



**EUROPEAN ECONOMIC ASSOCIATION**  
Developing and Applying Economics as a Science in Europe

# Undergraduate economics education in Europe

A report from the EEA Education Committee, March 2023

Survey conducted July - October 2022

Research completed by Cloda Jenkins, Marco Paccagnella and Clementine Bachelart

# Contents

Section	Hyperlink
Introduction	<a href="#">Introduction</a>
Main findings	<a href="#">Main findings</a>
Methodology	<a href="#">Methodology</a>
Characteristics of undergraduate economics degrees	<a href="#">Characteristics of undergraduate economics degrees</a>
Curriculum of undergraduate economics degrees	<a href="#">Curriculum of undergraduate economics degrees</a>
Introductory economics course – teaching and attendance	<a href="#">Introductory economics course I</a>
Introductory economics course – materials	<a href="#">Introductory economics course II</a>
Introductory economics course – assessment and support	<a href="#">Introductory economics course III</a>
Staff support – incentives and teaching	<a href="#">Incentives and training for education</a>
Opportunities and challenges for change	<a href="#">Opportunities and challenges for change</a>
Next steps for the EEA Education Committee	<a href="#">Next steps</a>
Further reading	<a href="#">Further reading</a>
<b><u>Appendix</u></b> : Survey Questions	<a href="#">Survey Questions</a>

## Introduction

The EEA Education Committee is committed to enhancing economics education across Europe, by sharing resources on the EEA website, recording conversations with educators willing to share their stories, and hosting workshops and seminars, including at the annual EEA Congress. We also reward great education practice in economics through our annual Teaching Awards and provision of Seed Funds for Innovation.

As we have developed our thinking on how to support economists in European Universities delivering teaching in evolving circumstances we realised that we, and our community of professional economists more widely, need to have a better understanding of what economics teaching in higher education involves and how it varies across European countries and indeed across institutions within a country.

To enable us to get a better baseline information set, we ran a survey in summer 2022 focusing on undergraduate economics degree. Our aim was to identify where things are similar, where they are different and how the context for teaching varies by country and institution. The initial survey findings were discussed at a workshop on October 26th 2022, to allow for deeper insights. This report summarises the main findings of the survey and additional ideas that emerged from the rich discussion at the workshop.

We will use the survey findings to inform the work of the Education Committee in coming years. We are also sharing the anonymised results to allow communities in Economics Departments, across institutions and in the EEA more widely to discuss any implications for their work.

## Summary – Page 1 of 3

1. **Sample:** sent to 300 got 68 complete responses and 23 partial responses. Spread of countries with UK largest group but not dominating. Nearly all public or charity universities. Inevitable biases due to sample but sufficiently broad to be indicative.
2. **Characteristics economics degrees:** outside UK common for degree to be joint, economics plus another subject. 35% teach in home language (not English). Degree length is generally 3-4 years. Large cohorts with 36% greater than 250 students. 50-70% compulsory modules. Students can take about 20% non-economics modules in UK but higher in other areas. Rare to have compulsory foreign language. Work experience common but not in Western. UK best for careers support.
3. **Nature of economics taught in degree:** micro, macro and econometrics generally compulsory across all countries, more likely to be advanced level in UK. Economics for Business compulsory in East, South and West. Economic History taught but generally optional although compulsory common in South and North and not taught to advanced level often. Inequality-related courses tend to be optional when taught and generally at intro level except in UK. Research methods often compulsory but generally introductory outside UK and advanced in UK. Undergraduates get research opportunities, most often individual dissertation or research report, in all geographic regions with highest proportion in UK. Workshop participants discussed current curriculum reviews focused on digital literacy (software/programming), decolonizing the curriculum, diversity and inclusion and sustainability.

## Summary – Page 2 of 3

4. **First experience of learning economics - teaching:** course focused on micro plus macro in combined module. Large cohorts with mix of economics and non-economics majors. Mainly in person delivery in 2021/22 except in UK. Weekly contact hours for this first course range from 3 to 5 with UK lowest and Northern Europe highest. Lectures traditional delivery with interaction via technology and small group teaching involves student discussion. Small groups are 10-30 students. Attendance in lectures generally optional and small group attendance compulsory 64% of the time. Workshop participants discussed increased engagement problems in autumn 2022 and noted requirement to record lectures affects incentive to attend. Participants considered whether compulsory attendance is a good idea and whether there should be more discussion of why attendance is important.
5. **First experience of learning economics – materials:** textbooks are main asynchronous materials, with videos mainly used in UK. Eastern Europe most likely to use research papers/news articles/data. Students encouraged to practice with problem set questions or textbook questions. Online quizzes mainly used in UK and data practice questions mainly in Eastern Europe.
6. **First experience of learning economics – assessment and support:** most assessment happens during term or at end of term. 57% closed book exams and 34% online quiz with closed book exams higher in Southern and Western Europe and low in UK. Marking mainly by module leads with UK standing out for high use of Teaching Assistants to mark. 87% provide marking criteria to students in advance that are designed by lecturer. Student support comes from lecturer office hours and emails with again UK having highest use of Teaching Assistants for support.

## Summary – Page 3 of 3

7. **Incentives and training for excellence in education:** most staff who teach are on research + teaching contracts, with some but limited use of teaching only contracts. All staff required to do some form of training for teaching with training requirements highest in UK and lowest in Northern and Western Europe. Little requirement for qualification in teaching. Incentives for excellence mainly linked to awards with some use of monetary incentives. Incentives less likely in Southern Europe and most likely in UK and Western Europe. Workshop participants discussed need to reward the whole package that educators provide, going beyond teaching evaluations and awards. The EEA Education Committee were encouraged to consider how to support evaluation of teaching excellence for example with coordination of peer review of teaching.
8. **Opportunities and challenges for change:** lecturers have quite a lot of influence on what and how they teach, but less so in UK and Eastern Europe where university regulations are emphasised as a constraint. Lecturers in Northern Europe guided by best practice whilst those in Eastern and Western University most likely to consider best practice pedagogy. Main constraint is staff time. Some external constraints from Ministry/Regulators but little constraint from discipline bodies. Workshop participants discussed the push from governments and universities to return to pre-pandemic norms and emphasised the need for a dialogue on why and how to do this, taking account of lessons learnt from pandemic teaching.
9. **Next steps:** share survey for others to discuss with their departments/national committees. Facilitate opportunities for engagement across countries (eg, discussion forum). Host seminars on key themes. Support promotion of economics education excellence by sharing best practice and through teaching awards and seed grants.

# Methodology

Survey information and literature

## Overview of methodology

Our study involved three parts:

1. **Desktop literature review**, to identify what others had already said about the nature of undergraduate economics degrees in Europe.
2. **Extensive survey**, sent to the person most likely to take the lead in undergraduate economics education delivery at a large number of European universities.
3. Deep dive into themes emerging from the survey at a round-table **discussion workshop** on October 26<sup>th</sup> 2022.

We are grateful to our Research Assistant Clementine Bachelart for her work creating and analysing the survey and to Gemma Pruner-Thomas at the EEA for helping us with logistics along the way. We are also grateful to the EEA Council for funding this work to help the profession better understand what we are teaching and how we are teaching to undergraduate economics students across Europe.



## Our research will add to a limited literature on economics education in Europe

Few papers broach the specific topic of undergraduate economics education in Europe, and those which do are dated (Gärtner, 2001; Lawson, 1989). Given the impact of the Covid-19 pandemic on university education it is an appropriate time to reflect on economics education as of 2021/22.

There is an extensive body of literature on challenges to the implementation of new technologies in university teaching, but less has been written on policy and institutional constraints to innovation in economics education, specifically in the context of undergraduate degrees.

One of the aims of the survey is to contribute to the literature on undergraduate economics education in Europe.

**Our survey, covering a breath of issues affecting undergraduate economics education, had a response rate of 21% (30% with partial responses included)**

### **Focus of survey**

The survey was broken into three parts. The first part, focused on the undergraduate degree programme as a whole. The second part, asked for more detailed information about teaching materials, methods and assessments on the first economics course that students take. The third part, asked for information about the government and institutional policies that affect economics education and the support and challenges that those teaching in economics face when designing or redesigning degrees or modules in those degrees.

### **Timing and response rate**

The survey was opened July 4th 2022 and closed on October 7th. It was sent to over 300 economics departments that were listed within the top 200 of the June 2022 ranking of the top 12.5% for research in Europe by IDEAS and any additional universities in each country to bring the total up to five per country. We made sure to include the universities studied by Manfred Gärtner in his 2001 paper on Undergraduate Economics Education in Europe. The survey was also circulated by the UK Economics Network in the UK.

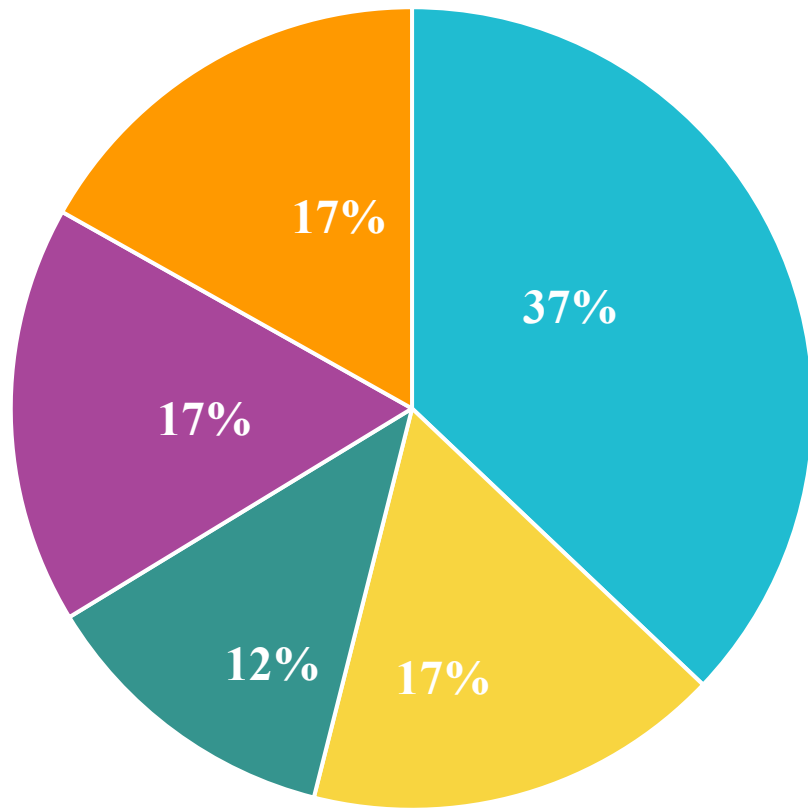
We received 68 complete responses and 23 partial responses.

93% of the respondents award an economics undergraduate degree. The other 7% teach economics undergraduate courses to students taking degrees in other disciplines but do not award an economics degree themselves. A third of the institutions which do not award economics undergraduates degrees are Business Schools.

The Departments which do not award an undergraduate economics degree skipped the questions on the structure of their degree but answered the section on the main first economics course they teach to students from other disciplines.

Responses came from a wide range of countries, with the largest share from the UK

Origin of responses

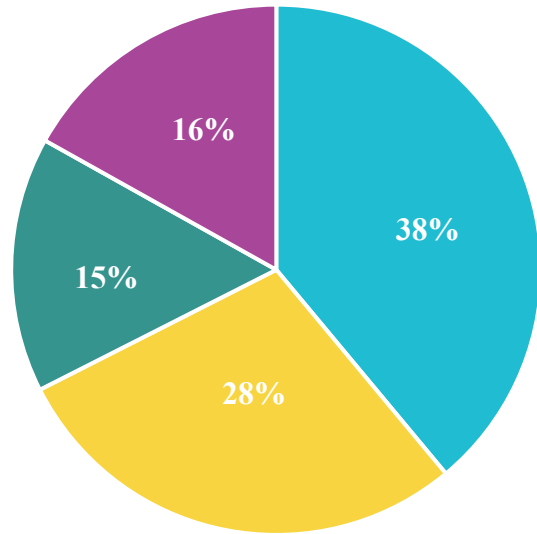


For the rest of this report we refer to the following regions, with responses received from the countries listed in each region:

- **Western Europe:** Austria, Belgium, France, Germany, Ireland, The Netherlands, Switzerland
- **Northern Europe:** Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway, Sweden
- **Eastern Europe:** Albania, Armenia, Bulgaria, Croatia, Czech Republic, Georgia, Hungary, Moldova, Poland, Romania, Slovenia, Ukraine
- **Southern Europe:** Cyprus, Greece, Italy, Portugal, Spain

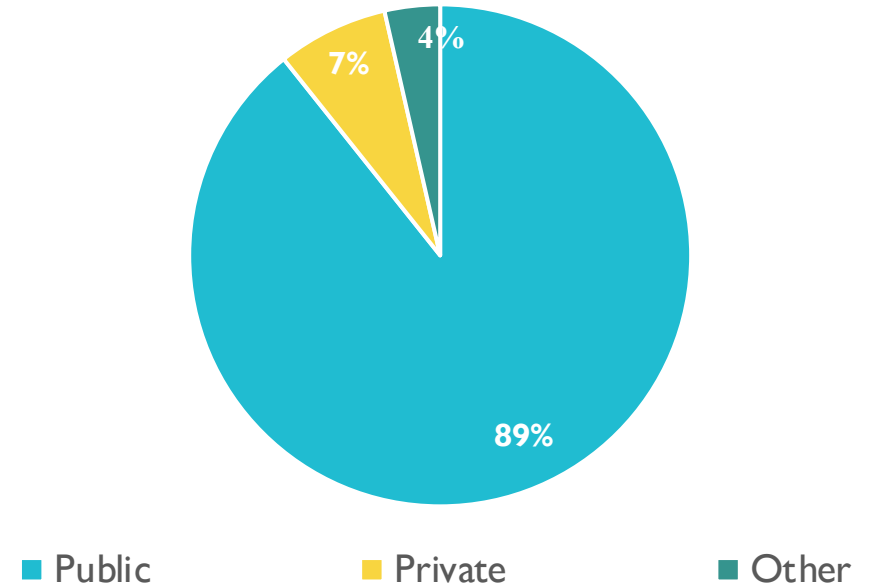
We asked for the survey to be completed by the person with responsibility for undergraduate economics teaching in the department. Where we had duplicates from one institution we used the response from the person whose title most closely aligned with an Undergraduate Degree Director.

### Roles of respondents



- Head of Department / Head of School / Dean (or deputy...)
- Programme Director
- Dean of Undergraduate Studies / Director of Studies
- Lecturer / Teaching Fellow

### Status of the university (excluding the UK)



Most universities that responded are public institutions. Some appear to sit in-between as semi-private (i.e. owned by a foundation owned by the government) or a non-profit organisations (like most universities in the UK). Three quarters of the private universities we have data on are located in Eastern Europe

## The survey is a useful indication of how undergraduate economics degrees are designed and taught but is not representative of all experiences in Europe

As most of these universities are top-ranking institutions, this is probably a source of bias.

There are many countries we do not have any data on, so the study is probably unrepresentative of Europe as a whole.

There might be selection bias: the universities which responded may be quite different than the ones which have not.

The more quantitative questions may have been interpreted in different ways which may have affected those results.

37% of survey responses came from the UK. The particular features of UK Higher Education that may make the survey responses different to other European countries include the following:

1. Students pay fees, of £9,250 for home students, and most universities have a charity status, using the fees, research funding and a very small amount of government direct funding to finance university activities.
2. There are different tiers of universities; the Russell Group made up of historically long-established universities and the post-92 universities which moved from being more applied technical schools to universities in 1992.
3. Students enter undergraduate education, with a chosen major, by applying through a centralised system (UCAS). They get an offer based on predicted grades from their national exams (A-levels, IB), a personal statement and a teacher reference. The entry requirements vary by university but Maths is generally required for most economics degrees.
4. Universities offer a mix of single honours and joint honours economics degrees, although our survey sample from the UK mainly discussed single economics degree. The standard degree length is three years in England, Wales and Northern Ireland and four years in Scotland.
5. Universities are regulated by the Office of Students and the Competition and Markets Authority, with Higher Education subject to many rules around when and how curriculum can be changed. In addition the Quality Assurance Agency for Higher Education writes a benchmark statement for each subject, including Economics, that provides advice on what should be included in an undergraduate degree [<https://www.qaa.ac.uk/>].

## We ran an online workshop on October 23<sup>rd</sup> 2022 to discuss emerging themes from the survey

The workshop was run online via a Zoom meeting. Survey respondents were invited to attend. There was also an open invitation sent to various email lists and shared on social media to anyone interested in economics education in Europe. 109 people registered for the event from just over 60 different institutions across Europe.

There were three parts to the workshop:

1. A summary of the main survey findings
2. Deeper insights from three universities – Astrid Kunze, Norwegian School of Economics; Flora Merko, Universiteti Alexander Moisu Durres, Dept of Economics and Dimitra Petropoulou, London School of Economics
3. Breakout discussions on five key themes:
  - Curriculum content;
  - Incentivising student attendance and engagement;
  - How best to incentivise and resource innovation in economics education;
  - Training for education scholarship and leadership and
  - Institutional and regulatory policies – constraints and opportunities

62 people from a range of universities located across Europe attended the workshop. There was a high degree of engagement and interaction, facilitating a rich discussion which is captured through this report.

# Characteristics of undergraduate economics degrees

## Economics is often combined with another subject in a degree, particularly in Eastern Europe

About 73% of universities in our sample award an economics degree with economics as the only subject. This proportion is much higher in the UK, at 96%.

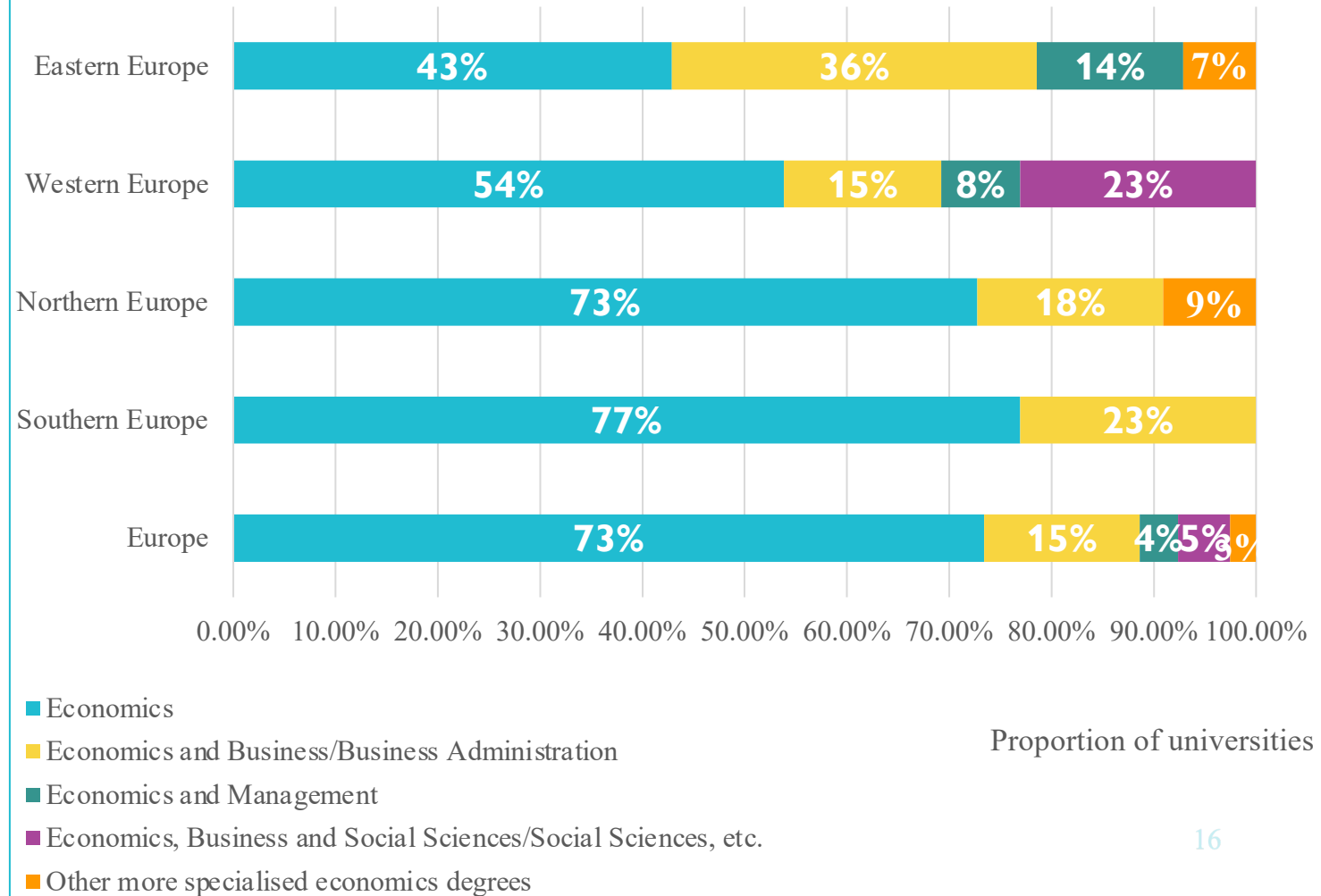
Southern Europe is the geographical area where the proportion of straight economics degrees is the next highest (77%). Eastern Europe displays the lowest proportion (43%).

Spain, is the only country offering “Applied Economics” as a degree. We consider this an "Economics" degree in this analysis.

In Northern and Southern Europe, degrees that are not focused on Economics are centred on Economics with Business or Business Administration. There is more variety in Western and Eastern Europe. Some programmes include management or business.

Western Europe is the only area where degrees on "Economics, Business and Social Sciences", or Economics and Social Sciences, are cited as the main economics degrees.

### Nature of the main economics degree offered around Europe





## About half of economics degrees are taught in English and a national language

This analysis excludes the UK and Ireland, where all degree programmes are taught in English. A university in Wales does given the option of taking some modules in Welsh.

