



Centre for Teaching and Learning Economics

Annual Report

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Director's Message

I am delighted to present the CTaLE Annual Report for 2023-24, showcasing our significant achievements and ongoing initiatives. This year, CTaLE has continued to excel in its core areas of Research, Advisory Services, Outreach, and Events, further solidifying our reputation in economics education.

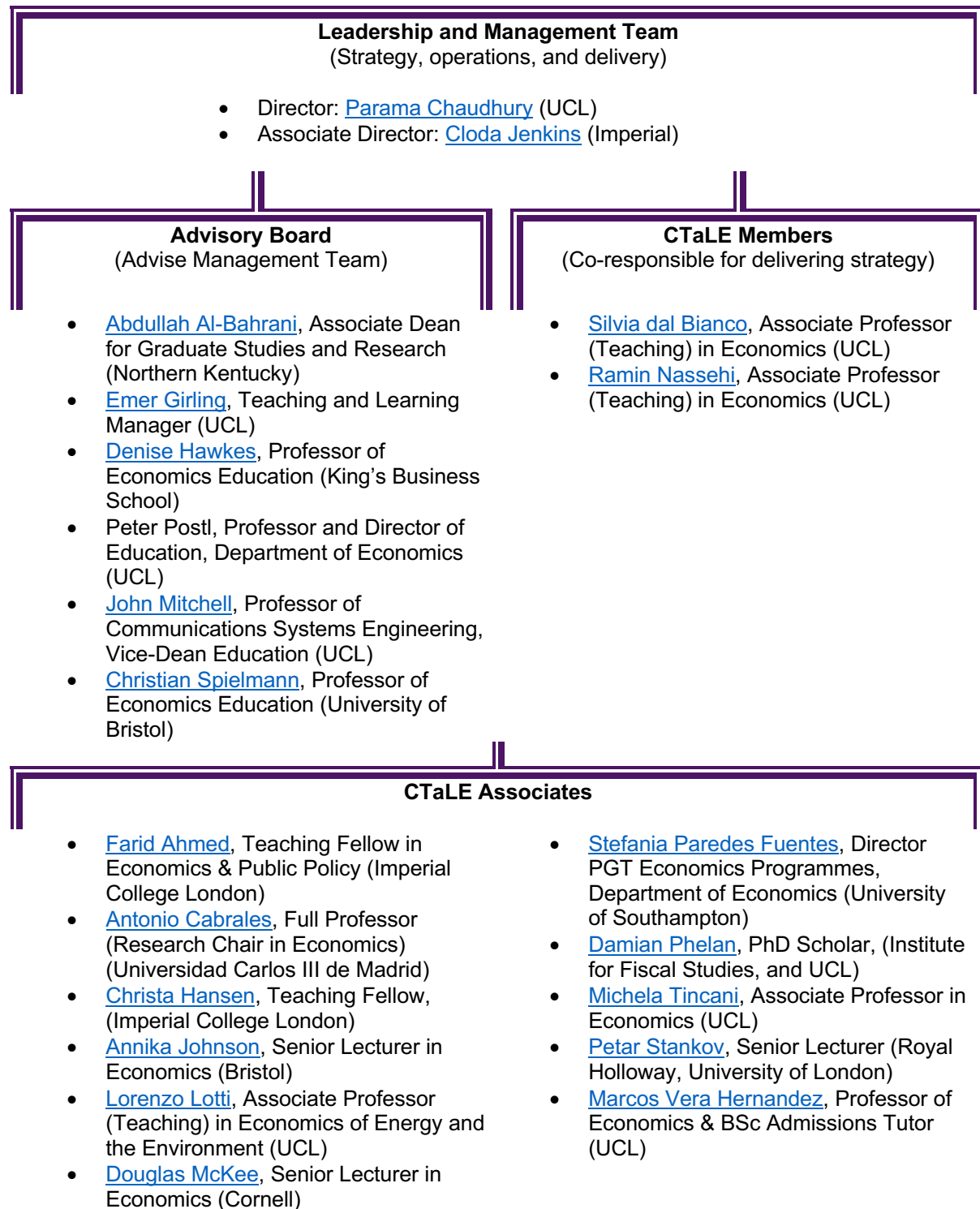
Our research efforts have been robust, with notable publications addressing critical issues in higher education, sustainable university financing, and innovative teaching methods. Projects like our Communities of Practice on Generative Artificial Intelligence in Education and Group Work Positivity highlight our commitment to impactful and collaborative research. In advisory services, we have expanded our offerings, including the development of a suite of off-the-shelf economics courses for non-economists and delivering specialized training for Ofcom staff. These initiatives not only enhance our advisory portfolio but also extend our reach and influence in the field of economics education.

