



# The Economics Network Newsletter

Issue 23  
Spring 2014



Working with the Royal Economic Society and Scottish Economic Society to  
support economics education in the UK and internationally

## Supporters

The Economics Network is generously supported by the Royal Economic Society, the Scottish Economic Society and over 50 UK higher education economics departments. More information on our supporters and joining the Network is available on our website at:

[www.economicnetwork.ac.uk/about/supporters](http://www.economicnetwork.ac.uk/about/supporters)

Benefits for supporting departments include:

- Free priority access to Economics Network activities such as graduate teaching assistant and new lecturer workshops which are held at selected member institutions.
- Advice, support and consultancy for internal departmental workshops and away days.
- Publicity on the Network's website.
- Reduced or waived fees and priority booking for events and conferences.
- Invitations to participate in the Network's pedagogical research activities.

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The Government Economic Service (GES)

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The Association of European Economics Education (AEEE)

The Association of Corporate Treasurers (ACT)

# ECONOMICS NETWORK NEWSLETTER

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curricula, including reviewing the pilot implementation of CORE economics content at several universities (UK and abroad) beginning this autumn.

The Network ran its first ever Teaching Symposium designed for early careers staff, at the London School of Economics on 2nd April. It was designed as a complement and follow-up to the programme of workshops for new lecturers and graduate teaching assistants that the Network runs each autumn. These workshops, supported by the Royal Economic Society and the Scottish Economic Society, are run by experienced economics lecturers from across the UK and are designed to complement generic institutional training. Workshops for this coming autumn are now being planned, as is another teaching symposium for April 2015 (see page 4 for a report on the symposium).

*“thank you for this excellent workshop. It was very useful for early careers and I will be definitely checking the Economics Network website for future events”.*

The Economics Network has recently taken on editing (along with the University of Southampton) the Economic Review, a long-running magazine for economics A-level students. The publication, in print since 1984, provides A-level students with help in their studies and will afford an opportunity for the Network to promote the study of economics at university. See page 11 for more information.

The Economics Network is generously supported by the Royal Economic Society, the Scottish Economic Society and over fifty UK higher education economics departments. If your university is not yet a part of this community, please see our website for more information about benefits and how to join: [www.economicnetwork.ac.uk/about/supporters](http://www.economicnetwork.ac.uk/about/supporters).

**Alvin Birdi & Ros O’Leary**

## Editorial

The Economics curriculum in higher education in the post-crisis era was the focus of a special session at April's Royal Economic Society conference at the University of Manchester. The Economics Network reported early results from its collaborative research project on economics students' behaviour and attitudes to the curriculum, Diane Coyle reported on the views of employers and Wendy Carlin discussed the international CORE project which is developing open educational resources to support a revised core curriculum in economics.

The Network will be hosting an event in London in January 2015, which will further explore developments in economics



# Teaching symposium

## for early career lecturers and teaching assistants

As part of its continual efforts to improve the service it provides to lecturers and teachers of HE economics, the Network ran its first ever Symposium for Early Careers Lecturers and Graduate Teaching Assistants at the LSE on 2nd April.

This event arose as a result of feedback from previous training events in which delegates expressed a desire to see more practice-based training particularly in specific content areas such as econometrics.

The event was attended by around 55 participants from 27 different universities. It began with parallel and practical sessions on teaching and assessing quantitative economics (with Frank Witte and Guglielmo Volpe), teaching and assessing essay-based economics (with Alvin Birdi and Christian Spielmann) and course/module design (with Peter Smith and Caroline Elliott).



The participants were then split into two groups for the afternoon sessions, which were repeated to allow everyone to attend both. One session was led by a professional actor and former drama lecturer, Pete Bailie, who engaged participants in various aspects of bodily presence, annunciation and speech control. The session covered material that is essential for engagement and effective teaching but which, as an attendee commented, is all

too easily overlooked in delivery. The other afternoon session introduced participants to alternative uses of classroom time including problem-based learning and lecture flipping. In addition, participants were introduced to a range of technologies and how to effectively use these in their teaching. The session was led by Paul Middleditch, Will Moindrot and Guglielmo Volpe.



