



# ECONEdNEWS

Spring 2026

## KimMarie McGoldrick Receives 2026 AEA Distinguished Education Award

**K**imMarie McGoldrick, E. Claiborne Robins Distinguished Professor of Economics in the Robins School of Business at the University of Richmond, is the 2025 recipient of the AEA's Distinguished Economic Education Award. For more than three decades, McGoldrick has been a national leader in economic education. Her teaching, scholarship, mentoring, and professional service have significantly shaped the field and deeply influenced students and instructors in economics.

McGoldrick was previously awarded the Kenneth G. Elzinga Distinguished Teaching Award, the H. Hiter Harris Award for Excellence in Undergraduate Teaching, the Henry H. Villard Research Award in Economic Education, and Virginia's Outstanding Faculty Award, among other honors. Students routinely describe her courses as "life changing," citing her ability to combine rigorous

economic reasoning with engaging, structured pedagogy and genuine care for student growth. Her classroom practices—rooted in deliberate course design, active learning, and careful attention to detail—have helped students develop analytical skills and the confidence to apply economics beyond the classroom.

McGoldrick's scholarly contributions have significantly advanced the economic education literature. She has published more than 50 journal articles, 19 book chapters, and four edited volumes, producing foundational research on cooperative learning; service learning; undergraduate research; and persistence, performance, and gender gaps in the economics major. Her work emphasizes empirical rigor, grounding pedagogical insights in careful econometric evidence, and thought leadership in

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### NOTE FROM THE CHAIR

**Tisha L. N. Emerson,**  
East Carolina University

Welcome to the latest issue of *EconEdNews*, the biannual newsletter of the American Economic Association's Committee on Economic Education (AEA-CEE). *EconEdNews* highlights resources for educators, provides timely information about conferences and events sponsored by the AEA-CEE, and shares economic education activities associated with organizations in the United States and abroad. As with all activities of the AEA-CEE, *EconEdNews* supports our mission "to improve the quality of economics education."

One of our most impactful annual events is the Conference on Teaching and Research in Economic Education (CTREE)—now in its fifteenth year! CTREE 2026 will take place May 27–29 at the Rio Hotel in Las Vegas. The 2026 CTREE program is available online and registration is now open. Whether you are a regular CTREE participant or will be attending for the first time, we look forward to seeing you in Las Vegas!

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

Submit content ideas to the newsletter coordinator, **Emily Marshall**, at [marshall@denison.edu](mailto:marshall@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.



Photo: AEA Archive

(From left to right) John Siegfried (Vanderbilt University), Scott Simkins (North Carolina A&T State University), Tisha L. N. Emerson (East Carolina University, CEE Chair), AEA Distinguished Economic Education Award recipient KimMarie McGoldrick (University of Richmond), Dean Croushore (University of Richmond), and Róisín O'Sullivan (Smith College).

the field that continues to shape the intellectual foundations of teaching and learning in economics.

Her service to the profession is extensive. As chair of the AEA-CEE (2018–2024), she strengthened the committee's organizational capacity, broadened representation across institutional types, and championed inclusive approaches to teaching. She helped guide the development and expansion of CTREE, the AEA's flagship conference on teaching and research in economic education, building an inclusive international economic education community. She also helped create the Distinguished Economic Education Award to recognize sustained and

impactful excellence in the field and led the creation of *EconEdNews*, the committee's biannual newsletter. Her leadership has been instrumental in securing major grant funding—from the NSF, the Teagle Foundation, and other sources—for initiatives that expanded research, resource development, mentoring, and professional training in the discipline. In addition, McGoldrick served as coeditor of the *Journal of Economic Education* (2018–2026) and has served on a variety of other editorial boards.

A key element of McGoldrick's career is her extraordinary mentorship. She has guided undergraduate researchers; supported early career faculty; and served as a cornerstone

of national mentoring programs including CeMENT and the Teaching Innovations Program, as well as the EDUCATE initiative she codeveloped. Participants consistently credit her with elevating their teaching, building their confidence, and opening pathways into the economics education community. Through this mentorship, her influence extends far beyond her own classrooms.

