

PREFACE

The Teaching Innovations Program (TIP) introduced undergraduate economic instructors to interactive teaching strategies and mentored them as they began to adopt those strategies. TIP participants first attended a residential workshop to learn about different interactive teaching strategies. They next enrolled in online modules that provided further instruction and mentoring as they adapted selected interactive strategies to their own classes. Finally, participants wrote about their TIP-based teaching experiences, made presentations at professional meetings, and discussed their program experiences with interested colleagues.

TIP was sponsored by the Committee on Economic Education (CEE) of the American Economic Association which has a long tradition of supporting teacher education programs for economists (Salemi, Saunders, and Walstad 1996). TIP grew out of a conference sponsored by the CEE, funded by the AEA, and held in San Antonio in the spring of 2000 (Salemi et al. 2001). The conference was held to identify research and action priorities for the CEE, to organize teams to work on each priority, and to discuss funding options. One of the five priorities identified at the conference was a new teacher-education program that would focus on interactive teaching and learning.

Conceptualizing TIP was one thing; finding funding for it was another. We submitted our first and second applications for National Science Foundation (NSF) funding in 2000 and 2001 and were unsuccessful. Our third application in 2003 was successful and TIP was funded by a five-year grant from the National Science Foundation (DUE #03-38482).

We received funding from NSF in February 2004. There was too little time that year for us to plan and conduct spring workshops so we worked on other components of the project. One advantage of our one-year delay in offering workshops the first year was that it created cost savings that we used to fund a sixth year of activity. We devoted 2004 to designing the prototype for our workshops and follow-on instructional modules. We also did extensive work on advertising and publicizing the project and on recruiting and selecting workshop participants. Each spring from 2005 through 2009, we offered two TIP workshops for economics faculty members. The project also developed seven follow-on instructional modules that were used by many TIP participants. Although the NSF grant officially ended at the end of January 2010, the TIP module instructors gave the last cohort of TIP workshop participants until June 2010 to complete the module work and conduct their classroom innovations.

The division of labor for administering and conducting the grant activity worked smoothly throughout the project. Walstad served as the Principal Investigator (PI). He was responsible for administering the grant, budgeting funds, contracting for expert services, managing the website, handling project evaluation, and providing general oversight for all phases of grant activity. Co-principal investigator Salemi served as workshop director throughout the project and worked on workshop site arrangements, workshop design and program, applicant selection, staff mentoring, and workshop reporting.

Both PIs developed the prototype for the follow-on instructional modules and recruited the module experts. Both served on the instructional staff of several workshops. Walstad was the expert for the assessment module; Salemi for the discussion module. The PIs also organized sessions at professional meetings that at first served as introductions to TIP and later showcased the TIP-related accomplishments of program alumni.

Other economists played key roles in TIP and made valuable contributions. KimMarie McGoldrick (University of Richmond) served on the instructional staff of many workshops, was instructional staff leader at several, was program expert for the cooperative learning module, and headed up the scholarship of teaching phase of TIP. Mark Maier (Glendale Community College) served on the workshop instructional staff, was program expert for the context-rich problems module, and coordinated the online instruction phase of TIP. Patrick Conway (University of North Carolina at Chapel Hill) served on the instructional staff and was the program expert for the teaching with cases module. Denise Hazlett (Whitman College) was a workshop instructor and program expert for the classroom experiments module. Gail Hoyt (University of Kentucky) served on the workshop instructional staff and was program expert for the module that taught instructors how to use interactive strategies in large enrollment courses. Tisha Emerson (Baylor), Kirsten Madden (Millersville University), and Robert Rebelein (Vassar College) are TIP alumni who joined the workshop instructional staff.

In addition to our colleagues above who served as skilled instructors and module experts for TIP, we also must acknowledge the valuable help and support we received from other quarters. We are grateful to the American Economic Association (AEA) for its support of TIP, and in particular to John Siegfried, Secretary-Treasurer of the AEA, and Michael Watts, current chair of the AEA-CEE, for their help and guidance throughout the project. We also want to thank the staff of the AEA, and Marlene Hight in particular, for helping us publicize TIP in various AEA publications, obtain venues for TIP workshops, and arrange the logistics for the TIP final conference in 2010. We are grateful to Susan Houston at the AEA for her work on the TIP webpage at the AEA-CEE website. In addition, we greatly appreciated the

advice we received from Myles Boylan at the National Science Foundation on how we could make the best possible case to the Foundation. Sharon Nemeth (University of Nebraska–Lincoln) too deserves thanks for her many and tireless efforts in support of the administration of TIP grant. Finally, we thank Alan Sturmer (Edward Elgar Publishers) for encouraging us to prepare this book and guiding us through its completion.

Teaching Innovations in Economics describes in detail the components of TIP and reports on the accomplishments of economics instructors who participated in TIP between 2005 and 2010. Chapters 1 through 3 describe the three phases of TIP – the workshops at which participants were introduced to interactive teaching and learning strategies, the follow-on modules which assisted participants in implementing those strategies in their own courses, and opportunities created by TIP for its participants to contribute to the scholarship of teaching and learning. Chapters 4 through 10 showcase the contributions of TIP alumni to the development of each interactive teaching and learning strategy supported by TIP: cooperative learning, experiments, discussion, formative assessment, context-rich problems, teaching with cases, and interactive teaching strategies for large-enrollment courses. Chapter 11 reports the findings from a retrospective evaluation of TIP undertaken by participants as the program ended.

We are proud of all that has been accomplished through TIP. The chapters in this book provide readers with a rich sample of program work and outcomes. TIP informed and influenced many economists who teach undergraduate economics to students in colleges and universities throughout the nation. TIP gave these economics instructors the education and support they needed to adapt and apply new interactive teaching strategies. We believe that the greatest and longest-lasting benefits of TIP will accrue to the thousands of students who TIP participants now instruct with their new or expanded set of interactive teaching strategies for economics.

Michael K. Salemi
William B. Walstad
July 1, 2010

REFERENCES

- Salemi, M.K., P. Saunders, and W. Walstad (1996), “Teacher training programs in economics: Past, present and future,” *American Economic Review*, Papers and Proceedings, **86** (2), 460–64.
- Salemi, M.K., J.J. Siegfried, K. Sosin, W.B. Walstad, and M. Watts (2001), “Research in economic education: Five new initiatives,” *American Economic Review*, **91** (2), 440–45.