The day was rounded off with a keynote address from Economics Network patron, journalist and author, Tim Harford. Tim contrasted the stark deductive approach of Garret Hardin to the tragedy of the commons with that of Elinor Ostrom who studied the various and somewhat messier ways in which communities had found practical and lasting solutions to the problem. His talk led to a discussion on methodology and pedagogical approaches in economics and in particular on the overuse of the Powerpoint slide.

Following the success and positive feedback from the symposium, we plan to run it again in April 2015, so keep an eye on the



events page on our website for further information.

### Feedback from the symposium:

93.9% of attendees would recommend this event to a colleague.

97% agreed or strongly agreed that the presenters were of a high standard.

*The symposium was 'exciting and gave more practical points to improve my teaching ability and presentation skills'.*

*'I have learnt more about different teaching styles by engaging with other lecturers'.*

*'Pete Bailie was great... actually amazing! As was Tim Harford'*

*'It was great to meet and talk to so many young PhD students and reassuring to hear that they experience the same problems'.*

*- 'It was a lovely atmosphere and it was nice to take part in a day where there was so much enthusiasm'.*

**By Alvin Birdi and Ashley Lait**

# An attendee's perspective

James Carroll, Loughborough University

On the morning of Wednesday 2nd April, I joined the hordes of commuters heading from Essex to London on my way to the London School of Economics, which had kindly agreed to host the Economics Network's most recent event. The event, "Teaching Symposium for early career lecturers and teaching assistants", was one that I had been looking forward to for a few weeks. It was billed to cover a range of key issues for modern day teaching; alternatives to simple lecturing, confidence in the classroom, and the use of technology as an aid to teaching.



The day started promptly and Alvin Birdi, Co-Ordinator of the Economics Network, welcomed everyone and gave an overview of the packed schedule we had for the day. With such a full schedule we moved swiftly on to the first session; a choice between teaching quantitative modules, teaching essay modules or designing your own modules. As a tutor of Quantitative Economics, A-Level Maths, and Econometrics, attending the quantitative session was the clear choice for me. It began with a few group discussions that helped to highlight the main problems faced when conducting our teaching. Though I initially thought these might not be productive, they were actually rather reassuring, as everyone faced very similar challenges in their teaching. What followed was a number of different examples around the theme of Problem Based Learning, a topic which I had met before but not implemented.

The session leaders, Guglielmo Volpe and Frank Witte, demonstrated a wide range of practical applications as well as the support structures behind the methods such as, exemplifying the Central Limit Theorem though studying the length of a human hug, or allowing the students to present their own choice of simulation. Students had responded exceptionally well to this style of teaching, becoming active participants in their own learning, building deeper understanding of theory and application, as well as the problems associated with real world experiments. It was great to see clear, practical examples of how to make a more abstract subject tangible and real for the students. More examples are readily available on the [Economics Network website](http://www.economicnetwork.ac.uk) along with handbooks on their use.



The afternoon kicked off with a great workshop by Pete Bailie (Vox Academy). A clearly talented, former stage actor, Pete took the group through a number of activities to build confidence and proficiency in delivering presentations and teaching sessions. Though a room full of people speaking with their tongues out may have seemed rather strange, it was a great way to loosen the facial muscles and make sure we were all articulating - the results were surprisingly obvious!

The second session by Learning Technologist Will Moindrot and Lecturer Paul Middleditch was focused on the use of technology in lectures, and more broadly on different uses for a lecture slot. A radical, but interesting idea, was for an Economics Bootcamp; taking students away for a week for an intensive, all-day, every-day style of tuition. The remaining lecture time would then be used as office hours to deal with student queries and for students to build their knowledge base through application to courseworks set. Though I'm not sure it would be allowed, it is certainly an interesting idea!

The remainder of the talk was used to demonstrate a number of particularly useful applications of Turning Point, a student voting system. It was recognised that the usual problem with Turning Point is the distribution and collection of handsets, however, the solution presented here was the use of an online web app called Response Ware. It worked exactly like the Turning handsets but could be accessed through smartphones. This is a great way to get students to engage whilst also using their phones (something that it appears is inevitable in lectures)! Paul also demonstrated the great success he had experienced with the use of Twitter. Forcing students to concentrate their questions to only 140 characters avoided mammoth emails

filled with questions and the resulting time consuming replies. Other students could then also follow tweets related to the module through the identifying hashtag, or following the lecturer, which then allowed answers to one student's question to be seen by others, saving time yet further.