Through transformative teaching, rigorous scholarship, and sustained and professional leadership, KimMarie McGoldrick has made enduring and impactful contributions to economic education. The AEA is proud to honor her as the 2025 recipient of the Distinguished Economic Education Award. ■

## WHAT WE KNOW ABOUT...

# National Content Standards in K–12 Economics

**William Bosshardt,**  
Florida Atlantic University

The *National Content Standards in K–12 Economics* (Council for Economic Education 2025)—henceforth, *Standards*—were recently published by the Council for Economic Education as the third edition of what was originally the *Voluntary National Content Standards in Economics* (Council for Economic Education 1997). The new *Standards* document is comprised of 18 individual standards, each of which include an overarching statement describing, in general terms, an aspect of what K–12 teachers should cover in their classrooms. Each individual standard is also accompanied by a series of benchmarks that provide more information on the specific content of the standard—each prefaced with “Students will know.” The 260 benchmarks are grouped by level: 50 for elementary school, 84 for middle school, and 126 for high school. Finally, each benchmark is accompanied by a matching statement designed to help teachers understand how students will demonstrate the knowledge—these statements are prefaced with “Students will use this knowledge to.”

Past editions of the *Standards* have been influential in several ways. First, they have served as a guide for K–12



teachers in designing their courses. Second, a host of economic educators and their organizations, such as the National Association of Economic Educators and the economic educator groups of the Federal Reserve Banks, use the standards to categorize their lessons and to decide where “gaps” in curriculum materials exist. Third, a number of tests, such as the Test of Economic Literacy (Walstad, Butters, and Rebeck 2013), were aligned to the standards. Finally, the *Standards* have been influential in the development of state standards, outlining the knowledge students should acquire.

The new edition improves upon the previous version in many ways. First and foremost, the new edition

represents a wholesale reorganization of the standards. While the benchmarks remain largely intact, they were reorganized to better represent how a teacher would teach the benchmarks in a course, as opposed to groupings by concepts. In addition, two areas were revised and expanded. International trade concepts, which had been dispersed across various standards in the previous version, were consolidated into a stand-alone standard. The result is a set of benchmarks that together outline a short unit on trade. Monetary and fiscal policy, previously combined, were divided into separate standards. With the current changes in the implementation of monetary policy and increased interest in the Federal Reserve System, the new monetary policy standard now includes a more complete and up-to-date picture of how monetary policy is conducted.

Finally, the writers of the *Standards* added a new dimension to the standards: technology. In previous versions, technology was relegated to an exogenous factor that shifted supply or influenced macroeconomic growth. The new standard goes further by addressing why technology changes and by examining the effect of technology on jobs, the digital economy, and the digital divide.

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Ultimately, the release of a new edition of the *Standards* serves as a call to states, districts, and schools to reexamine their current economic standards and an encouragement to teachers to refresh their courses. ■

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## DIVERSITY, EQUITY, INCLUSION, AND BELONGING

# From Pipeline to Curriculum: Teaching Stratification Economics to Transform What Students Learn

**Mary Lopez,**  
Occidental College

A growing body of research has examined interventions aimed at increasing the participation of women and underrepresented racial and ethnic groups in economics, particularly at the undergraduate level. Much of this work focuses on both entry into the pipeline and persistence within it, using strategies such as informational nudges, early positive feedback, role models, inclusive learning environments, and topics that resonate with students' interests (Li 2018; Porter and Serra 2020; Bayer et al. 2020; Bedard, Dodd, and Lundberg 2021; Chambers et al. 2021; Owen and Hagstrom 2021). These interventions, when applied consistently and in combination, can contribute to meaningful gains. At the same time, pipeline strategies have not reshaped the analytical frameworks and narratives students encounter, underscoring the need for diversity, equity, inclusion, and belonging (DEIB) efforts that transform the curriculum itself. If we want introductory economics to be relevant and intellectually honest to a broader group of students, then we should also reconsider whether foundational models reflect the world students observe around them.