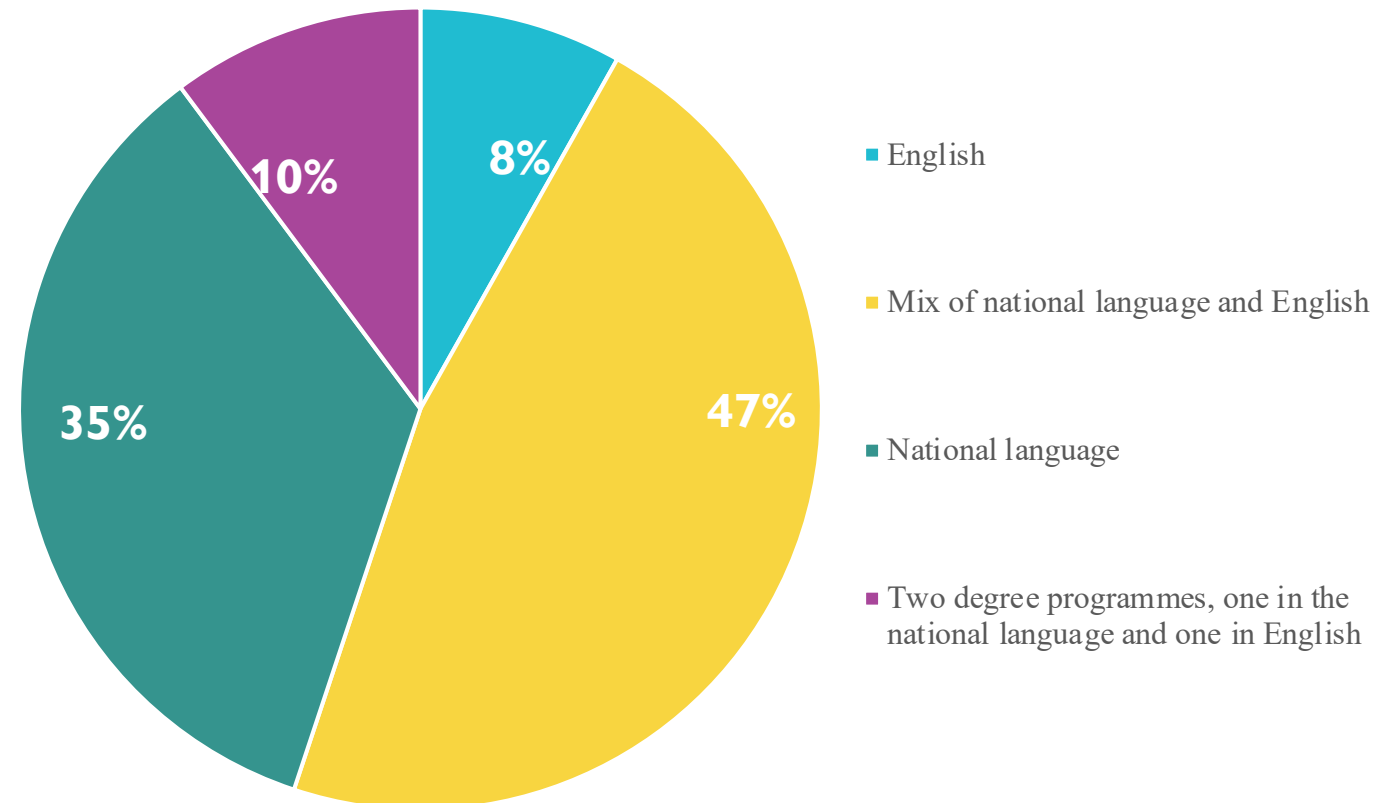
The main economics degree programme is taught at least partly in English in 65% of universities surveyed.

The majority of degrees are taught in a mix of national language and English.

The only non-English-speaking countries where the main undergraduate economics degree is taught entirely in English are the Netherlands, Albania and Armenia.

10% of institutions, all in Southern and Eastern Europe, in our sample teach two separate degree programmes, one in English and one in the national language.

### Language of teaching in non-English-speaking countries



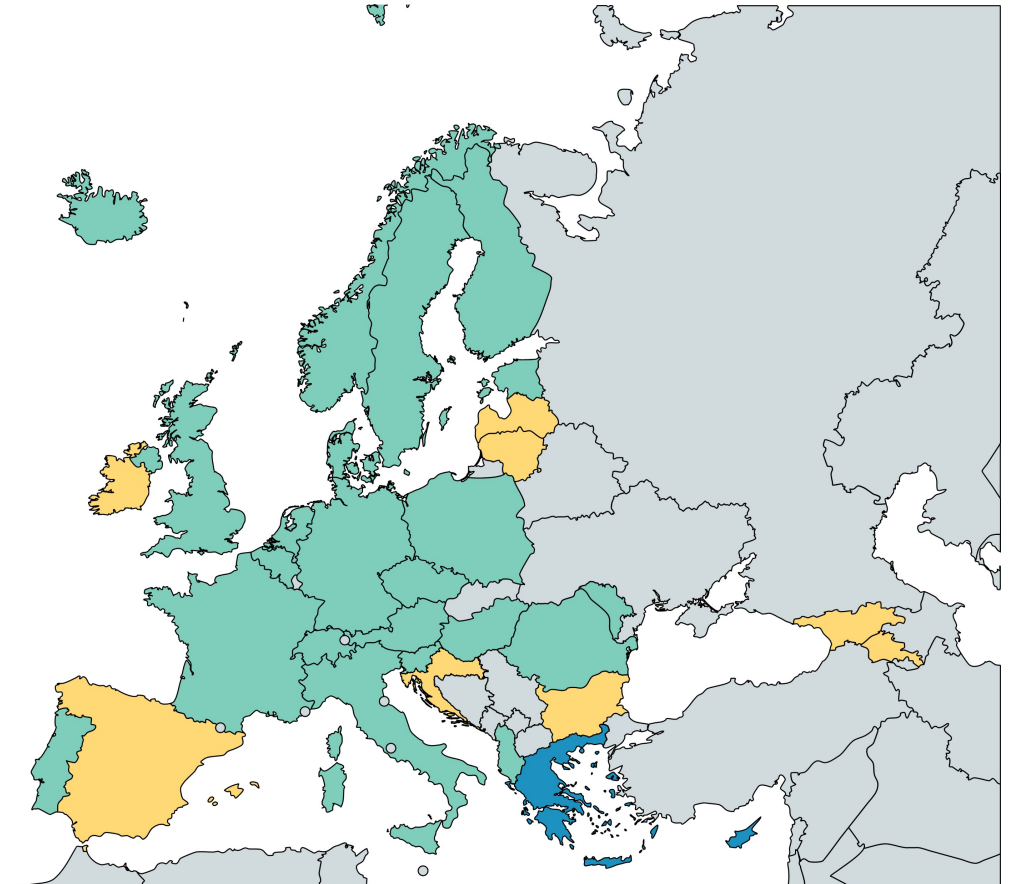
## More than two-thirds of economics degrees take three years to complete

The data in our sample indicates that in general undergraduate economics degree have the same length within a country.

The most common length of degree is 3-years.

A number of countries have a 4-year undergraduate degree, including for example Ireland, Spain and Croatia.

The outliers are universities in Greece and Cyprus, where undergraduate economics degrees last more than four years. This is true for some institutions in other countries.



Created with mapchart.net

The map represents the modal value for each country (in most countries there is a unique degree length).

## Cohort sizes are large, but there is diversity across countries and across institutions within a country

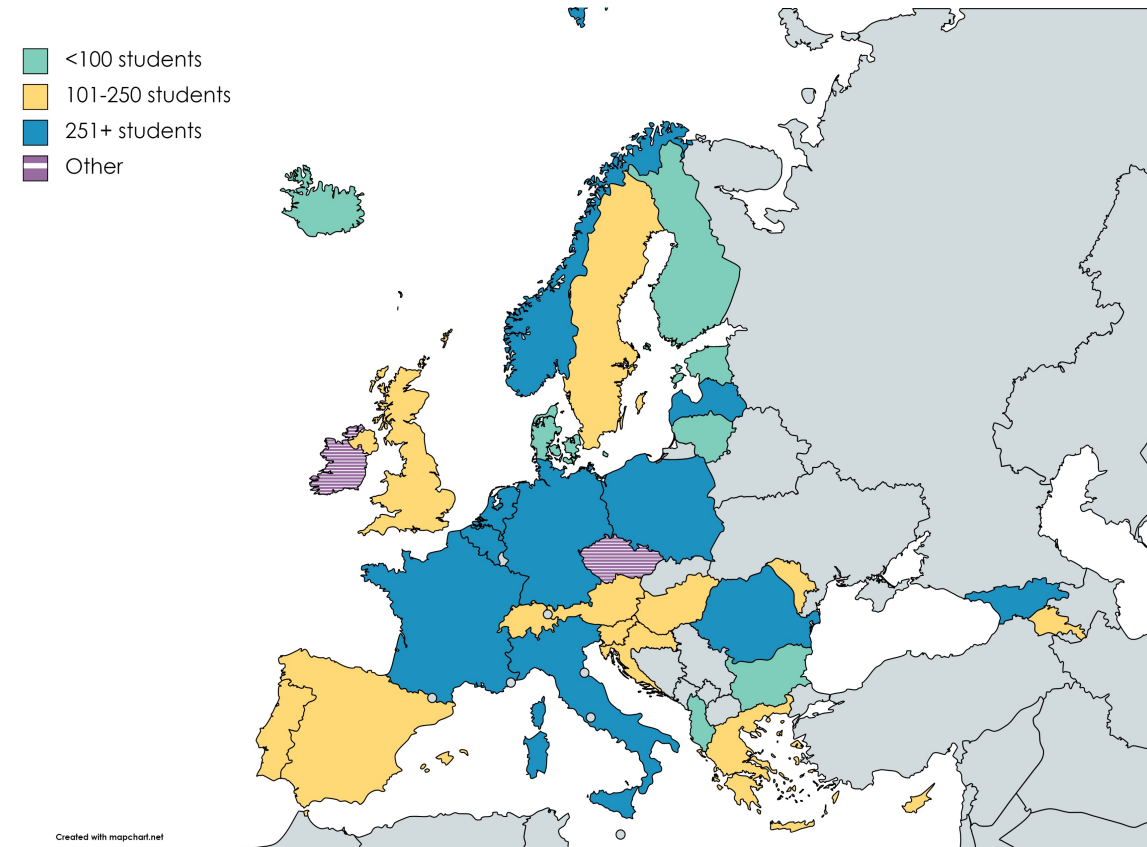
39% of our sample report cohort sizes of between 101 and 250 students. 25% report cohort sizes of between 251 and 500. 11% report cohorts of more than 500 students.

Very few institutions have cohorts of less than 25. 10% have between 26 and 50 students and 11% have between 51 and 100 students.

Some geographical differences are observable. In Northern Europe over 70% of degree cohorts are less than 100 students. This proportion is only 20% in the UK and 36% in Eastern Europe. In other areas, this proportion is negligible or equal to zero.

The proportion of very large cohorts (251+) is much higher in Western Europe (62%) and the UK (43%) than in the rest of Europe (15-30%).

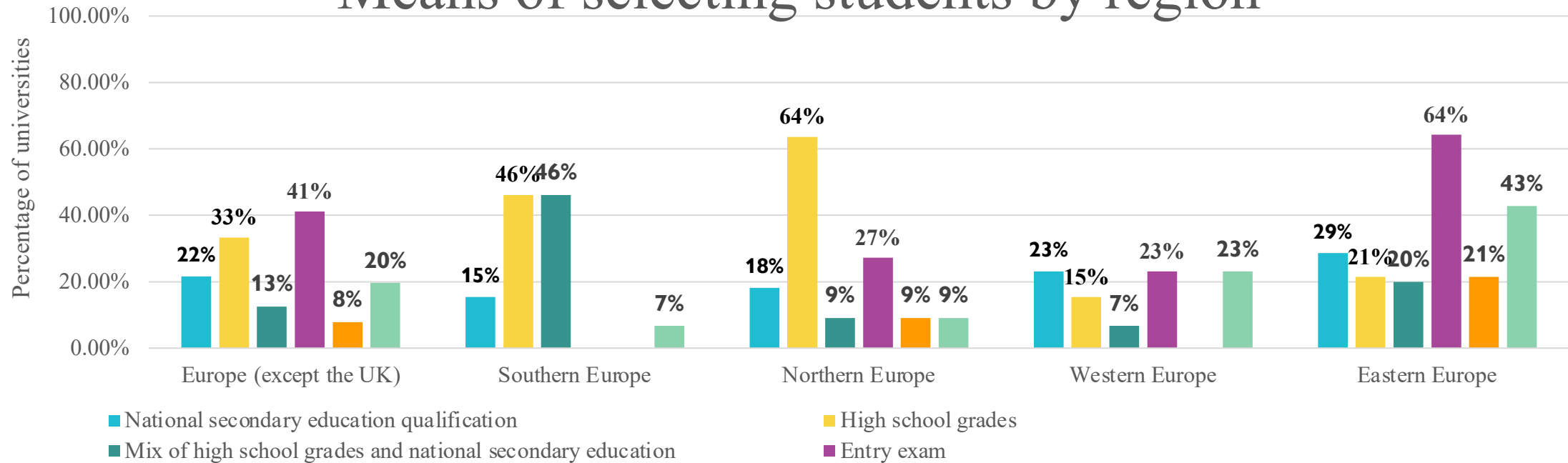
Cohort relates to the number of students entering the degree in one year.



The map represents the median value for each country

Students are selected based on grades provided by their high school in most of our sample. National qualifications (eg, French Baccalaureate) are also used in many countries.

## Means of selecting students by region

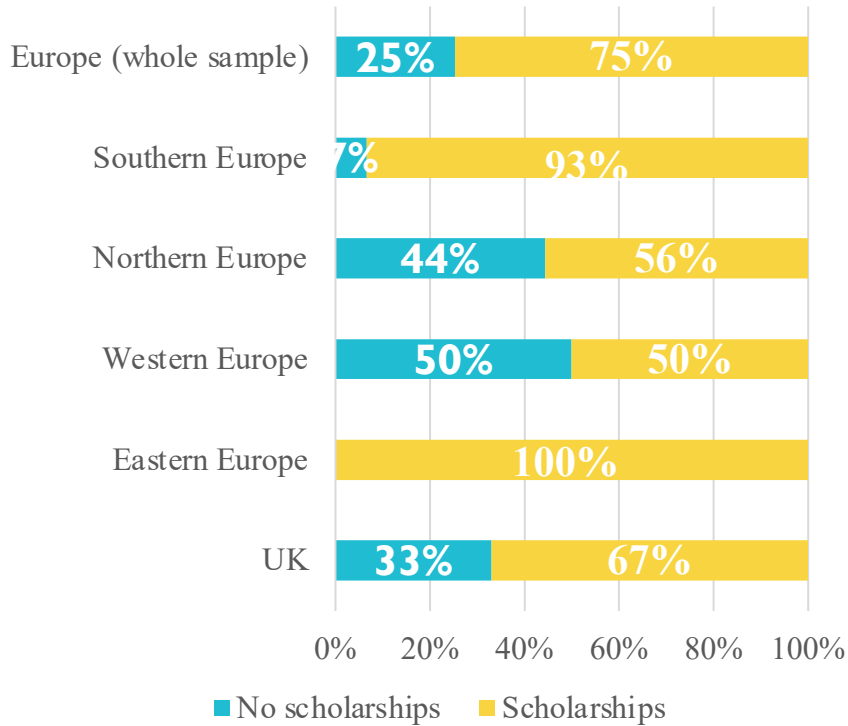


The respondents could pick multiple answers. The UK is not included in this graph because of its distinctive system based primarily on predictive grades.

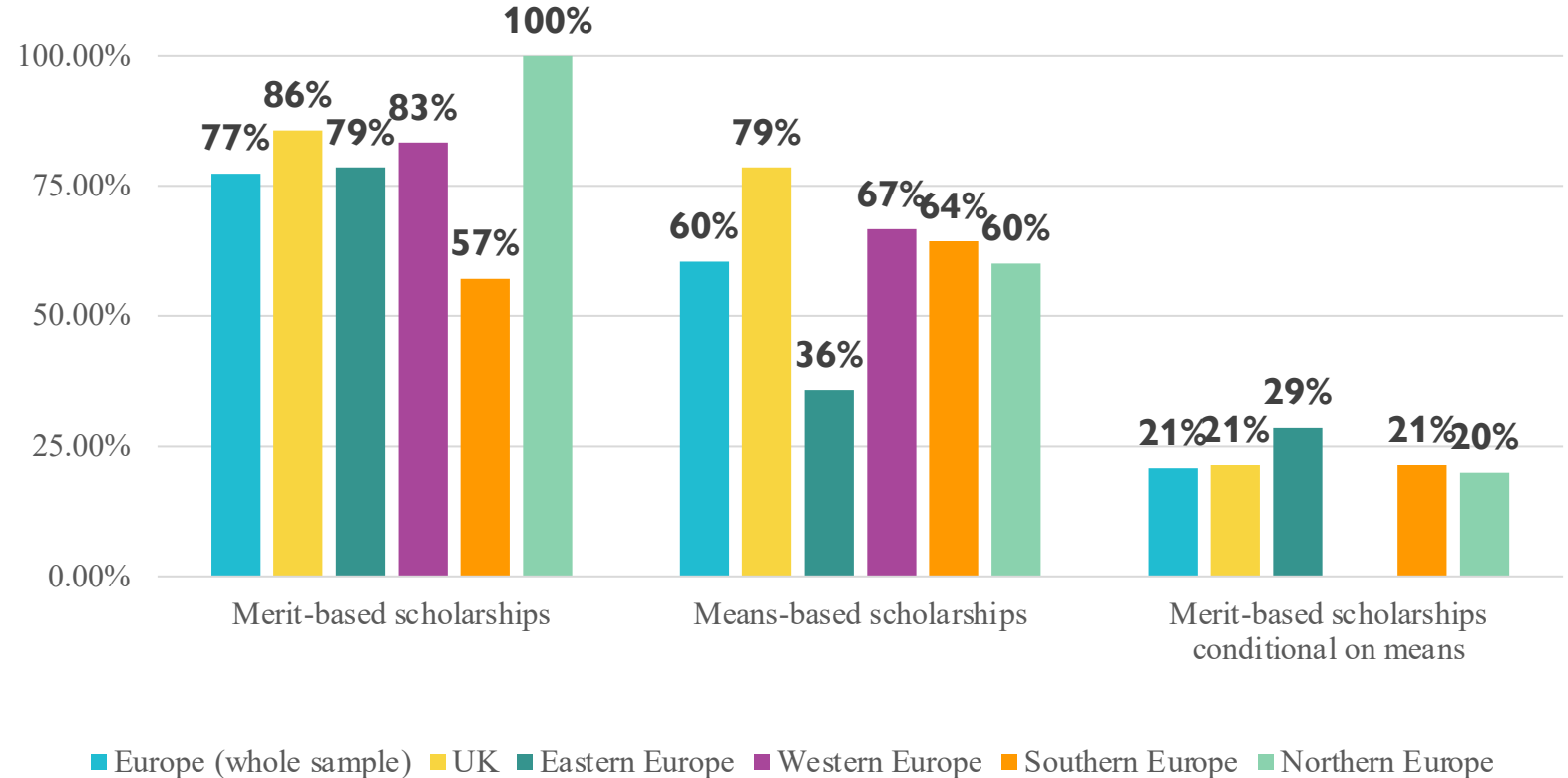
Selection according to students' performance in an entry exam is the most common approach in Eastern Europe. Entry exams can either be organised by the university itself or take place on a national scale as a means of selection for all universities. Oral exams, including interviews, are not used in many regions and where they are it is generally alongside another requirement. In the British system (not in the chart) students are selected based on their predicted grades and written application.

Economics undergraduates in Eastern Europe are most likely to get a financial scholarship for studying whilst those in Western Europe are least likely.

Scholarship provision



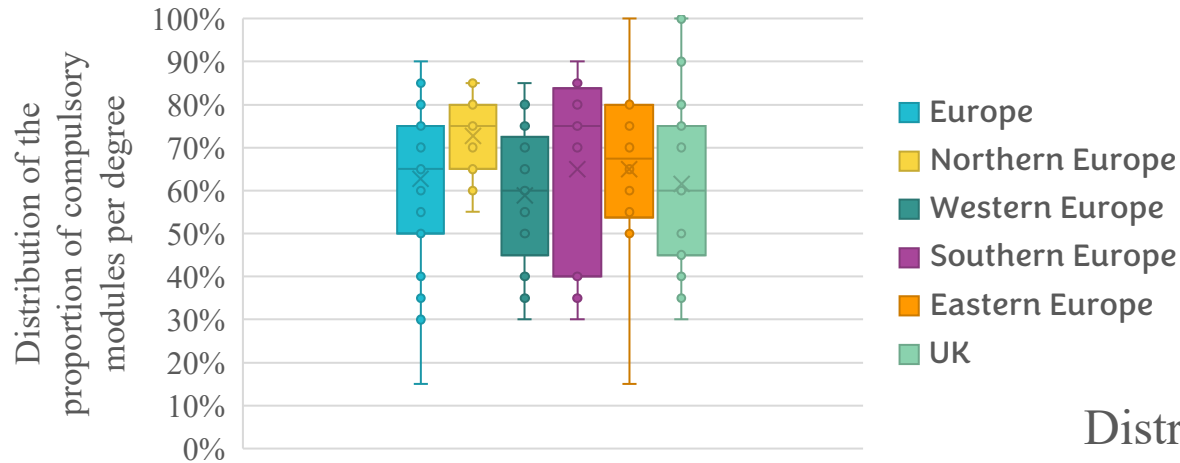
Types of scholarships provided by region



When financial support is provided, it takes the form of merit-based scholarships in more than three quarters of institutions, whereas means-based scholarships are less common (60%). Merit-based scholarships are especially prominent in Northern Europe, where they are provided by all the universities that support their students financially.

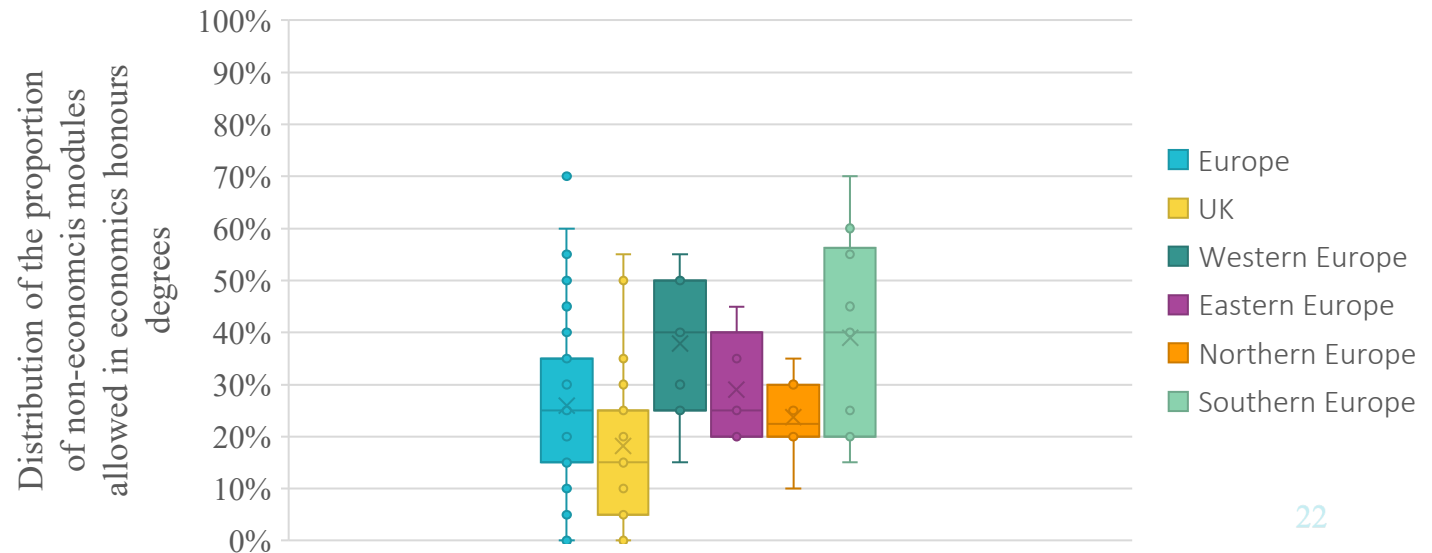
# There is variation in the proportion of modules in an economics degree that are compulsory

Distribution of the proportion of compulsory modules



The highest proportion of compulsory modules is in Northern and Southern Europe economics degrees. The lowest proportion, around 60%, is in the UK and Western Europe

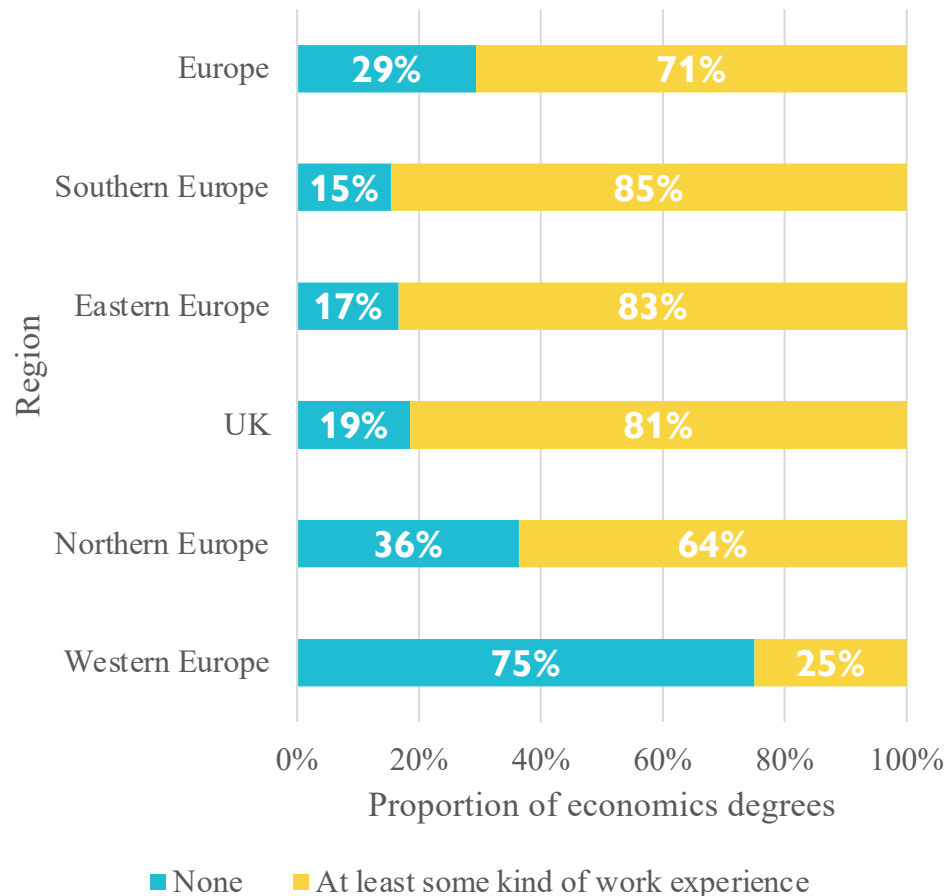
Distribution of the proportion of non-economics modules allowed



Students studying on an economics degree in Southern Europe are more likely to be taking non-economics modules than in other regions. Students in UK have the lowest proportion of non-economics modules.

