



DEE Draft Programme 2017

Wednesday 6th September

3.00pm-4.00pm	Economics Network Associates' Meeting Room: G06, Roberts Building
4.00pm-5.00pm	Special Session supported by the Royal Economic Society: Communicating Economics (open to all delegates) Room: G06, Roberts Building
6.00pm-8.00pm	Oxford University Press Welcome Drinks Reception Roberts Building Foyer

Thursday 7th September

08.00-09.00	Registration Roberts Building Foyer		
09.00-09.45	Plenary: <i>Motivating students</i>, Jose Vazquez (University of Illinois) Room: G06, Roberts Building		
09.45-11.15	Parallel Sessions 1		
	<p>Session A, Curriculum Room: G06, Roberts Building Chair: Alvin Birdi</p> <p><i>1. Power, economics, and a return to political economy: A polemic</i> Adam Ozanne (University of Manchester)</p> <p><i>2. How to teach ethics and economics</i> Stefan Kesting (University of Leeds)</p> <p><i>3. D.C. Hague's 'The economist in a business school': a quinquagenarial reflection</i></p>	<p>Session B, Online Learning Systems Room: 110, Roberts Building Chair: Ralf Becker</p> <p><i>1. The impact of online message boards on student outcomes</i> Steven Proud (University of Bristol)</p> <p><i>2. Is lecture capture benefiting (all) HE students? An empirical investigation</i> Carlos Cortinhas (University of Exeter)</p> <p><i>3. A data visualisation tool for monitoring learners in a MOOC</i></p>	<p>Session C, Workshop Room: 309, Roberts Building Introducing: Christian Spielmann</p> <p><i>1. Go Abroad Economics</i> Nicholas Myers and Sean Brocklebank (University of Edinburgh)</p> <p><i>2. Students as communicators (CTaLE session)</i> Parama Chaudhury, Cloda Jenkins, Dunli Li (UCL) and Christian Spielmann (University of Bristol)</p>



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	Paul Latreille (University of Sheffield) and Graham Brownlow (Queen's University Belfast)	Christophe Bontemps (Toulouse School of Economics and ENAC)	
11.15-11.45	Break and refreshments Roberts Building Foyer		
	Parallel Sessions 2		
11.45-12.45	<p>Session A, How should we measure the quality of an economics degree? (Panel) Room: G06, Roberts Building Chair: Parama Chaudhury</p> <p>Alvin Birdi (Economics Network and University of Bristol), Antonio Cabrales (UCL), Margaret Stevens (University of Oxford), John O'Sullivan (The Economist), David Sturrock (IFS)</p>	<p>Session B, Developing student skills Room: 110, Roberts Building Chair: John Sloman</p> <p><i>1. Developing Financial literacy among students in the UK and Russia</i> Inna Pomorina (Bath Spa University) and Nataliva Bruhanova (Altai State University)</p> <p><i>2. Does studying economics influence employment and loan decisions in later life?</i> William Bosshardt (Florida Atlantic University) and William Walstad (University of Nebraska-Lincoln)</p>	<p>Session C, Student learning in a flipped environment Room: 309, Roberts Building Chair: Martin Poulter</p> <p><i>1. Using Technology to Complete the Natural Learning Path in a Principles of Economics Course</i> Eric Chiang (Florida Atlantic University) and Jose Vazquez (University of Illinois)</p> <p><i>2. Flipping the classroom: Practical aspects and possible outcomes</i> Philip Hedges (University of Westminster)</p>
12.45-13.45	Lunch Roberts Building Foyer		
	Parallel Sessions 3		
13.45-15.15	<p>Session A, Student skills, preparation and determinants of success Room: G06, Roberts Building Chair: Inna Pomorina</p>	<p>Session B, Learning outcomes Room: 110, Roberts Building Chair: Guglielmo Volpe</p> <p><i>1. Learning gain and confidence gain as metrics for pedagogical effectiveness</i></p>	<p>Session C, Workshop Room: 309, Roberts Building Introducing: Martin Poulter</p>



