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Note from the JEE: Looking Ahead

Steven Proud,
University of Bristol

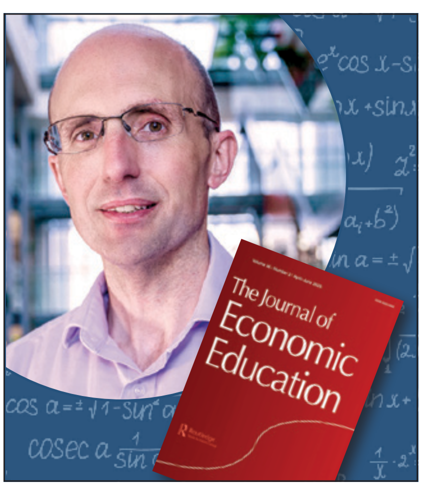
In January, I was appointed as lead editor for the *Journal of Economic Education* (*JEE*), replacing Sam Allgood and KimMarie McGoldrick, who had reached the end of their term as editors. Sometimes, incoming lead editors wish to make big changes; however, with a journal as successful as the *JEE*, I wish to build on the excellent work of my predecessors and to firmly embed the *JEE* as the leading journal for research in economics education and pedagogy in the United States and worldwide.

In this article, I set out what we are looking for in articles across the research, instruction, and online sections of the journal. One of the key areas that I am looking for as an editor is an evaluation of interventions, to ensure that other educators can quickly understand what impact an innovation is likely to have on their own teaching.

For the research section, the gold standard remains well-designed experiments (such as Franz 2026), but I would equally welcome studies with credible identification strategies, such as difference-in-differences, regression discontinuity design, or instrumental variables (see Stock (2026) for an excellent summary of methods). Further, I would very much welcome a growth in well-carried-out qualitative and mixed methods studies, asking questions such as why we observe an effect. (See, e.g., Bosshardt, Jennings, and Davies 2024.)

Evaluation also matters for both the instruction and online sections, but we recognize that in these sections, you might not be able to isolate causal effects directly; in these cases, authors should be aware of any shortcomings of the strategy and not overclaim. The evaluation could cover impact on student satisfaction (such as Rouse 2025) or any other metric that demonstrates efficacy.

In conclusion, I'd like to thank my predecessors for their outstanding contributions, and I look forward to reading your contributions in the coming years. If you have questions relating to content, please feel free to contact me at jee-editor@bristol.ac.uk.



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NOTE FROM THE CHAIR

Tisha L. N. Emerson,
East Carolina University

Greetings! On behalf of the American Economic Association's Committee on Economic Education (AEA-CEE), I'm pleased to share the latest issue of *EconEdNews* with you. *EconEdNews* is our biannual newsletter providing resources and highlighting upcoming activities and events for economic educators, which helps promote the AEA-CEE mission "to improve the quality of economics education at all levels: precollege, college, adult, and general education."

In May 2026, we hosted the fifteenth annual Conference on Teaching and Research in Economic Education (CTREE) with over 300 registrants. We're already planning for CTREE 2027, which will take place in Washington, DC, on June 2–4. The submission portal will be open September 1–December 1, 2026. Mark your calendars!

Do You Have a Feature or Story Idea for *EconEdNews*?

Submit content ideas to the newsletter coordinator, **Emily Marshall**, at marshalle@denison.edu. Topics may include an overview of a particular area of economic education research; resources on diversity, equity, inclusion, and belonging; or other special features.

WHAT WE KNOW ABOUT …

The 15-Minute Survey That Can Transform a Semester

Gail M. Hoyt,
University of Kentucky

If I could recommend one simple teaching practice that can significantly improve both student learning and your own teaching experience, it would be to ask students to complete a pre-course survey. It requires only a small investment of time, but it can pay dividends throughout the semester (Lang 2016). Before the first class meeting, you'll already know something about the students in your classroom—their interests, accomplishments, aspirations, and other characteristics that help you know them as individuals. You'll also gain insight into the social and economic issues they care about, whether that's housing affordability, climate change, health care, or other topics that matter in their lives. That knowledge can shape the examples you use, the discussions you encourage, and the connections you make throughout the course.