Overall it was a hugely helpful day which had something for everyone and especially those new to teaching. Thank you to the LSE for hosting, the Economics Network for organising, and all of the session leaders throughout the day; it was fantastic.



## Upcoming Economics Network Events

### Autumn workshops for graduate teaching assistants

This workshop series is specifically designed for those who teach economics and complements any generic institutional training. Participants receive a certificate of attendance, mapping the workshop activities to the UK Professional Standards Framework. The workshops are run by experienced lecturers and are supported by the Royal Economic Society and Scottish Economic Society. Further details will be released on our website in the coming weeks.

### Residential workshop for new lecturers

This economics-specific workshop for early careers lecturers takes place over a day and a half. It is run by experienced lecturers and includes sessions on: making your lectures more effective, seminars and small group teaching, classroom experiments and games, effective assessment and feedback, synthesising teaching and research, and alternative uses of lecture time. In the past, the new lecturers workshop has taken place in the autumn but in the 2014-2015 academic year, we will be running it in April alongside the 2015 teaching symposium.

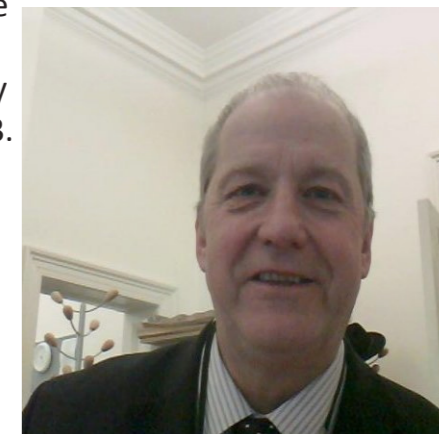
Please visit our events page for further information on these workshops and other Economics Network events:

[www.economicnetwork.ac.uk/events](http://www.economicnetwork.ac.uk/events)

# New Economics Network Patron

## Andy Ross, Former GES Deputy Director

We are very pleased to announce that Andy Ross has become a patron of the Economics Network. Andy was Deputy Director of the UK Government Economic Service and Deputy Director at HM Treasury until his retirement in February 2013. Andy has been a great supporter of the Economics Network and it is largely thanks to him that we continue to have close ties to the GES today.



Andy is currently Visiting Professor at Reading University, Visiting Research Fellow at Leeds University, a Birkbeck Honorary Teaching Fellow and Economic Consultant for High Oak Enterprises Ltd. In addition, he serves on the Council of the Academy of Social Science, Westminster Business School Advisory Board and the QAA Subject Benchmark for Economics.

Andy has been a member of the Conference of Heads of University Departments of Economics, the British Academy's UK Strategic Forum for Social Science and the CEO Group of the Academy of Social Sciences. He has authored textbooks and been a polytechnic head of economics, a university dean, college director, university inspector, local government councillor, dot com director and 'Investors in People' reviewer. Andy joined the civil service in 2000 to jointly found the OECD's leading micro-econometric laboratory at the Office for National Statistics, before moving to HM Treasury in 2005.

### Andy on the Network:

*"The Economics Network provides a unique service in providing a support network for students, teachers and employers. It is vital to making economics education vibrant, popular and relevant."*

Andy joins our current patrons who support the Network by contributing to our events and publications:

Charlie Bean, Deputy Governor, The Bank of England

Diane Coyle, Director, Enlightenment Economics

Tim Harford, Senior Columnist, The Financial Times

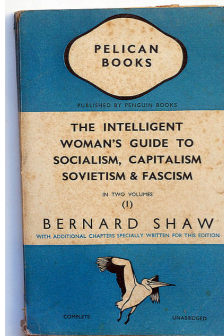
Paul Johnson, Director, Institute for Fiscal Studies