When standard models understate the structural roots of inequality or imply that discrimination should disappear in competitive markets, they risk reinforcing narratives that conflict with empirical realities and with many students' lived experiences. Stratification economics (SE) addresses this issue by offering a rigorous framework for understanding inequality that focuses on the ways in which structural forces and



the purposeful actions of dominant groups maintain relative advantages. Rather than attributing disparities to individual choices or human capital differences, SE highlights how group identity, historical and intergenerational advantages, and the design of institutions and policies work together to create and sustain inequality across groups (Darity 2022; Chelwa, Hamilton, and Stewart 2022). Integrating SE into introductory economics complements pipeline efforts by ensuring that what we teach supports belonging and intellectual inclusion, as well as enrollment and persistence.

In recent work, my coauthor and I propose a concrete method for introducing SE in an introductory economics course (Harris and Lopez 2024). We begin with Becker's employer discrimination model, which predicts that discrimination is individually costly and should

diminish under competitive markets, and show students how small modifications can substantially alter the model's predictions. Specifically, if discrimination generates collective material benefits for a dominant group, then discriminatory behavior can persist even when it appears individually costly. This extension helps students understand why discrimination remains widespread despite competitive pressures.

We then use a two-player simultaneous game to illustrate how identity is formed and why individuals may act in ways that reinforce group norms. This approach helps students see discrimination not as a matter of individual taste or imperfect information but as behavior shaped by group membership, social expectations, and material incentives. Finally, we connect the theory to real-world patterns, such as racial wealth inequality, and to historical events like the 1921 Tulsa Race Massacre, allowing students to understand how discrimination is created, reinforced, and transmitted over time.

Integrating SE into introductory economics strengthens DEIB efforts in several ways:

- ▶ It embeds structural analysis into the core curriculum, which ensures that principles courses, not just electives, address inequality directly.
- ▶ It enhances intellectual belonging. Students from diverse backgrounds may find that SE aligns with their lived experiences, while students of all backgrounds gain a deeper, more accurate understanding of group dynamics.

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► It empowers students to be critical thinkers by showing them that economic models are tools that evolve. This fosters intellectual agency and encourages students to see themselves as participants in shaping the field.

► It counters misleading narratives by demonstrating that persistent inequality results from structural forces rather than individual shortcomings.

Pipeline interventions remain essential, but they become more powerful when paired with structural changes to what we teach. Integrating SE into introductory courses is a meaningful step toward advancing DEIB in economics and building a curriculum that reflects the world our students live in. ■

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## ACTIVE LEARNING PEDAGOGIES

# Active Learning Using Polls in Large-Enrollment Classes

**Eric Chiang,**

University of Nevada, Las Vegas

The term "active learning" often conjures images of students engaged with one another in small classrooms, working together to solve problems and debate issues. However, many instructors, especially those who teach economic principles at large four-year institutions, teach in high-capacity, auditorium-style classrooms. In these settings, challenges such as fixed seating, higher noise levels, and limited opportunities for student-instructor interaction make active learning more difficult. Therefore, in a large-enrollment class, the scope of active learning must be broadened to include an environment where every student is engaged with the course material and has opportunities to communicate and share ideas (Bonwell and Eison 1991; Salemi 2009).

Numerous methods and examples of active learning specific to economics have been developed (see Hoyt and McGoldrick 2012). Here, I consider polling, which creates classroom engagement in large classes. Classroom polling has existed for decades, evolving from paper polling or simple hand-raising to clicker devices and now polling apps (e.g., Poll



Everywhere, iClicker, Slido, Mentimeter) that use a student's own phone. Technological advances have made polling feasible in large-enrollment classes. While encouraging phone use might make some instructors uncomfortable, when used effectively, polling apps can support a variety of active learning activities. These activities include (i) soliciting anonymous opinions on current issues, (ii) making predictions on economic events and data, (iii) practicing or reviewing content (including the use of competitive games such as Kahoot!), and (iv) allowing students to ask questions anonymously. Several studies

have shown polling activities to have positive effects on learning outcomes (e.g., Ball, Eckel, and Rojas 2006; Glaze 2023; Green 2016; Price 2022).