After reading hundreds of student responses over the years, I've learned that they reveal far more than students' majors or career goals. They reveal what students are passionate about and what's on their minds. One of my favorite questions asks students what they are most proud of. Their answers range from athletic championships and academic achievements to caring for younger siblings, overcoming illness, and becoming the first in their family to attend college. I also ask about hobbies, interests, and one interesting or fun fact. Those responses become conversation starters on the first day of class, fuel for examples throughout the semester, and reminders that every student has a unique story worth knowing (Bain 2004). I gain a deeper appreciation for the remarkable resilience, talent, and life experiences my students bring to the classroom. I should also point out that I implement the survey in classes with 30 students in the same way I do in classes of 500, both to good effect. However, there is probably more value in the large lectures where students may be more likely to feel anonymous.

A week before classes begin, I send students a welcome email

After reading hundreds of student responses over the years, I've learned that they reveal far more than students' majors or career goals. They reveal what students are passionate about and what's on their minds.

that includes a link to a brief online survey that takes about 15 minutes to complete. I explain that the survey is not anonymous because I want to get to know them and better understand their interests, experiences, and learning needs. I also tell them that I will share a summary of the class's responses on the first day so that students have a better sense of the people in the room and the perspectives they bring. Even though students receive only a small participation credit, nearly everyone completes the survey. From the beginning, students see that their responses matter and that I will use what they shared throughout the semester. This early communication can also reduce students' anxiety by establishing a personal connection before the first class meeting and communicating that the instructor is genuinely interested in their success.

The survey also shapes my instructional decisions. Knowing what interests students, what experiences they've had, and what issues they care about helps me identify and use what I call "accessible points of entry" (Hoyt 2023). These are examples, applications, activities, and discussion prompts that provide a familiar, inviting entry point into economic concepts that students might otherwise perceive as abstract or difficult. The core structure of the course remains the same from semester to semester, and these adjustments rarely require major revisions. Often it's simply a matter of choosing one example instead of another, adding a new application, or reframing a discussion. These small adjustments allow me to connect economic principles to students' experiences and interests, building on what they already know and what motivates them to learn (Ambrose et al. 2010). These connections not only increase engagement but also demonstrate that students' experiences and perspectives are valued, fostering the relevance and sense of belonging that Bayer, Bhanot, Bronchetti, and O'Connell (2020) identify as important elements of an inclusive learning environment. It is also useful to see which issues students do not identify as concerns, as this can reflect not only a lack of interest but also a lack of awareness or understanding, highlighting potential knowledge gaps.

As instructors, we devote countless hours to preparing our courses. Asking students to spend just 15 minutes completing a pre-course survey—and then investing a few

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SURVEY, FROM P. 2

hours carefully reading what they share—may be one of the highest-return investments we can make as teachers. Throughout the semester, you'll make more informed instructional decisions, build stronger relationships with students, and make economics more relevant and meaningful. If you're looking for one small change that can make a lasting difference in your teaching, this is where I would begin.

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DIVERSITY, EQUITY, INCLUSION, AND BELONGING

Advancing DEIB through AEA Departmental Seed Grants

Jose Fernandez,
University of Louisville

Photo: **Georgia State University**

Georgia State University's Department of Economics received the AEA Award for Outstanding Achievement in Diversity and Inclusion in 2023. Susan Athey, Stanford University (left). Garth Heutel, Georgia State University (right).

The American Economic Association (AEA), through its Committee on the Status of Minority Groups in the Economics Profession (CSMGEP), has made significant investments to address diversity, equity, inclusion, and belonging (DEIB) within the economics profession. For context, Black and Latino students make up 5.3 percent and 13.7 percent of bachelor's degrees in economics, respectively, despite constituting 14 percent and 20 percent of the population, respectively (Bogan and Fernandez 2025). The *AEA Professional Climate Study* (Allgood et al. 2019) reported descriptive statistics of racial and gender discrimination in the economics profession. Since 2021, the AEA has sponsored initiatives including travel grants, small-group breakfasts with prominent scholars, and the AEA Award for Outstanding Achievement in Diversity and Inclusion. One prominent initiative is the Departmental Seed Grant for Innovation in Diversity and Inclusion, a onetime award of up to $5,000 for US-based economics departments to establish new bridge or training programs. These grants provide resources to pilot initiatives that expand access, strengthen student pipelines, and foster more inclusive departmental cultures.

