

# DEE 2021 Programme

	Room 1	Room 2	Room 3
<b>Thursday 2 September</b>			
09.00 – 10.00	<b>Marking and feedback - Chair: John Sloman</b>  1. Specialisation or total excellence: a study of the UK and Continental Europe marking scales (Piotr Jaworski)	<b>Diverse students &amp; curricula - Chair: Andrew Mearman</b>  1. Breaking down the language barrier: using pop culture from across the globe to teach microeconomics (Wayne Geerling, Jadrian Wooten)  2. Pluralism in teaching economics to post-graduate students: emancipation vs. “business as usual” (Kuat Akizhanov)	<b>Employability - Chair: Caroline Elliott</b>  1. Work placement and graduate employment: new insights (Panagiotis Arsenis, Miguel Flores)  2. The value of virtual internships as authentic assessment in developing the future generation of economists (Sara Gorgoni, Katherine Leopold)
10.10 – 10.55	<b>Workshop - Chair: Ralf Becker</b>  Interactive Learning with R-Markdown and R-Shiny Apps: Statistics for Economics and Business (Pascal Stiefenhofer)	<b>Workshop - Chair: Matthew Olczak</b>  ‘Catch you on the flip side’: Translating online learning into hybrid delivery (Paul Cowell)	
11.00 – 11.30	Break		
11.30 – 13.00	<b>Online teaching - Chair: Annika Johnson</b>  1. The effect of online education on the academic performance of students during COVID-19 pandemic (Saule Kemelbayeva, Arman Yelesh)  2. Studying without distractions? The effect of a digital blackout on academic performance (Francesca Garbin)  3. To block or not to block: Does teaching delivery method affect students’ performance and learning experience? (Erkal Ersoy, Morteza Haghighat)	<b>Teaching technical subjects - Chair: Steven Proud</b>  1. Embedding coding and project management skills into the economics curriculum - reflections from a Python for Economics course (Dimitra Petropoulou, Antonio Mele)  2. What’s wrong with how we teach (and then practice) econometrics? What can we do about it? (Mark Schaffer, Arnab Bhattacharjee)	<b>Financial literacy &amp; socioeconomic influences – Chair: Inna Pomorina</b>  1. Acquiring actionable student feedback in real time through graded questionnaires (Tobias Amadeus Brevik)  2. Reaching the next level – on the effectiveness of a gamified course material to improve financial literacy and reduce myopia (Francisco Pitthan, Kristof De Witte)  2. A critical review of the socio/economic influences on attendance patterns within a H4 economics cohort (Chris Carbery)

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13.00 – 14.00	Break		
14.10 – 14.55	<b>Workshop - Chair: Jon Guest</b> Experiencing Economics: Using experiments in teaching economics (Humberto Llavador)	<b>Workshop - Chair: Christian Spielmann</b> Storytelling with simulations: Interactive ideas for teaching economic models (Eileen Tipoe)	
15.15 – 16.45	<b>Student engagement- Chair: Dimitra Petropoulou</b> 1. Which learning resources do students perceive as most valuable and does usage contribute to student module success (Caroline Elliott, Lory Barile, Michael McCann) 2. Online lecture recordings during the Covid pandemic (Marion Prat, Edmund Cannon) 3. Student engagement with online learning (Mike Reynolds)	<b>Co-creation &amp; collective learning - Chair: Guglielmo Volpe</b> 1. The long-term behavioural implications of co-creation in economics education (Mario Pezzino, Karol Tolpa) 2. Goal setting and implementation intentions to improve educational outcomes (Paul Cowell) 3. Public feedback for collective learning (Isleide Zissimos)	<b>Assessment &amp; inclusion - Chair: Alvin Birdi</b> 1. Negative marking, guessing and academic performance (Stefania Simion, Ghazala Azmat, Maia Guell) 2. Do we have the right metrics to assess the ethnicity gaps in education? (Gabriella Cagliesi, Denise Hawkes) 3. Who addresses diversity, inclusion, and gender issues in undergraduate introductory economics in 2020? (Cynthia Harter, Carlos Asarta, Rebecca Chambers)
16.45 – 17.00	Break		
17.00 – 18.15	<b>Keynote</b> Future of the news business, Dame Frances Cairncross Chair: Edmund Cannon		

Friday 3 September			
09.10 – 10.40	<b>Teaching with games - Chair: Martin Poulter</b>  1. Lego serious play for economics lessons (Parashan Karunaratne)  2. Mental wellbeing of first-year economics students: The effect of a game-based orientation day (Lize Vanderstraeten, Evelien Opdecam, Patricia Everaert)  3. The use of robotic players in online games (Matthew Olczak, Jon Guest, Robert Riegler)	<b>Student performance &amp; engagement - Chair: Edmund Cannon</b>  1. The CORE pedagogy: is there a difference in student performance and engagement? (Martha Anyango Omolo)  2. Exploring student study habits in a large, online, macroeconomics module in order to design effective interventions (Tad Gwiazdowski)	<b>Teaching online - Chair: John Sloman</b>  1. What do business students value in the emerging virtualisation of learning and teaching that is accelerated by COVID-19? A pilot (Lu Liu, Victoria Opara, Inna Pomorina, Anna Walker)  2. 'I have been kicked out of the class!' COVID-19 move to webinars in higher education: a process evaluation (Rabeya Khatoun, Steven Proud)  3. Intimate, intimidating or interminable? Lecture chat culture versus live Q&A (Annika Johnson, Danielle Guizzo, Christian Spielmann)
10.40 – 11.10	Break		
11.10 – 11.55	<b>Workshop - Chair: Alvin Birdi</b>  Teaching using 'Measuring the Economy' (Georgia Tasker-Davies, Sumit Dey Chowdhury)	<b>Economics Network Special Session - Chair: Caroline Elliott</b>  Economics education in the Covid-19 pandemic: what was done and what should be done? (Fabio Arico, Paul Latreille, Adam Cox, Paul Cowell)	
12.15 – 13.15	<b>NSS &amp; perceptions of economics education - Chair: Steven Proud</b>  1. Analysing the determinants of student satisfaction in the NSS (Steven Proud, Guglielmo Volpe)  2. Attitudes towards Economic Education in Saudi Arabia (Sarah Najm)	<b>IREE Best paper invited session – Chair: David McCausland</b>  IREE - The economics instructor's toolbox (Julien Picault)	
Conference ends			