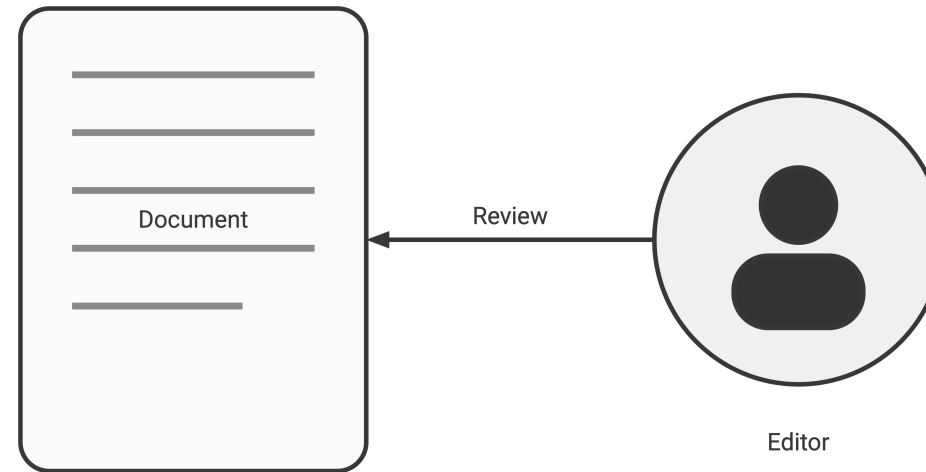
1. K-12 teachers and instructors of economics
2. Community college instructors of economics
3. University instructors new to the field of economics education research

Brief History of the Publication Process

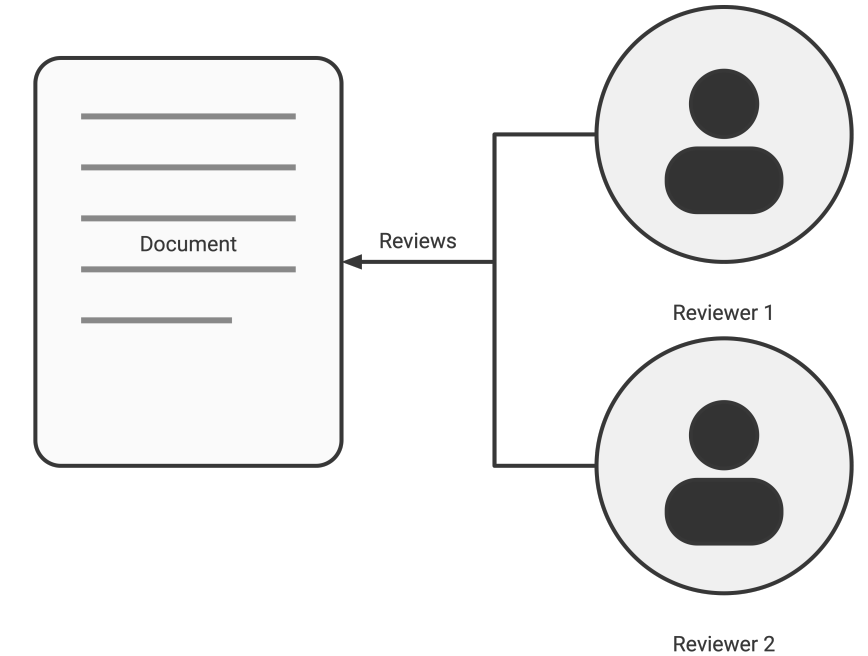
Early History Scientific Process



The Rise of the Academic Journal



The Modern Process



Start with the Premise that the Reviewers are Your Friends and Have a Hard Job

1. They are expected to determine if your work is new and useful (hard given new stuff is published every day).
2. They are expected to determine if your work is correct (hard given they weren't in your classroom and have never tried your idea).
3. They are expected to determine if your work is communicated in a way that others can use (hard given few have taught all levels and audiences of students).

Determining if Your Work is New and Useful

How can we make this easier for the reviewers? They haven't read **all** literature. Give them a clear and concise overview of the literature that matters to your work.

1. What literature leads up to this idea?
2. What literature is similar to this idea?
3. What literature is different from this idea?

