

Discussion of Questions Raised in AEC Pedagogy Brownbag Series: Taking Time for Teaching Seminar 1: Why Care About Pedagogy? 10/7/16

How do we align our curriculum to recruit, retain, & graduate undergrad majors & grad students?

- Subject matter alignment
 - Done through undergraduate curriculum committee, major updates to ABM, vision of “playlists” for EEP students with different interests
 - Feel fairly good about where we are as a department, but undergrad curriculum committee could meet to review alignment of classes and learning objectives to be sure we are satisfied with current state of each major
 - Graduate program through core courses and fields
 - Feel good about where the program is now after recent revisions
- Skills alignment
 - Which skills do we expect students to have when they graduate?
 - Think like an economist (as opposed to business major, environmental or ag sciences major, etc.)
 - Know how to use and analyze data, draw inferences
 - Apply basic econ concepts
 - Opportunity cost, tradeoffs, cost-benefit analysis, marginal analysis, etc.
 - Writing in the discipline
 - Sub-components of writing skills from WIC curriculum
 - Technical writing skills
 - Soft skills
 - Communication
 - Teamwork
 - Emotional IQ, empathy
 - Inclusion & diversity
 - Valuing multiple perspectives
 - Civil discourse
 - Reliability, responsibility
 - Research Process and Mindset
 - Frame a question/hypothesis, collect data, analyze data, draw inferences, communicate results
 - Curiosity
 - Skepticism, critical thinking skills
 - How can we all teach those skills consistently?
 - Example of some departments using the WIC sub-components and finding where they are located in different classes offered (is that helpful?)

- Just gathering a list allows instructors to articulate where they are teaching those skills in a class, and to be explicit about it to students when they are using that skill.

How do we align our pedagogy for our subject, skills, and to meet the needs of our students?

- What is unique about teaching Applied Econ topics?
 - Particular concepts that run through the curriculum, such as *ceteris paribus*, other econ concepts listed above
 - Applied Econ gives us a change for the economic theory to be placed in real world context
 - Intro to Econ courses 250 and 251 tailored for environmental and ag subject matter
 - Policy classes like 240 or 388 that engage case studies of public and private actors and apply concepts
 - Other examples?
 - Could we take advantage of particular innovations in the classroom or on Ecampus that are well suited for econ?
 - Lightboard as Ecampus delivery
 - Providing online lecture material to on-campus classes for review?
 - What else?
- Research needed to understand our students' needs?
 - Ecampus pedagogy research opportunity example of the "double peak" in Ecampus grades v. On-campus
 - Demographics
 - Class design
 - Did not have time to discuss, but consider:
 - ABM and EEP population characteristics differ? Does that translate into differences in the classroom? Class design?
 - Get demographic information on all of our students
 - First generation college students?
 - How to recruit, retain and graduate underrepresented populations of students?
 - Other characteristics that impact student success?
 - Do we need to develop department policy or guidelines based on student characteristics and experience that faculty and TAs can refer to on student success questions?
 - How to help students drop at the right time?
 - Frontload coursework
 - Motivate with 5-year graduation rate statistics