Designed as catalysts, seed grants support experimentation while requiring plans for sustained institutional backing after the first year. They help departments identify barriers, test interventions, and build evidence for long-term support.

Recent awardees show how modest investments, paired with departmental commitment, can produce lasting change. Below are brief descriptions of selected programs.

The Department of Economics at Southern Methodist University (SMU) launched the SMU Underrepresented Minorities Economics Program (SMŬRM-Economics Program), focused on undergraduate students and emphasizing mentorship, community building, and exposure to economics as a broad discipline. Faculty leaders deliberately challenge the perception that economics is narrowly focused on finance, highlighting its applications to public policy, behavior, and social issues. By sponsoring panels featuring underrepresented minority economists from the Dallas Fed, the program lowers informational and social barriers and strengthens the pipeline for students who might not otherwise see economics as a welcoming field.

Middlebury College's Discovering Economics Fellowship centers on early exposure and faculty mentorship, pairing first- and second-year students from underrepresented, first-generation, and LGBTQIA+ backgrounds with faculty mentors for a semester-long research

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GRANTS, FROM P.3

and mentoring experience. Fellows engage in hands-on research assistance, structured workshops, and sustained one-on-one advising. One faculty mentor said the fellowship makes a "big department smaller" for individual students, breaking down distance between students and faculty. A student echoed this: "I really enjoyed seeing the professors with less of a filter, outside of the classroom setting.... I feel like that really opened up a lot of doors for me personally in the economics department because now I know the professors better and feel more comfortable talking to them."

Florida International University implemented initiatives including alumni engagement, mentoring for graduate and professional applications, undergraduate research support, Python workshops to build quantitative skills, and courses linking economics to social issues. Georgia State University used its grant to support PhD diversity efforts through a fellowship and outreach to nearby HBCUs, contributing to broader cultural change and earning the AEA Award for Outstanding Achievement in Diversity and Inclusion.

These examples highlight key lessons. First, mentorship plays a central role in fostering belonging and persistence. Second, early and sustained exposure to economics as a flexible, socially relevant discipline can reshape student perceptions and aspirations. Finally, role models matter (Porter and Serra 2020). Students need to see themselves reflected in the field through panels, discussions of issues relevant to their lives, and reminders that today's faculty were once in their shoes. We can strengthen students' sense of belonging while normalizing advanced study and technical skill development as attainable goals for a diverse student body. Bayer, Hoover, and Washington (2020) provide more strategies to increase diversity in economics.

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ACTIVE LEARNING PEDAGOGIES

Authentic Assessment in the Age of Generative AI

Christian Spielmann,
University of Toronto

This is not another article about plagiarism and cheating with generative AI (gen AI). Much has already been written about how gen AI performs impressively on many economics tests, sometimes at or above student level (Geerling, Mateer, Wooten, and Damodaran 2023). We also know that the technology lowers the cost of cheating while raising its expected benefit by producing plausible and well-written outputs fast and easily (Leo 2023). These issues matter, but the discussion is now shifting to a more substantive question: how to assess with gen AI in ways that align with students' future work realities. The literature on authentic assessment—assessments that reflect the intellectual challenges and professional realities of the discipline (Wiggins 1990)—provides a useful starting point. As routine analytical tasks become increasingly automatable and productivity gains arise from specializing in tasks that complement automation (Oschinski, Spielmann, and Subbu-Rathinam 2025), what it means to assess authentically may itself need to be redefined.