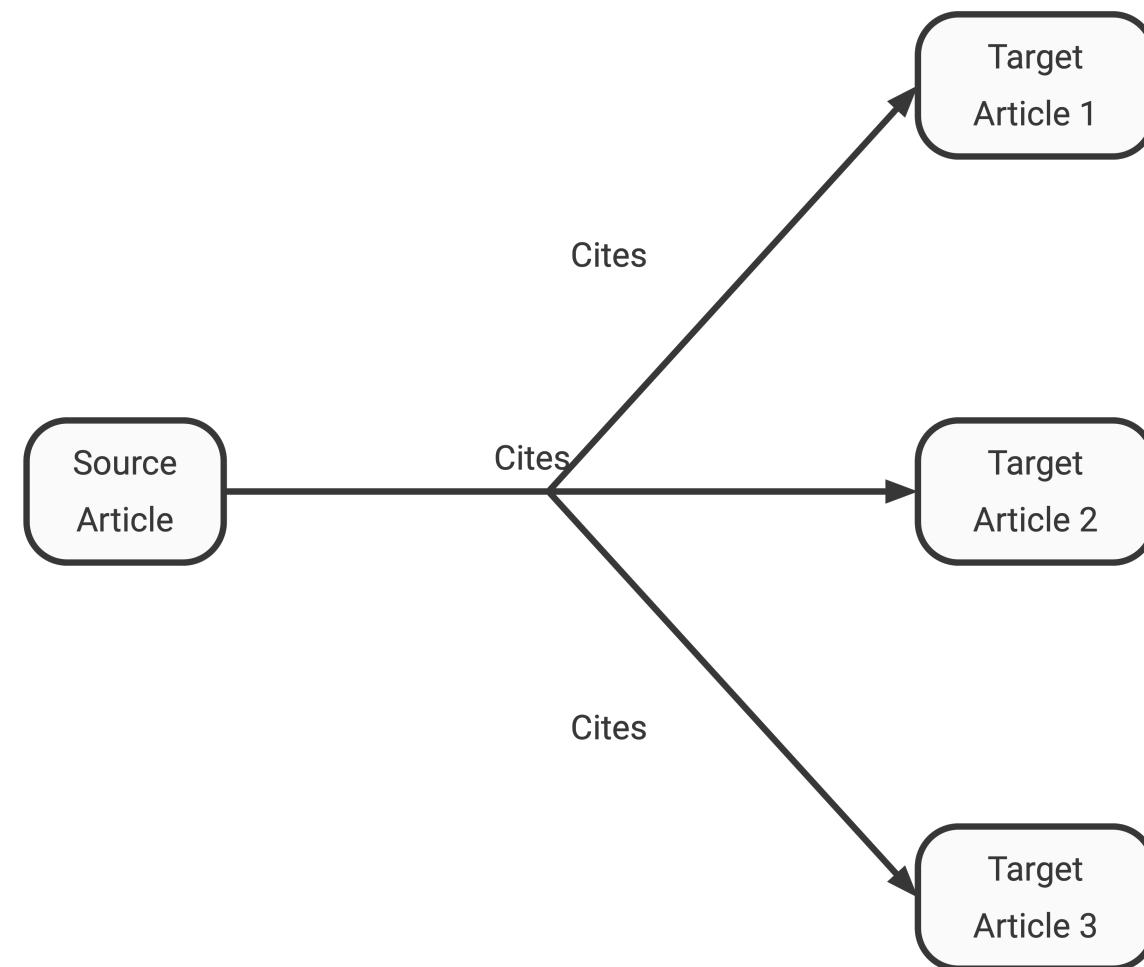
Note: These concepts sound similar to the ways in which people learn. This is on purpose.

The introduction is **teaching** the reviewers about the literature that matters to your work. The introduction is not a place to show off how much you know about the literature.

Where to Find the Literature

1. Google Scholar
2. Journal of Economics Teaching
3. Journal of Economic Education
4. International Review of Economics Education

Don't have access to a journal? Ask your friends.



Determining if Your Work is Correct

In most (non-instructional) articles, this is the methods section:

1. How was the data generated? (e.g., RCT, public data, etc.)
2. How do you identify the effect? (e.g., simple comparison, regression, etc.)
3. How are you sure the effect is real? (e.g., robustness checks, placebo tests, etc.)

In an econ ed instructional article, the equivalent section shows:

1. Overview of the instructional context? (e.g., course, level, audience, etc.)
2. What is the instructional approach and why do you think it will be effective? (e.g., literature, best practices, etc.)
3. Do you have evidence that the approach is effective? (e.g., student performance, student feedback, etc.)

