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Office: G23 Drayton House
Student support and feedback hours: Mondays 1.30PM-2.30PM (Term 2) or by appointment

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Module Description: What you will Learn

This academic year (and perhaps beyond) is going to be very different from anything anyone of us have experienced in the past. This document alongside the Key Module and Assessment materials on the [Econ0009 Moodle page](#) are intended to provide you with an overview of how you will learn and be assessed in this module. While this is an interesting time to be studying education and migration and how they affect inequality as we are, it may also be a trying time for you (and me!) personally. Please note that there are various different ways to get in touch with me if you are feeling unsure or overwhelmed, or simply want to have a chat.

This module introduces first year students to how economists think about important policy issues. Students will be encouraged to read and write critically, and to give presentations in front of their peers. This means going beyond the mathematical tools developed in the other first year courses and developing a deeper understanding of the basic principles of economics and their applications. The focus of the module is on migration and education, two potential drivers of inequality, and how policy on these issues can be designed to maximize social welfare. Students will gain experience in writing like an economist, presenting their work, and working in teams to analyse real world problems.

Weekly Structure: How you will learn

NB: Please note that the details of readings and other elements of this syllabus may be updated at various points during the term.

Each Wednesday you will get access to the prep materials for the following week as well as the tasks (usually a weekly quiz and a discussion forum activity) to be completed before the live session on Mondays. In addition, both I and your teaching assistant will have regular student support and feedback hours where you can drop in to discuss any issues around this module. Please find below a brief rundown of all these activities; details of all of these are on the Econ0009 Moodle page.

Core materials/Prep for live session: Wednesday-Sunday each week

A selection of readings, videos, podcasts and other materials will be posted each Wednesday along with activities for you to complete such as posting on the discussion forum and completing an iRA (see below for details). These will need to be completed before the live sessions on Mondays.

Live Sessions with Prof Chaudhury: Mondays 11AM-1PM

In these interactive sessions, we will discuss the broader topic for the week and you will work in teams on specific tasks related to the policies for that week.

Live tutorial sessions: TBC

In these interactive sessions, you will work in small groups and with your tutor to receive and give feedback on the writing assignment for that session.

Study groups: TBC

Assessment: There are regular iRAs, a final Moodle quiz and a team research report as described on the next page.

Assessment information: How your learning will be examined

Summative Assessment:

There are three elements included in the final assessment for this module.

- 4 **individual Readiness Assessments** (iRAs – Moodle quizzes) which will together account for **20%** of the final mark in the module. These will be at the start of each Learning block.
- A **60-minute Moodle quiz** (scheduled for the last week of Term 2) which will account for **40%** of the final module mark.
- Team policy report (due at the beginning of Term 3) which will account for **40%** of the final module mark.

Formative Assessment:

There are three elements to the formative assessment for this module:

- *Discussion Forum Engagement*: Each week, you will be provided with a prompt to discuss, and guidance about when and how to post.
- *Assignments*: These will be short analytical essays. All assignments should be submitted using Moodle (through Turnitin). Feedback on problem sets will be returned to you through Turnitin as well.
- *Tutorial attendance and participation*: Tutorials will be interactive meetings where you will get a chance to ask questions and participate in discussions about economic issues related to this module. It is therefore vital that you attend these and maintain active participation.

Formative assessment marks do not count towards the final mark in this module. ***But please note that in case of inadequate performance in coursework or absence from classes the course lecturer may recommend to the Departmental Tutor that he consider barring a student from the final assessments.***

Please see the Economics Student Support Moodle page for more on Extenuating Circumstances, Statements of Reasonable Adjustment and any other assessment-related issues.

Readings:

Please note that you should start reading these *before* the relevant lecture. In addition to these readings, you will be asked to read a set of short articles prior to each writing assignment to introduce you to each form of writing you will be asked to complete. Additional articles will also be referred to during our live sessions and/or posted on the Moodle page, and you will be expected to read these on your own time (the Moodle quizzes will cover all such readings).

Learning Block 1 (Markets):

- This syllabus (there will be an **iRA** on it in preparation for the first week!)
- Richard Freeman, “It’s better being an economist (but don’t tell anyone)”, *JEP* 1999.
- Coles et al., “The job market for new economists”, *JEP* 2010.

Learning Block 1 (Application of basic concepts):

- [The Economy](#), The CORE Project
- Robert Frank, *The Economic Naturalist*
- Camerer et al., “Labor Supply of New York City Cab Drivers”, *Quarterly Journal of Economics* 1997.
- Lalith Munasinghe and Nachum Sicherman, “Why do Dancers Smoke: Time Preference, Occupational Choice and Wage Growth”, *European Economic Journal* 2006.

Learning Block 2 (Immigration)

- Borjas, *Labour Economics*, chapter on Immigration
- Algan et al. “The Economic Situation of First and Second-Generation Immigrants in France, Germany and the United Kingdom”, *Economic Journal* 2010.
- David Card, “Immigration and Inequality”, *American Economic Review* 2009.

