



Early Careers Staff Symposium

Draft Programme

9.00 – 9.20	Registration and coffee	
9.20 – 9.30	Welcome	
9.30 – 11.00	<i>Session 1 parallel sessions</i>	
	1A Teaching and assessing quantitative economics	Is the traditional run through of answers to problem-sets the most effective way of supporting students in developing their quantitative skills? During this session delegates will explore creative and effective ways of teaching and assessing quantitative skills, providing practical examples and tips for delegates to take away.
	1B Teaching and assessing essay-based economics	Students' ability to analyse and discuss the application of theory is a central to economics programmes. Additionally, being able to communicate economics complexity simply is increasingly important for them as graduates. This session will explore how students can be supported in gaining these skills, using a range of practical examples and activities, including student essay-based activities, evaluating example essays, and exploring what makes effective feedback.
	1C Designing economics modules and programmes	This session will explore the key aspects which need to be considered when designing an economics module or programme. For example, how to ensure relevant knowledge and understanding, cognitive skills and practical skills are integrated and developed will be discussed. Delegates will evaluate some practical design examples, and will be provided with materials to take away and use in practice.
11.00 – 11.30	Refreshments	
11.30 – 13.00	<i>Session 2 part i - parallel sessions</i>	
	2A Voice and presence in the classroom	Being confident and clear in delivering economics teaching in small and large group is a key. This coaching session will provide the opportunity for delegates to experiment with, and get feedback on, both voice and presence. The session will also give delegates tips and tools to take away, as well as access to online guides once back in the workplace.
	2B Flipping: a new view of economics curricula and teaching	Should lectures and tutorials be about delivering as much content as possible in an hour? This session explores a new model of how to get the best out of face-to-face economics teaching time in relation to students' independent study. The session will draw on case studies and examples.
13.00 – 14.00	Lunch	
14.00 – 15.30	<i>Session 2 part ii - (swap groups)</i>	
15.30-15.45	Refreshments	
15.45 – 16.45	Keynote: Making economics relevant (Tim Harford) How can we engage students in real world economics? Tim Harford explores story-telling in economics, and touches on some of the economics tales and narratives that have inspired him.	
16.45	Close	