



THE
ECONOMICS
NETWORK

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NEWSLETTER

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

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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

Benefits for supporting departments include:

- Priority access and free or reduced fees for Economics Network training such as graduate teaching assistant and early career 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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Economics Network Newsletter

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Editorial

In March 2020, we didn't imagine that we would still be doing our jobs remotely 13 months later. It's certainly been an unusual year but at the Economics Network, we have tried to adapt and ensure that we keep to our mission of supporting the HE economics community.

Following the success of our virtual symposium in June, we moved all of our training workshops for graduate teaching assistants and early career

lecturers online in the autumn. We also have developed new resources and published case studies focusing on online and blended teaching (see page 8). Our Directors, Alvin Birdi and Caroline Elliott discuss the Network's response to the pandemic on page 4.

This year, we also welcomed David McCausland as the new Editor-in-Chief of the International Review of Economics Education and look forward to continuing the close relationship between the Network and the journal. You can read an update on IREE on page 10. Details of new papers are also added to the journal's Twitter account (@IREE_Journal).

Our 11th biennial Developments in Economics Education conference will take place on 1-3 September at Heriot-Watt University in Edinburgh. We hope to go ahead with an in-person conference, so long as it is safe to do so, but for the first time it will also be possible to present and participate online.

We received a high number of excellent quality submissions for workshops and paper presentations this year. We will be opening registration in the coming weeks so please check the

conference website for further information (page 7).

We have a number of upcoming projects and events in addition to the conference.

Firstly, we are planning to continue our virtual symposium with two sessions on 'lessons learned' from this year in June. These will look at both teaching and assessment. Further details will be added to the website and our Twitter account soon.

We are also beginning work on a new chapter of our Handbook and an accompanying workshop session that will focus on decolonising the economics curriculum. The aim is to provide practical ideas that can be implemented in course design and the classroom. Find out more on page 12.

Lastly, we'd like to say a big thank you to all our Associates and the wider Network community who have submitted case studies, shared ideas and supported each other in what has been a particularly challenging year!

The Economics Network

The Economics Network's response to the pandemic

Alvin Birdi (EN Director, University of Bristol) & Caroline Elliott (EN Deputy Director, University of Warwick)

In the July 2020 RES Newsletter we wrote about the move to predominantly online teaching and assessment. It is clear that in the months that have followed, academics have worked long hours to redesign teaching and assessment materials appropriately for online or blended delivery. Few will have had time to reflect critically on the collective achievement of these developments. We hope that in the coming months there will be time for reflection on the nature of these individual and departmental level successes. There include new competencies in the multiple additional technologies required to prepare online teaching materials, to make large and small online classes engaging and interactive, as well as reconceiving assessment to work online.

The Economics Network has been busy supporting colleagues across the UK and beyond in what has been a profound rupture not just to [teaching](#), [learning](#) and [assessment](#), but also in student support and sense of belonging. Here we take stock of our activities supporting academics in this great online pivot over the past year.

For many, the Economics Network is synonymous with the [training opportunities](#) we provide, predominantly but not exclusively, for economists in the early stages of their academic careers. Until 2020 this training had taken place in face-to-face workshops. Early last summer we recognised that supporting colleagues with the move to online teaching and learning would itself need to be facilitated online and we took the opportunity to recast these workshops both as online training and as real-time demonstrations of how engagement can be fostered in online environments. We began the summer with our first online symposium consisting of four themed live events, using a variety of online tools, with additional asynchronous materials



provided to participants in advance and after sessions. The themes covered '[Engaging Students and Academics with Online Learning](#)', '[Teaching with Data Online](#)', '[Teaching Economics with Excel Online](#)' and '[Adaptable Assessment](#)'. Some 450 delegates attended these sessions, from 25 countries, and feedback was very positive. Materials from the symposium can still be accessed from the [Economics Network website](#).



The Early Career Academic (ECA) and Graduate Teaching Assistant (GTA) workshops followed quickly after this symposium in early autumn 2020, and again took place virtually. There were 20 ECA attendees and 72 GTA attendees with an additional 20 attendees for the extra module offered to experienced GTAs who had previously not taught online. Again the feedback was very appreciative, and attendance healthy both for the core modules and the optional modules on Games and Experiments, Creating Learning Communities, Inclusive Teaching and Facilitating Effective Group Work.