## Across most of Europe work experience of some kind is built into economics degrees

Proportion of UG economics degrees offering work experience

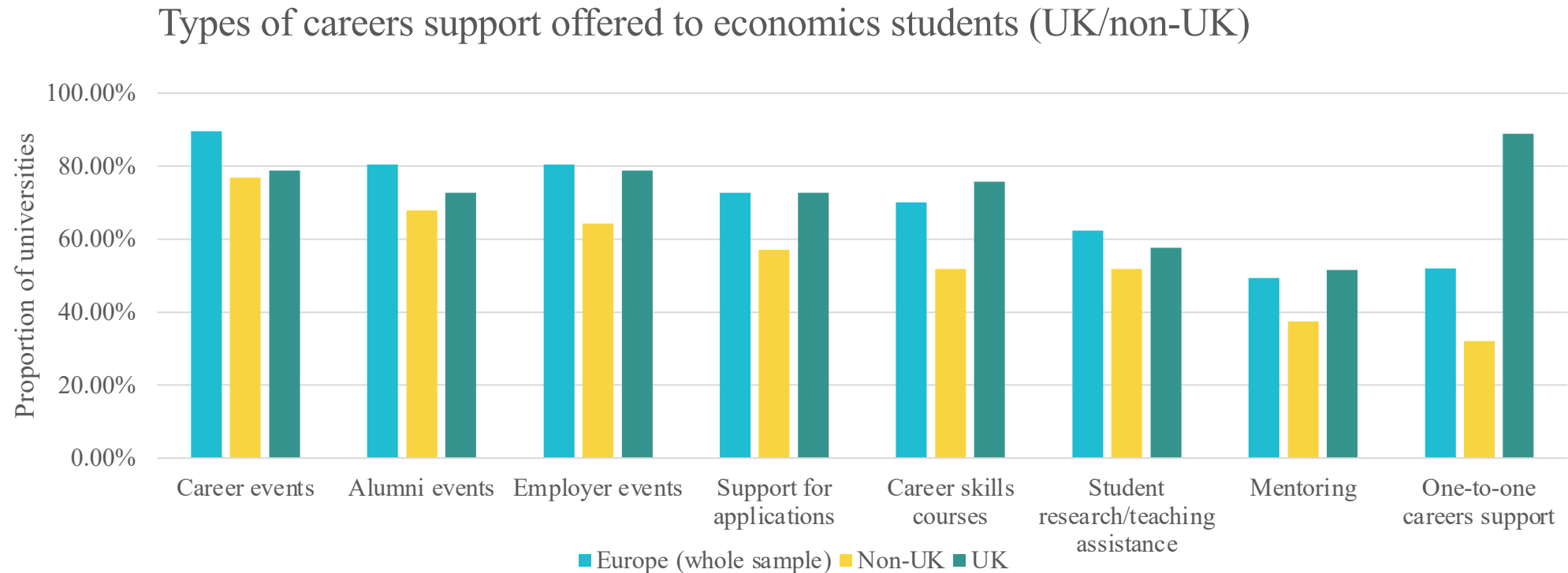


The most common type of work experience integrated in undergraduate economics degrees appears to be the placement year, as 43% of universities offer it, although the sample is biased upwards by UK respondents here. This type of work experience is most often optional. 96% of universities offer such work experience in the UK whereas only 6% of universities do in the rest of Europe.

Outside of the UK, compulsory internships are the most common type of work experience. They are integrated in 53% of economics degrees and mostly occur during the academic year. This proportion is the highest in Eastern Europe (82%) and Northern Europe (71%). It is very low in Western Europe (33%). Several respondents mentioned the existence of voluntary internships built into their main undergraduate economics degree (15%).

Some types of experience are less common. Voluntary work and apprenticeships are each built into 15% of programmes, in very different countries. Work shadowing, on the other side, is a very marginal type of work experience. It is compulsory only in Latvia and Spain. Some universities offer more innovative opportunities. A university in Denmark offers an optional course “project in practice” which involves working with a company. Another university in France mentions a “project based pedagogy” to help students gain work experience.

## UK economics student get more careers support than students in universities in other countries



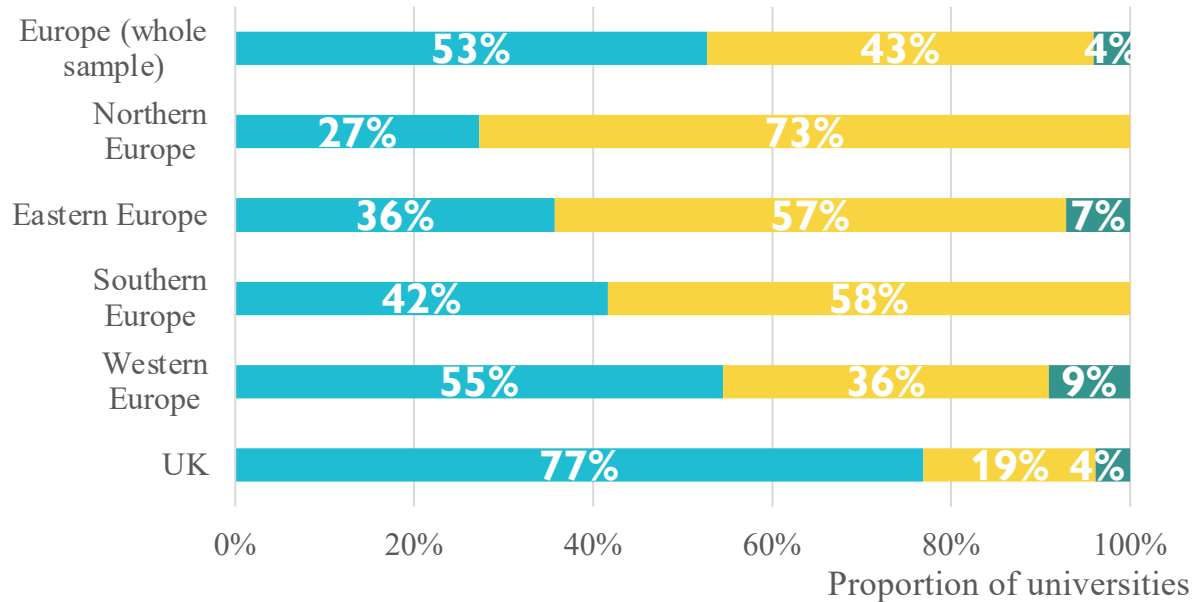
Opportunities for students to do research or teaching assistance within the university are observed in more than half of universities. Careers events are organised in more than three quarters of the universities surveyed. Alumni events are a bit less common (70% on average), particularly limited in Western Europe. Support for internship and work applications is quite low outside the UK. Employability skills courses and workshops, offered by more than three quarters of UK universities, are offered by only 52% of non-UK universities. Mentoring is offered in more than half of UK universities and 38% of the rest of universities.



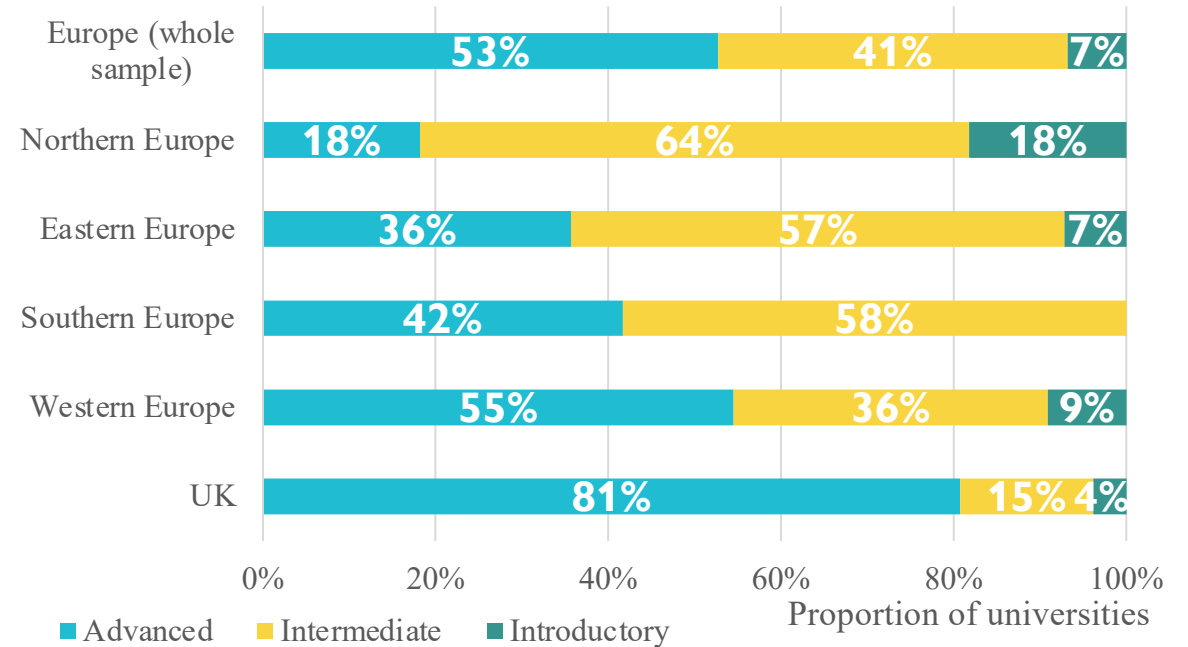
# Curriculum of undergraduate economics degrees

## Microeconomics and macroeconomics are taught to the same level across Europe based on our sample

Teaching level in microeconomics by area  
(highest level at which the subject is taught)



Teaching level in macroeconomics by area  
(highest level at which the subject is taught)

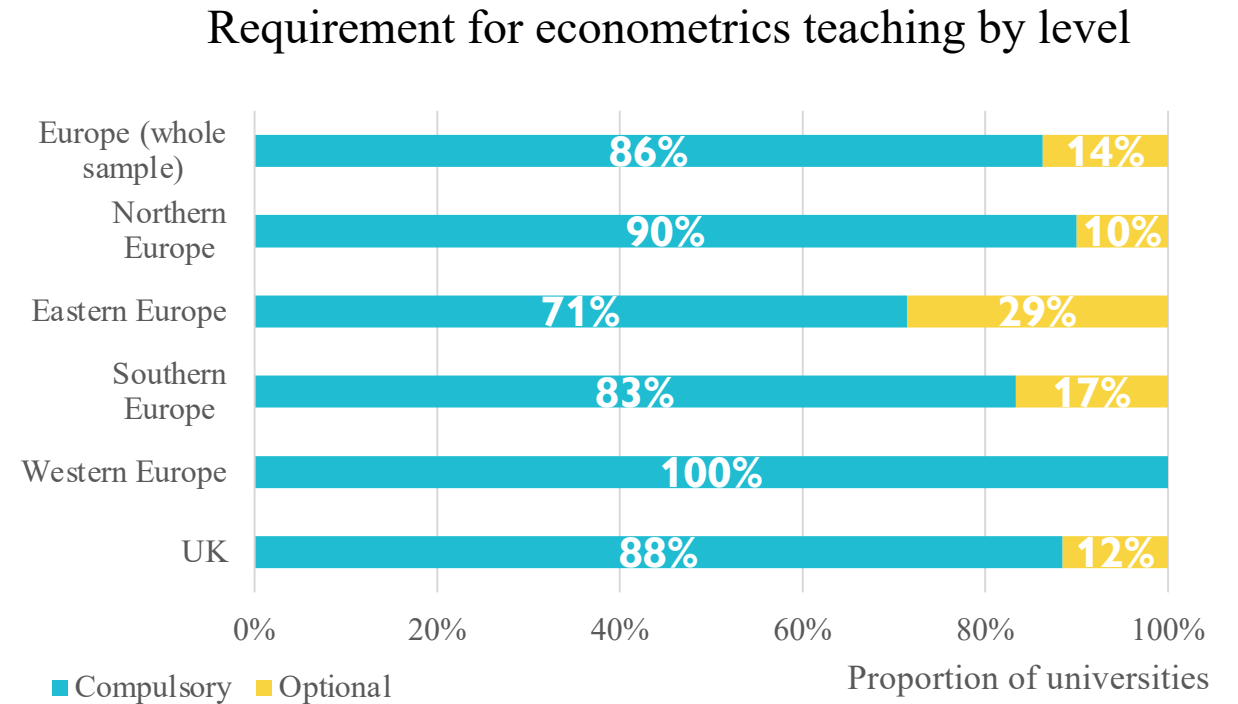
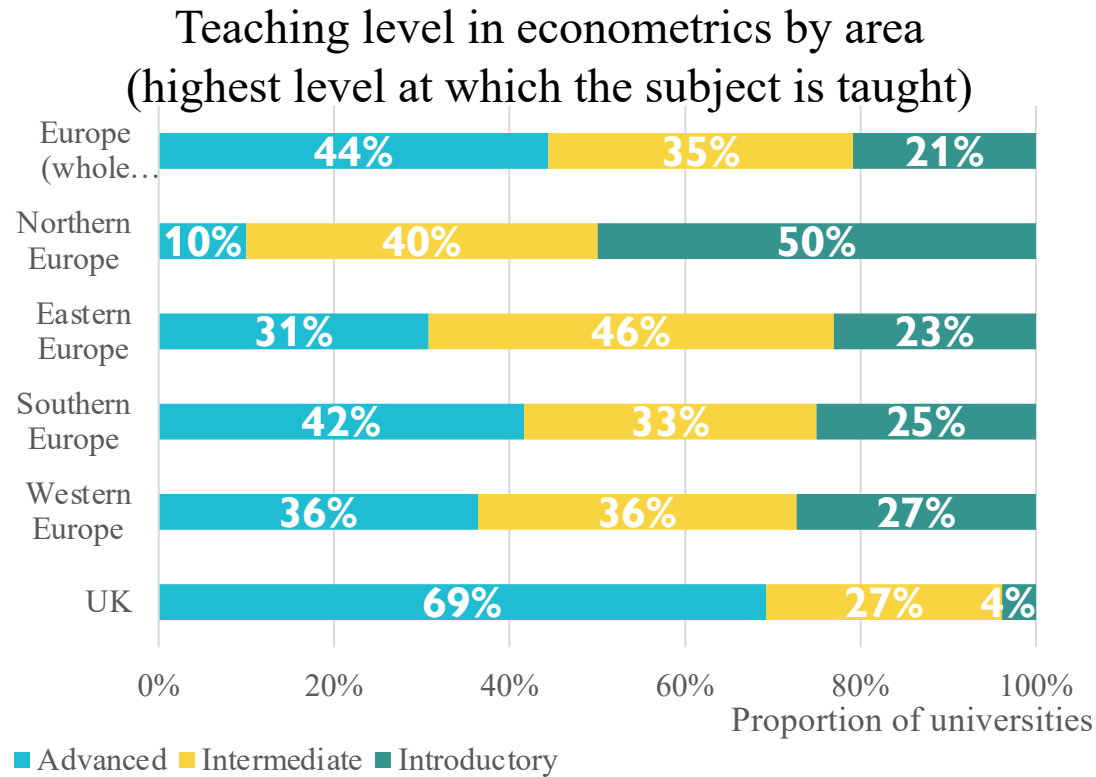


On average, macroeconomics is taught at a higher level than microeconomics in the UK whereas it is the other way around in Northern Europe. In other regions, the teaching level appears to be the same for microeconomics and macroeconomics.

While both topics are predominantly taught at an advanced level to undergraduates in the UK (77% and 81% respectively) and Western Europe (54.55%), they are mostly taught up to intermediate level in other areas.

Both microeconomics and macroeconomics are generally compulsory in economics degrees, with only 12% of our sample saying one or both are optional in the UK and 2% in other European countries.

## Econometrics is compulsory across all regions, although to a lesser degree in Eastern Europe

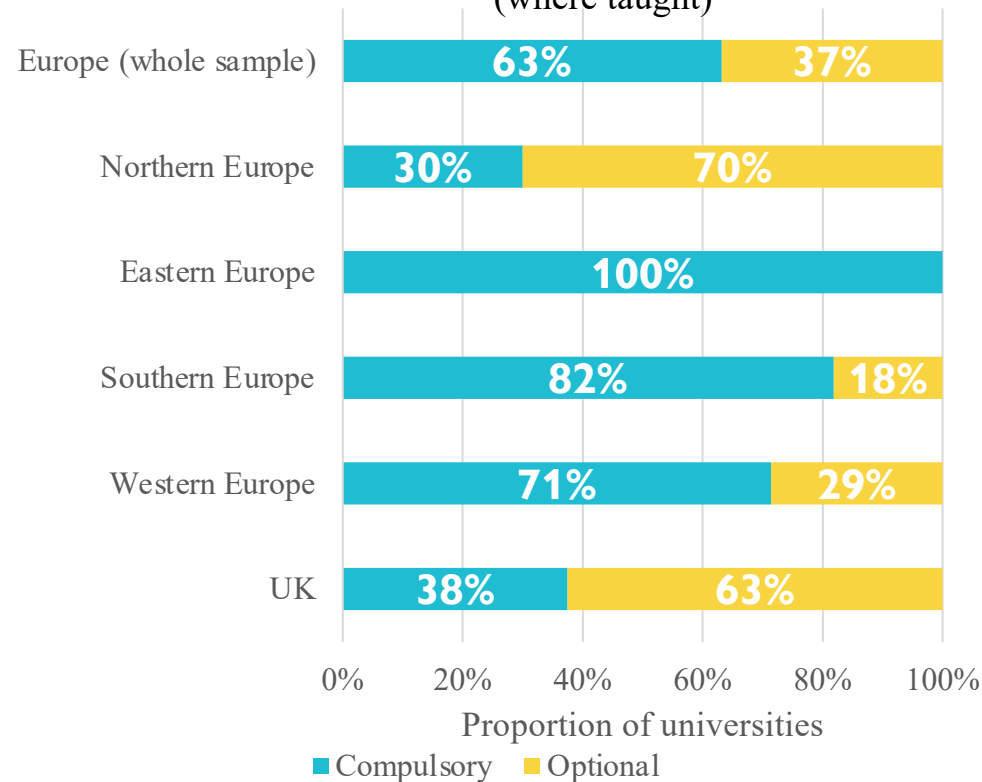


All but two universities, in Bulgaria and Norway, teach econometrics. There is variation in the range of levels at which econometrics is taught. In Northern Europe, only a tenth of universities teach it at an advanced level whereas almost 70% of UK universities teach it at an advanced level. In Eastern Southern and Western Europe, econometrics is most commonly taught at an intermediate level. Outside of the UK, 30% of institutions only teach econometrics at an introductory level. Econometrics is a compulsory subject in the UK as often as microeconomics and macroeconomics (88%). In the rest of Europe, it is compulsory in 85% of institutions when taught, compared to 98% having microeconomics and macroeconomics compulsory.

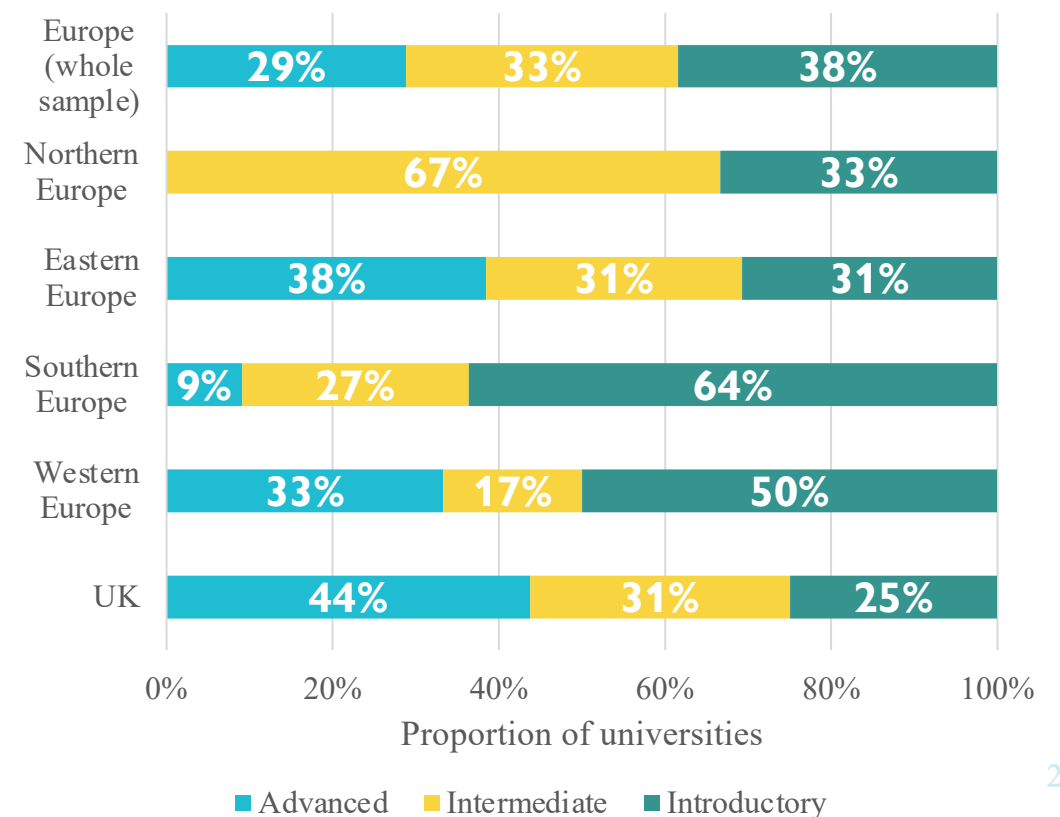
## Economics for Business is taught more often in Southern and Eastern Europe than other regions

72% of our sample teach Economics for Business to undergraduates. This rises to 92% when we consider Southern Europe and 93% in Eastern Europe. The rate is lower, at 55%, in Western and Northern Europe. Of those universities that teach Economics for Business, 63% have it as a compulsory course, with the highest proportion compulsory in Eastern Europe. Economics for Business is most likely to be taught at introductory or intermediate level although advanced courses are evident in Eastern Europe and the UK.