John Kay, Columnist, Financial Times

Paul Ormerod, Partner, Volterra Partners

# Changing the subject

Alvin Birdi, Economics Network

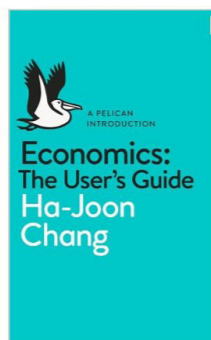


The past week has seen the launch of the new Pelican imprint of Penguin. The original and much-loved series began in 1937 with the *Intelligent Woman's Guide to Socialism and Capitalism* by George Bernard Shaw to whom

is attributed the assertion that economists, even placed end to end, would fail to reach a conclusion.

If the surge of articles in the press and social media networks in recent months is anything to go by, Shaw's characterisation of economics as an embarrassing richness of perspectives about its object, the economy, has been replaced by concerns of an increasing homogenisation of views not just about the economy, but the world, the universe and everything besides.

Such is the charge of Ha Joon Chang's *Economics: A User's Guide* which is the first in the new Pelican series launched three-quarters of a century on from the original series and again at a time of heightened and widespread eagerness in the general population to learn about the causes and remedies of serious downturns in economic activity.



If, as the critics hold, there is little challenge to the dominant perspectives from within the profession, there is certainly no shortage of viewpoints about what needs to be done to rectify the situation. In what follows, the Economics Network has compiled its own user's guide to the ins and outs of the debate with reference mainly to issues of teaching and curriculum.

## Early rumblings

An international conference in London in February 2012 led to Diane Coyle's *What's the use of economics* in 2012, a collection of articles from academics, employers and others on the state of the profession and curriculum. Earlier, in 2009, Fontana and Setterfield's collection *Macroeconomic theory and Macroeconomic pedagogy* was more singularly focused on continuing debates about the adequacy of the underlying macroeconomics theoretical framework we teach to students, for some time dominated by the workhorse IS-LM framework, now superceded by the "New Consensus" 3-equation model.

## Discontented students

Students themselves have been organised and articulate players in the recent debates.



Notably the Rethinking Economics group and the Post-Crash Economics Society (PCES), have articulated their concerns in various forums. The PCES's report from early April, demanding a "rethink of the discipline", complains that the syllabus is outmoded and monopolised by what it characterises as "neoclassical economics", a term it relates to the methodological prescription of individuals maximising welfare subject to exogenous constraints and an overriding focus on exchange. Their accusation is that the "mainstream" is devoid of "competing theories" (Report, 55) and says relatively little about matters of distribution and social reproduction.

The report laments the absence of economic history and also "institutional, evolutionary, Austrian, post-Keynesian, Marxist, feminist and ecological" viewpoints. It also criticises a perceived over-formalisation of theoretical

approaches and an increasing distance from its empirical object of study, the economy. It is representative of a group of critiques stemming from what might be termed a "schools of thought" or a "heterodox" economics position.

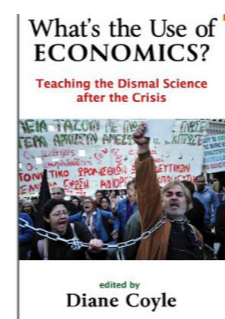
## Responses

The PCES report stimulated a number of immediate responses on the blogosphere. Roger Farmer, encouraging the questioning of everything that is taught, nevertheless suggests that the students might "take the time to absorb those ideas that are in the mainstream" as it is engagement with these that will "make meaningful changes that will advance our understanding".

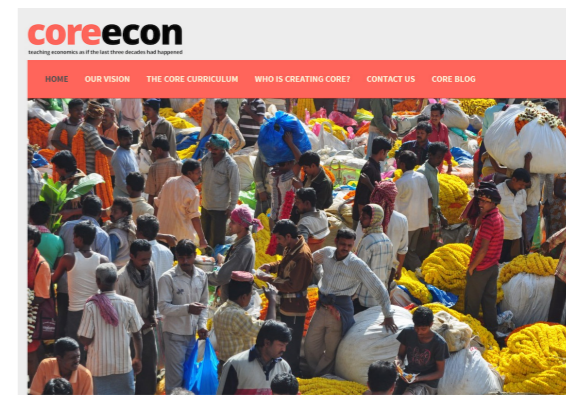
Simon Wren-Lewis seems somewhat nostalgic about the noble pursuit of a value-neutral science but agrees that there may be hidden judgements lurking somewhere in the background of seemingly non-partisan theories. But he takes issue with the schools of thought proponents because, as he puts it, "I would much rather a future Chancellor, Prime Minister, or advisor to either, remembered from their undergraduate degree that mainstream theory said austerity was contractionary, rather than 'well it all depends on whether you are a Keynesian or an Austrian'."