We welcomed 7 new Associates to the Network in January 2021 from the universities of East Anglia, Loughborough, Nottingham Trent, Portsmouth, Stirling, Strathclyde and Warwick. These new recruits join existing associates to make up our 51 associates around the UK. Together with a senior Executive Board of 12 the Network's activities are undertaken by a large number of contributors, to whom we are always grateful. We have been striving to make the Network increasingly diverse and are pleased that

contributors and senior staff are now relatively well represented across various dimensions, including gender, country of birth, ethnicity and university type.

Our associates and Executive work across six workstreams that represent the breadth of our activities. As well as the Training group, there are groups devoted to [research and data analysis](#); [publications](#) including the [Economics Network Handbook](#), the [International Review of Economics Education](#) and the Economic Review magazine aimed at A-level students; website and communications; recruitment; and conferences and symposia encompassing the biennial [Developments in Economics Education \(DEE\) Conference](#).



We hope to hold this year's DEE conference from September 1st-3rd, at Heriot-Watt University, potentially incorporating a hybrid mode of delivery that includes both face-to-face and online elements. However, depending on circumstances, we may have to follow the lead of conferences such as the RES and SES, which are earlier in the year than ours, and move fully online. Unfortunately, it seems likely that the hopes of some Executive members for a ceilidh after the conference dinner will be dashed. But as always we expect the conference to be as welcoming, supportive and productive for the teaching community as in previous years.

We have been pleasantly surprised by the sharp uptick in the number of colleagues willing to share their experiences of the move to online teaching, learning and assessment by writing advice for others, which we have published as [Teaching Case-Studies](#) on the Economics Network website. Since the huge success of '[Assessment in the Time of Pandemic: A Panic-free Guide](#)', written by Tim Burnett and Stefania Paredes Fuentes and published on the website in June 2020, we have published a further 29 case studies, making this the busiest year for the publication of case studies. We are incredibly grateful for everyone who has made time to contribute a case study despite their other work pressures.



We are very aware that universities, including their Economics Departments, have faced financial uncertainty in the current academic year. This has given rise to delays in receiving annual subscriptions from contributing departments, and some departments struggling to cover the cost of their subscription. We are happy to announce that because of the savings made from having online rather than face-to-face training workshops, we are able to offer departments up to a 50% reduction in their subscriptions for the current academic year (and if a full subscription has already been paid then a reduced subscription can be paid for the 21/22 academic year if a department is facing financial difficulties). Please contact [Ashley Lait](#), the Economics Network Manager, for details.

Looking to the future, the Economics Network has started working closely with the Education Committee of the European Economics Association to ensure that we provide complementary support to Economics colleagues across Europe. Similarly, we are working with the RES Education Committee and exploring the kinds of support that would be welcomed by more experienced teaching staff. We are also linking up with the employment-focused site Inomics so that both organisations can provide more comprehensive information to academic economists thinking about their careers. All of these new liaisons have occasioned a redesign and update of our website to ensure greater ease of navigation around a richer set of resources, and a focus on more up to date and topical materials as the pandemic begins to wane.

Inevitably there has been a large opportunity cost in terms of research effort and other activities that this vast increase in teaching workload has imposed on academic and professional staff. But we end this short update on our activities by noting that the upshot of this intense period of effort has resulted in a number of ways of teaching we hope will be articulated, evaluated, consolidated and retained as the pandemic eases.

For example, many of us have discovered some advantages of online teaching such as a reduced nervousness of students giving presentations online and an increased willingness to ask and respond to



questions using the 'chat' options (even if they can be reluctant to turn on their cameras). We have seen a move towards more applied and research-based assessments and a reduction in those that rely heavily on "memory-work". There is also hope that teaching preparation may be somewhat easier for the forthcoming academic year because of banks of pre-recorded lecture materials that could be re-used or adapted, especially where they were designed with future use in mind.

We are hopeful that these developments may result in some longer term shifts in economics teaching towards more active modes of learning such as the flipped-classroom approach and away from some more inactive modes such as the delivery of lectures where students attend with little prior knowledge of the topic to be covered.