To encourage as much classroom dialogue as possible, an effective strategy is to keep a general poll ("Share what's on your mind!") open at all times when students are not being asked a specific question. When students share their curiosities and questions, these contributions can be viewed in real time on a second monitor or tablet, allowing the instructor to respond at an

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appropriate time. The benefit is that even the shiest student can contribute while remaining anonymous.

Active learning can be further enhanced when polling is combined with “think-pair-share” activities (Kaddoura 2013). A common approach is to pose a challenging question that often yields multiple responses and then reveal the poll to show the distribution of responses and ask students to discuss their answers with their seatmates before repolling. Students who are confident in their answers are often eager to share their reasoning with others. Although this method is effective in classes of all sizes, it is particularly beneficial in large-enrollment classes, where there are fewer natural opportunities for student-to-student interaction. Moreover, interacting in small groups within large classes reduces intimidation and embarrassment, especially if one’s argument is incorrect. Emerson, English, and McGoldrick (2018) present empirical evidence that cooperative learning through think-pair-share activities mitigates the negative effects of large classes on students’ experiences and perceptions.

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Active learning in a large class requires reshaping activities to motivate students to participate without singling individuals out. Polling is a low-cost, time-efficient way to achieve the benefits of active learning in large-enrollment classes. When students feel that they are contributing and being recognized by the instructor, the effectiveness of

a large-enrollment course improves. In practical terms, while large economic principles classes are the norm in many universities, the use of active learning through polling can lessen the negative impact of large enrollments on instructional effectiveness and learning outcomes. In turn, the benefits of economics courses will be accessible to many more students. ■

## CENTER AND COUNCIL DIRECTOR’S CORNER

### Arizona Council on Economic Education

The Arizona Council on Economic Education (ACEE) is dedicated to economic and financial literacy and workforce development in Arizona.



Elena Zee

Through its professional development and student programs, ACEE reaches more than 2,000 schools of all kinds—public, charter, tribal, home, private, and juvenile detention—supporting

around 2,000 K–12 teachers and tens of thousands of students each year.

ACEE has evolved over the last five decades. It was founded in Tucson in 1974 by the late economist Gerry Swanson (University of Arizona) and then reestablished in Phoenix in 1988 by the late “grandfather of AP economics” John Morton.

ACEE partners with universities, Federal Reserve Banks, and economic educators to provide professional development to teachers

**ACEE needs financial and community support to continue its highly valued programs.... Today, more than 1,500 volunteers and donors share their time, expertise, and resources with students statewide....**

online and in person. We offer workshops such as Economics Boot Camp, Using Children’s Literature to Teach Economics, Elmo-Nomics: Sesame Street Financial Education, The Math of Food at the Movies, Using the Economic Way of Thinking to Teach History, The Economics of STEM, Applying Economic Principles to Rescue Efforts in the Holocaust, From Newsroom to Classroom, Building Young Entrepreneurs, and many more.

While teachers tell us they recommend our workshops to colleagues and apply the strategies in their classrooms, our ultimate goal is for students to apply the knowledge. The Economic Concept Poster Contest allows students to illustrate economic concepts for inclusion in a printed calendar. The Stock

Market Game helps students learn investing through research, technology, and teamwork. The Personal Finance Challenge and the Economics Challenge provide rigorous competition for future economists and CFOs. Financial Fitness in Action offers a real-life simulation for students to design their lives as adults. EconReads connects early childhood literacy with economics.

ACEE needs financial and community support to continue its highly valued programs. A few years ago, we intentionally redesigned our programs to include volunteers with diverse industry experience. Today, more than 1,500 volunteers and donors share their time, expertise, and resources with students statewide, empowering future generations through real-world insight and inspiration. ■

## SPECIAL FEATURE

# Henry Spearman: Economist Sleuth

**Kenneth G. Elzinga**  
(aka Marshall Jevons),  
University of Virginia

Professor Henry Spearman claimed, “The laws I deal with in economics are not laws you deal with in police work. Economic laws cannot be broken” (Jevons 1978, 50). His saying so proves that a fictional economist can get away with hyperbole. Spearman appears as the protagonist in four novels (Jevons 1978; 1985; 1995; 2014). Creating an economist sleuth was the idea of my coauthor, William Breit (1933–2011). Our pseudonym, Marshall Jevons, separates our fiction from other publications (1976; 1982). Because of Breit’s death, I completed the fourth in the series. A fifth is underway.