Tony Yates, responding to the same report defends economics from a decidedly more "mainstream" position. See his suggestions for a macro course on bubbles and panics (link on page 10).

The substantive debate seems to revolve around whether greater variety of perspective can only come via reference to various "schools" or whether it might be possible within what



Wren-Lewis terms the "mainstream". The debate is summarised by Wren-Lewis, borrowing from Diane Coyle, as a question of whether the "Naked Emperor needs to be reclothed rather than dethroned".



Meanwhile, Wendy Carlin, a contributor to both the Coyle and Fontana and Setterfield volumes described above has been active with a number of academics based here and abroad in developing the CORE/INET (Curriculum in Open-access Resources in Economics) set of open educational resources. These explicitly seek to reorganise the core theoretical units in economics with a generous dose of history, evidence and a variety of theoretical perspectives, but explicitly eschewing a schools of thought approach.

Carlin's rearticulation of Coyle's naked emperor is her plea to save the baby when throwing out the bathwater. According to her FT article (17th Nov 2013), economics explains the world but economics degrees do not and it is the gap between the two that the project seeks to close. The CORE project has already developed some prototype tools that are currently being evaluated by a number of parties across the UK and beyond. Some of the evaluation is being supported by the Economics Network which will hold a mini-conference on the issue of curriculum reform in Economics in January 2015.

At the same time as these developments are taking place, the QAA subject benchmark for economics is being reviewed. This is a process that involves a range of interested parties including academic staff, students and employers. What comes out of the recent mix of economic crisis, student discontent, efforts to reform the core curriculum and the review of the subject benchmarks remains to be seen. But at least George Bernard Shaw can rest assured that there is as much disagreement amongst economists today as there was in 1937 when his inaugural Pelican text was published.

## Useful reading on the curriculum debate

### Books

George Bernard Shaw, *The Intelligent Woman's Guide to Socialism, Capitalism, Sovietism and Fascism*, Pelican Books, 1937

Ha-Joon Chang, *Economics: The User's Guide: A Pelican Introduction*, Pelican Books, 2014

Diane Coyle, *What's the use of economics: Teaching the dismal science after the crisis*, 2012, London Publishing Partnership

Giuseppe Fontana & Mark Setterfield, *Macroeconomic theory and macroeconomic pedagogy*, 2010, Palgrave Macmillan

### Blog posts

Diane Coyle, 'Disconnected Economists', *Enlightenment Economics Blog*, 10 July 2012

Roger Farmer, 'Teaching Economics', *My Economic Window*, 23 April 2014

Simon Wren-Lewis, 'When economics students rebel', *Mainly Macro*, 24 April 2014

Tony Yates, 'If I was devising a panics and bubbles course', *Longandvariable*, 23 April 2014

### Reports

'Economics, Education and Unlearning: Economics Education at the University of Manchester', *Post Crash Economics Society Report*, 2014

'Teaching economics after the crisis', *Royal Economic Society report*, April 2014

'Subject benchmark statement: Economics', *QAA*, 2007

### Articles

Wendy Carlin, 'Economics explains our world – but economics degrees don't', *Financial Times*, 17 November 2013

Wendy Carlin & David Soskice, 'How should macroeconomics be taught to undergraduates in the post-crisis era? A concrete proposal', *VOX*, 25 October 2013

John Cassidy, 'Rebellious economics students have a point', *The New Yorker*, 13 May 2014

Ha-Joon Chang, 'After the crash, we need a revolution in the way we teach economics', *Guardian*, 11 May 2014