Curriculum requirements for Economics for Business (where taught)

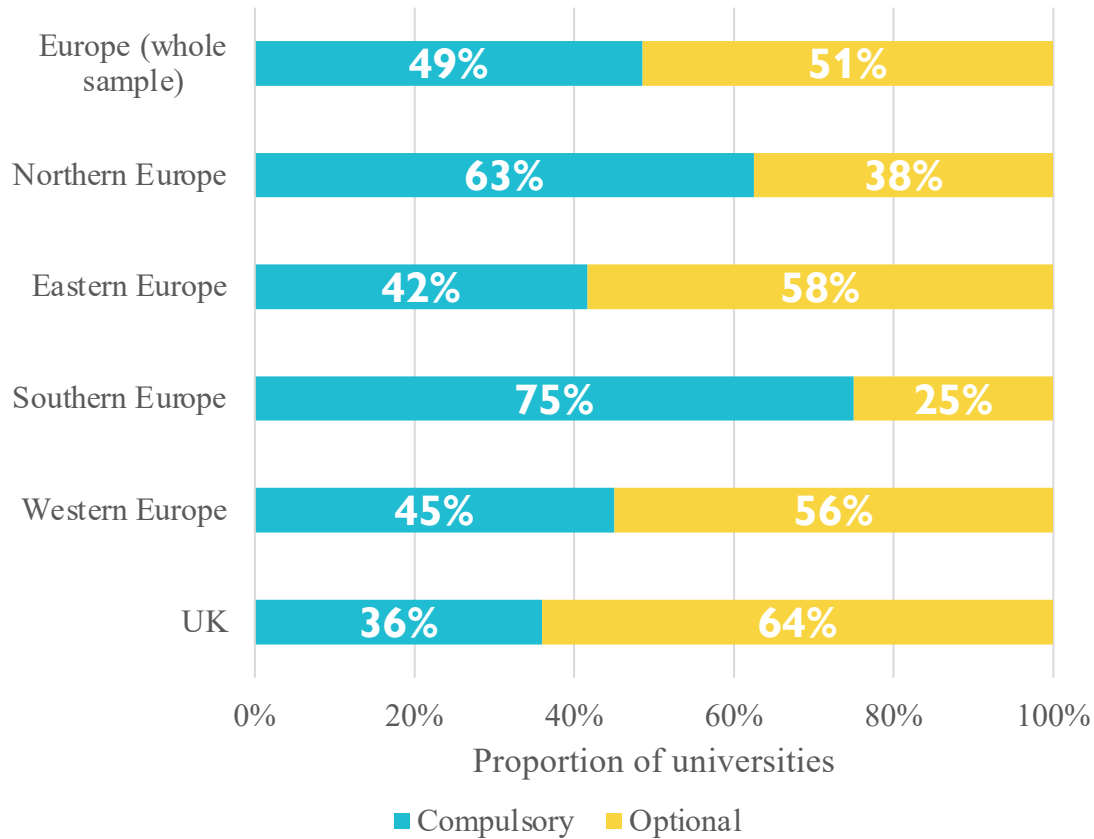


Teaching Level for Economics for Business

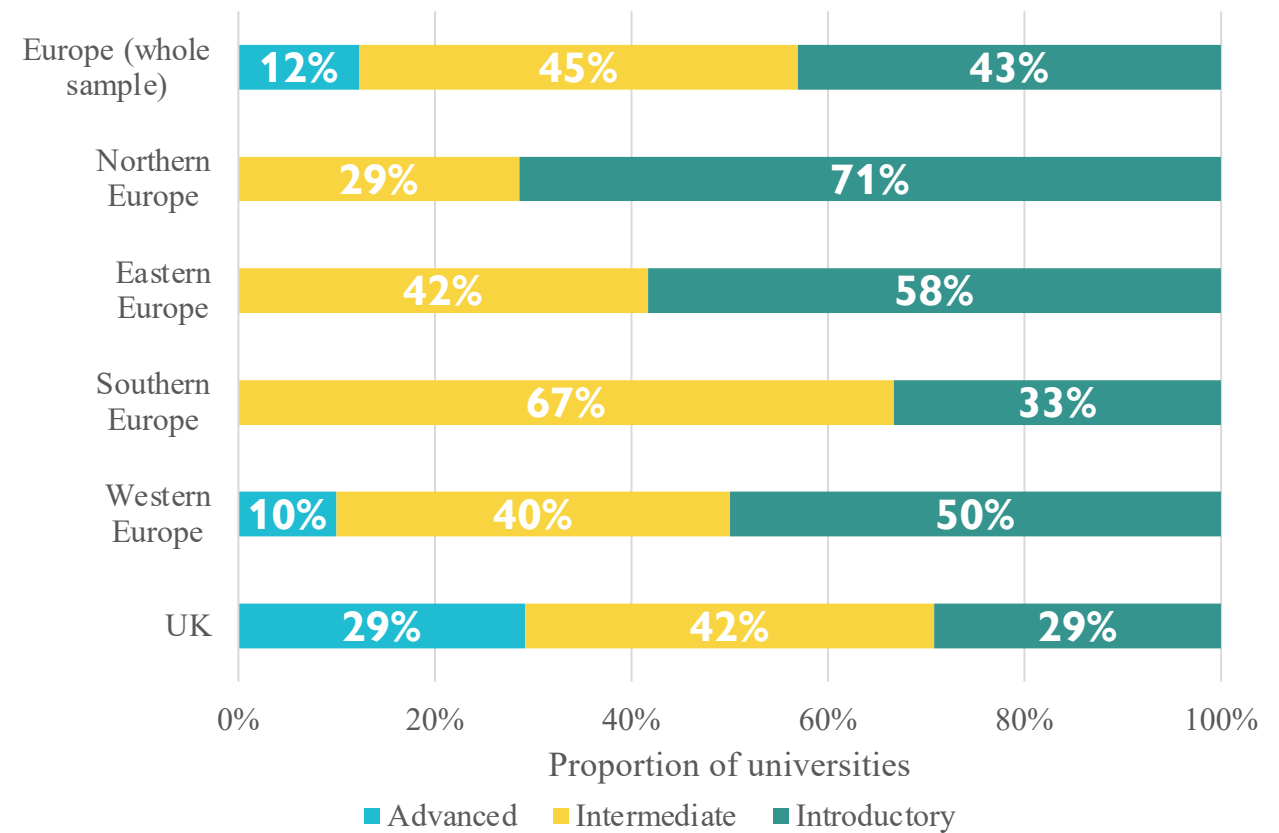


# Economic History is taught in 88% of the universities in our sample

Curriculum requirements for Economic History



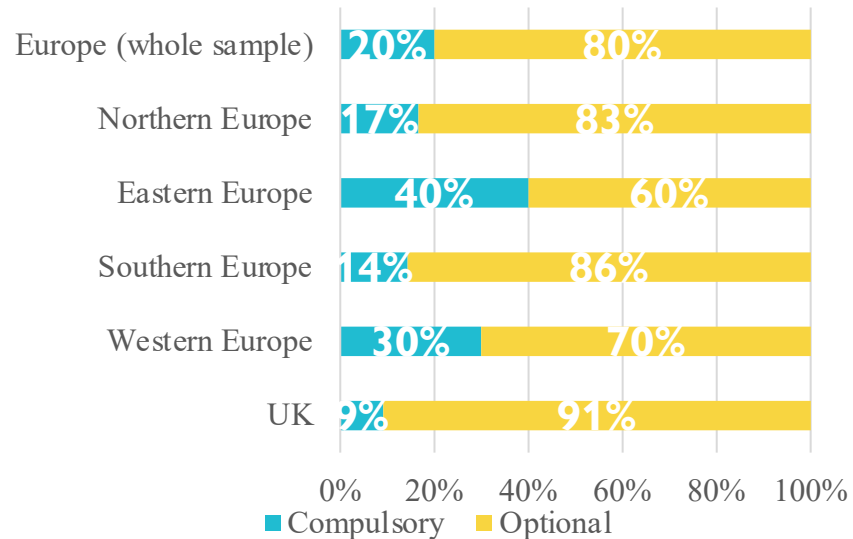
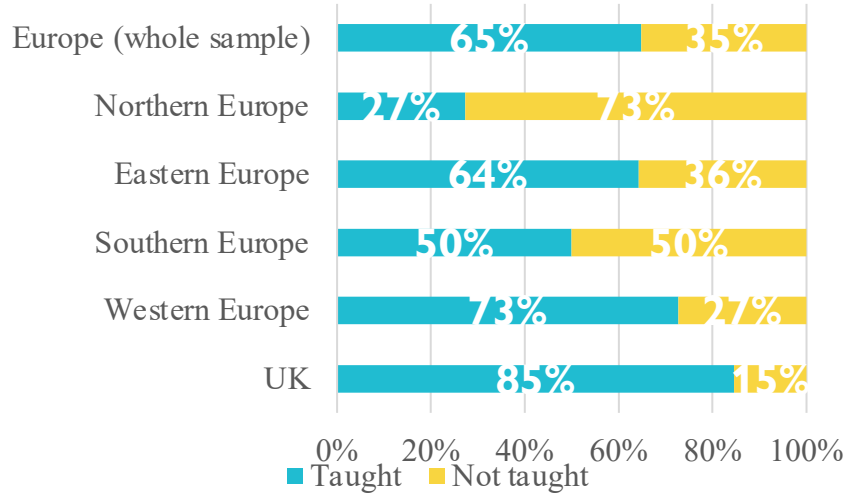
Teaching Level for Economic History



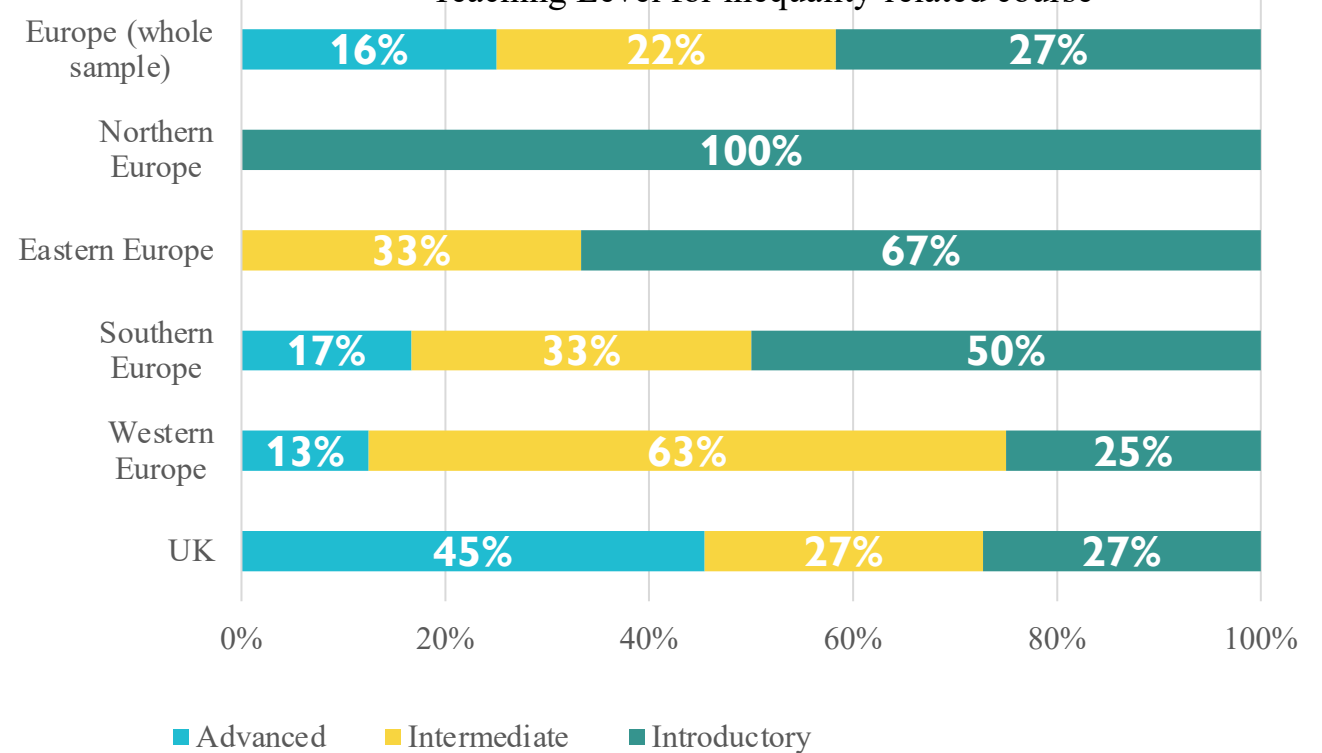
Economics students in Southern Europe, and then Northern Europe, are most likely to have a compulsory course in Economic History. Those who study in Western Europe and the UK may get to learn economic history up to advanced level, depending on their institution.

# Inequality-related courses are most likely to be taught in the UK and are generally optional

Curriculum requirements for inequality-related course

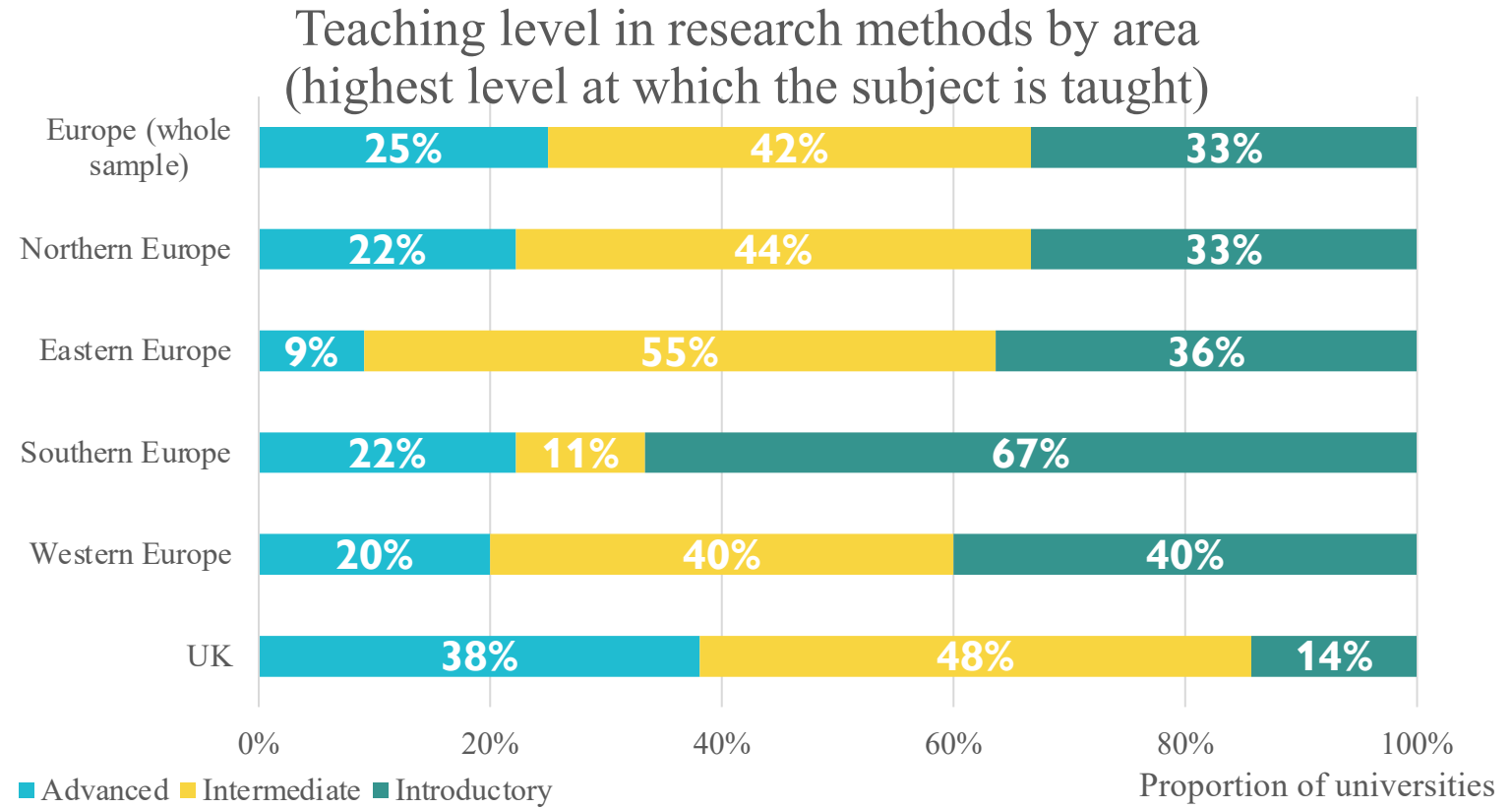
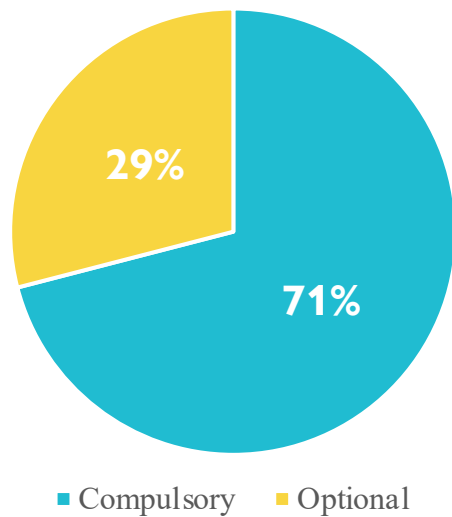
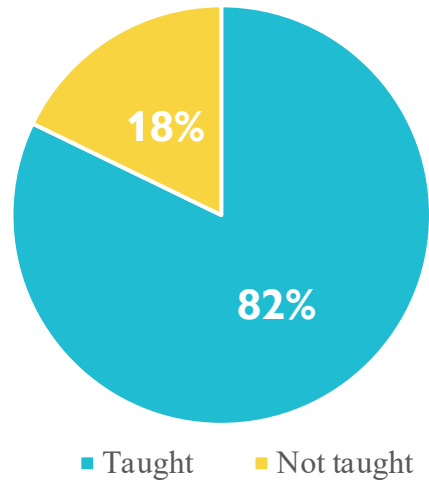


Teaching Level for inequality-related course



Almost two-thirds of universities in our sample teach a course to undergraduates that has an inequality-related theme, with the proportion highest in the UK and lowest in Northern Europe. The courses are generally optional. Where inequality-related courses are taught they tend to be at introductory or intermediate level, except in the UK where a high proportion is at advanced level.

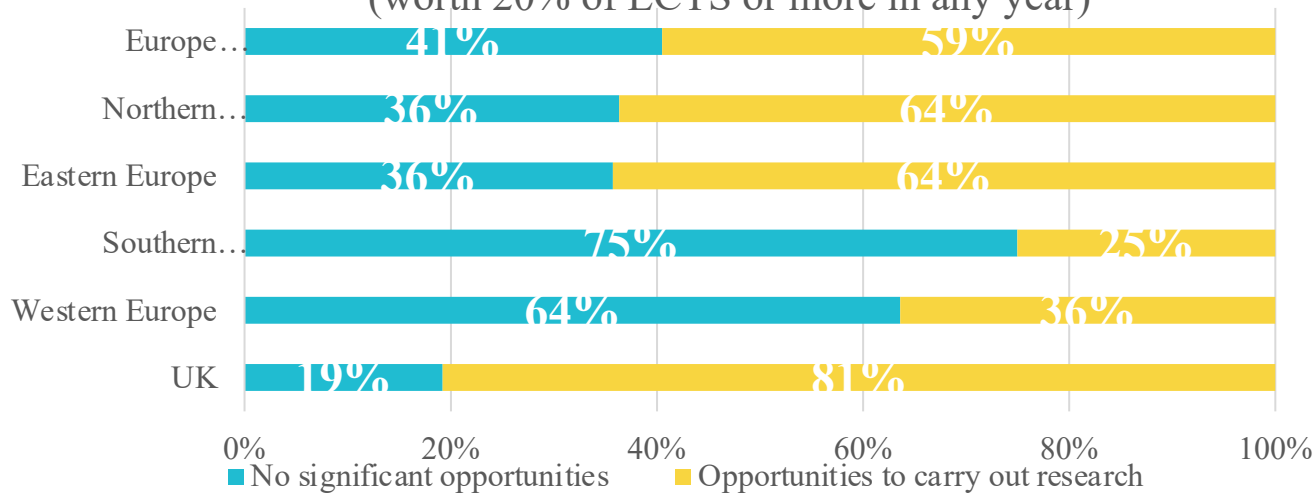
## Undergraduate economics students learn research methods in just over 80% of degrees in our survey



Almost a fifth of economics degree do not include teaching in research methods. Research methods are taught to an introductory level in 43% of non-UK universities. Almost 38% of UK universities teach this topic at an advanced level. About 71% of universities require students to take a research methods course. This proportion is lower in Southern Europe.

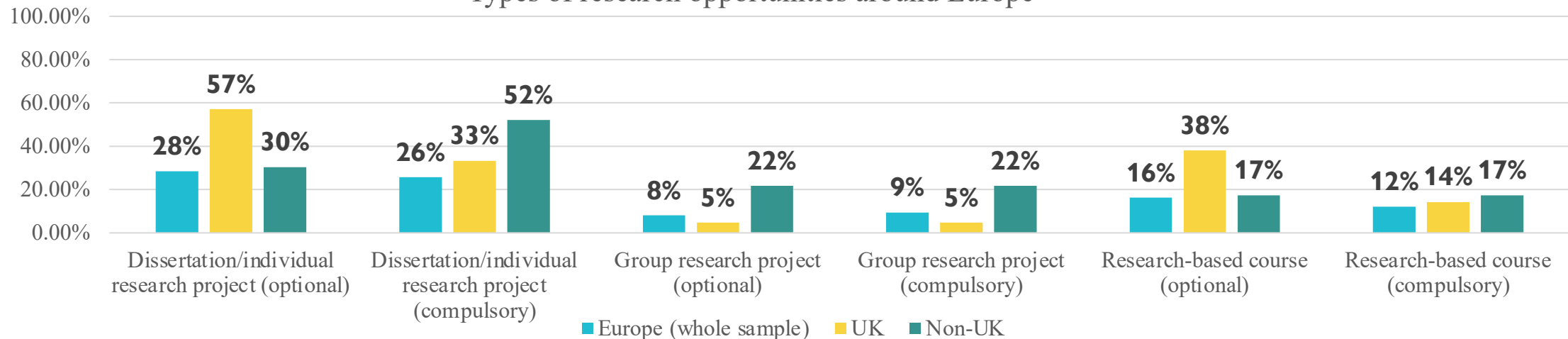
Students studying on an economics degree in the UK are most likely to get an opportunity to carry out a substantial piece of research whilst those in Southern Europe are least likely to get such an opportunity.