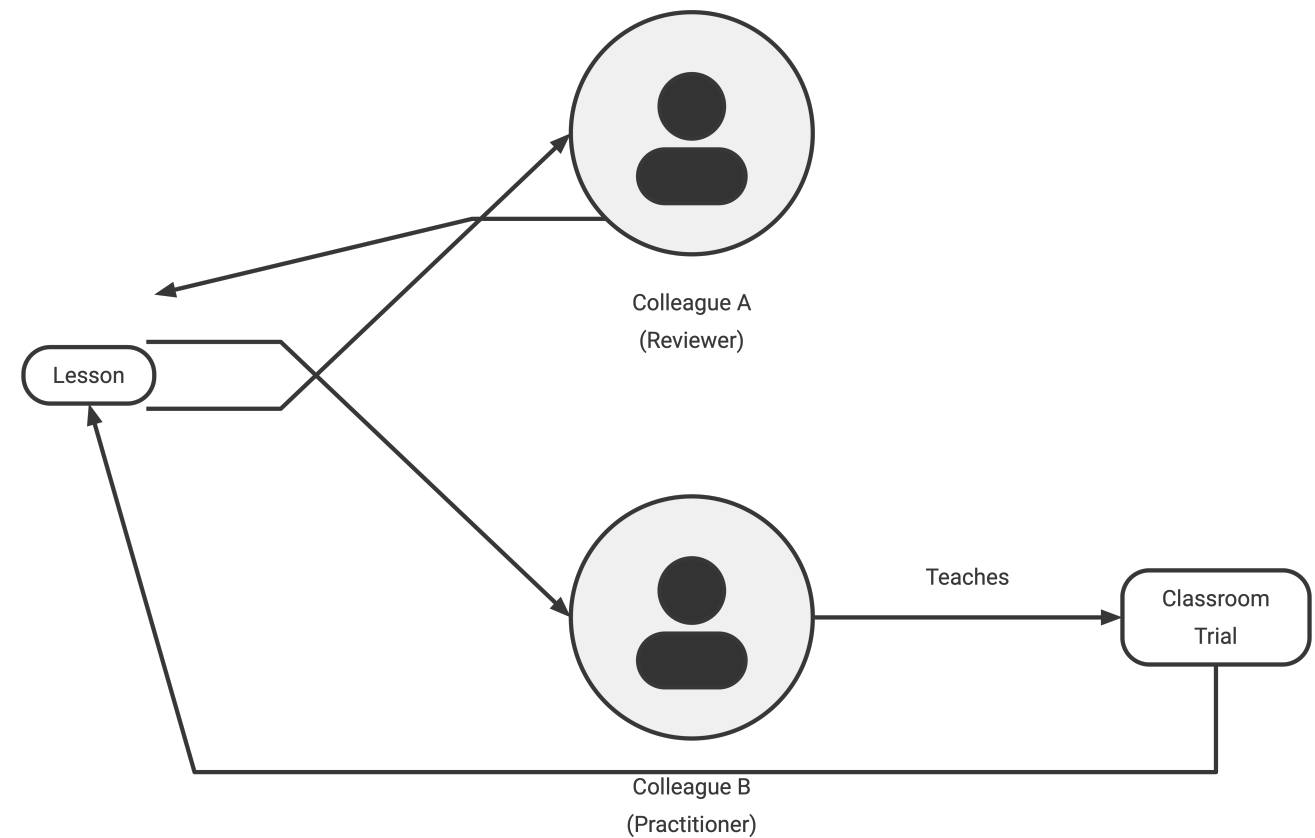
Determining if Your Work is Communicated in a Way That Others Can Use

They have never tried your idea!!

1. Do not assume the reader is as familiar with the topic as you are.
2. Provide **detailed instructions** for how to implement your idea. Include any materials that are needed (e.g., handouts, instructions, templates, etc.).
3. If in doubt, follow a lesson plan format: objectives, materials, procedures, assessment. See AP format as an example.

Get Feedback Early

1. Ask a colleague to read your draft and provide feedback.
2. Ask a colleague to try your idea.



Key Takeaways

1. The reviewers are your friends and have a hard job. Try to make it easy for them.
2. Literature is about **teaching** the reviewer/reader
3. Always keep the end user in mind when creating the implementation/method section.
4. Have others ...
 - read it
 - test it

Next up: Get ready to submit!