Diane Coyle, 'Are graduate economists fit for purpose', *VOX*, 22 February 2012

Diane Coyle, 'The mainstream economics curriculum needs an overhaul', *VOX*, 4 May 2014

Keith Harrington, 'Economics students from 19 countries demand overhaul of economics education', *Huffington Post*, 7 May 2014

Phillip Inman, 'Academics back students in protest against economic teaching', *Guardian*, 18 November 2013

Phillip Inman, 'Economics lecturers accused of clinging to pre-crash fallacies', *Guardian*, 10 November 2013

Phillip Inman, 'Economics students call for shakeup of the way their subject is taught', *Guardian*, 4 May 2014

Phillip Inman, 'University economics teaching to be overhauled', *Guardian*, 11 November 2013

'Institute for New Economic Thinking launches project to reform undergraduate syllabus', *INET Press Release*, 11 November 2013

Claire Jones, 'A post-crash manifesto to rebuild economics', *Financial Times*, 22 April 2014

Claire Jones, 'Economics: change of course', *Financial Times*, 16 May 2014

Chris Parr, 'Manchester students take on economics curriculum in report', *Times Higher Education*, 22 April 2014

# The Economic Review

Peter Smith, Lead Editor

We are delighted to announce that for the next volume of *Economic Review* (September 2014), the Editorial Board will reflect a new partnership between the University of Southampton Economics Department and the Economics Network.

The *Economic Review* was launched in 1983, and since then has been edited by economists at Southampton. It is a magazine designed for A-level Economics students, intended to present a topical and lively coverage of economic policy and issues, expressed in language that will be understood by students with relatively little existing knowledge of economics or its jargon. As such, the magazine is a blend of some articles that address key areas of the A-level specification with others that seek to capture the interest of students by applying economic thinking to everyday life and encouraging them to think beyond the specification.

In each issue of the magazine, there are feature articles written by a range of academic colleagues, together with regular columns provided by the IFS and by members of the Editorial Board covering topics that will be of particular interest to A-level Economics students. The magazine is available only on subscription, and is taken by more than a thousand schools and colleges in the UK.

For students who start their A-level study in 2015 major reforms to the content and assessment will go live. This affects Economics and most other A-level subjects, although some will not see change until 2016. The main change will be in terms of assessment, with the A-level examination being concentrated at the end of the second year of study, and covering both years of the course.

More important for the *Economic Review* are the changes to the content of the specification. Full details will not be made public until later in the year, but what is clear is that there will be a greater emphasis on the use of quantitative skills as part of the economics curriculum, and more content relating to financial and "real world" economics. These changes offer an excellent opportunity for the *Economic Review* to offer support materials in these key areas at a time when teachers may be looking for assistance in updating their own skills and knowledge. The changes to the editorial arrangements thus come at a particularly exciting time for the magazine.

From the Network's perspective, this represents an opportunity to raise the profile of the Network amongst A-level teachers and students – and it has been found that more than 50% of students who take the magazine proceed to study Economics at university level. It is also an opportunity to encourage a wider range of colleagues to be aware of the chance to publish in the *Review*. It won't count for the next REF, but is an opportunity to reach a wide audience of readers eager to learn what economics can do for them!

### Editorial Board:

Peter Smith (Lead Editor, University of Southampton)  
Alvin Birdi (Economics Network and University of Bristol)  
Caroline Elliott (University of Huddersfield)  
Dean Garratt Nottingham Trent University  
Max Kwiek (University of Southampton)  
Carmine Ornaghi (University of Southampton)  
Paul Turner (Loughborough University)



# Can you make films about economics?

Bob Denham, Econ Films

The idea of making films about economics might seem a non-starter. Films, meant to be colourful, engaging and entertaining, are seemingly the opposite of the world of economics – that which popular opinion would have you believe is a matrix-like alternate reality where people in grey suits spend their time crunching numbers and drawing graphs, far away from the *real* world. Econ Films was set up to change that perception. We know that there's more to economics than the dismal image above, and we want everyone else to know it too.