Students have opportunity to undertake research (worth 20% of ECTS or more in any year)



Research opportunities are most often taken in the form of a dissertation or individual research project, which are generally optional in the UK and compulsory elsewhere. Group research projects are rarely offered in the UK. Outside of the UK, 22% of universities require students to carry out a research project, and 22% make it optional. Research-based courses are compulsory in only about 15% of universities. They are optional in almost 40% of UK universities and 17% of non-UK universities.

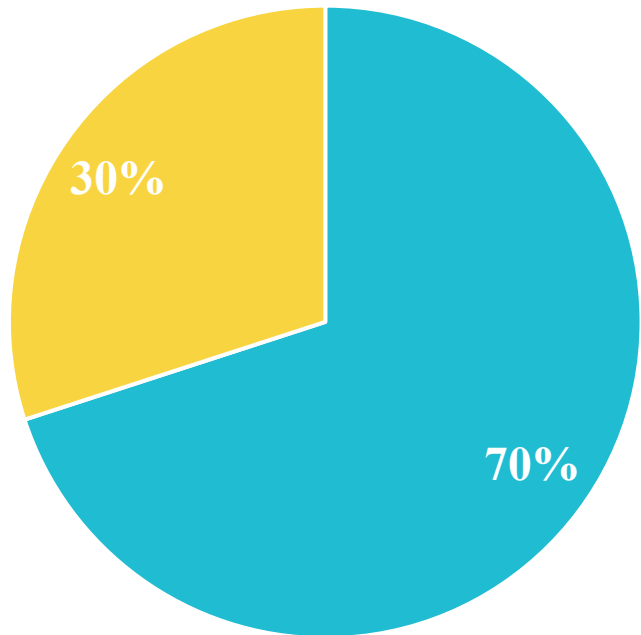
Types of research opportunities around Europe





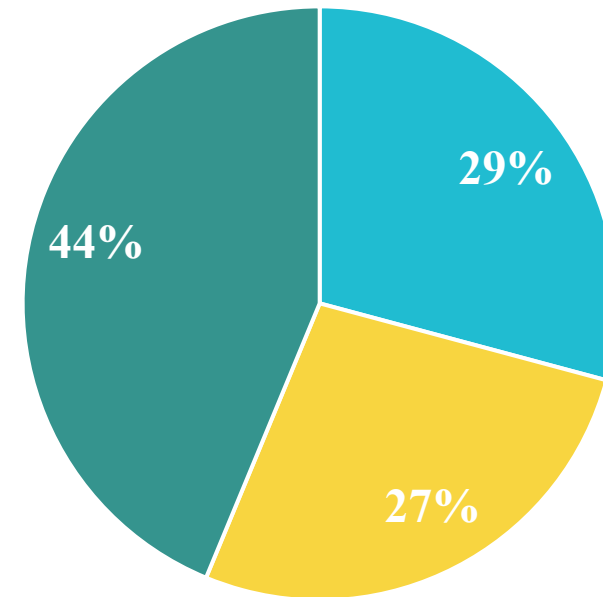
## Foreign language classes are offered in around 70% of European economics degrees, mainly optional in UK and Irish universities

Proportion of UK and Irish universities offering foreign language classes to undergraduate economics students



■ No ■ Yes (optional)

Proportion of non-UK and non-Irish universities offering foreign language classes to undergraduate economics students



■ No ■ Yes (optional) ■ Yes (compulsory)

## In the October 2022 workshop, participants shared their experience with curriculum reforms in their degree programmes

Participants discussed goals for their upcoming curriculum reviews and new programme proposals, including:

- Digital literacy: how to use digital tools in learning and teaching e.g. students recording themselves doing a presentation, programming in R/Stata
- Decolonizing the curriculum
- Diversity and inclusion
- The environment ("green economy") and sustainability

It was noted that these "broad" goals could be challenging to translate into actual curriculum content and learning activities. For example, what "decolonization" actually means in the context of economics teaching.

Other challenges with designing curriculum content included:

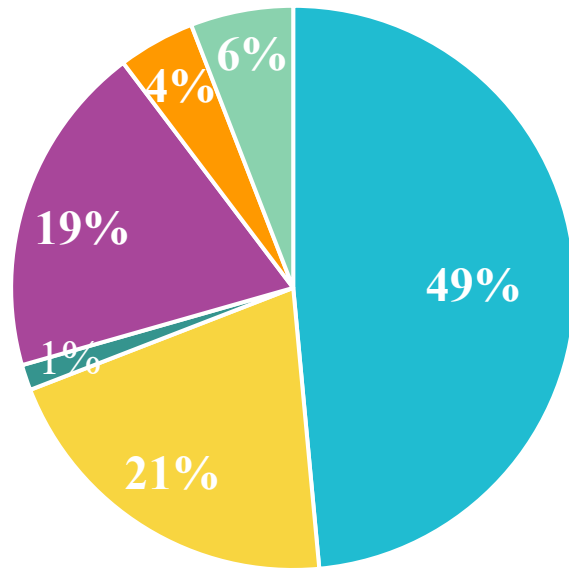
- making highly abstract concepts relevant for students because by nature these concepts may not be relatable to the students' real world experiences;
- pluralism in economics, such as teaching different schools of thought to all students and teaching about global economic history.
- ensuring it is fit for purpose, by consulting stakeholders such as employers and the government, and conducting "market research"
- external constraints in some countries, such as government regulations on who can teach economics programmes and what content should be in those programmes

# Introductory economics course

Teaching and attendance

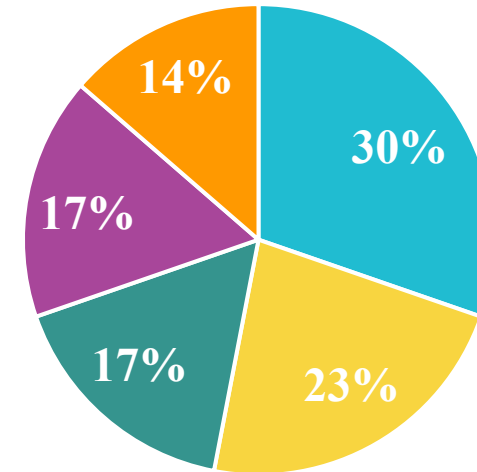
The first module a student takes in economics normally covers micro and macro together and the cohort is generally made up of economic majors and non-majors

Topic of the main first-year economics course



- Economics
- Microeconomics
- Macroeconomics
- Microeconomics and Macroeconomics (separate or merged)
- Business economics
- Other courses

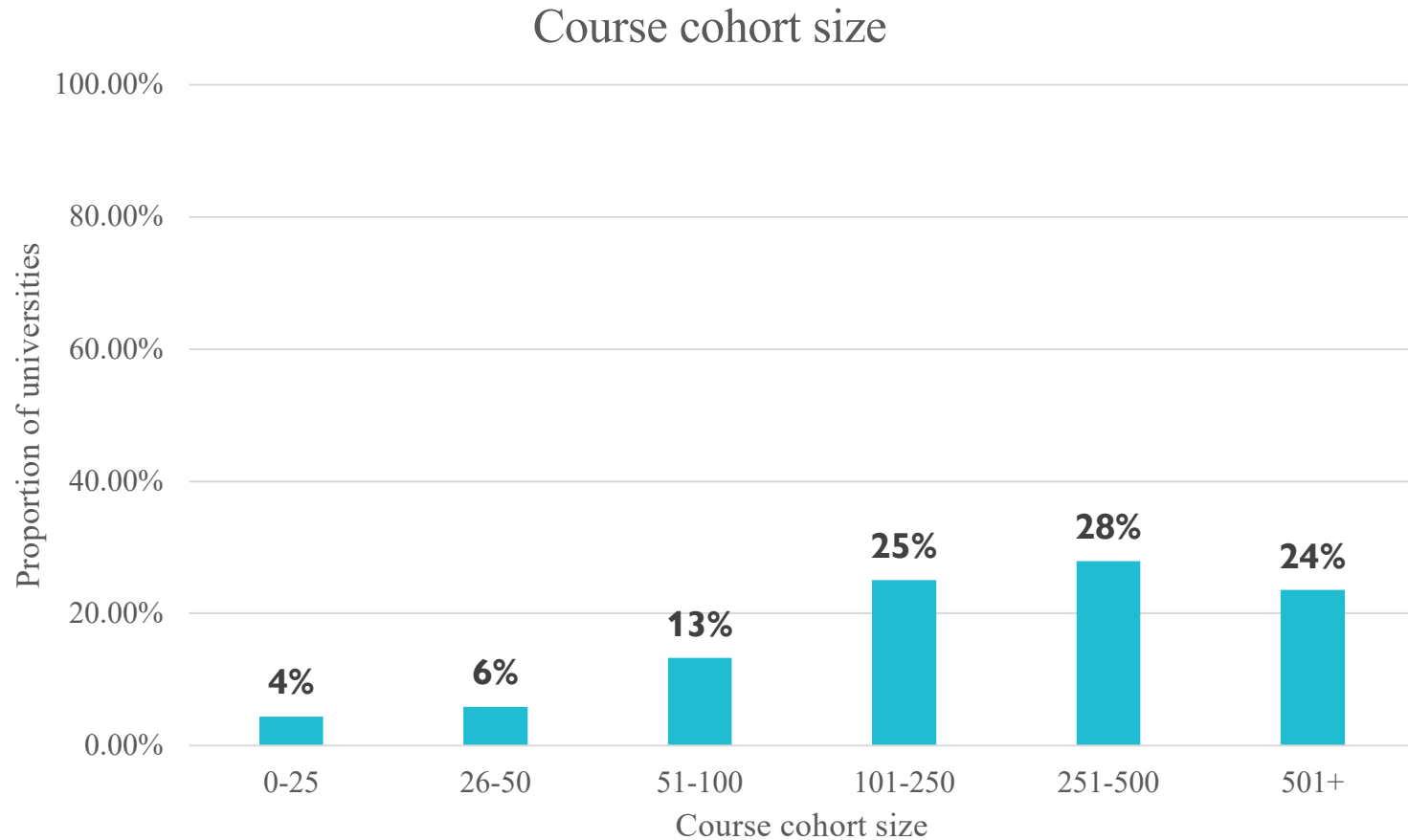
Proportion of non-economics majors



■ 0% ■ 1-25% ■ 26-50% ■ 51-75% ■ 76-100%

In Southern Europe, the proportion of non-economics majors taking introductory economics courses is much higher than in other regions. On the contrary, in the UK, the proportion is much lower.

## The cohorts on the first module in economics are generally very large

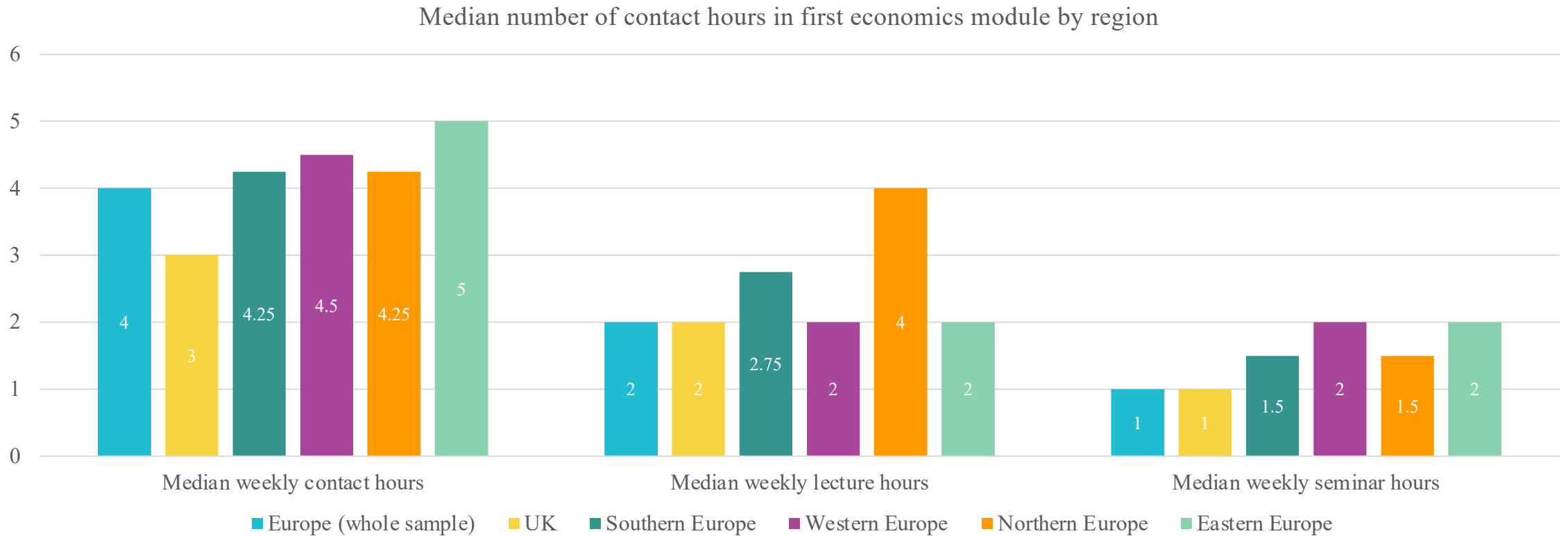


In Northern Europe, cohorts are all below 500 students, and 70% of cohorts include less than 100 students.

In Western and Southern Europe, cohorts are much bigger than average: half of them include more than 500 students.

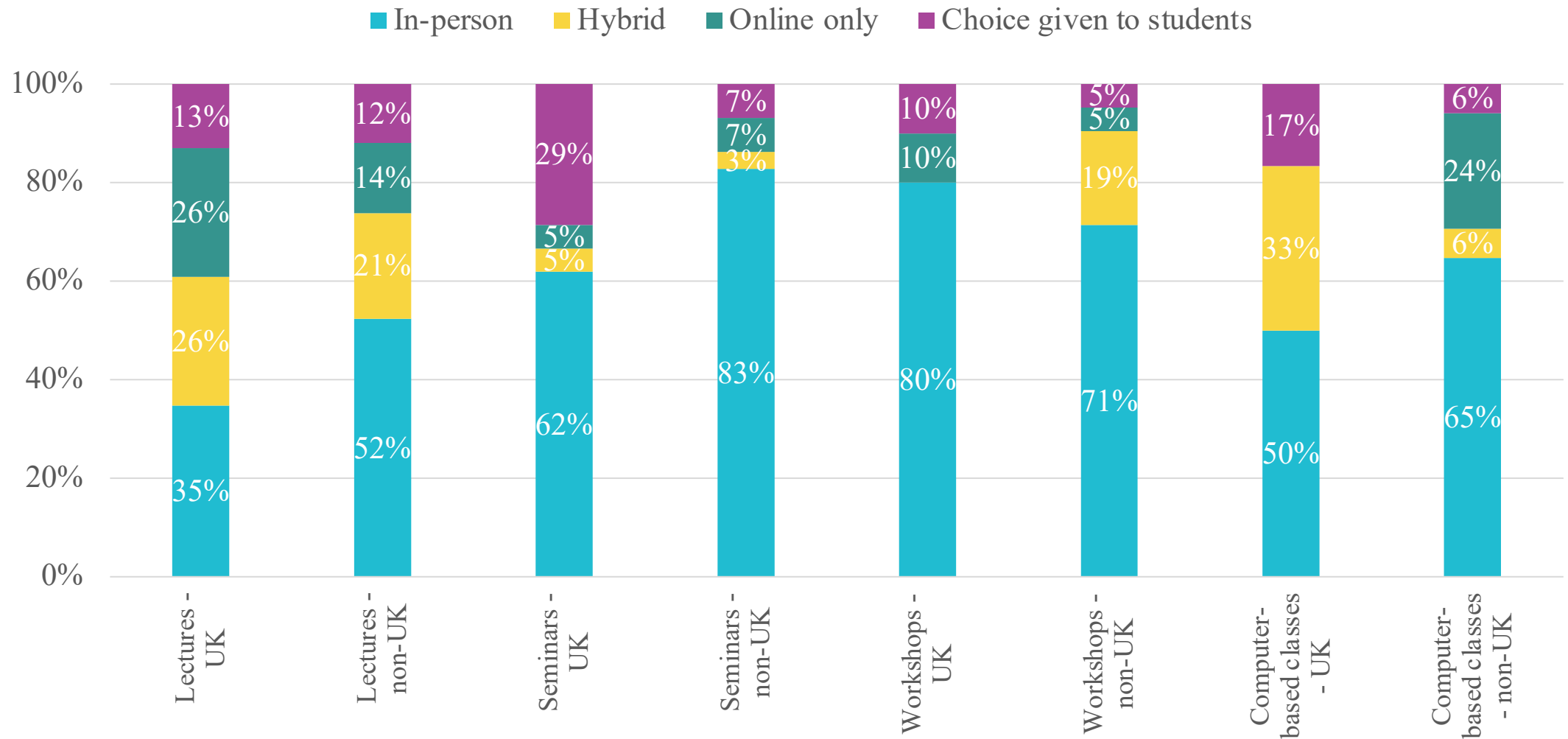
In Eastern Europe, about a third of cohorts are below 100 students, and almost two fifths of cohorts include between 100 and 250 students.

## On the first economics module, students in 2021/22 had 4 contact hours in a week



The lowest median number of contact hours was recorded in the UK whereas the highest median number of contact hours was observed in Eastern Europe. Apart from a university in Estonia, the number of lecture hours is higher or equal to seminar hours.

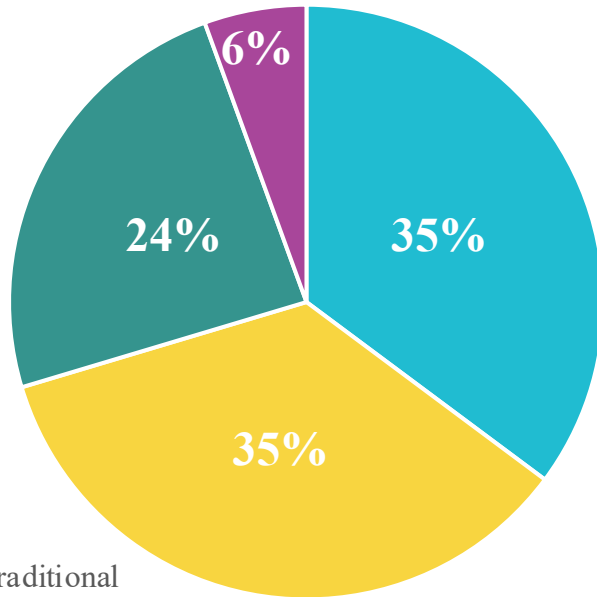
## On the first economics course in 2021/22 teaching was largely delivered in-person



As universities reopen after the height of the Covid pandemic, teaching is more in person than online. The UK has more hybrid and fully online lectures and seminars, with students getting more choice about the mode of delivery.

## Lectures are taught in a traditional way in more than a third of universities

Teaching style in lectures

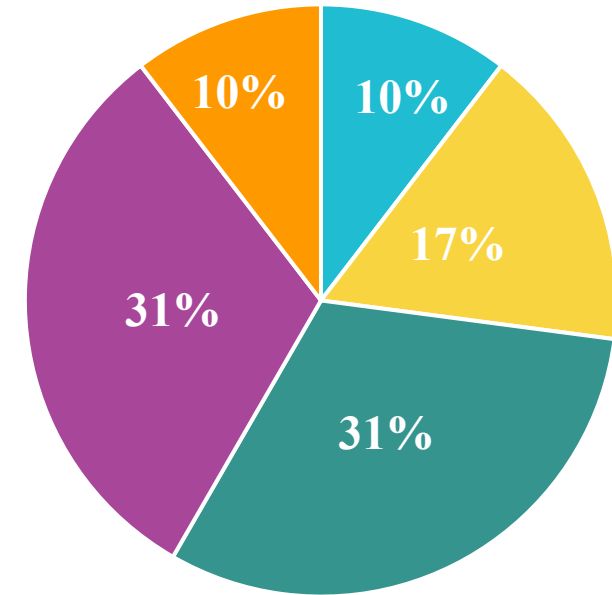


- Traditional
- Mix of traditional and interaction through technologies
- Mix of traditional and discussion with students
- Flipped

The proportion of lectures taught using traditional ‘chalk and talk’ is lower in the UK but higher in Northern and Southern Europe. Mixing traditional methods with interaction via technologies (eg, polls) is frequent in the UK and Southern Europe. Mixing traditional teaching with discussion with students is less frequent, and is more common in Western and Eastern Europe. Flipped teaching is rare.

For small group teaching, the main focus is on a mix of traditional teaching with student discussion. Mixing traditional teaching methods with technologies is not common, mainly only observed in UK and Southern Europe. Flipped teaching is used for classes other than lectures in 31% of universities though less in Eastern and Southern Europe and more in Western Europe. Team-based learning is used only marginally.

Teaching style in other classes

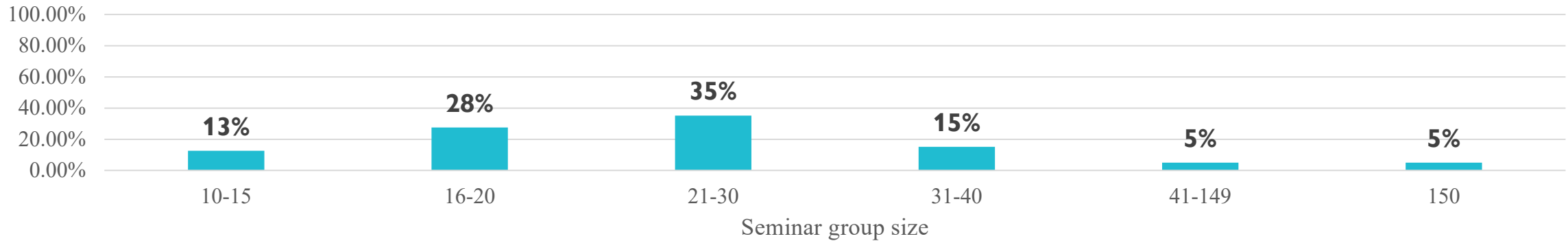


- Traditional
- Mix of traditional and interaction through technologies
- Mix of traditional and discussion with students
- Flipped
- Team-based learning

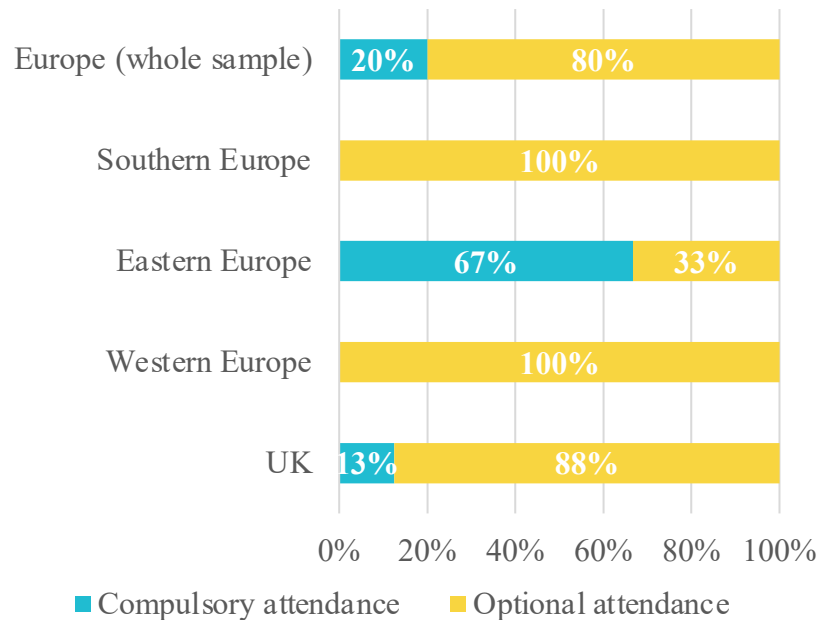


## Seminars/workshops are generally taught to smaller groups and attendance is often optional

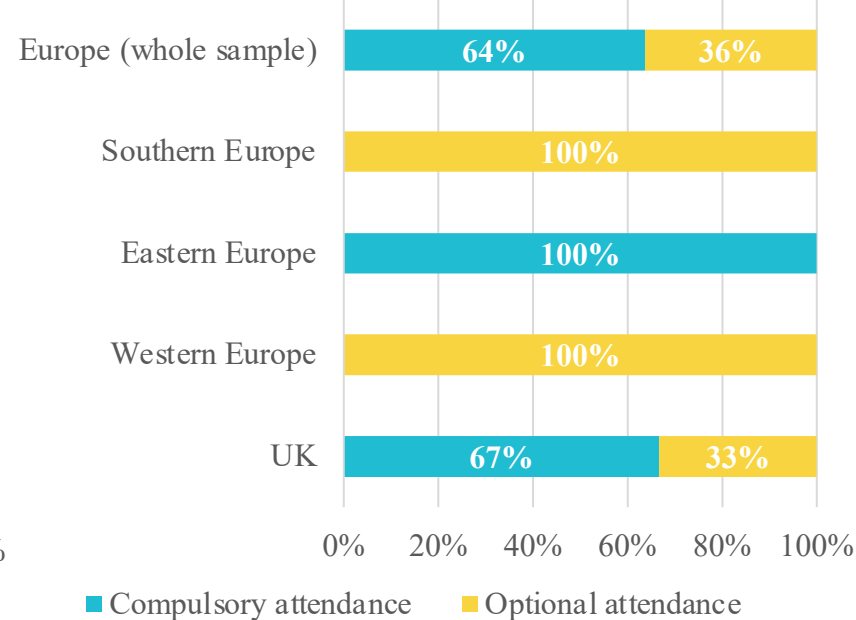
Seminar group sizes



Lecture attendance requirements



Seminar attendance requirements



Seminar groups generally include between 16 and 30 students. No geographical trends are observable. Students are required to attend lectures in two fifths of universities, with compulsory attendance most common in Eastern Europe. Seminars are optional in Southern and Western Europe, they are compulsory in all universities in Eastern Europe. Seminar attendance is compulsory in two thirds of universities in the UK.

