

### **Overview of the Program**

The Department of Economics Teacher Training Program has been in operation since 1978. Beginning in 1997, the program took on its current form.

**Module one** provides mandatory training to teaching assistants. It is offered during the early part of fall semester to those graduate students expected to serve as teaching assistants during the academic year. There are five sessions, each of which lasts two hours.

**Module two** provides additional, mandatory training for those graduate students scheduled to teach their own course for the first time. Those enrolled in module two will meet during the latter portion of the spring semester. The successful completion of module one is a prerequisite for participation in module two. Module two comprises four sessions of about two hours each.

**Econ 311** The course requirement of Econ 311 is successful completion of modules one and two. To successfully complete both modules, students must attend all TTP sessions and complete all TTP assignments. Students typically register for Economics 311 in the spring of their second year.

### **Module One Introduction**

The Teacher Training Program (*TTP*) has been part of the curriculum of the Department of Economics at UNC since 1978. Over the years, many of the faculty in our department have prepared materials and made presentations in the *TTP*. This manual is the result of our collective effort. The TTP is a shared responsibility of Professors Patrick Conway, Michael Salemi and Helen Tauchen. Our Graduate Assistant is Rouben Atoian.

*TTP* is designed to help participants develop a teaching style that works. **There is no one right way to teach.** There are many effective teaching styles. The *TTP* provides participants with the opportunity to learn about different teaching methods and how to use them. It also provides you with "90/90" suggestions--suggestions about teaching that work 90 percent of the time for 90 percent of instructors. We expect participants will judge the TTP to be a good investment that pays dividends both in terms of your comfort and confidence in the classroom and in the learning achieved by your students.

Module One has two components: seminars in teaching, and an individual critique of your technique through videotaping and discussion. The first five sessions are seminars in teaching. The first session deals with some of the basics of teaching and the second provides you with an opportunity to practice for your first recitation. The third offers guidance on writing and grading exams. The fourth is devoted to active learning techniques. The fifth session introduces our video critiquing program and provides additional information about active learning and student learning styles. The critiques have two goals: to help participants realize the good practices you have already developed and to offer a few **constructive** suggestions. Past participants say that videotape feedback is the most useful part of the *TTP*. The *TTP* is a development program and not an evaluation program. We do **not** provide administrators or faculty with formal or informal evaluations of your teaching.

## **Module 1 Schedule**

- Session 1      **Introduction to Teaching at Carolina**
- Session 2      **Microteaching:** Getting ready for your first recitation
- Session 3      **Evaluating Students: Exam Writing and Grading**  
Walstad and Saunders (Chapters 19 and 20)
- Session 4      **Using Active Learning in the Classroom**  
Walstad and Saunders (Chapter 16)
- Session 5      **Introduction to Videotape Critiques**  
**Practicing Active Learning Skills**  
Walstad and Saunders (Chapter 21)

## **Module Two Schedule**

- Session 1      **Course Planning**  
A Teaching Intermediate Economic Theory, @ Handbook, Chap. 5  
A Learning Theory and Instructional Objectives, A Handbook, Chap 8
- Session 2      **Lecturing**  
A Lectures as an Instructional Method, @ Handbook, Chap. 12
- Session 3      **Active Learning**  
A An Illustrated Case for Active Learning, @ Salemi, *SEJ*, 68(3)  
*Teaching Economics to Undergraduates*, Becker and Watts, 1998
- Session 4      **Assessment**  
Essay Questions and Tests, @ Handbook, Chap. 20

William Walstad and Phillip Saunders, *Teaching Undergraduate Economics: A Handbook for Instructors*, Irwin McGraw Hill Publishing Company, New York, 1998. This is available at the University bookstore.