Disciplinary knowledge still matters and needs to be tested

There are reasons why a rigorous understanding of the subject is likely to be more important than ever. First, it forms the basis for directing gen AI, validating its outputs, and exercising higher-order judgment, a skill increasingly valued in the workplace (Oschinski, Spielmann, and Subbu-Rathinam 2025). Second,

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AUTHENTIC, FROM P. 4

outsourcing foundational knowledge tasks to gen AI too early may prevent disciplinary schemas from being built in the first place, producing what Klein and Klein (2025) call the "hollowed mind": a state of superficial knowledge and overdependence on external tools. Third, some argue that critical thinking itself, often cited as the key skill in a gen AI world, requires domain knowledge as its foundation (Willingham 2020).

There is therefore a strong case for AI-free assessments in which students demonstrate their own mastery and develop a disciplinary base. Beyond closed-book exams (Woon 2025), instructors can adopt formats more authentically aligned with what economists do. Examples are graded in-class activities, oral examinations, and presentations. Perkins (2026) makes the case for verbal examinations and provides design guidance; Suleymenova and Bromfield (2025) show how evaluative conversations can reveal disciplinary understanding while being less susceptible to AI-enabled misconduct.

AI-integrated assessments

Employers increasingly expect graduates to work competently and critically with AI, and students already use it extensively. Excluding it from all assessments risks producing graduates ill-equipped for professional practice and forgoes a genuine pedagogical opportunity. Gen AI–embracing assessments can foster responsible and critical use of the technology itself.

In upper-level courses, students can use gen AI as a collaborative partner on projects (Mollick and Mollick 2023)—for example, as a research assistant, for feedback, or to support data analysis and coding. Von Essen (2026) suggests that combining projects with an oral component (i.e., a presentation or viva to verify genuine understanding) allows for assessments that feature both authenticity and accountability. In earlier years, assignments can ask students to critique gen AI output (Maitra, Melatos, and Vidal-Robert 2025) or use it to generate formative feedback on drafts before revision (Khazra and Sheldon 2025). For a computer science class, Barba and Stegner (2026) propose a conversational live-coding exam with gen AI access for debugging.

Developing skills that complement gen AI (e.g., teamwork, critical thinking, creativity, communication) remains a core objective in authentic learning, but Kofinas, Tsay, and Pike (2025) caution that authentic coursework does not automatically resolve integrity concerns. Successful designs will depend on structured activities in which in-person components play an increasing role.

Use examples and practical guidance for gen AI–embracing assessments remain relatively scarce and are most commonly shared through blogs, case studies, and professional networks. Discipline-specific examples and frameworks can be found in the UK Economics Network's ideas bank (Economics Network, n.d.), a continuously updated web page by the Economics Network (Economics Network 2026), and a report on gen AI by the Royal Economic Society (Jenkins et al. 2025).

Conditionally permitting gen AI for some tasks but not others is a fragile strategy unless the distinction is structurally embedded in the assessment design itself. The literature gives examples for a deliberate bifurcation: assessments that fully integrate gen AI as a working tool alongside explicitly AI-free spaces for demonstrating unassisted understanding. Jenkins et al. (2025) call for a degree-program-level approach that intentionally blends both modes. Striking the right balance, and deciding which competencies each should assess, will remain central to the debate.

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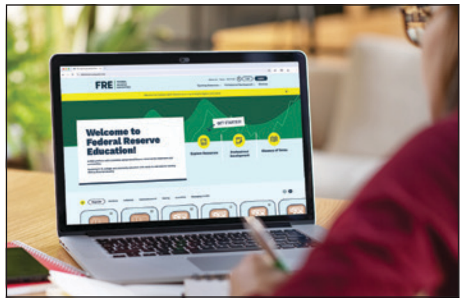
SPECIAL FEATURE

Enhance Your Course with Free Resources from FRE.org

Scott Wolla,
Federal Reserve Bank of St. Louis



In April 2025, Federal Reserve Education launched its redesigned website, FRE.org, which fully replaced two older sites—the Econ Lowdown portal and the former federalreserveeducation.org.

While the platform is widely used by K–12 educators, it is also a valuable resource for college instructors. Currently, 137 resources are tagged for college use, and the site's filtering tools make them easy to locate.

