The Art and Practice of Economics Research

Lessons from Leading Minds
Edited by Simon W. Bowmaker, New York University, US

This book contains 25 interviews with leading economists based in the United States and Europe. The interviewees detail their methods of working; provide insights into the process of scientific discovery, knowledge creation, and research dissemination in economics; and identify and evaluate specific contributions and findings from the discipline. Graduate students, well-established scholars, and all of those in between will find this collection of reflections as informative as it is influential.

The Heart of Teaching Economics

Lessons from Leading Minds
Simon W. Bowmaker, New York University, US

‘The Heart of Teaching Economics is a marvelously entertaining and lively book. All who read it cannot help but come away from the experience with a richly enhanced understanding of the power, virtue and importance of teaching.’

– Wayne Geerling, The Business Economist

‘Everyone remembers their favorite teacher. The testimonies recorded here provide a great insight into the minds of some of the most popular and successful to have graced a lecture hall. The range of styles is wide, but the theme of inspiration is common to all. This book will be of tremendous interest to any aspiring teacher; this encyclopedia of how and what in teaching economics covers everything. There is nothing else like it, and it should be required reading for anyone starting a teaching career—and for anyone who has been teaching for fewer than 50 years!’

– Daniel S. Hamermesh, University of Texas, Austin, US


In Search of Research Excellence

Exemplars in Entrepreneurship
Ronald K. Mitchell, Texas Tech University and Richard N. Dino, University of Connecticut, US

This path-breaking book gathers ‘best practices’ advice from the masters about how to achieve excellence in entrepreneurship research, how to create an outstanding research career and how to avoid the pitfalls that can sidetrack emerging scholars. Combining narratives from the 2009 and 2010 Entrepreneurship Exemplars Conferences, the authors frame the dialogue using person–environment fit theory and present keynote addresses and dialogue sessions that bring together editors and authors to reach into the unexplored corners of the top-tier research craft.

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International Handbook on Teaching and Learning Economics
Edited by Gail M. Hoyt, University of Kentucky and KimMarie McGoldrick, University of Richmond, US

‘In delightfully readable short chapters by leaders in the sub-fields who are also committed teachers, this encyclopedia of how and what in teaching economics covers everything. There is nothing else like it, and it should be required reading for anyone starting a teaching career—and for anyone who has been teaching for fewer than 50 years!’

– Daniel S. Hamermesh, University of Texas, Austin, US


Learning in the Global Classroom

A Guide for Students in the Multicultural University
Carol Dalglish, Queensland University of Technology, Peter Evans, Leadership Education Australia and Lynda Lawson, Queensland University of Technology, Australia

Learning in the Global Classroom is an excellent resource for both university students and for academics who take their responsibilities seriously. This book makes study in another country more do-able, and is very timely given the increasing push for internationalization in universities. What could be an overwhelming challenge for the potential international student is tackled in a logical, reassuring way, with practical strategies that cover personal, social and academic issues. For most students, this text will be an “ongoing” reference, to be referred to as situations arise. Issues that academics often complain about with regard to non-Western students are addressed, such as learning how to speak up in class discussions, critical thinking and punctuality. The text also offers sage advice that would be valuable to students who are returning to study after a prolonged absence. I will certainly recommend this book to both colleagues and students.

– Paddy O’Toole, Monash University, Australia

Teaching Innovations in Economics
Strategies and Applications for Interactive Instruction
Edited by Michael K. Salemi, University of North Carolina at Chapel Hill and William B. Walstad, University of Nebraska-Lincoln, US

Teaching Innovations in Economics presents findings from the Teaching Innovations Program (TIP) funded by the National Science Foundation. The six-year project engaged economics professors in the use of interactive teaching in undergraduate economics courses. Each chapter offers an insightful explanation of an innovative teaching strategy and provides a description and examples of its effective use in undergraduate economics courses. The book’s conclusion assesses the results from an evaluation of the program that reports detailed findings on how TIP fundamentals have contributed to faculty development and successful outcomes.

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Teaching in the Global Business Classroom
Carol Dalglish, Queensland University of Technology and Peter Evans, Leadership Education Australia

A must-read support guide for teachers and lecturers looking to excel in today’s multicultural university environment.

‘Dalglish and Evans’s text Teaching in the Global Business Classroom draws our attention to the possibilities of enriching the experience of global business classrooms for all parties. The contributors of the volume achieve this ambitious aim by delivering a highly accessible text, which offers a useful guide for teachers of global business classrooms. I certainly would like to have read this book in my early years of teaching as the volume provides a much needed injection of accessibility and evidence based recommendations and practical suggestions to a literature which so far remained anaemic in these regards.’

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A Classroom Guide to Preparing Discussion Questions and Leading Discussion
Michael K. Salemi, University of North Carolina at Chapel Hill and W. Lee Hansen, University of Wisconsin, Madison, US

‘Teaching economics is the most important job that economists do. Thus it is nice to see a book devoted to teaching written by two economists who have played an important role in advancing the teaching of economics throughout the profession.’

– David Colander, Journal of Economic Methodology

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Alternatives to Chalk and Talk
Edited by William E. Becker, Indiana University, Bloomington, US and Michael Watts, Purdue University, US

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– R.M. Whaples, Choice

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From the First Ideas to Published Output
John Creedy, University of Melbourne, Australia

Research Without Tears is . . . clearly presented and well structured. In fact it illustrates in its execution all the good advice on writing style Creedy gives to his readers. . . It will enhance any collection on research methods in the social sciences. It is hard to think of any research student who would not be grateful for the advice it gives.’

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J. Barkley Rosser, Jr., James Madison University, Richard P.F. Holt, Southern Oregon University and David Colander, Middlebury College, US

As Europe moves toward an integrated academic system, European economics is changing. This book discusses that change, along with the changes that are happening simultaneously within the economic profession. The authors argue that modern economics can no longer usefully be described as ‘neoclassical’, but is much better described as complexity economics. The complexity approach embraces rather than assumes away the complexities of social interaction.

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Educating Economists
The Teagle Discussion on Re-evaluating the Undergraduate Economics Major
Edited by David Colander, Middlebury College and KimMarie McGoldrick, University of Richmond, US

‘This volume is an excellent outcome of an American Economic Association Committee for Economic Education project aimed at advancing the teaching of economics within a liberal arts context. Dave Colander and KimMarie McGoldrick assembled a most able panel of contributors for this effort that included dialogue on what should be taught, how it should be taught, and how that teaching and learning should be assessed and rewarded. To the editors’ credit, they have not attempted to dictate policy but to stimulate debate on the topics. This volume is a must read for anyone seriously interested in the teaching of economics at the tertiary level.’

– William E. Becker, Indiana University, Bloomington, US

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