## Workshop discussion – Incentivising student attendance and engagement

Participants discussed the importance of attendance and strategies to foster it.

Engagement and attendance were dropping in the 2022 autumn semester, more so in the first-year cohorts. This raised the question of whether current students had been affected by the pandemic in terms of the maturity of their learning attitude.

Compulsory attendance is not allowed in some institutions whilst in others attendance is only compulsory for small tutorial sessions. The exception is Business Schools where students are often required to attend.

There is a general question of whether compulsory attendance is a good idea, with the possibility of it being better to get a selection of good students who want to be there.

Requirements to record lectures was seen as a disincentive to attend, although the value for students who cannot attend, for example because they need to work to be able to live, was recognized.

Seminars followed by a Q&A (with pizza!) seem to be working in some UK universities.

The question of enforcing attendance measures is also important. It is important to consider if we want to monitor everything, particularly when this is harder to do with face-to-face live sessions. Being online did make monitoring easier.

We also need to think about why we want the students to attend: are they going to learn more if they come? Perhaps how they learn does not matter so much. We need to be confident there is value in showing up for live sessions.

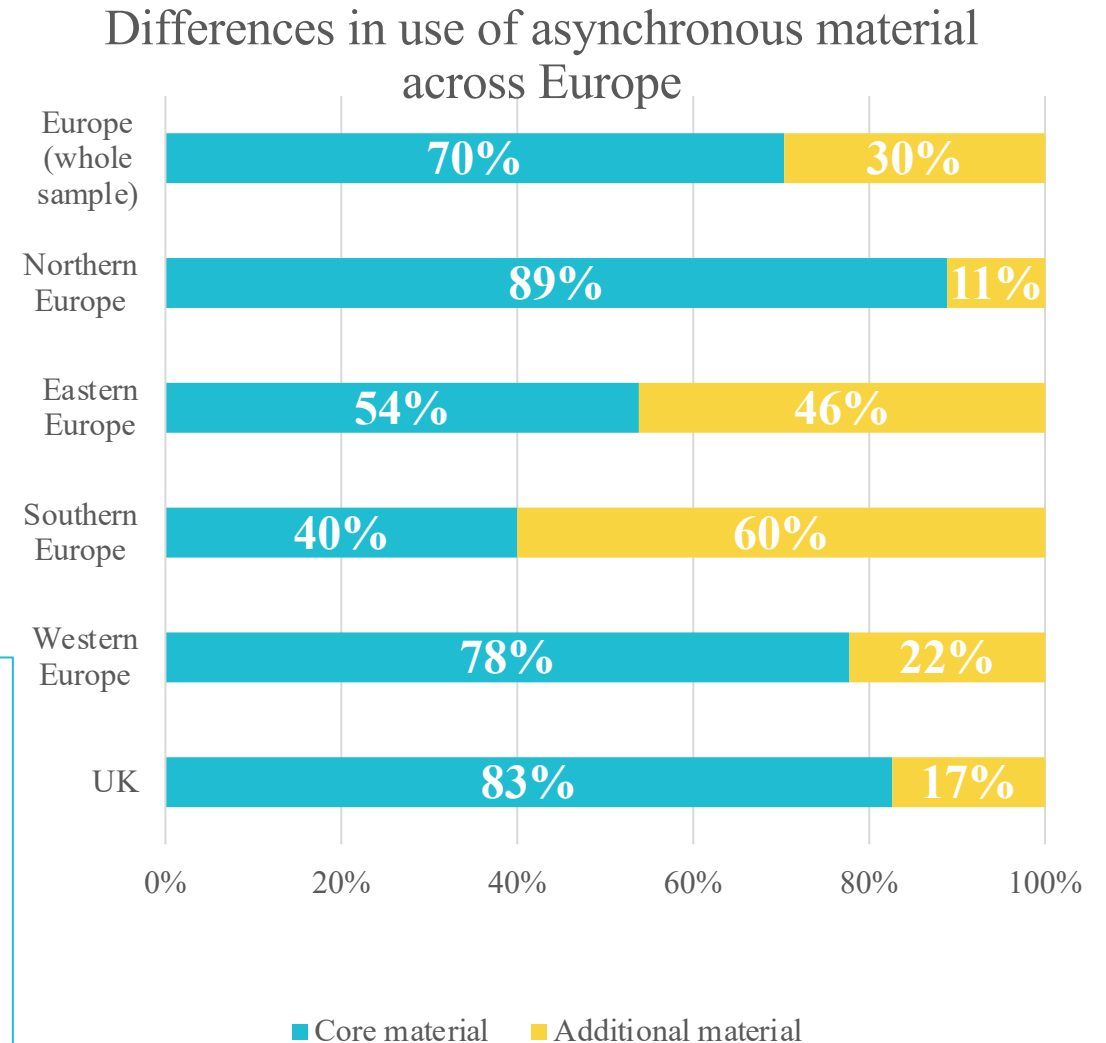
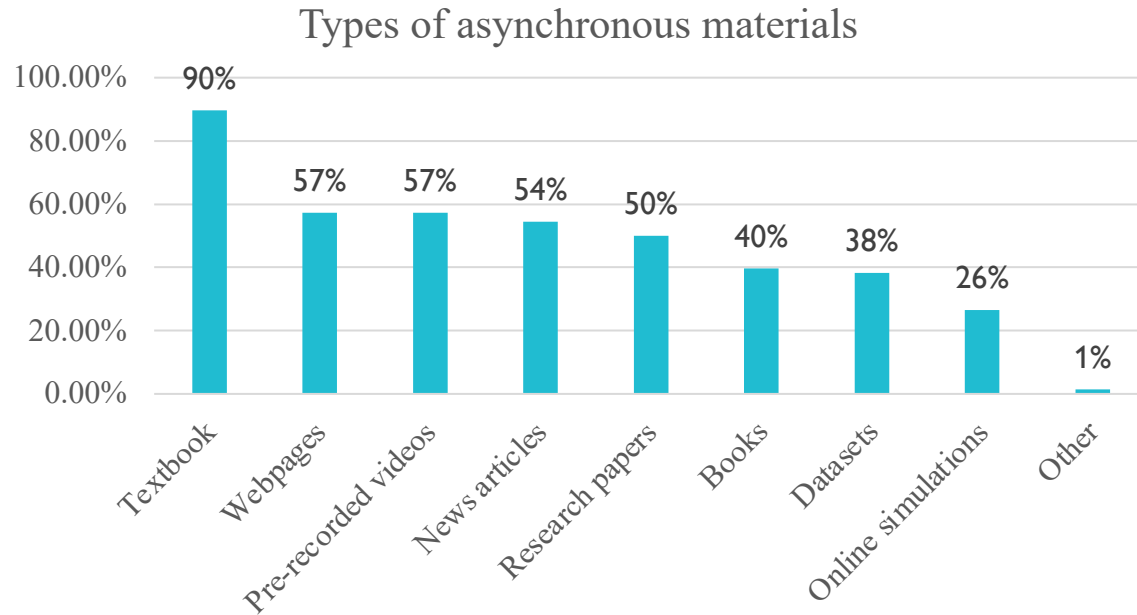
As an aside, there was a linked discussion about groupwork and how difficult it is to get students to really work in groups and not divide the task in pieces. More time on this in compulsory classes may help.

A webpage resource which was discussed and seems useful: <https://edstem.org/>

# Introductory economics course

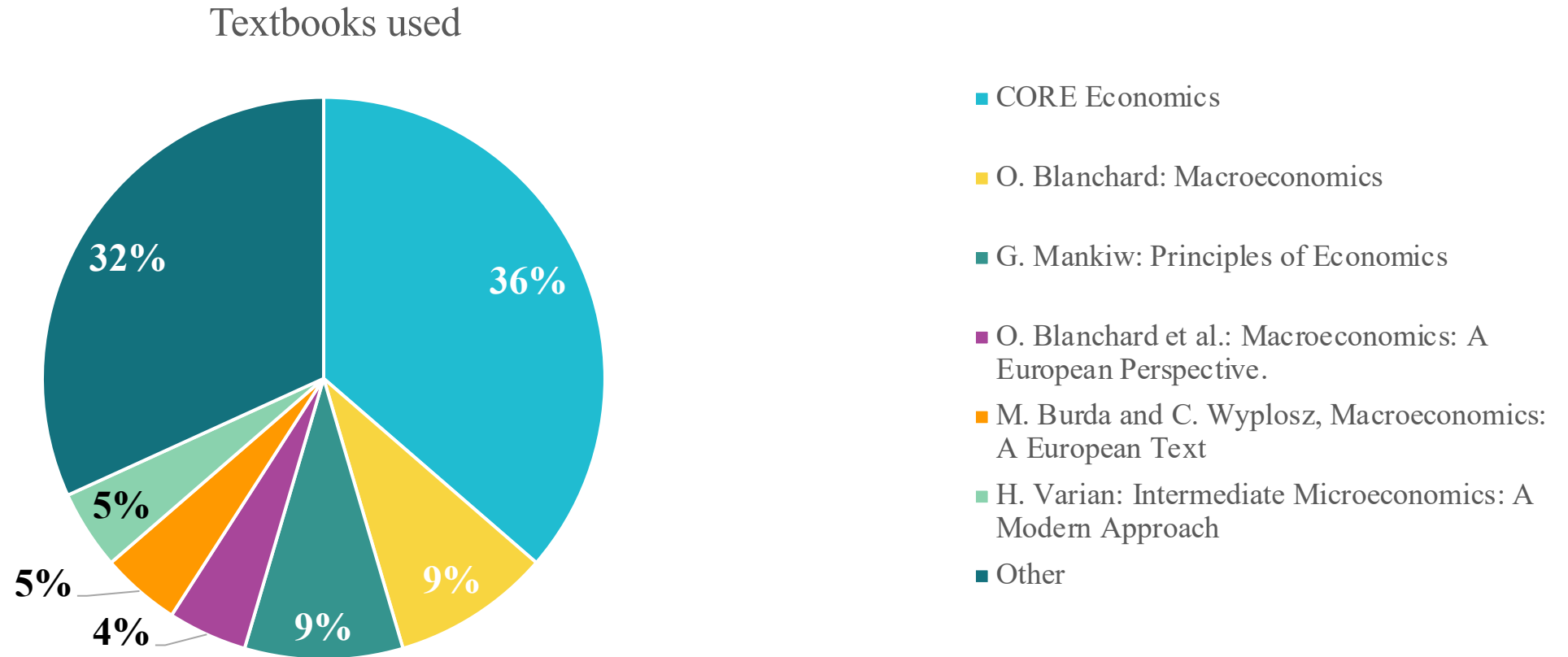
Teaching materials

## Students are largely learning from textbooks when we consider the materials they work with outside the classroom in the first economics module they take

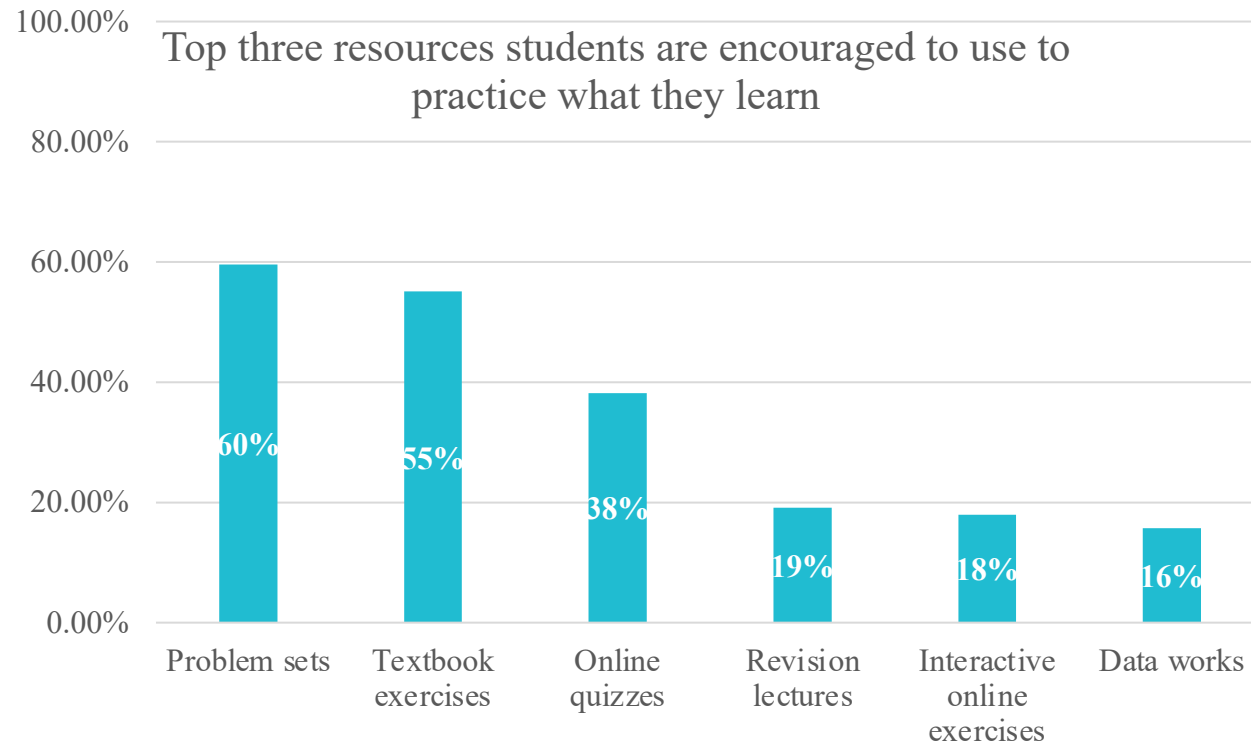


In the first economics module that students take, the materials that they work on outside the classroom (called asynchronous materials here) are generally textbooks. In Southern Europe this is the only resource used. Pre-recorded videos are used most heavily in the UK. Students in Eastern Europe are more likely than students in other areas to use research papers, news articles and datasets. There is variation across region in terms of whether the asynchronous materials are required/core/compulsory materials or optional. In Southern and Eastern Europe they are as likely to be ‘additional’, suggesting the main content comes from classroom teaching.

A range of textbooks are used in the first economics module that students take, with the high proportion using CORE largely based in the UK



## Students are encouraged to practice questions and check their learning with problem sets and textbook exercises with least emphasis on using data



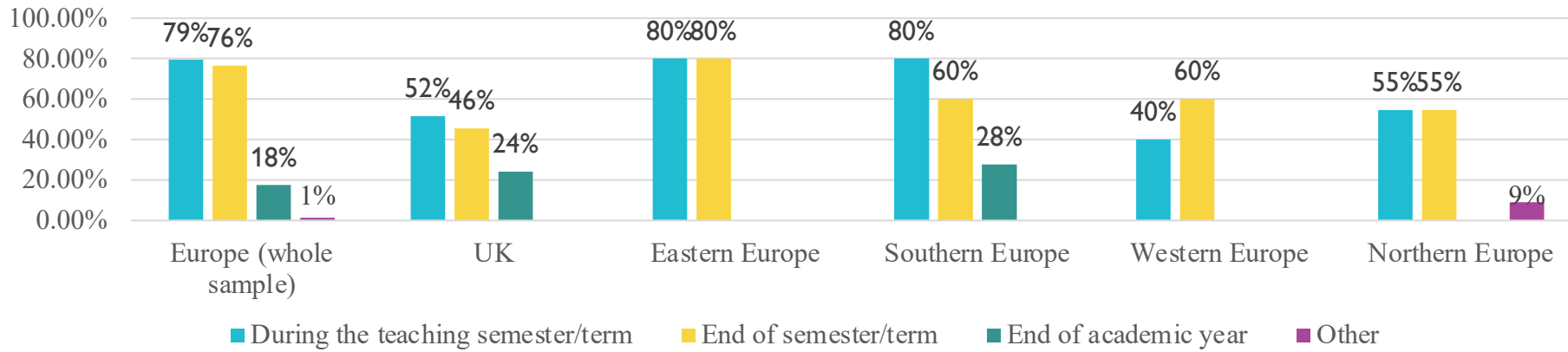
Problem sets are used more than average in Northern Europe (82%), and less in Western Europe (40%). Similarly, textbook exercises are used more in Northern Europe (73%), whereas they are less used in the UK (39%) and Eastern Europe (33%). Online quizzes are used much more in the UK (52%) and they are less used in Northern Europe (18%). Students are more likely to be encouraged to practice with data in Eastern Europe (40%). No Southern European university reported using such resource. Interactive online exercises are more popular in Eastern Europe, where a third of universities encourage their students to practice with them.

# Introductory economics course

Assessment and student support

## In their first economics module, students are most likely to be assessed during or at the end of the semester/term with a closed book exam and/or online quizzes

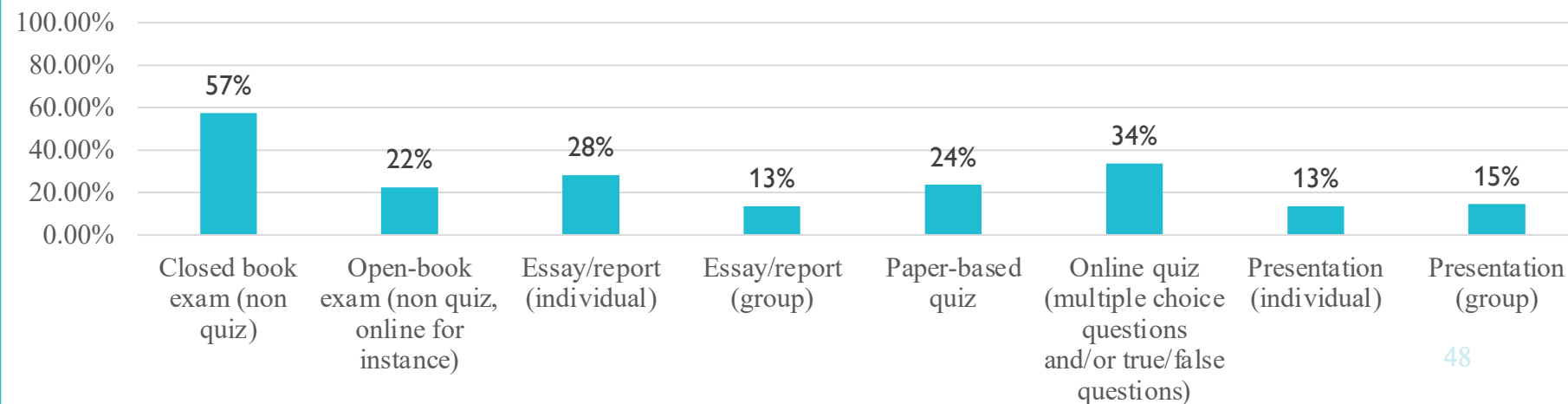
Assessment periods for the introductory economics module across Europe



It is most common to assess students during the term and/or at the end of the term. An end of year assessment period is only seen in the UK and Southern Europe.

In 2021/22, closed book exams and online quizzes were the most common assessments. The proportion of closed-book exams is lower in the UK and higher in Southern and Western Europe. Individual essays are used most often in the UK and least often in Southern and Western Europe. Northern Europe is the region where students are most likely to have group assessments. Eastern Europe is the area with the higher proportion of assessed presentations.

Assessment types for the first introductory economics module

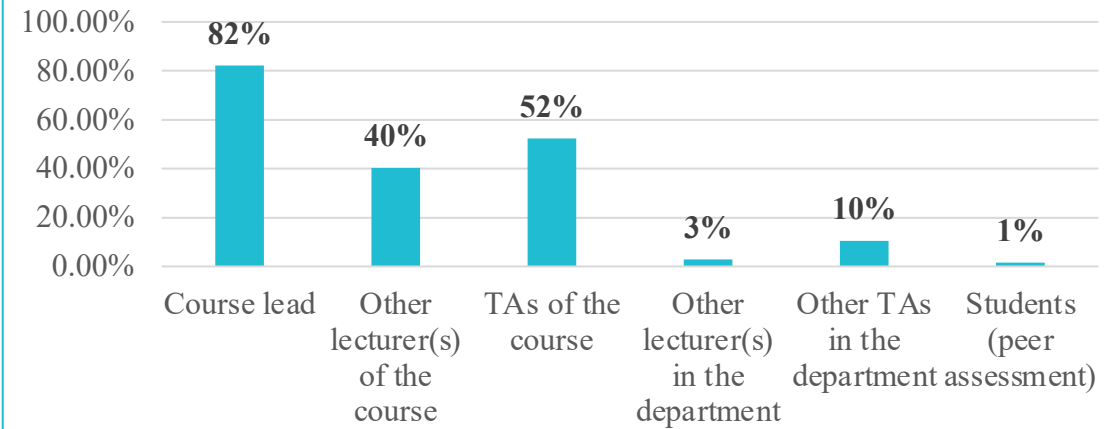




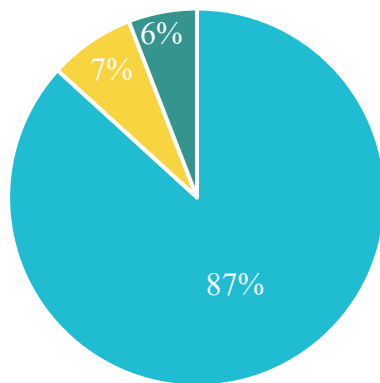
## Module leads are responsible for marking assessments, with Teaching Assistant support also involved, and markers generally using marking criteria that have been shared with students

In Northern European assessments are all marked by the course lead. In Eastern Europe lecturers from other courses are involved with marking more than in other regions. The UK has the highest proportion of marking completed by TAs (91%). There is far less of a role for TAs in Southern and Eastern Europe. Most universities provide students with clear marking criteria before the assessments. These criteria are designed by the module lead 91% of the time in the UK and only 25% of the time in Southern Europe. It is more common in Southern and Northern Europe for all teaching staff to be involved in the design of marking criteria (eg, at programme level).