Certainly in the Economics Network, though we have sorely missed face-to-face interaction with our colleagues and the wider teaching community, we are confident that training will always retain large elements of the new modes of teaching and learning that we have learned over the past year.

This article first appeared in the RES newsletter.

Keep up to date!



We have created a new page on our website, linked from the homepage, called '[What's new](#)'. Here you can find news from the Network, information on upcoming events and new projects, as well as links to our latest resources.



We have a [Linked In account](#) that you can follow, or add to your profile if you are an Associate.



Follow our Twitter account ([@economics_net](#)) for updates on all Economics Network activities and other news relevant to economics teaching and learning.

Developments in Economics Education Conference

The eleventh Developments in Economics Education conference will take place at Heriot-Watt University, Edinburgh, on 1-3 September 2021.

Coronavirus update

We hope that by September, we shall be able to hold the conference in person at Heriot-Watt University. However, we shall maximise the possibility of online participation for those prevented from travelling by Covid-19 (or any other cause).

About DEE

The Developments in Economics Education Conference is a fantastic opportunity to showcase research, innovation and best practice in economics teaching. It is Europe's leading conference on economics in higher education.

Keynote address

The keynote address at this year's conference will be given by Dame Frances Caincross, the Chair of Court for Heriot-Watt University. Dame Frances is a former journalist for *The Economist* and was also their award winning Environmental editor between 1989 and 1994. She is also the former Rector of Exeter College Oxford and former chair of the Economic and Social Research Council.

Registration

Registration for the conference will open on our website in the coming weeks. Keep an eye on our social media and website for more details.

Visit the conference website for further information:

www.economicsnetwork.ac.uk/dee2021

New case studies on the EN website

Martin Poulter, Economics Network

Teaching case studies continue to be a very popular part of our site. They can cover anything you are doing in teaching: a classroom game or role-play, a use of technology, or a way of teaching a specific economic concept. They don't have to include a formal evaluation: just describe, in around 1,000 words, what you did differently and how students benefit.

To submit your own case study, email a Word document to m.l.poulter@bris.ac.uk. Normally an author's first case study is reviewed for suitability, but once you've published one, the online publication process for subsequent case studies is very rapid.

Video case studies

We are now accepting case studies in the form of videos. We add a transcript (by correcting YouTube's automatically-generated subtitles) and we add timestamps so that readers can click to the relevant part of the video. Your case study can be sent to us as a video file, or it can be hosted on your own YouTube channel if you have one. We just ask that you don't monetise the video so that viewers do not get an advert.

Creating asynchronous content

Edmund Cannon (University of Bristol) covers [using Powerpoint to author video content](#), combining mathematical formalism, a view of the lecturer, and video clips such as screen-captures of other software.

In another video case study, Ralf Becker (University of Manchester) shows how, with a tablet device and appropriate software, a [slide show can be turned into a video with annotations and narration](#).

Moving teaching online

Atisha Ghosh (University of Warwick) used pre-

recorded video, interactive synchronous sessions and rethought her [use of Moodle to adapt her final year Economics of Public Policy module](#).

Lory Barile (University of Warwick) describes an [online public good game](#) that she has used for outreach in an online summer school, which could also be used within a course.

Assessment

The question of how to adapt assessment to the pandemic has prompted a big wave of interest, and of new contributions, to our site.

Dimitra Petropoulou (London School of Economics) uses a sixteen-minute video to take us through [exam questions that are well- or poorly-suited to online, open-book assessment](#).

Stefania Paredes Fuentes (University of Warwick) describes her experience [adapting summative multiple-choice tests to online learning](#) and reports how students responded.

[Formative online quizzes](#) are discussed by Amira Elasra (University of Warwick) who explains how she used them to promote engagement with the rest of the course.

A separate case study by Stefania Paredes Fuentes looks at [written exams that are being administered in a 24- or 48-hour open-book format](#).

One [concern about remote assessments is the possibility of cheating](#). Tim Burnett (Aston University) looks in depth at this issue and has recommendations for the construction and delivery of exams.