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	<p><i>1. The importance of high-school preparation for economics undergraduates</i> Daphne Nicolitsas (University of Crete)</p> <p><i>2. Characteristics that predict the likelihood of a student experiencing grade success in principles of micro and macroeconomics</i> KimMarie McGoldrick and Tisha Emerson (University of Richmond)</p> <p><i>3. Teaching business economics for sustainability – The roles of a business person privileged in classroom practice</i> Pernilla Andersson (Stockholm University)</p>	<p>Fabio Arico and Jake Patterson (University of East Anglia)</p> <p><i>2. Introducing CORE's The Economy – Evaluating students' exam performance</i> Christian Spielmann (University of Bristol)</p> <p><i>3. 'And I must borrow every changing shape': Changing perceptions in the value of a University degree, repercussions for Economics</i> Duncan Watson (University of East Anglia) and Steve Cook (Swansea University)</p>	<p><i>1. An Adventure in Flipping: A 'Meta' Workshop</i> Michael Reynolds (University of Leeds)</p> <p><i>2. The improved art of flipping: moving towards better teaching, learning and research potential in a macroeconomics flipped class</i> Brigitte Pegado, Liezl Nieuwoudt and Olivia Ezeobi (Stellenbosch University)</p>
15.15-15.45	<p>Break and refreshments Roberts Building Foyer</p>		
15.45-17.15	<p>Parallel Sessions 4</p>		
	<p>Session B, Lessons from employment and work experience Room: G06, Roberts Building Chair: Christian Spielmann</p> <p><i>1. Embedding social capital in the economics curriculum</i> Guglielmo Volpe and Leon Vinokur (Queen Mary University of London)</p>	<p>Session B, New approaches to engage students Room: 110, Roberts Building Chair: Carlos Cortinhas</p> <p><i>1. Teaching Real Analysis to economics students</i> Eleni Katirtzoglou (London School of Economics)</p>	<p>Session C, Workshop Room: 309, Roberts Building Introducing: Paul Lovejoy</p> <p><i>1. Using MS Excel to bridge the maths gap in principles of macroeconomics</i> Paul Lovejoy, Adam Cox and Alan Leonard (University of Portsmouth)</p> <p><i>2. Little, big and vast steps towards open education</i></p>



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	<p><i>2. Exploring economics - our experiences of influencing economics education in government</i> Andrew Heron, Sonia Razia (Exploring Economics, GES)</p> <p><i>3. Student academic performance and professional training year</i> Miguel Flores and Panagiotis Arsenis (University of Surrey)</p>	<p><i>2. Know thyself - students as subjects in an ad-hoc research</i> Tomasz Kopczewski (University of Warsaw)</p> <p><i>3. Skills-based teaching in economics: Case studies using online learning and portfolio assessment</i> Hassan Haghparast-Bidgoli, Jolene Skordis-Worrall, Neha Batura (University College London)</p>	Martin Poulter (Economics Network)
17.15-18.00	<p>Keynote: Communicating economics: a year in the frontline, Jagjit Chadha (NIESR) Room: G06, Roberts Building</p>		
19.30	<p>Conference Dinner supported by CTaLE (delegates are welcome to arrive from 18.00 to look around the museum and for a pre-dinner drink) Churchill War Rooms</p>		

Friday 8th September

09.00-09.30	<p>Registration Roberts Building Foyer</p>		
	<p>Parallel Sessions 5</p>		
09.30-11.00	<p>Session A, Simulations and experiments in the classroom Room: G06, Roberts Building Chair: John Sloman</p> <p><i>1. Using simulations as a learning method in the area of public economics</i></p>	<p>Session B, Peer learning and evaluation Room: 110, Roberts Building Chair: Edmund Cannon</p> <p><i>1. Birds of a feather – social interactions of university students in a classroom</i> Dorota Celinska (University of Warsaw)</p>	<p>Session C, Workshop Room: 309, Roberts Building Introducing: Ross Guest</p> <p><i>Publishing in Economics Education, with the Editors of the International Review of Economics Education</i> Ross Guest (Griffith University), William Bosshardt (Florida Atlantic University), David</p>



