



Teaching Economics

More Alternatives to Chalk and Talk

Edited by William E. Becker, Professor of Economics, Indiana University, Bloomington, US, Adjunct Professor, School of Commerce, University of South Australia and Editor, Journal of Economic Education and Editor, Economic Research Network Educator, Michael Watts, Professor of Economics and Director, Center for Economic Education, Purdue University, US and Associate Editor, Journal of Economic Education and Suzanne R. Becker, Assistant Editor, Journal of Economic Education

This fascinating sequel to the 1998 Teaching Economics to Undergraduates provides more alternatives to the lecture and chalkboard approach that dominates university economics teaching. Distinguished contributing authors provide a wide range of innovative teaching techniques and examples aimed at more effectively engaging undergraduates in the learning of economics.

'This book is crammed with useful ideas which can be implemented in a variety of courses. . . This reviewer recommends the addition of TE to the bookshelf of anyone interested in incorporating active learning methods in the economics classroom, as well as those who have taken the plunge without the benefit of a similar volume.'

– Robert S. Gazzale, Journal of Economic Literature

'This must sit alongside the previous volume as an essential source of teaching strategies for the thoughtful economist. Becker and Watts have succeeded again in providing a book which should push the profession forward in its thinking as well as its practice in teaching a new generation of economists.'

– Peter Davies, University of Staffordshire, UK and Co-Editor, International Review of Economics Education

Acclaim for Teaching Economics to Undergraduates:

'Teaching Economics to Undergraduates deserves a prominent spot on the bookshelves of all economists who are interested in improving the effectiveness of their teaching, especially those with important undergraduate teaching responsibilities. Following an introductory essay, 11 chapters provide very specific ideas of new ways to structure one's teaching. Each chapter also contains a useful list of "dos and don'ts" that adds to their effectiveness.'

– Craig Swan, Journal of Economic Education

'It should prove most helpful and beneficial to anyone who has a desire to be more innovative in the way he or she teaches economics to undergraduates, for this reason I give this book an enthusiastic thumbs up! . . . I wholeheartedly recommend this book to anyone contemplating changing his or

her style of teaching undergraduate economics.'

– Richard J. Torz, Eastern Economic Journal

'Almost every instructor reading this book will gain some valuable, low-cost, new ideas to supplement their courses.'

– R.M. Whaples, Choice

'The editors and authors are outstanding teachers who have thought a great deal about how to make economics accessible to students with a wide range of learning styles. This systematic treatment of the subject will be extremely valuable for those who want to make their classrooms creative learning laboratories and for those who are trying to develop effective teaching and learning tools. I heartily recommend this work to all serious teachers of economics.'

– Michael Parkin, University of Western Ontario, Canada

'Recent years have witnessed a decline in the numbers of students studying economics in colleges and universities, not just in the USA but all over Europe. Some say that this is the result

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of the kind of subject economics has become: excessively technical, ever more mathematical. Perhaps so but in that case, it is even more important than ever to teach economics better, more effectively, more interestingly. Here is a book that looks critically at different ways of achieving that. It represents a substantial contribution to economics education.'

– The late Mark Blaug, formerly of the University of London and University of Buckingham, UK

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