Michael McCann (Nottingham Trent University) describes his [multi-stage approach to assessments](#), arguing that multiple cycles of assessment promote

better learning.

Maria Kozlovskaya (Aston University) describes how to [design short answer word questions](#) (150-300 words) for assessment in her fully online Masters programme, using coursework and online tests in place of an exam.

In a short video case study, Ravshonbek Otojanov (Queen Mary, University of London) shows how he uses [Moodle's features to encourage repeated attempts at quizzes](#).

Student research

Matthew Aldrich (University of East Anglia) describes a [service-learning dissertation as an online alternative](#) to work placements, applying students' research skills to real problems.

Mario Pezzino (University of Manchester) describes creating a Summer [research internship](#) and recommends bringing in research skills throughout the curriculum.

Content

Sara Gundersen (Valparaiso University, USA) reacted to the pandemic by creating a [module on the "Economics of COVID-19"](#), looking at the macro and micro consequences.

Steve Cook (Swansea University) continues his series getting Econometrics students to [replicate research](#)



[results](#). His latest case study looks at two papers that use unit root analysis.

Michael McCann, (Nottingham Trent University) describes a seminar activity to introduce [risk diversification](#) using that he has used in person and adapted for online sessions.

Riccardo Soliani (University of Genoa, Italy) discusses using [role-play to teach the History of Economic Thought](#). Students take the roles of famous economists in a literary salon.

Tadeusz Gwiazdowski (University of Leeds) describes how he [introduces the economics of the climate crisis](#) in one session of an introductory macro course.

Teaching inclusively

We are very keen to host more case studies that describe teaching inclusively.

Recently, Astrid Coxon and colleagues at the University of East Anglia wrote about [technological solutions to assist students with specific learning difficulties](#).

View all our case studies in the [teaching ideas area of our website](#).

You can also find information on how to submit your own case study there!

International Review of Economics Education

We are delighted to announce that Professor David McCausland (University of Aberdeen) has taken over as the new Editor-in-Chief of the International Review of Economics Education (IREE).

“As many of you know, David is a nationally and internationally recognised leader and scholar in economics education, with extensive experience as one of the editors of IREE and in other leadership roles in economics and business education. David is sure to bring new energy and ideas to IREE, leading the journal to further success and international recognition. I am sure you will join us in congratulating David and wishing him the very best for his Editorship”.

Professor Ross Guest (Griffith University), outgoing IREE Editor-in-Chief.

Jadrian Wooten from Pennsylvania State University also join as our newest Editor. Jadrian’s research focuses on teaching pedagogy as well as sports and other labour-related issues. He is deeply involved in developing teaching resources for university and high school economics instructors and is most well known for his work on the integration of media into the economics curriculum.

Finally we would like to express our gratitude to Ross Guest for all his hard work during his tenure as Editor-in-Chief, as well as congratulations for all his successes. These include raising the journal’s impact factor and cite score over recent years. While Ross was EiC, we also published a number of successful special issues and introduced the best paper award, which is presented at the DEE Conference.



About IREE: The International Review of Economics Education is dedicated to enhancing learning and teaching in the higher education economics community. It provides a forum for high quality research in the areas of curriculum design, pedagogy, assessment, teaching and learning innovation. The journal seeks to promote critical dialogue on educational theory and practice in economics and to demonstrate the relevance of research to good professional practice.

To find out more or submit a paper, visit the [journal’s website](#).

 @IREE_Journal



SCOTTISH ECONOMIC SOCIETY
SCOTTISH JOURNAL OF POLITICAL ECONOMY

Annual Conference



26 - 28 April 2021

Online event hosted by the University of Glasgow

| President’s Invited Lecture

Sir Tim Besley, Professor of Economics and Political Science & W. Arthur Lewis Professor of Development Economics, London School of Economics

| The Adam Smith Lecture

Susan Dynarski, Professor of Public Policy, Education and Economics, University of Michigan

| Policy Keynote Address

Angus Armstrong, Director of Rebuilding Macroeconomics at the National Institute for Economic and Social Research and Chief Economic Adviser to Lloyds Banking Group

<https://www.delegate-reg.co.uk/scottish-economic-society-annual-conference-2021/>

Decolonising the economics curriculum: a practical approach

Alvin Birdi, Economics Network

A much misunderstood term, decolonisation is the subject of a significant new strand of work in the Economics Network including upcoming departmental workshops and an upcoming chapter in the Network's Handbook.