Our events have been a cornerstone of our engagement strategy. The EconTEAching Seminar Series and TeachECONference2024 have provided valuable platforms for knowledge exchange and professional development. The Economics Walks have also gained popularity, offering unique, place-based learning experiences. Outreach to schools and the general public remains a priority, with programs aimed at promoting diversity and inclusivity in economics. The Discover Economics Workshop, run jointly with Imperial Business School and the London School of Economics and other educational sessions have successfully engaged students from diverse backgrounds, fostering a more inclusive academic community.

As we look ahead to 2024/25, our focus will be on refining our structure, enhancing our online offerings, and continuing to build strong partnerships. We are excited about the future and remain committed to advancing economics education.

Parama Chaudhury, CTaLE Director

Organisational Structure



Research and Publications

CTaLE members and associates have been active in research, contributing to several sector-wide reviews and publishing significant papers. Notable publications include:

Teaching Economics Online

co-edited by Abdullah Al-Bahrani, Parama Chaudhury and Brandon Sheridan (Edward Elgar, August 2024)

Teaching Economics Online combines past experience with innovative ideas on how to design teaching and improve the overall learning experience whilst remaining inclusive, effective and resilient. Chapters include the use of new technology, such as AI and emerging accessibility features, within teaching, alongside how to deliver effective group-based and individual teaching. The book offers expert guidance on how to ensure successful assessments leading to a high-quality online teaching experience for both the student and instructor. The chapters below were contributed by CTaLE members and associates:

- Chapter 5: Using an online multimedia group project to introduce students to economics and their learning community by Parama Chaudhury and Cloda Jenkins
- Chapter 8: Fostering inclusive excellence: designing effective assessments for online education by Stefania Paredes Fuentes
- Chapter 10: Teaching economics online using cases by Cloda Jenkins
- Chapter 12: A blended format for student conferences: the Explore Econ case study by Ramin Nassehi
- Chapter 14: Teaching economics to professional learners online by Parama Chaudhury and Cloda Jenkins

Teaching Track Economists in the United Kingdom

Co-authored by Fabio Arico, Alvin Birdi, Caroline Elliott, Cloda Jenkins, Ashley Lait and Christian Spielmann

In this companion paper to Arico et al (2024), we use a mixed-methods approach to characterize teaching-track faculty positions in the United Kingdom. We find these roles are more prevalent in the United Kingdom compared to the United States or Canada, and notably more oriented toward scholarship and administration duties. A high value is placed by role holders on the existence of formal networks that connect teaching-track economists across universities. We provide some context to help understand these findings, which will be relevant for academics considering these roles as well as department and university leaders supporting those on the teaching-track in economics.

Global Challenges, Local Solutions: the role of universities in education for the future

co-authored by Parama Chaudhury and Cloda Jenkins in Ganuza and Cabrales (eds) Challenges and opportunities for the future of higher education (June 2024).

In this paper, we identify and evaluate significant external forces affecting the higher education sector including financial pressures, geopolitical tensions, global climate and health emergencies and superfast technological change. The impact of changing student and staff demographics is also explored. The main theme emerging from the paper is that

the changes are both challenges and opportunities and the future direction of the sector, within and across countries, will depend on the ability of universities to adapt in an agile way to a new context for higher education. Thanks to Antonio Cabrales and Funcas for inviting us to contribute this work to the Spanish Economic Papers No 180 on *Challenges and opportunities for the future of higher education* - our first publication in Spanish.

Economics Walk: a place-based method of teaching economics

CTaLE Lead: Ramin Nassehi

Economics Walk is a walking tour of Bloomsbury London, where the tour leader takes the audience (students or members of public) through different locations (statues, buildings and shops) that have an economic story to tell. The project's aim is to explain complex economic ideas in an accessible way to students and/or members of the public and encourage critical discussion on those ideas. This tour has been offered in person and virtually sixteen times so far, with more than 200 attendees in total. In terms of pedagogy, this tour follows a dialogical approach in a sense that the tour leader starts a conversation about each location with, and among, the audience rather than monotonically transfer facts to the participants. By using certain locations as case studies of economics, this tour offers a contextually rich understanding of the link between economic theories and real-world examples. Also, by going outside the conventional classroom and into the streets (face-to-face version), the tour automatically creates a more equal footing between the guide/speaker and the participants, hence opening the room for peer conversation and debate. Most importantly, this tour takes a place-based approach to teaching economics that can be easily adapted to different campuses, towns or cities.