In each novel, Spearman does the improbable: He uses economic analysis to solve a crime. While Hercule Poirot’s “little gray cells” opened “the door to the psychology and so to the crime,” Spearman uses economic analysis to unmask the criminal. Principles he applies include the prisoner’s dilemma, the law of one price, and the Alchian-Allen effect.

Spearman never assumes people act in a rational, predictable manner all the time. As an economist sleuth, he observes individuals’ revealed preferences and becomes curious when their behavior seems to contradict the rationality axiom. Just as a mathematician sleuth would be suspicious observing someone getting a different sum when adding



a column of numbers up from when adding it down. Spearman is a predictor of behavior, never a trier of fact.

In appearance and in language, Henry Spearman is a thinly veiled Milton Friedman. A memorable moment for Breit and me is when Friedman’s long-time administrative assistant told us, “you really captured my boss.”

Jevons’ books have been translated into five languages and are now published by distinguished university presses (MIT and Princeton), a signal the books have educational value.

I am grateful that Breit believed economics could be taught outside the traditional lecture/textbook manner— even through fiction. Marshall Jevons’ most famous student is John Nash. Having been trained in

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mathematics but receiving a Nobel Prize in economics, Nash claimed *Murder at the Margin* was the best economics book he had ever read. ■

## ECONOMIC EDUCATION RESOURCES

# Visualizing Economics: Posters for the Classroom

**Princeton Williams,**  
Federal Reserve Bank of Atlanta

The Atlanta Fed’s economic education team is part of the Federal Reserve Education (FRE), a collaborative group of experienced educators from across the Federal Reserve System. Together, we are committed to making

**The series includes 23 posters that cover a variety of concepts. Macroeconomic concepts include economic indicators, price stability, maximum employment, fiscal policy, and monetary policy.**

economic and financial concepts accessible, relevant, and empowering for learners of all ages.

For more than a decade, the Federal Reserve Bank of Atlanta has produced infographic posters and related activities illustrating economic and personal finance concepts to support classroom instruction across the United States and around the world. These engaging visuals and

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related classroom activities have been designed to make concepts more approachable and memorable for students.

The series includes 23 posters that cover a variety of concepts. Macroeconomic concepts include economic indicators, price stability, maximum employment, fiscal policy, and monetary policy. For microeconomics, there are posters covering supply and demand, price ceilings and floors, and international trade. Other infographics bring the economic way of thinking to personal finance, which may be taught as part of high school economics courses and is increasingly taught as a stand-alone high school course. These posters cover human capital, budgeting, entrepreneurship, insurance, and taxes.

In addition to the physical posters provided to educators at no cost, each infographic is accompanied by a classroom activity or lesson plan to support instruction on the topic. The order form for posters, a pdf of each infographic, and downloadable activities and lessons can be found on the enhanced FRE website at <https://bit.ly/FREinfographics>.



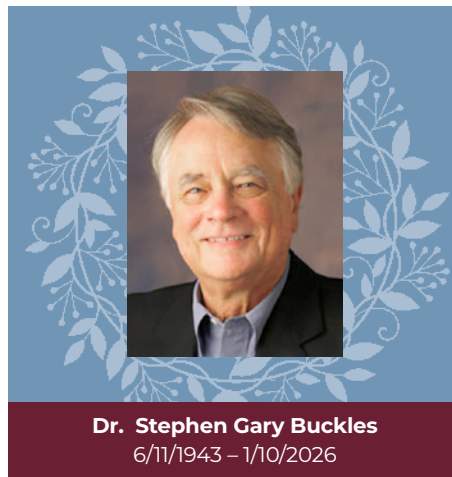
## MEMORIAL

# Remembering Stephen G. Buckles

We sadly note the passing of Dr. Stephen G. Buckles on January 10, 2026. Steve earned his bachelor’s degree at Grinnell College and his doctorate at Vanderbilt University.