Who marks students' work on the first economics course?

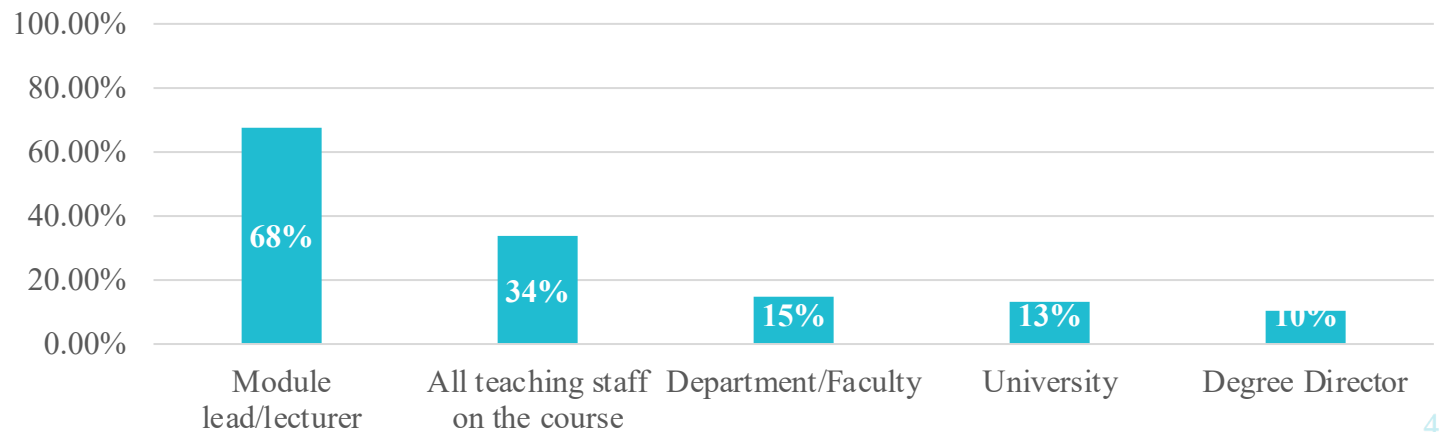


Are assessment-specific marking criteria used and shared with students?

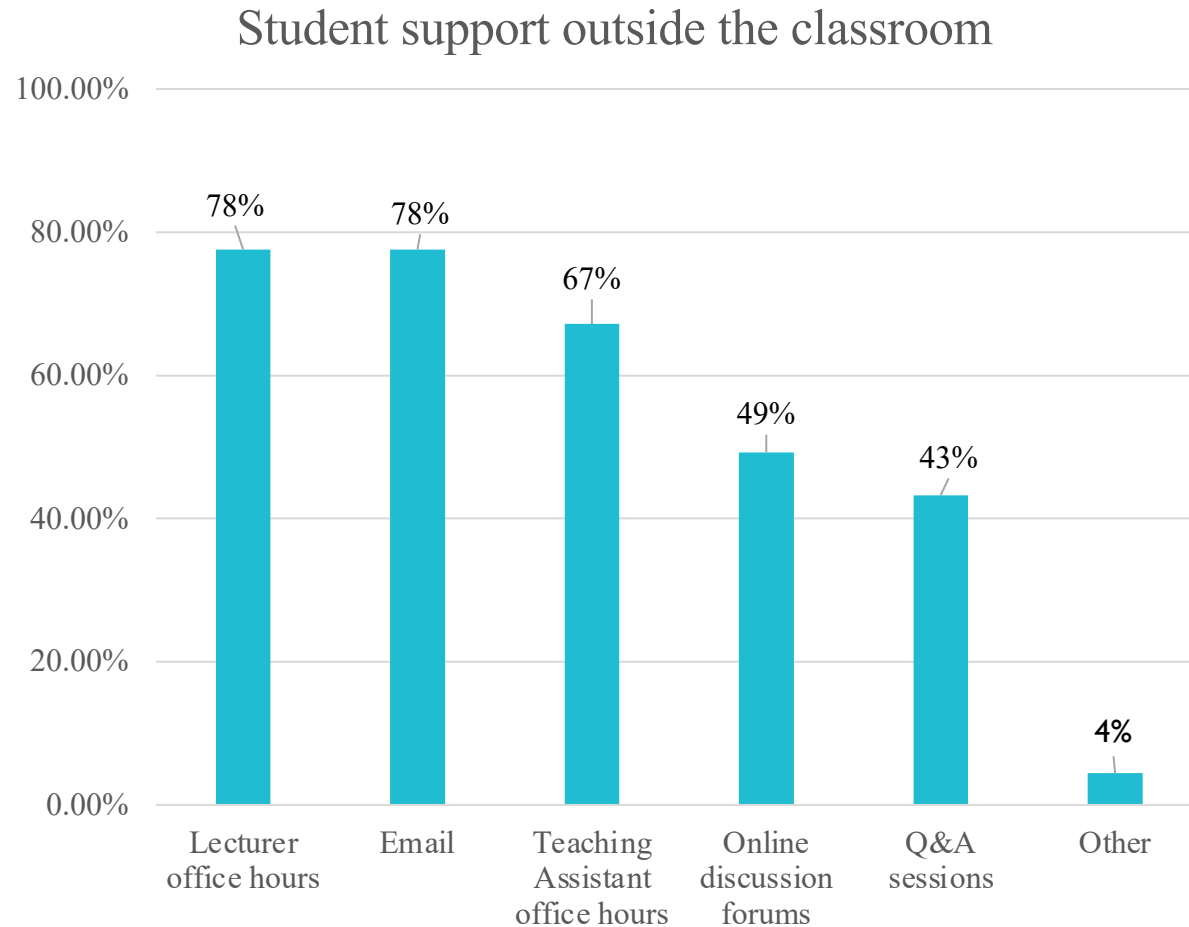


■ Yes ■ No ■ General assessment criteria

Who designs the assessment criteria?



## In the first economics module students get support in office hours and via email, with some but less use of discussion forums



Lecturer office hours are much more frequently offered in the UK (96%) than in regions like Northern Europe (67%) or Western Europe (50%). Similarly, support via email is more common in Eastern (100%) and Southern Europe (92%) than in Western Europe (40%). Teaching Assistant office hours are offered in 67% of universities but are much less common in Northern Europe (33%). Online discussion forums are more frequently used in the UK (65%). Some other types of support mentioned include meetups with a personal tutor and exercise groups/sessions with Teaching Assistants or teaching staff.

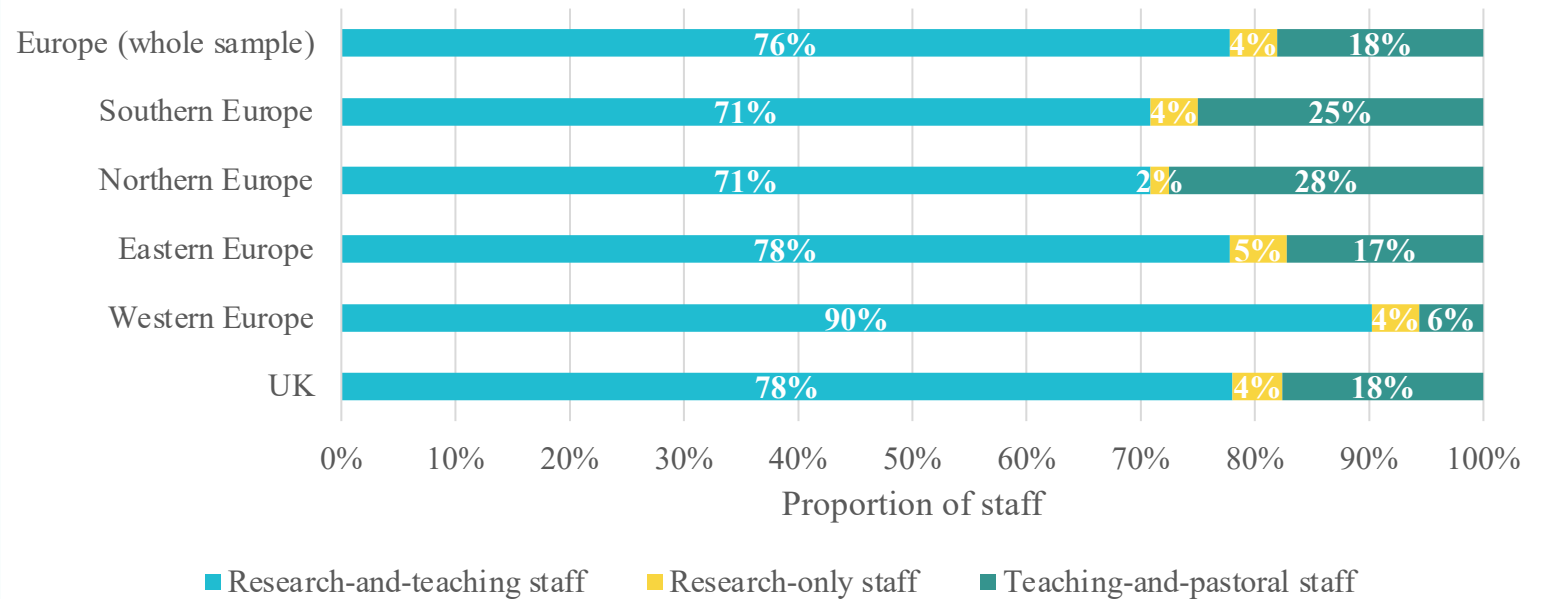
# Incentives and training for education

## Most staff have a research-and-teaching role , with the highest proportion of staff focused on teaching and pastoral care (without research) in Northern Europe

Staff composition varies a lot between universities and geographical areas. For instance, a university in Sweden only has teaching-and-pastoral staff. On the other hand, about 22% of universities only have research-and-teaching staff. Universities in Northern and Southern Europe have a noticeably larger number of staff in teaching-and-pastoral roles, compared to the overall median (15%).

Western Europe is the area where the proportion of research-and-teaching staff is the highest, followed by the UK and Eastern Europe.

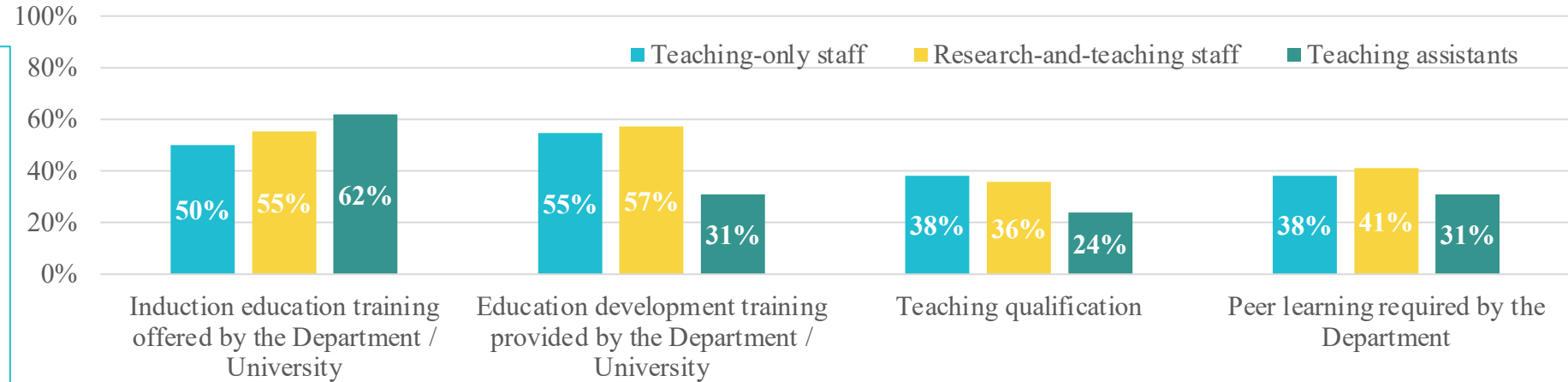
Composition of staff by role across Europe (self-reported values – means)



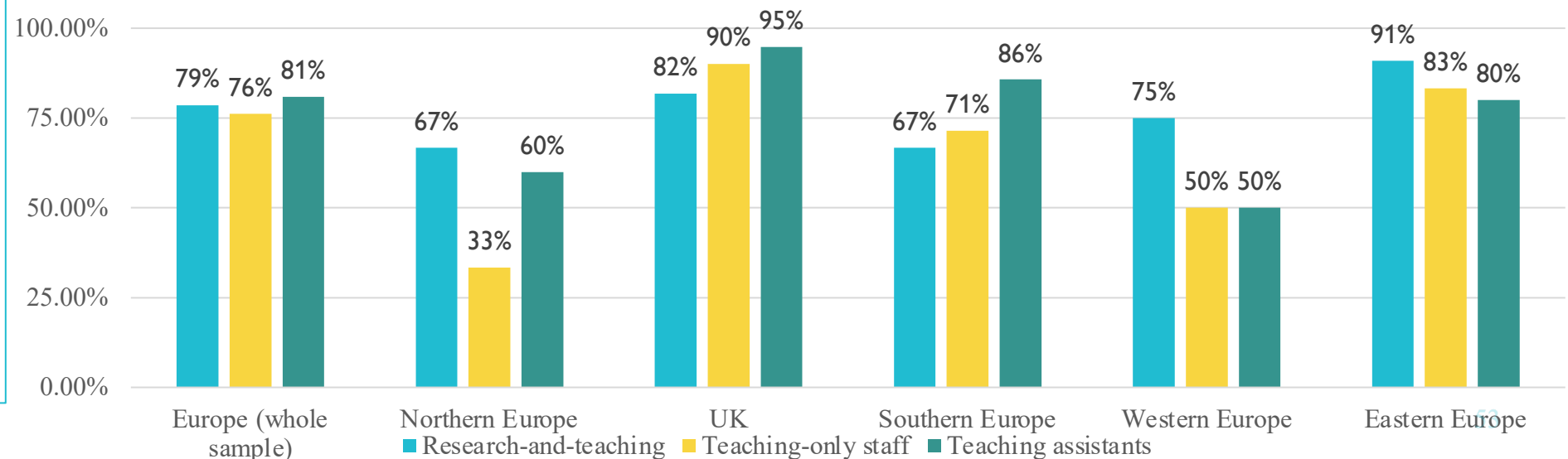
# Staff on different contracts have a similar level of training required, with some variation by region

Induction education training is required more often for Teaching Assistants than other pastoral and teaching and research-and-teaching staff. Education development training delivered by the Department or university itself, is more commonly required for research-and-teaching staff and pastoral and teaching staff than teaching assistants. Teaching qualifications are less often required. Training requirements are highest in the UK and lowest in Northern Europe. There is also more variation across staff in Northern and Western Europe.

Types of teaching training required by role

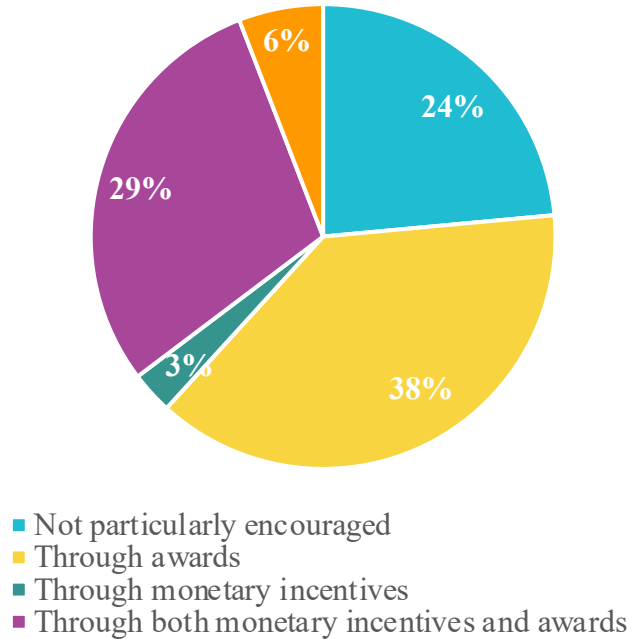


Teaching training requirements by role

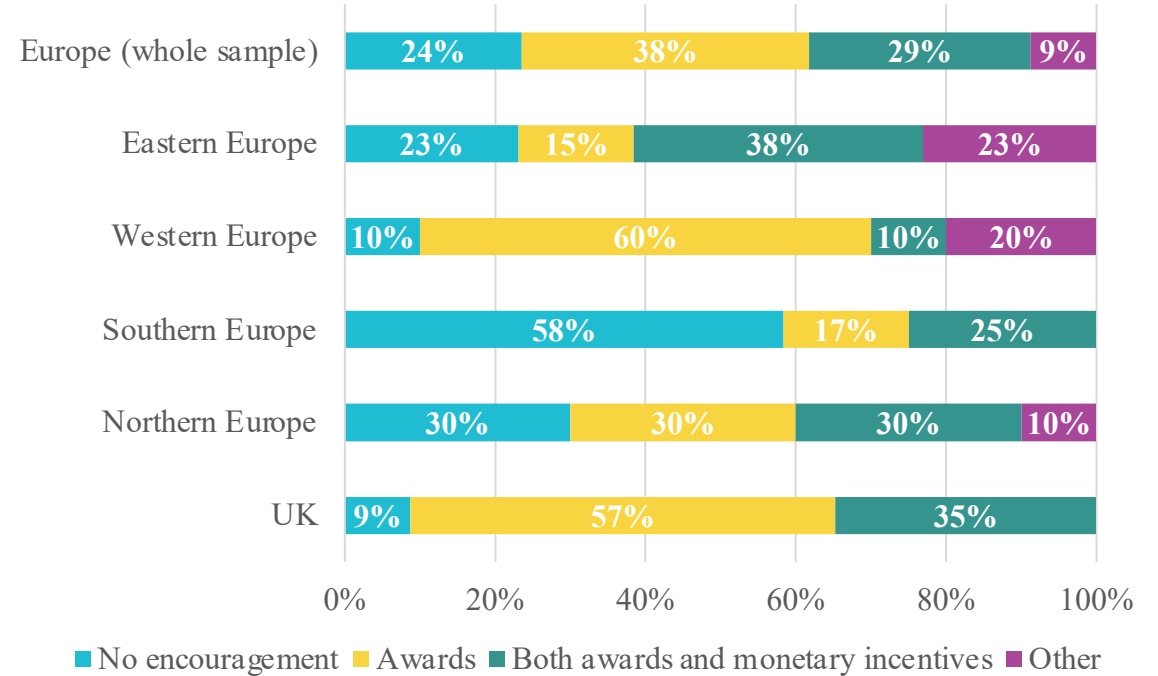


## Three quarters of universities in our sample provide an incentive for teaching excellence

Ways in which universities encourage teaching excellence



Encouraging teaching excellence in Europe by area



Awards work differently according to the university: some are awarded by the faculty, others through student nominations, and others through the Students Union. In the UK, teaching excellence seems to be much more encouraged than in the rest of Europe whereas encouragement seems very limited in Southern Europe. Other methods are sometimes used to encourage teaching excellence, like the monitoring of student feedback by the director of studies that can lead to discussion with the lecturer in case of bad evaluation. Accreditation assessments and bonuses are also used to incentivise teaching excellence. Promotion linked to teaching excellence and the existence of an established career-track were also mentioned.

## Workshop discussion – Training for education scholarship and leadership

Participants discussed the importance of emphasising teaching training and teaching excellence for staff.

They emphasised that if you want academics to take “education scholarship and leadership” seriously, incentives matter. Consequently, it is important to link that to promotion. At the moment teaching evaluations and awards are the main focus for promotion and it was argued we need to go beyond that.

*Suggestion 1:* every five years, academics should present a package of their “education scholarship and leadership” for their promotion (similar to what they do for their research evaluation). This package can include:

- Teaching awards and evaluations
- Grants for teaching innovations
- Research on economic pedagogy
- Participation in education conferences

*Suggestion 2:* the EEA Education Committee can facilitate peer evaluation of education contribution, based on the above package.

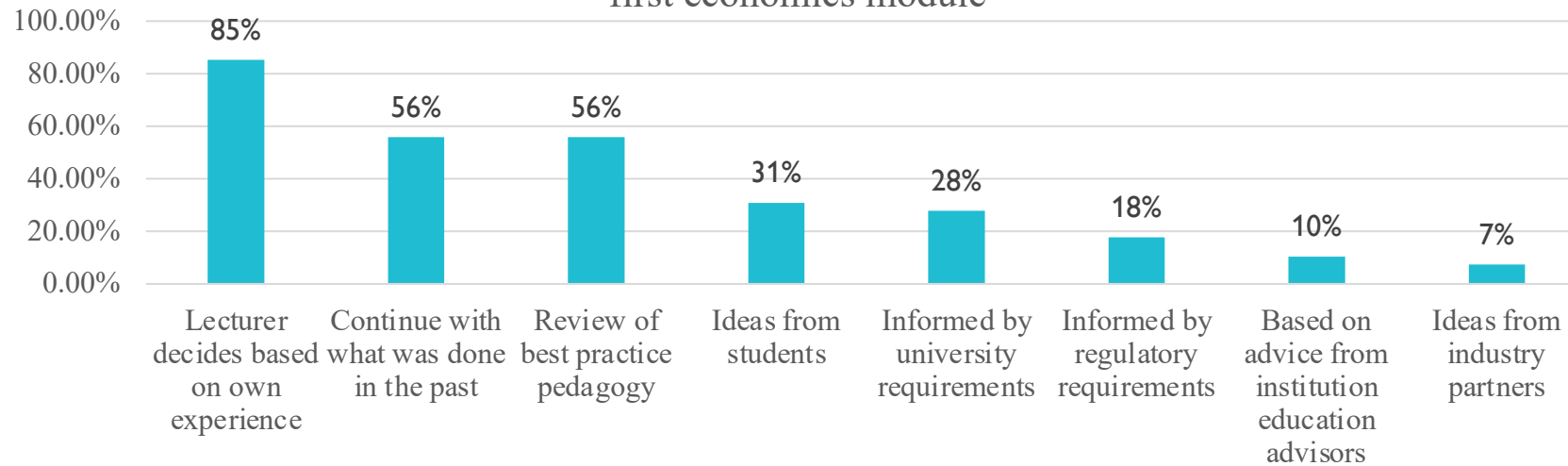
*Suggestion 3:* the EEA Education Committee can host an economics education conference to spread the best practices on the items discussed above.