FRE.org offers a wide range of ready-to-use teaching materials that reinforce core economic concepts. Need to introduce supply, demand, and market equilibrium? Assign one or more of the site's interactive online modules. Teaching market structures, the circular flow model, or externalities? Explore the site's collection of instructional videos. Looking to connect current events to foundational economic ideas? Page One Economics articles provide accessible readings that work well for class discussions, for assignments, or as supplemental reading.

FRE.org resources are designed to integrate seamlessly with popular learning management systems (LMS), including Canvas, Schoology, Blackboard, and D2L Brightspace. After downloading common cartridge files for their specific LMS, instructors can then import modules, videos, and articles directly into their courses. Built-in assessments are automatically linked to the LMS gradebook, making assignment management simple and efficient.

For instructors who use Federal Reserve Economic Data (FRED), FRE.org also features FRED Q&As—short articles built around specific data series and adapted from FRED Blog content. Like our other online resources, each article includes an auto-graded assessment.

The site also offers a growing collection of resources on the Federal Reserve's ample reserves approach to monetary policy, including Page One Economics articles, videos, an online module, an instructor lecture guide, and an active-learning lesson plan.

Whether you're looking for readings, assignments, videos, or data-driven activities, FRE.org offers a flexible toolkit for economics instruction. Visit FRE.org to explore resources and sign up for the Federal Reserve Education monthly newsletter.

CENTER AND COUNCIL DIRECTOR'S CORNER

A Statewide Mission with National Impact

NCEE NEBRASKA COUNCIL ON ECONOMIC EDUCATION

Jennifer Davidson

The Nebraska Council on Economic Education (NCEE), housed at the University of Nebraska–Lincoln College of Business, is committed to ensuring that every student has access to high-quality economic and personal finance education. A small but highly collaborative team includes NCEE's regional centers. NCEE leverages partnerships with educators, universities, financial institutions, businesses, and government agencies to extend its impact well beyond what its size might suggest. Through award-winning curriculum, innovative programming, and leadership in research and educational technology,

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Photo: University of Nebraska–Lincoln, College of Business, NCEE

Eighty-nine elementary schools are currently participating in Nebraska's in-school savings program where they partner with local banks and credit unions to establish strong savings habits that will continue to benefit them as adults.

CORNER, FROM P. 6

NCEE advances economic and personal finance education in Nebraska and nationwide.

During the 2025–2026 school year, NCEE provided programming in all 93 Nebraska counties, directly serving 362 teachers and nearly 19,400 K–12 students. Forty-two percent of the schools reached by the NCEE were low- or moderate-income schools in the state, up from 38 percent in 2024–2025 and 23 percent in 2023–2024, reflecting NCEE's commitment to expanding access to economic and personal finance education.

NCEE's signature programs include teacher professional development, the Stock Market Game, Economics Challenge, Personal Finance Challenge, and Nebraska's In School Savings Program. With 89 participating schools, the In School Savings Program helped 7,852 elementary students save $490,105 during the 2025–2026 school year while reinforcing saving behaviors shown to have lasting effects beyond elementary school (Davidson and Walstad 2022).

Beyond Nebraska, NCEE contributes to the economic education community through educational technology, research, curriculum development, and assessment innovation. NCEE developed and maintains the online competition platform that has supported economics and personal finance challenges for nearly two decades, serving state councils and students across the United States. Additionally, NCEE is partnering with the National Endowment for Financial Education (NEFE) to develop and validate a nationally normed personal finance assessment aligned with the 2021 National Standards for Personal Finance Education.

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SPECIAL FEATURE

Advanced Placement Economics

Elizabeth Healy,
College Board

The Advanced Placement (AP) Macroeconomics and AP Microeconomics courses introduce thousands of high school students to economics every year and provide a pipeline of economics students for subsequent study in the discipline. In 2025, 293,904 students took the AP Economics exams (College Board 2025d). Research shows that students who earn a passing score on the AP Macroeconomics or AP Microeconomics exam, on average, earn higher grades than non-AP Economics students in subsequent college economics courses (Wyatt, Jagesic, and Godfrey 2018). Students taking AP Economics courses in high school are also more likely to take economics courses in college and are more likely to graduate with an economics major than non-AP Economics students (Morgan and Klaric 2007; Ahlstrom 2021).