Steve made his mark on economic education. During graduate school, Steve worked as a staff economist at the (then Joint) Council for Economic Education (1970–1975). After the council, Steve returned to Vanderbilt to finish his dissertation. Steve’s first academic appointment was as assistant professor of economics at the University of Missouri where he would earn tenure and serve as the director of the Missouri Center for Economic Education and president of the Missouri Council on Economic Education (1986–1988).

While at the University of Missouri, Steve published an article about differences between men and women in understanding and learning economics in *The Review of Economics and Statistics*, as well as more than a dozen articles about teaching. Steve was intimately involved in the



creation of the Advanced Placement (AP) program in economics, chairing the first AP economics task force. He was also instrumental in creating the economics components of the National Assessment of Education Progress and the National Economics Challenge. Steve was involved in the creation of the National Content Standards in both economics and financial literacy and served as

president of the National Association of Economic Educators (1981–1982). In 1989, Steve was named president of the Council on Economic Education, serving for five years.

In 1994, Steve returned to Vanderbilt as a senior principal lecturer in economics and served for the next thirty years. Steve regularly taught large introductory economics courses, as well as small senior seminars focused on policy and writing. Steve developed ways to engage students with stories that illustrated important, complex ideas. For many alumni, Steve Buckles was their most memorable professor. Steve won multiple teaching awards, including the Southern Economic Association’s Kenneth G. Elzinga Distinguished Teaching Award.

Steve Buckles is sorely missed by both those who knew him personally as a kind, quiet, and generous person and by the greater teaching fraternity in economics. He was a great listener and a sympathetic adviser. He was a man of genuine warmth, good humor, and empathy.

# ECONEVENTS

Information, Calls, Announcements,  
and Sessions at Upcoming Meetings

The fifteenth annual **CTREE** will be held **May 27–29** in Las Vegas, Nevada. Plenary speakers include Peter Felten (Elon University) and Joe Price (Brigham Young University).

The AEA-CEE will sponsor a poster session at the **2027 Allied Social Science Associations (ASSA) Annual Meeting** devoted to active learning strategies across the economics curriculum. Instead of papers, session presenters will prepare large visual poster summaries of their work, which will be mounted in an exhibition room to allow presenters to talk directly with session participants. Although the committee encourages presenters to include evidence that their strategy enhances learning, it does not require quantifiable evidence. Presenters should emphasize the originality of their strategy and provide sufficient information so that session participants may apply the technique in their own classrooms. Proposals should describe the teaching strategy and explain how it will be displayed on the poster. Posters marketing textbooks, commercial software, or similar materials will not be considered for the session. Proposals are limited to two pages and are due by April 1, 2026. Proposals should include full contact information for all authors. Please send proposals to Irene Foster, George Washington University, at [fosterir@gwu.edu](mailto:fosterir@gwu.edu).

The AEA Distinguished Economic 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, 2026.

The **twenty-fourth annual St. Louis Fed Professors Conference** will be held **November 5 and 6, 2026**, at the Federal Reserve Bank of St. Louis. The deadline to submit proposals is August 28, 2026.

**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](mailto:mmaier@glendale.edu). To suggest or submit content, contact Brian Lynch at [blynch@lakelandcollege.edu](mailto:blynch@lakelandcollege.edu).

The Southern Economic Association **Ninety-Sixth Annual Meeting, held November 21–23, 2026**, in Houston, Texas, will include Presidential Economic Education sessions. Please contact Simon Halliday ([simon.halliday@jhu.edu](mailto:simon.halliday@jhu.edu)) or Emily Marshall ([marshalle@denison.edu](mailto:marshalle@denison.edu)) if you are interested in participating.

The *Journal of Economics Teaching* will hold its **2026 annual symposium in West Lafayette, Indiana, July 29–July 31, 2026**. The journal is seeking abstracts for presentations and organized sessions on innovative pedagogy for both K–12 and college educators. Those submissions are due by May 1. An early decision will be provided for any submissions received before April 1. ■

## CTREE 2026

The 15<sup>th</sup> Annual Conference on  
Teaching and Research in Economic Education

May 27–29, 2026 • Rio Hotel, Las Vegas, NV



## 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.

## AEA-CEE MEMBERS

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