CORE Econ's The Economy 2.0

CTaLE Lead: Cloda Jenkins

Cloda has contributed to a re-write of CORE Econ's *The Economy*. *The Economy 2.0* is a complete introduction to economics and the economy. It's student-centred and motivated by real-world problems and real-world data.

Events and Communication

CTaLE's popular events continued this year, with a slightly different approach to our flagship conference, our main outreach event hosted at UCL East, site of the 2012 Olympics, and several of our associates and student partners contributed blog pieces for our website.

EconTEAching Seminar Series

The fifth instalment of the popular [EconTEAching](#) seminars continue to be run by CTaLE Members and CTaLE Associate Stefania Parades Fuentes (University of Warwick) who together have curated a series which allows members of the wider economics education community to come together to discuss topics pertinent to economics education and to share best practice. This year the series centred on themes that included career development and diversity.

EconTEAching Seminars 2023/24	
17 October 2023	Building #teachecon Communities of Practice
8 November 2023	How to write a proposal for an economics education conference
10 January 2024	Working with student data: what to consider
6 March 2024	How to successfully integrate research into your teaching

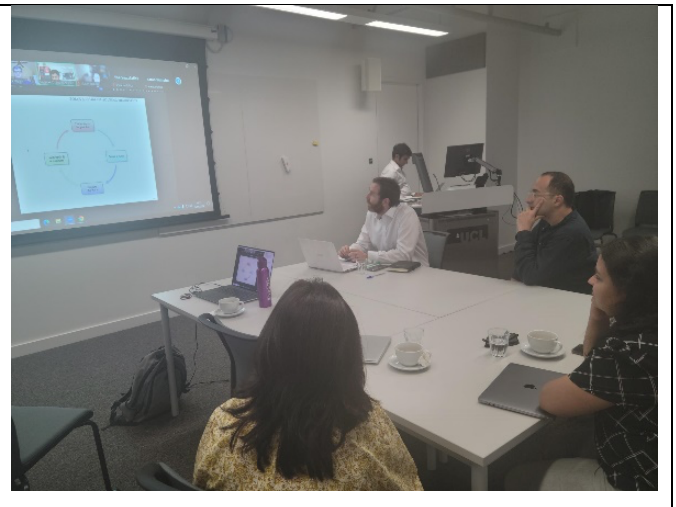
TeachECONference2024

The annual virtual conference on economics education co-organised with [Cornell University](#) entered its fifth year. The conference retained its established format comprising of two parts: online video-poster sessions premiered via YouTube, which was followed by three days of live presentations between 24-26 June, including live networking mixers.

TeachECONference2024 was sponsored by the [echo 360](#), [Edward Elgar Publishing](#) and [Ed Discussion](#). In addition, this year we welcomed contributions from attendees at registration and are very grateful to those who supported us financially.

A returning feature this year was to invite those submitting to express their interest in chairing a live session. [Swati Virmani](#) (De Montfort University) chaired the "Using AI for Learning", and [Patrick Walsh](#) (Saint Michael's College) chaired the session "Innovative ways to teach difficult concepts". The conference's two panels "Teaching the Teachers in Higher Education" and "Pedagogical insights from other disciplines" provided key insights into topics that are vital to future undergraduate economics education. Student Partners remain an integral part of the smooth running of the conference. This year UCL BSc Economics student [Dia Aneja](#) and UCL MSc Finance student [Yash Bajaj](#) facilitated the technical elements of the online conference and provided their own post-event perspectives on the conference via the CTaLE blog.