# Opportunities and challenges for change

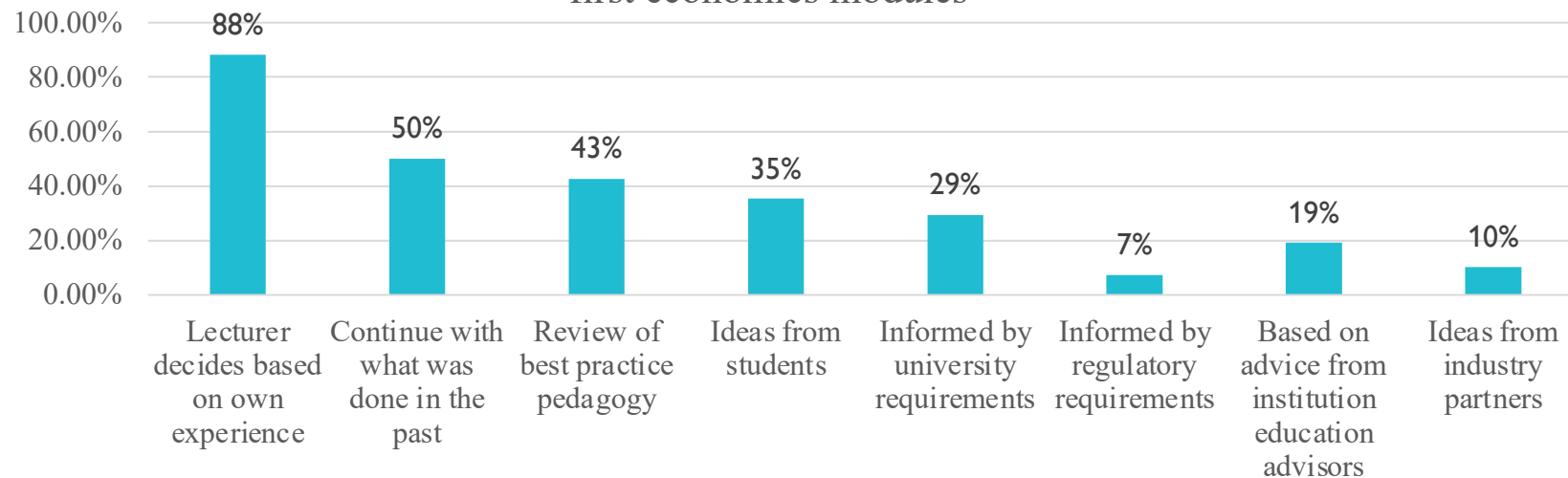


In the first economics module, lecturers have the freedom to make changes to what and how they teach, taking ideas from what was done in the past and to some extent best practice pedagogy

Top three factors that influence decisions about curriculum content in the first economics module

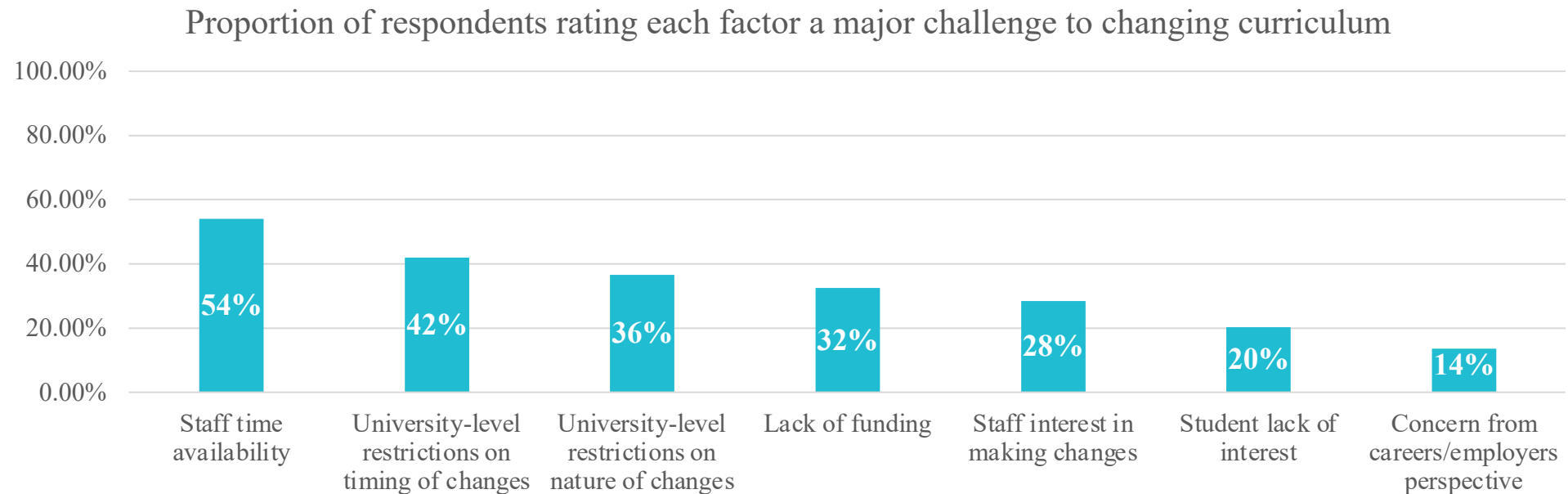


Top three factors that influence decisions about teaching methods in the first economics modules



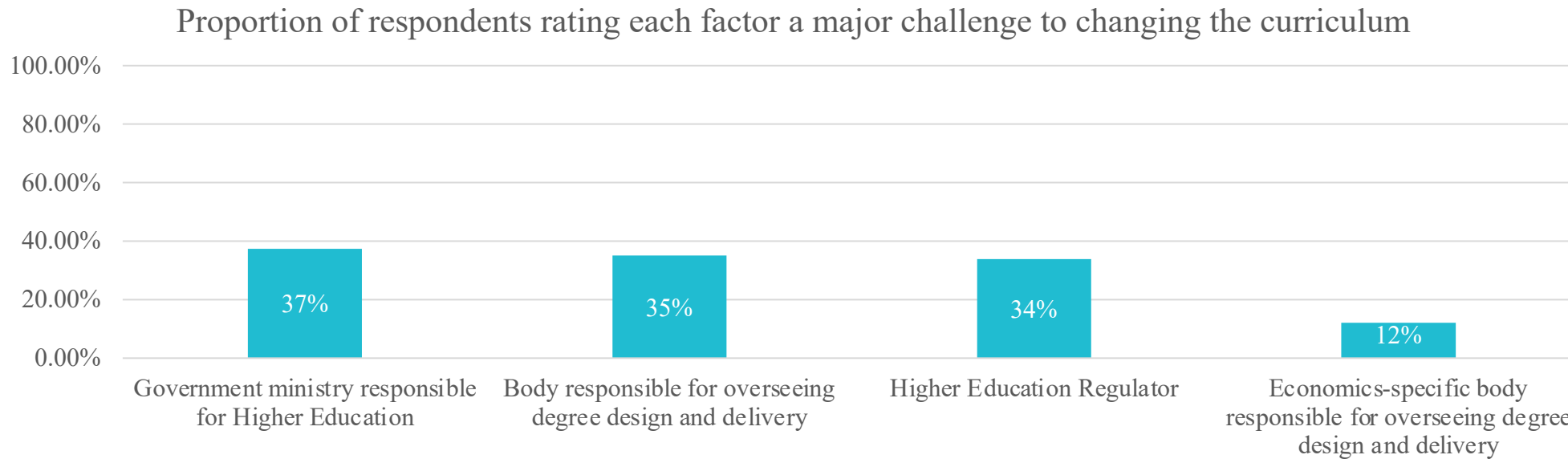
The influence lecturers have on decisions is lower in the UK and Eastern Europe. Past practices have a heavier impact in Northern Europe and a lighter one in Eastern Europe. Reviewing best practice pedagogy is a much more frequent factor in Eastern and Western Europe, and less frequent in Southern and Northern Europe. Ideas from students have more influence in Northern Europe than Western Europe. The impact of University requirements on content is highest in Southern Europe but more prominent in the UK in relation to teaching methods. Advice from institution education advisors is used most in Eastern Europe and ideas from industry partners has most impact in Northern Europe on content and on teaching methods in Eastern Europe.

## Staff time availability is considered the largest constraint to changing the undergraduate economics degree curriculum



More than half of survey respondents ranked staff time availability as an important challenge to making changes to the curriculum. This proportion is higher in Northern Europe (64%) and in the UK (69%). In Eastern and Southern Europe, it seems to be a lesser concern (respectively 36% and 42%). University-level restrictions on the timing of changes is especially prominent as a challenge in the UK and a less important concern in Eastern, Southern and Northern Europe. Lack of funding to support curriculum change is seen as a minor challenge in the UK (12%) and Western Europe (18%) but is a very important concern in Eastern (71%) and Northern Europe (55%). Across regions, staff lack of interest is seen as less of an issue in Southern Europe (13%) compared to other areas.

## External policies and institutions place some but limited constraints on degree curriculum design



The government ministry responsible for Higher Education was identified as the most challenging body with regard to making changes to the undergraduate economics curriculum. In Eastern Europe, 57% of respondents rated it as a major challenge, and this proportion reaches 58% in Southern Europe. In Northern Europe, less than a tenth of respondents consider it a major constraint. The constraining power of bodies overseeing degree design and delivery seems almost as important, again more prominent in Eastern Europe (57%) and Southern Europe (58%) and much less in Northern and Western Europe (0% and 18% respectively). The Higher Education regulator is the third most prominent external challenge although it is again largely a constraint in Eastern Europe (50%) and Southern Europe (58%).

## Workshop discussions on external constraints on economics teaching

Participants discussed the issue of the government and institutional push to return to pre-pandemic style teaching.

A few questions were debated:

- How are institutions interpreting this? Most seem to be back to pre-pandemic model of teaching (e.g. 2 hour “lectures”) but professors have some leeway on how to deliver these sessions. It would be interesting to see how different institutions use this leeway.
- Students are saying they like the flexibility of online/ blended teaching but it can be difficult to motivate them as online teaching is difficult for them as it is easier to disengage.
- There is a focus on what the value of in-person/ human touch really is – a person you can talk to to clarify content and just for support. But are all lecturers seeing this, or will “back to normal” be actually going back to impersonal large-group content delivery as was the norm in many (UK) universities pre-pandemic.
- It is important to evaluate if there is a case for a separate online provision for some students as many have shown a preference? How do we define the provision for students so that they know what they’re getting in to? Can this make our overall provision more inclusive, or does it result in a two-class student body?

Next steps

## The survey and the workshop suggests a case for sharing ideas and experiences across Europe

There is a lot of similarity across European degrees, for example in terms of size of cohort, focus of curriculum content and modes of delivery. There are also differences in the detail of what is taught, how it is taught and how it is assessed that suggests there is scope for those teaching on undergraduate degrees, and with leadership roles, to share ideas across country borders.

With this in mind there are a number of next steps for us to take forward as the EEA Education Committee.

- Promote wider understanding in the profession of the similarities across European degrees, to facilitate recognition of the value of discussing teaching practice with colleagues in other countries.
- Identify ways to facilitate more regular engagement between economics educators across universities in Europe, for example through a discussion forum.
- Host workshops, including at the annual EEA Congress Education Session, on themes emerging from the survey around, for example, assessment methods, using different resources to inform curriculum design and incentivising excellence in economics education.
- Encourage universities across Europe to engage with the EEA Teaching Awards and Seed Fund Grants to support those who are actively seeking to improve economics education and share the practice of award winners with the EEA Community.

Further reading

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# Survey Questions

Appendix

## Section 1: Contact and university information

1. Name\*
2. Contact email\*
3. Country
4. University
5. Department
6. Role\*
7. Status of the university: public / private / other
8. Does your university provide any of the following for undergraduate economics students? \*
  - Merit-based scholarships
  - Means-based scholarships
  - Merit based scholarships conditional on means
  - None of the above
  - Unsure
  - Other (please specify)
9. Does your Department/School/Faculty teach a degree with a significant economics component?
  - Yes [Take to Section 2]
  - No [Take to next question]
10. Does your Department/Faculty teach any undergraduate economics courses, even if they do not teach a degree with a significant economics component?
  - Yes [take to section 4]
  - No [move to last section]

## Section 2: Information on the main economics degree programme taught by your department

Please answer this question by considering the main undergraduate economics degree taught in your Department/School/Faculty, namely the one with the most economics courses. A degree programme is considered undergraduate if it leads to a bachelor's qualification (BA or BSc) or equivalent.

We use the term course to refer to a set of classes focused on a given subject, which may also be called a module or other name in your institution. If you only teach economics courses on non- economics degrees outside your department, please mention that in the first question and move to the next section. Please leave blank anything not relevant to your department.

1. Name of the degree
2. Language of instruction
  - National language
  - English
  - Mix of national language and English
  - Other (please specify)
3. Average number of years to complete the degree programme
  - <3
  - 3
  - 3.5
  - 4
  - 4+
4. Entry requirements (tick all that apply)
  - Honours / specific grades in a secondary education qualification
  - Specific grades in high school
  - Entry exam
  - Entry interview
  - Previous relevant experience
  - Language qualification
  - None of the above
  - Other (please specify)

## Section 2: Information on the main economics degree programme taught by your department



5. Total number of first-year students taught in this programme in 2021/22
  - 0-25
  - 26-50
  - 51-100
  - 101-250
  - 251-500
  - 501+
6. Percentage of courses in your main economics degree that are compulsory (by ECTS, i.e. European Credit Transfer System)  
*Slider*
7. Percentage of non-economics courses that students are allowed to take during their degree (by ECTS) (For example, Economics courses can be “Labour Economics”, “Econometrics”, “Introduction to Mathematics for Economists”. Non-economics courses can be “Introduction to Management”, “Accounting”, “International business”, “Pure Statistics”)  
*Slider*
8. Do students take a foreign language as part of their degree? \*
  - Yes (compulsory)
  - Yes (optional)
  - No
9. Which type of work experience, if any, is built into the programme? [tick all that apply] \*
  - Compulsory work shadowing
  - Compulsory internship(s) during the year
  - Compulsory internship(s) over holidays
  - Compulsory placement year
  - Optional placement year
  - Apprenticeship
  - Voluntary work
  - Other (please specify)
  - None of the above



## Section 2: Information on the main economics degree programme taught by your department

10. Do you offer any of the following careers-related activities to your students? [tick all that apply] \*

- Student research/teaching assistance within your university
- Career events
- Alumni events
- Employer events
- Employability skills courses/workshops
- Support for internship and work applications
- One-to-one careers support provided by expert careers advisors
- One-to-one careers support provided by the academic careers lead
- One-to-one careers support provided by a personal tutor
- Mentoring
- Events and support provided by student societies linked to your Department/School/Programme
- Other (please specify)
- None of the above

### Section 3: Curriculum of your main economics degree

Please answer this question by considering the main undergraduate economics degree taught in your Department/School, namely the one with the most economics courses.

1. When considering the design of your economics degrees to what extent do you consider each of the following a constraint on your ability to make changes to the degree? [scale 1 to 5; 1 is not a challenge at all and 5 is a major challenge]

*Matrix/Rating scale*

- Staff time availability
- Staff interest in making changes
- University-level restrictions on timing of changes
- University-level restrictions on nature of changes
- Student lack of interest
- Concern from careers/employers' perspective
- Lack of funding
- Other (please specify)

2. When considering the design of your economics degrees to what extent do you consider each of the following a constraint on your ability to make changes to the degree? [scale 1 to 5; 1 is not a challenge at all and 5 is a major challenge]

*Matrix/Rating scale*

- Government ministry responsible for Higher Education
- Higher Education Regulator
- Body responsible for overseeing degree design and delivery (eg, in the UK a body called the Quality Assurance Agency provides guidelines on economics curriculum)
- Economics-specific body responsible for overseeing degree design and delivery

3. Please use this space to provide more information on any university or government regulations you are particularly mindful of when designing your degree.

### Section 3: Curriculum of your main economics degree

4. As of 2021/22 which of the following selected subject areas are taught in your main economics undergraduate degree, at what level and do students have to study the subject at least one during the degree?

*Matrix of Dropdown Menus*

Subject	Highest level at which taught	Is it compulsory to take this subject at some point in the degree?
Economics for Business (or similar)	Introductory/Intermediate/Advanced	Yes/No
Microeconomics (including in combined Economics course)		
Macroeconomics (including in combined Economics course)		
Econometrics		
Economic History and/or History of Economic Thought and/or similar		
Research methods or similar		
Courses that focus on inequality, for example Economics of Racism, Gender Economics, or similar courses		

5. Are any of the following worth 20% or more of the ECTS credits in any year in your main undergraduate economics degree programme? [tick all that apply]
- Dissertation/individual research project offered as a course (compulsory)
  - Dissertation/individual research project offered a course (optional)
  - Group research project offered as a course (compulsory)
  - Group research project offered as a course (optional)
  - Research-based course(s) (compulsory) (ie, students conduct research themselves)
  - Research-based course(s) (optional) (ie, students conduct research themselves)
  - None of the above
  - Other (please specify)



#### **Section 4: Teaching methodologies in your first compulsory economics course**

Please answer the questions below for your first economics compulsory course (module/semester-term long course/whole year course) taken by students on the degree programme discussed in the previous sections. This could be called Intro to Economics, Economics Principles or similar. If you teach Microeconomics and Macroeconomics separately as essentially two parts of one first year course, please consider both when answering these questions.

If they take several economics courses simultaneously, answer the questions for the one that is the most general and sets the base for the rest of the degree's economics courses.

**Please answer for 2021/22.**

If you do not have an undergraduate economics degree, please answer these questions for the undergraduate economics course that you teach students that is closest to an Introduction to Economics course.

A – General information on the introductory economics course

1. Name of the course (in English or Home Language)
2. Number of students in 2021/22 (following your main economics degree as well as other programmes within and outside of your department)
  - 0-25
  - 26-50
  - 51-100
  - 101-250
  - 251-500
  - 501+
3. What proportion of the cohort studying this course does not major in your main economics degree?\* [0%, 1-25%, 25-50%, 50-75%, 75-100%]

#### Section 4: Teaching methodologies in your first compulsory economics course

4. Please complete the table below relating to the different type of live classes students attended in 2021/22 in this course.

	Online only, In-person only, Option to attend an online only session or an in-person session, Online and in-person at same time (hybrid)	Contact hours per week in course	Number of students per live session	Attendance mandatory, with monitoring (yes/no)
Lectures				
Workshops				
Computer-based classes				
Small classes (seminar/tutorials)				
Other				

## Section 4: Teaching methodologies in your first compulsory economics course

### B. Teaching materials and approaches

5. Select the top three from this list below that most influence decisions about the curriculum content and course material used on this course?
  - Continue with what was done in the past
  - Lecturer decides based on own experience
  - Based on advice from institution education advisors
  - Review of best practice pedagogy in literature/conferences
  - Ideas from students (in feedback or through parentships)
  - Ideas from industry partners
  - Informed by university requirements (eg, requirements for every degree in your institution)
  - Informed by regulatory requirements (eg, quality assurance requirements for economics degrees in your country)
  - Other (please specify)
  
6. Select the top three from this list below that most influences your decisions about the teaching methods used on this course?
  - Continue with what was done in the past
  - Lecturer decides based on own experience
  - Based on advice from institution education advisors
  - Review of best practice pedagogy in literature/conferences
  - Ideas from students (in feedback or through parentships)
  - Ideas from industry partners
  - Informed by university requirements (eg, requirements for every degree in your institution)
  - Informed by regulatory requirements (eg, quality assurance requirements for economics degrees in your country)
  - Other (please specify)

## Section 4: Teaching methodologies in your first compulsory economics course

### B. Teaching materials and approaches

7. What type(s) of asynchronous material do you use in this course (ie, materials that students work on outside of the classroom)? [tick all that apply]
  - Textbook
  - Research papers
  - Books
  - News articles
  - Webpages
  - Online simulations
  - Pre-recorded videos
  - Datasets
  - Other (please specify)
  - None
8. If you use a textbook, please provide its title and main authors:\*
9. How would you describe asynchronous material to the students on this course?
  - Core material
  - Additional material
  - Not applicable

### B. Teaching materials and approaches

10. In this course, how would you describe the main style of teaching in live sessions? Choose one option for lectures and one option for classes, selecting the one that is most common for the course:
- Traditional ('chalk and talk'/write solutions from front) [Lecture/Other Classes]
  - Mix of traditional with interactive parts through polls or other similar technologies [Lecture/Other Classes]
  - Mix of traditional with interactive through dialogue between students and between staff and students [Lecture/Other classes]
  - Flipped (ie, students required to do specific work in advance and come to class to discuss) [Lecture/Other classes]
  - Team-based learning (explanation here: <https://cft.vanderbilt.edu/guides-sub-pages/team-based-learning/>) [Lecture/Other class]
  - Other (please specify)
11. Please explain in the box below how much autonomy teaching staff have over their choice of teaching approach in your degree. [textbox]

### C. Support for students

1. What are the three most important resources that you encourage students in this course to use to practice what they learn?
- Exercises in textbook or similar
  - Interactive online exercises
  - Problem sets
  - Data works
  - Online quizzes
  - Revision lectures
  - Other (please specify)
2. How do you support students outside the classroom if they have queries in this course? [tick all that apply]
- TA (Teaching Assistant) office hours
  - Lecturer office hours
  - Email
  - Online discussion forums
  - Q&A sessions
  - Other (please specify)

## Section 4: Teaching methodologies in your first compulsory economics course

### D. Assessments

1. When are students typically assessed in this course?
  - During the teaching semester/term
  - End of semester/term
  - End of the academic year (in an exam term/period separate from the teaching period)
  - Other (please specify)
  - This course is not summatively assessed
  
2. Which of the following are part of the assessment (ie, count towards the final grade for the course) on this course? [tick all that apply]
  - Closed book exam (non quiz)
  - Open-book exam (non quiz, online for instance)
  - Online quiz (multiple choice questions and/or true/false questions)
  - Paper-based quiz
  - Essay/report (individual)
  - Essay/report (group)
  - Presentation (individual)
  - Presentation (group)
  - Multimedia (video/podcast or similar) output (individual)
  - Multimedia (video/podcast or similar) output (group)
  - Other (please specify)

## Section 4: Teaching methodologies in your first compulsory economics course



### D. Assessments

3. Who marks students' work on this course? [tick all that apply]

- Course lead
- Other lecturer of this course
- Other lecturer(s) in the department
- TAs of the course
- Other TAs in the department
- Students (peer assessment)
- Other (please specify)
- Not Applicable

4. Are explicit marking criteria shared with students in advance of assessments on this course?

- Yes
- No
- Other (please specify)
- Not Applicable

5. Who designs the assessment criteria for this course? [tick all that apply]

- All teaching staff on the course
- TAs
  - Lecturer(s) / module lead
- Student-lecturer partnership
- Inherited from previous lecturer
- Degree Director
- Department/Faculty
- Institution/University
- Accreditation body
- Other:



#### **Section 4: Teaching methodologies in your first compulsory economics course**

6. If you answered (Section 4) for two separate Microeconomics and Macroeconomics courses, please use this space to provide any information you have not been able to properly explain in the questions above.\*
7. Please explain in the box below if your answers to any of these (Section 4) questions about your selected course were different for 2021/22, because of Covid-19 or similar issues. \* [textbox]



### Section 5: Staff-related policies (remuneration, career track)

1. Approximately what proportion of staff in your Department / School / Faculty have a research-and-teaching role (based on Full Time Equivalents)?
2. Approximately what proportion of staff in your Department / School / Faculty have a research-only role (based on Full Time Equivalents)?
3. Approximately what proportion of staff in your Department / School / Faculty have a teaching-only role (based on Full Time Equivalents)?
4. Considering the following training and professional development requirements, please select which are required by your institution for each category of staff.

	Research and teaching staff	Teaching-only staff	Teaching assistants
Induction education training delivered by University/Dept			
Education development training delivered by University/Dept			
Peer learning required by your Department			
Spontaneous peer learning			
Non-certified external training courses			
Teaching certification			
Other (please specify)			
None			

5. How does your university encourage teaching excellence?
  - Through monetary incentives
  - Through non-monetary incentives such as awards
  - Other (please specify)
  - My university does not seem to encourage teaching excellence in any particular way
6. Please use this space to explain your answer to the previous question and give more details.