Imagine the following scenario: there is a policy change that could affect millions of people, but hardly anyone really understands it. Worse still, when you try to explain it, most people fall asleep. That was the situation Econ Films were faced with last year. The National Institute for Economics and Social Research wanted to make a film about the currency options facing Scotland if it chooses independence and... zzzz. WAIT! I know it is boring to *read* – and that's exactly why a film was needed. We turned the snore fest into an animation and translated the jargon in to plain English.

The results have been remarkable. The video has gone viral, having been watched more than 65,000 times on YouTube, tweeted about by journalists at the BBC, Financial Times and the Economist – as well as a few politicians – but most impressively it was 'stolen' from

YouTube by the Daily Mail and Scottish Herald, meaning the actual viewing figures are several multiples of those on YouTube. Most importantly, it has shared a vitally important insight with the people affected. (*Scottish Independence: The Big Money Question* is online now.)

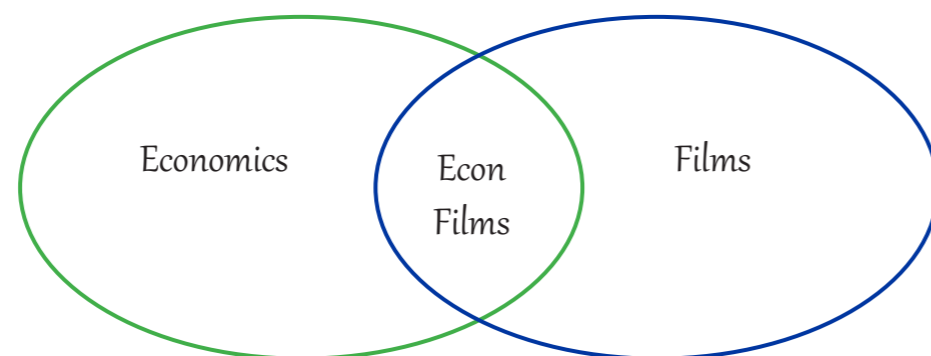
How does Econ Films make films without the economics getting 'lost in translation'? To use an economist's phrase, the answer is 'comparative advantage'. All our filmmakers have studied economics – making us better economists than most filmmakers and, ahem, better filmmakers than most economists. By understanding economics, we can move from simply talking heads to making films that SHOW rather than tell. With infographics we have been able to get across such key ideas as 'difference-in-difference' in a matter of minutes. To write it out here would take far longer, and... zzz... well, you get the point.

Econ Films have been running since 2012 and have worked with Nobel-Prize winners, leading universities, think tanks and multinational organisations to produce over 50 films in four continents in styles ranging from straight-talking interviews,

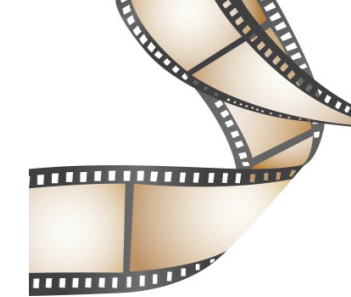
to infographics, to mini documentaries and even dramas and comedies. Our web series on the European debt crisis as a romantic comedy – she's German, he's Greek – has been watched over 300,000 times on YouTube, been picked up by the national media in at least seven countries and broadcast on TV news to audiences in their millions.

We are interested in working with economics faculties, business schools, think tanks, charities and any other organisation with a passion for sharing economics in a way that is relevant to people. If you have got a great bit of research, an exciting idea, or a point to add to the debate, perhaps we can help *you* reach a wider audience?