With funding from the EEA Seedcorn Fund, the CTaLE Team hosted its second in-person TeachECONference Watch Party. Local participants and speakers were invited to watch and participate in the final day of the conference from the Department of Economics, UCL. The Watch Party provided a face-to-face opportunity to build upon the talking points raised during the conference and connect future collaboration opportunities over an informal post-event "tipple". There were also Watch Parties held at other institutions, including Northern Kentucky University, Cornell University and UCL East, where colleagues from surrounding universities came together to connect and participate in the conference (photos below)



Discover Economics workshop

In April 2024, CTaLE, LSE and Imperial College London delivered the third joint Widening Participation (WP) workshop for Year 10 students (14–15-year-olds). The event allowed students and their accompanying teachers to visit the UCI East campus and learn more about the economics discipline, via interactive talks with lecturers and employer panels. This year's workshop theme was "Economics for a Fair Society". Key elements of the programme included the "interactive class," where current BSc Economics students (trained by Ramin), led a hands-on session on inequality using data analysis to understand policy design, and an Employer panel featuring Economists working for Goldman Sachs, Sarasin and Partners LLP, Ofwat and Frontier Economics. By the end of the event, students and their teachers were able to understand the significance of economics in daily life and learn about career pathways.

Advisory Services

CTaLE's work since 2017 in providing economics courses to non-economists and bespoke advanced training to economics professionals continued this year.

CTaLE Economics Training for Ofcom Staff

CTaLE continues work with UCLC to deliver economics training to Ofcom staff. This is part of a growing portfolio of bespoke courses deliverable by CTaLE. Ofcom issued an ITT to deliver Competition Economics training for their economists' group, primarily for new joiners. After a competitive tender process, CTaLE was awarded the contract for three years in 2023 and has now delivered two rounds of training. Associate Director, Cloda Jenkins led on the course design and management, delivering three of six workshops herself. CTaLE Associates Annika Johnson and Marcos Vera Hernandez, and Director, Parama Chaudhury also delivered sessions. The course received positive feedback from attendees who appreciated the combination of real-life case studies and interactive exercises that were also relevant to their daily work.

CTaLE Online Economics Courses

CTaLE has an established reputation in delivering bespoke economics training since 2017 to professionals working in the government, regulation, public policy, private, and academic sectors. We extending this learning through an open access platform to all professionals who would like to learn how economics intersects their own work. Our courses are designed by academics from top UK universities and delivered by a team with extensive experience of teaching. The courses are also self-paced and online, allowing flexible learning and progress. We held a launch event for these courses in January 2024. You can find more information [here](#) and a link to the courses [here](#).

Blog

Blog contributions have featured a mixture of new items related to CTaLE activities including the Economics Walk, and contributions from Student Partners, who share their unique perspective on the content and ideas in the EconTEAching seminars.

CTaLE Blog Contributions	
Author (s)	Title
Christa Hansen, CTaLE Associate	Communities of Practice and Basement Economics
Farid Ahmed, CTaLE Associate	Working with student data – what to consider
Jiaqi Chen, BSc Economics, Finance and Data Science, Imperial College London	A student eye view on the value of learning game theory by playing games
Dia Aneja, BSc Economics, UCL	TeachECONference 2024 sessions
Yash Bajaj, MSc Finance, UCL	TeachECONference 2024 sessions

We are making use of GenAI tools to write blogs about our events and activities so do keep an eye on our social media and the website for these summary updates.

Priorities for the Year Ahead

Our priority in the 2024/25 academic year will be to develop a refreshed and agile structure, working more closely with the CTaLE community in particular Associates who are already leading on various CTaLE initiatives. We also continue to work closely with the EEA, EN and RES through our roles in these organisations.

Events

CTaLE plans to deliver the fifth instalment of its popular [EconTEAching seminar series](#) in 2024/25, with topics ranging from Foundation Years as widening access initiatives, how to prepare students for GenAI use in the workplace and professional development and guidance for programme leads, as well as a much-anticipated visit from Flower Darby, author of Small Teaching Online and a couple of sessions co-hosted with the EEA, featuring recipients of various EEA Teaching Awards and Education Seedcorn Funds.

We have recently received a UCL Stone Centre grant to run a full-day workshop on the implications of the rise of GenAI for assessments in Economics degree programmes. We plan to run this workshop, which will feature speaker and participants from across the UK, in June 2025.

Advisory

As part of the Centre's consultancy stream, CTaLE will deliver the third iteration of its Economics Training for Ofcom staff. CTaLE's work with Ofcom is part of a portfolio of projects delivered in collaboration with UCLC, supporting the Centre's reputation in economics training for professionals. This, combined with the further expansion of CTaLE's online courses will be used to reach out to other organisations interested in bespoke training that responds to the needs of their staff.

Contact us

You can speak to CTaLE about any of the projects mentioned in this report or learn more about economics training for your organisation by [contacting us directly](#).