To ensure that each AP course and exam aligns with college-level standards and expectations, college faculty are involved in every aspect of AP. Key roles include:

- Syllabus review: College faculty evaluate and approve AP teachers' course syllabi through the AP Course Audit, which is an authorization process required to designate a course as AP (College Board 2025a).
- Question authoring: College faculty and AP teachers draft AP exam questions (College Board 2025c).
- Exam development: The AP Test Development Committees—comprised of college faculty and AP teachers—are responsible for developing each AP exam (College Board 2025b). Each AP exam undergoes extensive review and revision by members of the AP Test Development Committee and additional college faculty referred to as Fresh Eyes Reviewers (College Board 2025c).
- Exam scoring: College faculty and AP teachers score the free-response questions at the annual AP Reading. A college faculty member serves as Chief Reader and maintains the accuracy and consistency of scoring standards (College Board 2025e).

If you are interested in participating in any of these roles or would like to learn more, please contact Elizabeth Healy (ehealy@collegeboard.org).

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ECONOMIC EDUCATION RESOURCES FROM …

Bridging the Classroom and Workplace: The Econ Games

Abdullah Al-Bahrani and Darshak Patel

Photo: www.theecongames.com

Twenty schools and approximately 120 students participated in the seventh annual Econ Games in Cincinnati, OH, in 2025. Econ Games host: Northern Kentucky University. Data partner for the 2025 event: 3CDC.

Economics students often ask, "What can I do with this degree?" Employers pose a related concern: Why do recent graduates struggle to adapt, communicate, and apply their analytical skills in professional contexts? The Econ Games was created to address both questions.

The Econ Games is a national, 24-hour, in-person undergraduate competition that integrates economic reasoning with applied data analysis. Student teams work with industry- or government-provided data to develop solutions to concrete business problems and present their findings to panels of industry professionals. The program creates a "mini-internship" experience in which students apply the quantitative and analytical tools developed in their coursework while building professional skills such as teamwork, the use of analytical technologies, problem-solving, critical thinking, working under tight deadlines, and communicating results to clients. What began as a localized initiative has grown into an international experiential learning program that directly connects classroom learning to professional practice (Patel, Al-Bahrani, and Hoyt 2024).

The 2026 Econ Games brought together 225 students from 29 universities, supported by 30 faculty mentors. This year's challenge centered on a dataset provided by Equibase, the official database for horse racing in North America, where students worked with both traditional race metrics and advanced GPS tracking data to design tools that generated new insights and made race analysis more accessible. This structure closely mirrors the expectations students encounter in professional settings, where they must quickly analyze unfamiliar data, develop actionable insights, and present clear, evidence-based recommendations.

Evidence from matched pre- and post-2026 competition surveys of students who participated in Econ Games indicates significant improvements in student-reported workforce readiness, particularly in students' ability to communicate economic ideas. Additional gains were observed in student-reported critical thinking among women, while a perceived increase in the difficulty of applying theory to real-world events suggests productive recalibration rather than reduced confidence.

The Econ Games welcomes participation from universities across the globe. Additional information is available at www.theecongames.com.

References

Patel, Darshak, Abdullah Al-Bahrani, and Gail Hoyt. 2024. "Facilitating Authentic Practice and Content Acquisition through Competition: The Econ Games." *American Economist* 69 (2): 288–300.

EconEvents

Information, Calls, Announcements, and Sessions at Upcoming Meetings

The AEA Distinguished Education Award **acknowledges excellence in economic education** at a national level. Recipients are able to demonstrate a sustained and impactful contribution to several areas of economic education. These areas include teaching; the development of curriculum and pedagogy; scholarship of teaching and learning of economics; mentoring of students and young faculty; and service at the institutional, regional, and state levels. The award is conferred annually at the AEA-CEE's Friends of Economic Education Reception at the ASSA Annual Meeting. Please use this form to submit a nomination by October 1.