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	<p>Javier Sierra Pierna (University of Salamanca)</p> <p>2. <i>Economic experiments – a criteria-based evaluation in high school teaching</i> Maximilian Schminanski, Jan-Martin Geiger and Andreas Liening (University of Dortmund)</p> <p>3. <i>'The games students play': simulating pricing decisions in oligopolistic markets</i> Vincent Rich (University of Westminster)</p>	<p>2. <i>Self vs peer evaluation: are students more accurate at evaluating the work of their peers than their own?</i> Jon Guest (Aston University) and Robert Riegler (Coventry University)</p> <p>3. <i>Herding in the classroom - an experiment</i> Parama Chaudhury (University College London)</p>	<p>McCausland (University of Aberdeen), Edmund Cannon and Alvin Birdi (University of Bristol)</p>
11.00-11.30	<p>Break and refreshments Roberts Building Foyer</p>		
11.30-13.00	<p>Parallel Sessions 6</p>		
	<p>Session A, Enhancing engagement and performance Room: G06, Roberts Building Chair: Judith Shapiro</p> <p>1. <i>Can multiple small feedback activities improve students' performance and opinion of feedback? Evidence from compulsory final year module</i> Antonio Rodriguez Gil (University of Leeds)</p> <p>2. <i>Enhancing students' engagement through inclusive team work</i> Liliana Harding (University of East Anglia)</p> <p>3. <i>Open versus structured research environment in</i></p>	<p>Session B, Technology as a learning tool Room: 110, Roberts Building Chair: Jon Guest</p> <p>1. <i>Using polling to elicit students' uncertainty</i> Andrew Mearman (University of Leeds)</p> <p>2. <i>Online assessment, adaptive feedback and the importance of visual learning for students</i> Mario Pezzino (University of Manchester)</p> <p>3. <i>Introducing economics to millennials using short YouTube clips</i></p>	



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	<p><i>undergraduate economics: A case study from the University of Southampton</i> Emanuela Lotti (University of Southampton)</p>	<p>Jose Carrasco-Gallego (University of Portsmouth)</p>	
13.00-14.00	<p>Lunch Roberts Building Foyer</p>		
14.00-15.30	<p>Parallel Sessions 7</p>		
	<p>Session A, Encouraging study and widening participation Room: G06, Roberts Building Chair: Steve Proud</p> <p><i>1. Widening Participation: academic and careers success, a case study</i> Guglielmo Volpe (Queen Mary University of London)</p> <p><i>2. Utilising TRIBE (online-teaching and learning website) to bridge the gap between teaching Economics at schools, FE & HE</i> Karen Kufuor (University of Westminster)</p> <p><i>3. The impact of targeted workshops on engagement and performance for under-performing students</i> Peter Hughes and Antonio Rodriguez Gil (University of Leeds)</p>	<p>Session B, Student learning Room: 110, Roberts Building Chair: Gherardo Girardi</p> <p><i>1. Make lectures match how we learn: the nonlinear teaching approach</i> Katerina Raoukka (University of Bristol) and Peng Zhou (Cardiff University)</p> <p><i>2. Escaping the economist's straightjacket: overcoming the free-rider mentality which prevents climate change from being effectively addressed</i> Gherardo Girardi (St Mary University of London) and Gian Lorenzo Preite (Impact Hub)</p> <p><i>3. Learner paths</i> Nathalie Lenoir (Ecole Nationale de l'Aviation Civile) and Christophe Bontemps (Toulouse School of Economics and ENAC)</p>	<p>Session C, Workshop Room: 309, Roberts Building</p> <p><i>1. An online simulation about horizontal differentiation</i> Nicolas Gruyer (Economics Games)</p>



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15.30-16.30	<p>Economics Network Special Session: Is our assessment up to the job (panel)</p> <p>Andrew Heron (GES), Cloda Jenkins (UCL), Alvin Birdi (University of Bristol), Jon Guest (Aston University)</p> <p>Room: G06, Roberts Building</p>
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