

Starting Point: Teaching and Learning Economics An Economics Pedagogic Portal

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What is *Starting Point*?

Starting Point is an online economics pedagogic resource that:

- introduces economists to a variety of innovative teaching strategies and examples.
- provides instructors with the tools to start using these teaching strategies immediately.
- promotes the sharing of teaching innovations among instructors.

Why use *Starting Point*?

Starting Point provides a comprehensive library of **16 research-based instructional modules** focused on promoting student learning in economics.

Each module includes: (1) background information on a specific pedagogy, (2) why economists should consider using the pedagogy, (3) how to use the pedagogy in economics, (4) classroom-based examples, and (5) references.

Questions? Contact:

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The screenshot shows the homepage of the Starting Point website. It features a navigation bar with a search box and a 'Go' button. Below the navigation bar, there are several sections: 'Welcome', 'Teaching Methods', 'Activities', 'Join Us', 'About this project', and 'Papers and Presentations'. The 'Teaching Methods' section lists various pedagogical approaches like 'Teaching with Cases', 'Classroom Experiments', and 'Context-Rich Problems'. The 'Activities' section mentions 'Classroom-tested activities covering important topics in economics. Coming soon.' The 'Join Us' section invites educators to contribute activities. The 'About this project' section provides background on the project's funding by the National Science Foundation. The 'Papers and Presentations' section offers access to related documents.

Contribute Activities to *Starting Point*

Each pedagogic module includes a **collection of activities/examples** demonstrating use of the pedagogy in teaching important economic concepts. All examples include a full description, activity goals, teaching notes and materials, recommendations for assessment of student learning, and links to related resources.

Submit Your Own Activity

Are you using one of the pedagogies highlighted on the *Starting Point* site? Submit an activity to be included in the Examples library using an easy-to-use online form that includes fill-in boxes to guide your submission:

serc.carleton.edu/econ/submit_activities.html

Submitted activities are peer-reviewed by a team of economic educators. Accepted activities will be posted on the *Starting Point* site.

serc.carleton.edu/econ/

What Is...

Why Use...

How to Use...

In Economics...

Examples...

This screenshot shows the 'What is Documented Problem Solving' page. It defines the concept of documented problem solving as a teaching strategy that provides students with a structured approach to solving problems. It includes a list of key features and a diagram illustrating the process.

This screenshot shows the 'Why Teach with Documented Problem Solving' page. It discusses the benefits of this pedagogical approach, such as its ability to engage students and provide them with a clear framework for problem-solving.

This screenshot shows the 'How to Teach with Documented Problem Solving' page. It provides practical advice for instructors on how to implement this strategy in their classrooms, including suggestions for problem selection and student support.

This screenshot shows the 'Using Documented Problem Solving in Economics' page. It offers specific examples of how this pedagogical approach can be applied to various topics within the field of economics.

This screenshot shows the 'Examples' page, which provides a collection of specific activities and examples that demonstrate the use of documented problem solving in economics. Each example includes a description, goals, and teaching notes.