The term has its detractors, including in the highest echelons of government, and has been variously understood since it entered the lexicon in the middle decades of the 20th century. Its early use floated between Harold Macmillan's euphemistic "winds of change" to the "searing bullets and blood-stained knives" of Frantz Fanon.

More recently, Thiongo Wa Ngugi's *Decolonising the Mind* captured aspects of cultural, linguistic and social life where the

influence of colonial thinking was deeply embedded. The need for decolonising had entered the intellectual domain, and with it, university curricula.

But it has failed to resonate widely outside humanities subjects until now. In the aftermath of Black Lives Matter protests, the felling of slaveowner statues, the taking of the knee and the trial of Derek Chauvin the term has made a strong resurgence and there are calls for decolonisation in all subjects in universities worldwide. Nevertheless its practical implications remain somewhat opaque to many.

The Network's decolonial project will focus specifically on teaching and learning. It will examine, among other things:

- what decoloniality means in economics teaching;
- how diverse students are given agency in their learning;
- how the subject can be made more relevant to students' experiences;
- the role of historical approaches in economics teaching;
- approaches to intellectual plurality;
- how to encourage a critical and inquisitive approach to knowledge among students.

Other admirable projects in the RES and at various universities are already examining diversity in economics both in its student and staff populations and in its research focus. Our project specifically draws on our practical expertise in inclusive and engaged teaching and learning.

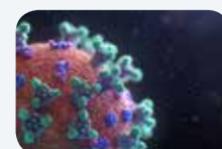
Through it we aim to bring awareness of methods of teaching that encourage students to examine unarticulated assumptions that may underlie what we teach and to be acutely aware where and when economic knowledge can be safely assumed to be relevant and applicable.

We hope these ideas will resonate with a wide constituency of economics teachers. Those interested in working with us are encouraged to contact econ-network@bristol.ac.uk.

New & upcoming



Guidance for moving to online/blended teaching
[This page](#) is continually updated with new advice, support, ideas and resources.



[Resources](#) for teaching and learning about the economics of the Covid-19 pandemic including slides, blogs, videos, podcasts and data.

We are currently in the process of redesigning our website and hope to launch the new version over the summer. This will bring a fresh new look, make it easier to see new content and improve navigation on the website.

We are planning a new session for our virtual symposium programme. This event will focus on lessons learned from online and blended teaching over the past year.

Our training sessions for graduate teaching assistants and early careers staff will resume in the autumn. We plan to offer both online and in person workshops, so long as it is safe to do so.

Keep an eye out for emails and tweets with more information on all of the above!

 [@Economics_net](https://twitter.com/Economics_net)



The Economics Observatory: A new teaching resource

Charlie Meyrick, Economics Observatory

The [Economics Observatory](#) is a new project that bridges the gap between academic research, government policy and the general public. We publish daily articles that provide balanced and reliable answers to the economic questions raised by the Covid-19 pandemic and the larger challenges the UK faces.

Our mission is to make these answers as accessible and engaging as possible, which also makes them an excellent resource for economics teaching.

Using our articles in teaching

The articles can be browsed or searched by [topic](#), which means it is easy to find relevant materials for different courses. There are 23 topics in total, including inequality, jobs and pay, banks and financial markets, trade, and development.

Each article also contains a section titled "Where can I find out more?", which offers links to other reports, papers and studies that students may find useful.

The website content is also very timely and responsive to what's going on in the world. We publish articles in response to new government data releases and global events - one example being the recent trading in GameStop shares. As a result, they can serve as additional, up-to-date examples to complement more traditional teaching resources.

As all of our articles are written to be accessible and relevant for policymakers, students and interested members of the public, they can also be used as examples of clear and effective communication of economics. You will notice they are as "jargon-free" as possible and seek to explain the stories behind the data.

In addition, we have sought to make our use of data transparent. The data sets and source code behind each of our charts is available directly from the article.