Learning Block 3 (Education)

- Borjas, *Labour Economics*, chapter on Human Capital/Education
- Stephen Machin and Anna Vignoles, *What’s the Good of Education?* Princeton University Press 2005. (Chapters 1 and 2)

Use the following websites to update the statistics in this book:

<https://www.tes.com/news/timeline-history-education>

<https://www.gov.uk/browse/education>

Format of the lectures: Team-based learning¹

In this module, we will be using a learning framework known as ‘team-based learning’ (TBL): much of the work done during the lectures will be done in teams. These teams will be assigned at the beginning of the term.

How does TBL work? You will spend most of your time working in teams, applying what you’ve learned from the assigned readings and tasks (and your existing economics knowledge). The module is divided into three blocks; each block lasts a few weeks and follows the same structure:

1. Students go through the assigned material for the unit. There will be reading guides provided that are a series of questions that you should be able to answer by the time you come to class.
2. At the beginning of each learning block, students will take an “individual Readiness Assessment” (iRA) or quiz during the lecture in order to be sure that they have sufficient knowledge to tackle the block. These form part of the final mark in the module (as explained on the first page). Questions will primarily cover definitions or simple applications of facts and definitions.
3. Immediately following the iRA, students will answer the same questions as a team, with a “team Readiness Assessment” (tRA). These scores will not form part of the final mark.
4. I will address common errors on the RA to the class as a whole.
5. During the live sessions for the rest of the block, teams solve real-world problems and answer questions that economists must answer as they do their work. These Team Applications (TAs) pose a question and ask each team to make a decision. Your team will need to poll each member, listen to each member’s ideas and their explanation of why their idea is the best, and then reach a team consensus. At the end of your deliberation, all of the teams will simultaneously report decisions. Then we’ll discuss the question as a class. Any member of your team may be called upon to explain your team’s response.

I will assign teams before the first lecture. You may not choose your own team and once teams are formed, they will only be changed under extreme circumstances.

Peer Feedback: You will get a chance to give and receive peer feedback on your writing assignments throughout the term. This is in addition to feedback from the tutor.

Bite-size Lectures: For each live session, I will deliver mini lectures (about 10 minutes each) on the topic at hand. These will serve to (i) summarize and address answers to the readiness assessments, (ii) set the stage for the team activities, and/or (iii) provide feedback on team activities and presentations.

¹ The section describing the TBL structure and its motivation is based on Jennifer Imazeki’s course materials (<https://sites.google.com/a/mail.sdsu.edu/jenniferimazeki/teaching>)

Why TBL?

We're using team-based learning for this module because the module requires students to think about economic techniques and actually use these to solve real-world problems. Neither of these typically happens in a traditional 2 hour lecture where you listen to lecturer passively for the whole period.

- Scholars of education often talk about 'stages' of learning and cognitive development. These stages progress from the relatively basic level where you simply acquire information (facts, concepts) to the more complex levels where you use that information in new ways and apply it to unfamiliar situations (including evaluating what pieces of information are most useful in different situations), to the most advanced levels where you are able to create new information and develop the skills to go through this process repeatedly on your own (sometimes referred to as 'lifelong learning skills'). The basic stages of learning are the easiest for students to master on their own so my comparative advantage as a teacher is clearly in helping you apply and create knowledge.
- In order to move to the higher levels of cognitive development, students must take an *active* role. You will never learn to think like economists if you don't actually practice thinking like economists. It certainly can help to have someone else model that thinking for you, and part of my job is to explain, clarify and guide you through this practice. But you can't learn to play an instrument just from listening to someone else play and you can't learn to think and create just by listening to someone else's thinking.
- Commitment to your own learning is not just important for success in this class; it is critical for success *later in life*. You will likely be working for several decades after you graduate and the world will change in countless ways so you will have to learn many new things to be successful. In addition, many of today's best employers aren't so much looking for specific skills: they are looking for those who can learn on the job. Thus, a critical part of university is learning how to learn. It may well be more important than the specifics of what you learn.
- Working with others and evaluating them is a valuable skill and one that is best honed through practice. Many jobs will require you to evaluate the work of colleagues or employees. Also, people rarely work alone and technologies are making group work more possible over greater distances. Even the most capable person can learn from others. Thus, university has a role to play in aiding your ability to work with others.

Team-based learning fits with this general philosophy because it allows me, the lecturer, to focus on the more challenging aspects of learning, (i.e., application and creation of knowledge) while requiring you, the student, to take a more active role in your own learning. For this course in particular, you have already acquired basic information about data and statistics in the prerequisite classes; this course is entirely about using and applying that information in order to create new analysis. Teams will facilitate this process by allowing much more discussion than would otherwise be possible in such a large class (allowing you to 'learn how to learn'); the teams also more closely replicate the real-world environment in which you will be using these skills when you leave university.