Econ Films  
www.econfilms.tv  
info@econfilms.tv  
@econfilm



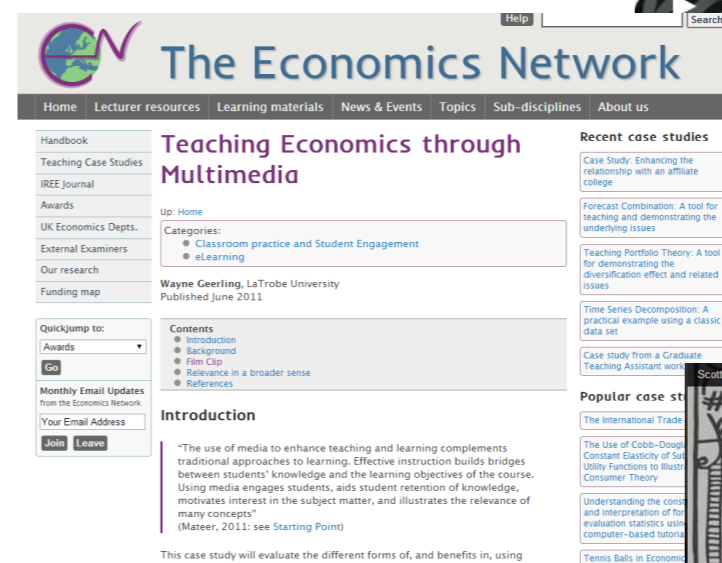
## Using films in teaching



The Economics Network has a number of resources on using films (such as those made by Econ Films) in your teaching.

The bullet points below link to the relevant pages on our website:

- Teaching and learning economics through cinema
- Finding audio and visual materials
- Making principles lectures fun and memorable
- Teaching economics through multimedia



# News from the Royal Economic Society




The next RES Postgraduate Presentation Meeting & Job Market will take place on 10-11 January 2015 at University College London.

If you are an academic or non-academic recruiter, or a PhD student looking ahead to the job market, please note the date in your diary now. Further details including how to register and submit a paper will be available from early September on:

<http://www.res.org.uk/view/postgraduateJob.html>

This annual meeting has grown to be a successful event, well supported by both students and recruiters. The meeting provides an opportunity for UK and European academic and non-academic recruiters to interview potential candidates. These interviews are an important focus for the event.

There are also opportunities for PhD students to present their work and to attend plenary sessions covering practical advice e.g. 'on getting published'. As well as two days of student presentations and poster sessions, participating institutions have the opportunity to arrange individual appointments with students. Students should note that attending the meetings does not guarantee them interviews: most institutions arrange these in advance.

 The Network is also planning a teaching workshop which will run at the postgraduate job market event in January.

# Did you know that The Royal Economic Society



Supports & funds the **Economics Network** which enhances the quality of learning and teaching throughout the Higher Education economics community

provides briefings and webcasts via its website and YouTube channel that summarise the new economic research findings published in each issue of *The Economic Journal* and those presented at the RES Annual Conference

has a **Membership scheme** whereby anyone in the world with an active interest in economics matters can join, with heavily reduced student rates and discounted online-only rates

organises an Annual Public Lecture and has also introduced a free Public Policy Lecture series

supports and funds conferences and workshops where lectures and discussions on economic subjects take place, including support for one-off student economics events through our special project grants scheme.

publishes *The Economic Journal* and *The Econometrics Journal*, provided to all Society members, including online access and early viewing of articles prior to publication

publishes a quarterly **Newsletter** free for members and now available online with articles of topical interest, a conference diary listing, correspondence on matters of concern to economists, and news about research

provides further online resources for **undergraduate** & postgraduate economists on [www.res.org.uk](http://www.res.org.uk) where you can download webcasts and related study material, datasets and view the latest job openings



The Royal Economic Society conference took place at the beginning of April at the University of Manchester.

A number of sessions at the conference were filmed and are now available to watch on the **RES website**.

(<http://www.res.org.uk/view/webcasts.html>)

## And

- **assists postgraduate students** to attend its Annual Conference, to present and discuss their research
- **awards** annual **one-year Junior Fellowships** for a number of third and fourth year students undertaking teaching and research.
- **supports and funds** the Conference of Heads of University Departments of Economics (CHUDE)
- funds an **annual Postgraduate Conference and Job Market** for PhD students seeking academic jobs in the UK, Europe and the rest of the world
- **supports a Women's Committee** to promote the role of women in the UK economics profession and funds a biennial investigation into the position of women in economics
- **assists** its members financially through a number of funding schemes, from the **Conference Grant Scheme** for those presenting papers at a conference and unexpected small academic expenses through its **Small Budget Award Scheme** as well as the **Visiting Lecturer Scheme and Special Projects Grant Scheme**

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