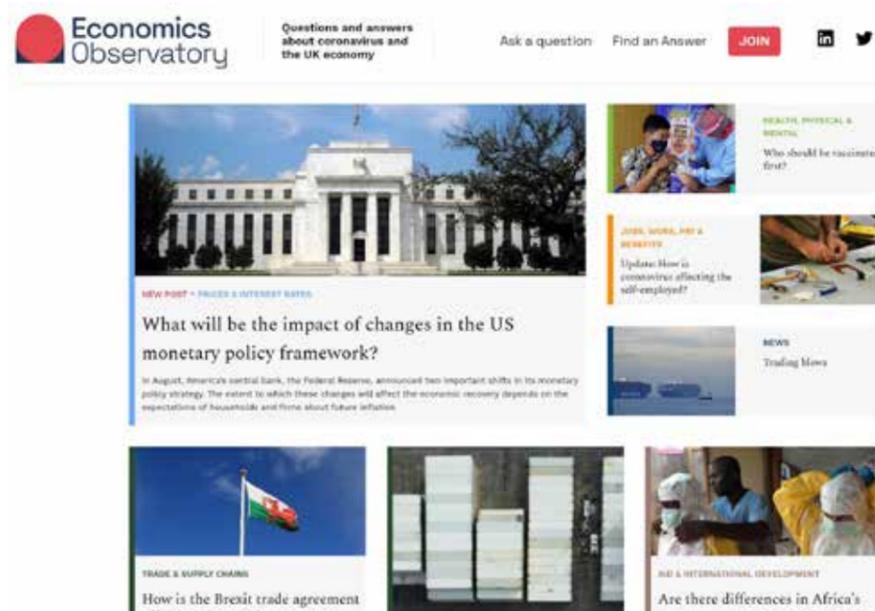
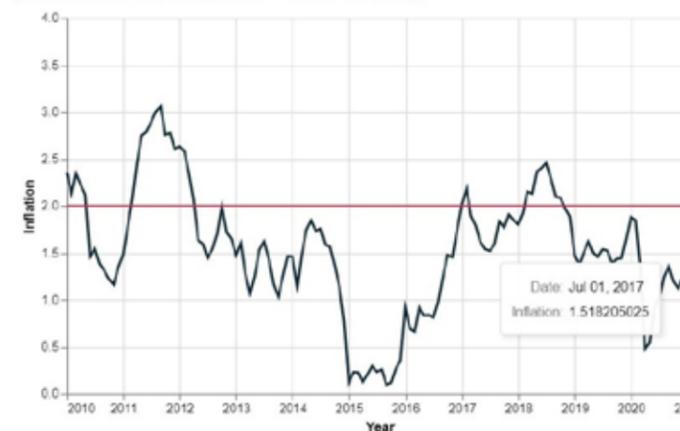


Figure 1. US inflation (year-on-year percentage change in price index for personal consumption expenditures)



The charts are also designed to be visually appealing and interactive. For example, as shown in the image on the left, readers can hover their mouse over the chart and see the information at each data point.

We are also building a data hub that will house automatically updating charts on the labour market, GDP and a number of other measures. The first of these, on the labour market is [now available](#).

The interactivity and timeliness of our charts means that they can be effective teaching tools or used by students for essays, dissertations, projects or class presentations.

Finally, the website includes an ['Ask a question'](#) feature. Any questions submitted here are fed into the Observatory's publication pipeline and will be answered by an expert. This interactive feature is a great way to show students how economics can be an interesting, responsive and fast-moving discipline.

Get involved

Over time, we plan to build up some examples of how Economics Observatory materials have been used in teaching and make these available as an additional resource. If you have already used our data or articles in your course, we'd love to hear from you. Please get in touch at: office@economicsobservatory.com.

We will be holding our first conference alongside the Bristol Festival of Economics on 17-19 November 2021. Sessions will focus on themes including the overlap between economics and epidemiology, the effect of the pandemic on education and the pending crisis of climate change.

You can keep up to date on this and all our projects via the links below.