Economists at community colleges and anyone interested in community college economics instruction are invited to subscribe to the newsletter *Teaching Resources for Economics at Community Colleges*. Published twice yearly, it features conference and workshop updates, interviews, teaching ideas, and suggestions for using FRED data. To subscribe, send your email address to mmaier@glendale.edu. To suggest or submit content, contact Brian Lynch at blynch@lakelandcollege.edu.

CONTINUED

EVENTS, FROM P. 8

The Second Annual Conference on Academic Pedagogy in Economics (C.A.P.E.), formerly the UNCW Economics Workshop, is devoted to the teaching of economics and focuses on applicable ideas and information that can quickly be put to use in the classroom. The 2026 workshop will be held October 23–24 in Carolina Beach, North Carolina.

The sixteenth annual Conference on Teaching and Research in Economic Education (CTREE) will be held June 2–4, 2027, in Washington, DC. Plenary speakers include Arik Levinson (Georgetown University), Jessica Goldberg (University of Maryland), and a representative from the Board of Governors of the Federal Reserve. Submissions will be accepted via the AEA online submission system; the portal will open on September 1 and close on December 1.

The AEA-CEE is pleased to offer the EDUCATE **workshop** to be held in conjunction with the 2027 CTREE in Washington, DC. The workshop will be conducted as a face-to-face and Google Classroom–supported workshop June 4–6, 2027. The application portal will open in January 2027 with a rolling acceptance procedure that continues until all workshop slots are filled. Final decisions will be made by May 1. Participants should expect to develop the abilities to do the following:

- Apply the scientific process so as to choose between competing evidence-based teaching practices that might have disparate effects on those of different races, genders, and ethnicities
- Analyze and evaluate how classroom climate, pedagogy, and assessment impact student behaviors and outcomes, recognizing that these impacts are heterogeneous
- Teach students to learn economics using some of the quantitative approaches employed by economists
- Think critically about course goals and learning outcomes and their relationship to pedagogical choices and assessment, with special attention to enhancing diversity and inclusion
- Communicate motivations for, and outcomes of, teaching enhancement to diverse audiences

Workshop staff include Sam Allgood (University of Nebraska–Lincoln), Gerald Daniels (Howard University), Tisha Emerson (East Carolina University), Gail Hoyt (University of Kentucky), and KimMarie McGoldrick (University of Richmond).

At the Southern Economic Association Ninety-Sixth Annual Meeting**, to be held November 21–23** in Houston, Texas, the Presidential Economic Education sessions will include topics such as strategies for course management, generative AI in the economics classroom, course design, experiential and team-based learning, personal finance education, and active learning and assessment. One panel will also be conducted on teaching skills in the job market.

The Twenty-Fourth Annual St. Louis Fed Professors Conference **will be held November 5–6** in St. Louis. The conference allows economic educators an opportunity to learn about innovative classroom instruction and present their own novel techniques. The registration deadline is October 29.

The Cleveland Federal Reserve **Economic Scholars Program** is an undergraduate economics conference for students to gain experience presenting in an academic setting and share their work. Applications will be accepted starting in January.

The AEA-CEE is sponsoring seven sessions at the ASSA Annual Meeting **January 3–5, 2027,** in Washington, DC. They are Research in Economic Education: Evaluating Active Learning Strategies; Economics Education in the Age of AI; Perspectives on Teaching Undergraduate Econometrics; Best Practices and Lessons Learned: Surveys in Economic Education Research; Research on AI in Economic Education; Generative AI and Economic Education; and a poster session.

ABOUT THE AEA-CEE

The **AEA-CEE** is a standing committee of the American Economic Association that has been in existence in one form or another since 1955. The mission of the committee is to improve the quality of economics education at all levels: precollege, college, adult, and general education.

The committee supports many activities of interest to the community of economic educators. It sponsors paper, panel, and poster sessions and workshops at the ASSA Annual Meeting. The committee also organizes the annual CTREE and the EDUCATE workshop. Resources supporting economic research and teaching are also housed on the committee's website and include information about organizations that support economic education, academic journals publishing economic education research, and resources for changing course content or curriculum to appeal to a broad range of students.

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