- [Sign up to the weekly newsletter](#)
- [Follow on Twitter @EconObservatory](#)
- [Visit the website](#)

www.economicsobservatory.com



**ROYAL
ECONOMIC
SOCIETY**

Annual Conference



The RES annual conference was virtual this year. You can access a range of the talks on the conference website, including the keynotes, lunchtime talks and special sessions, including one on teaching Covid (see below).

Teaching Covid in the Economics Classroom

with Ruth Badru, Paul Cowell, Annika Johnson and Steven Proud (Chair)

Many educators have introduced teaching COVID-19 to the classroom, to discuss economic concepts through contemporary economic issues. But, resources are more difficult to select, and care is needed in how the material is taught. In this session, the panel will share their experience in delivering teaching, focussed on the Economics of COVID-19, along with the additional considerations that may be necessary in discussing what, for some, may be a very sensitive topic.

Keynote Speakers



Nicola Fuchs-Schündeln

Hahn Lecture
Nicola Fuchs-Schündeln is Professor of Macroeconomics and Development at Goethe University Frankfurt and chairwoman of the Review of Economic Studies.



Dame Rachel Griffith

Past President's Address
Rachel is Professor of Economics at the University of Manchester and a Research Director of the Institute for Fiscal Studies (IFS).



Matthew Gentzkow

Economic Journal Lecture
Matthew Gentzkow is Landau Professor of Technology and the Economy at Stanford University. He studies empirical industrial organization and political economy, with a specific focus on media industries.



Lord Nicholas Stern

Past President's Address
IG Patel Professor of Economics and Government, Co-Director of the India Observatory, Chair of the Grantham Research Institute on Climate Change and the Environment at the London School of Economics.



Guido Imbens

Sargan Lecture
Guido Imbens is The Applied Econometrics Professor and Professor of Economics at the Stanford Graduate School of Business and the Department of Economics.

Access the video recordings here:

<https://2021resconference.co.uk/resconference2021/modules/83810/live-stream/list>

Measuring the Economy

Edited by Jonathan Athow and Joe Grice

Read



Sumit Dey-Chowdhury, Office for National Statistics

'Measuring the Economy' is a new online textbook produced by the Office for National Statistics (ONS). It stems from an idea by the late Peter Sinclair and aims to set out and discuss some of the key issues in economic measurement and how these can help in the analysis of real life issues.

It has a range of authors from both within and outside ONS and is aimed at undergraduates or early graduate students. The already published chapters, covering measurement issues in gross domestic product, prices, the labour market, economic inequality and natural capital, are available at www.measuringtheeconomy.uk. In the next few weeks, we will be publishing the remaining chapters.

Contents

This book is in development. This beta release includes the sections below.

- Introduction
- Contributors
- 1—Measuring Inflation
- 2—Gross Domestic Product
- 3—National Income and Expenditure
- 5—The Labour Market
- 7—Measuring Economic Inequality
- 9—The Balance of Payments
- 11—Natural Capital
- Glossary

We hope this will be a valuable resource for the teaching community. Our intention is to establish a user community of economics teachers. This will help us understand how the resource can be best developed for a teaching environment and provide feedback on how to improve the practical offering in universities. We will provide more details in the next couple of months.

Meanwhile, we would be glad to have any comments or reactions. Please email them to: measuring.the.economy@ons.gov.uk

Events 'round-up'

Apr 2021

26-28

Scottish Economic Society Annual Conference

Online, hosted by University of Glasgow

<https://www.delegate-reg.co.uk/scottish-economic-society-annual-conference-2021/>



Jun 2021

2-4

American Economic Association Conference on Teaching and Research in Economic Education

Online

<https://www.aeaweb.org/about-aea/committees/economic-education/tree/2021>



Aug 2021

23-27

European Economic Association & Econometric Society European Meeting Congress

Online

<http://www.eea-esem-congresses.org/>



Sep 2021

1-3

Economics Network Developments in Economics Education Conference

Herriot-Watt University and online

<https://www.economicsnetwork.ac.uk/dee2021>



Nov 2021

17-19

Economics Observatory Conference & Bristol Festival of Economics

Bristol

<https://www.economicsobservatory.com/>



Jan 2022

7-9

American Economic Association Annual Meeting

Boston, USA

<https://www.aeaweb.org/conference/submissions>

