



The Power of Peers

JET SET 2026



A Journey of Teaching & Learning



● Student Presentations



● Online Buddies



● Think-Pair-Share



● Group Projects



● Two-Stage Exams



● ULAs



● EEL



EENE

Student presentations in small classes

Student presentations in small classes

Economics of Aging

Yale University
ECON 466 01 – Fall 2009

Instructor: Doug McKee
douglas.mckee@yale.edu

Class: Tuesdays 2:30-4:30 at Dunham Lab, Room 102

Office Hours: Thursdays 2:00-3:00 and by appointment at 27 Hillhouse Ave., Room B03

Lead discussion of one or two of the assigned papers: (20%)

Each student (or pair of students, depending on size of class) will prepare a 10 minute presentation of one or two of the papers assigned and will lead a discussion of the paper(s). Discussion should center on the contribution of the paper(s), issues with the analysis, and any questions that are left open. These student-led discussions will be graded by the following class.

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- Student want to impress their peers
- Co-presentations force students to work together
- Students are incredibly receptive to constructive feedback before the presentation

Buddies in an online class

Buddies in an online class

Econometrics and Data Analysis I

Yale University

ECON S131 (ONLINE) – Summer Session A, 2014

June 2 – July 4

Hi XXX and YYY,

In traditional classes, it's very common for students to talk about the class and work on problem sets together. This is much less common in online classes as it's harder to get to know your fellow students during class, and there's minimal (or no) chance of running into each other outside class. This is a shame, since working together is a great way to learn.

In an effort to push our class closer to the traditional in this respect, I'm declaring the two of you "buddies" for this class. Think of this email as an introduction and a strong suggestion that you start by exchanging questions and maybe even problem sets before you turn them in. You might also benefit from Skyping or just hanging out in the Zoom classroom outside of normal class times--it's always open. Maybe you'll even run into another pair of buddies there!

All best,
Doug

Buddies in an online class

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All best,
Doug

- Especially important to intentionally connect students in online courses
- Students mentioned really appreciating this in their course evals

Think – Pair – Share

Think – Pair – Share

Econometrics and Data Analysis I

Yale University

ECON 131a, Fall 2014

Instructor: Doug McKee (douglas.mckee@yale.edu)

Lecture: MW, 2:30pm–3:45pm, LC 101

Problem Break

Suppose $\Pr(A)=1/3$ and $\Pr(\text{not } B)=1/4$.

Can A and B be exclusive events?

Think – Pair – Share

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Problem Break

Suppose $\Pr(A)=1/3$ and $\Pr(B)=1/4$.

Can A and B be exclusive events?

- Tons of research backing up effectiveness; e.g., Crouch & Mazur (2001)
- Key to have students talk to each other
- Give students hard questions and give them time to answer them
- Specific tech doesn't really matter
- Talk to folks who have read books

Group Projects

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The good

- Apply course concepts in a context they care about
- Learn how to work in a team
- Do something bigger than they could do on their own

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The good

- Apply course concepts in a context they care about
- Learn how to work in a team
- Do something bigger than they could do on their own

The bad

- Groups wait until the last minute to start work
- Free-riding
- No one ever sees this great work that they do

Group Project Problem: Groups procrastinate

Solution: Lots of intermediate deliverables

Group Project Problem: Groups procrastinate

Solution: Lots of intermediate deliverables

Econometrics and Data Analysis I

Yale University

ECON 131a, Fall 2015

Instructor: Doug McKee (douglas.mckee@yale.edu)

Lecture: MW, 2:30pm–3:45pm, Davies Auditorium

3. Empirical Project (20%)

One of the most important parts of the class is the empirical project: It is your opportunity to use the tools you learn to answer a question **you** come up with and that **you** care about. At the end of the second week of classes, when the roster has settled down, I will divide the class into groups of four or five students each. Each group will identify and pass in **their research question** by the end of the third week (September 18). By the end of the 8th week (October 30), each group will pass in **a document that quantitatively describes their sample** and the relevant variables in it. During the last week of the classes (December 9), each group will do **a poster presentation** of their results, and during reading week (by December 14), groups will submit **a written project report** that includes a discussion of the empirical analysis. The research question is worth 5% of your final grade, the data description another 5%, and the

Group Project Problem: Free-riding

Solution:

Students evaluate each of their teammates. These ratings affect grades on the project.

Group Project Problem: Free-riding

Solution:
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RQ Group Member Evaluation			
Criteria	Ratings		
Dependability	Good 2 pts	Needs Improvement 1 pts	Unsatisfactory 0 pts
Effort	Good 2 pts	Needs Improvement 1 pts	Unsatisfactory 0 pts

Group Project Problem: No visibility of work

Solution: A poster session!

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Solution: A poster session!



Two-Stage Exams

Turn exams into a learning experience rather than simply a stressful measurement experience.

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Turn exams into a learning experience rather than simply a stressful measurement experience.

We will also be doing *two stage exams* in this class. You will first take the exam individually and hand in your test. Then you will take the exam in small groups, where each group works together and passes in one exam with their consensus answers. If your individual score is higher than your group's score, your grade on the exam will be your individual score. If your group's score is higher, your grade on the exam will be a weighted average of your individual score (90%) and your group's score (10%).

The main reason we conduct a second stage of the exam is to allow you to learn more during the exam. Traditional exams tend to be summative rather than formative, and two stage exams represent an opportunity to redress this imbalance. The process of discussing your answers with your teammates is a significant learning opportunity and supports the kind of collaborative learning that we encourage.

ECON 3130: Introduction to Probability and Statistics

Cornell University, Fall 2019

Mon/Wed, 8:40am–9:55pm

Goldwin Smith Hall G76-Lewis

Two-Stage Exams

Turn exams into a learning experience rather than simply a stressful measurement experience.



Undergraduate Learning Assistants (ULAs)

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- Program launched in Fall 2024 to support large intro courses at Cornell
- About 25 ULAs for each 500-student course
- ULAs facilitate active learning during lecture
- ULAs staff a new Introductory Economics Support Center
 - Open every day 10am – 5pm
 - Consistent location in Econ Department space

Impact of ULA program on students

- Outcome is PESA score, a standard assessment of intro micro knowledge
- Models estimated with 8 semesters of data from courses with and without ULAs
- 0.4 SD is approximately 5 percentage points

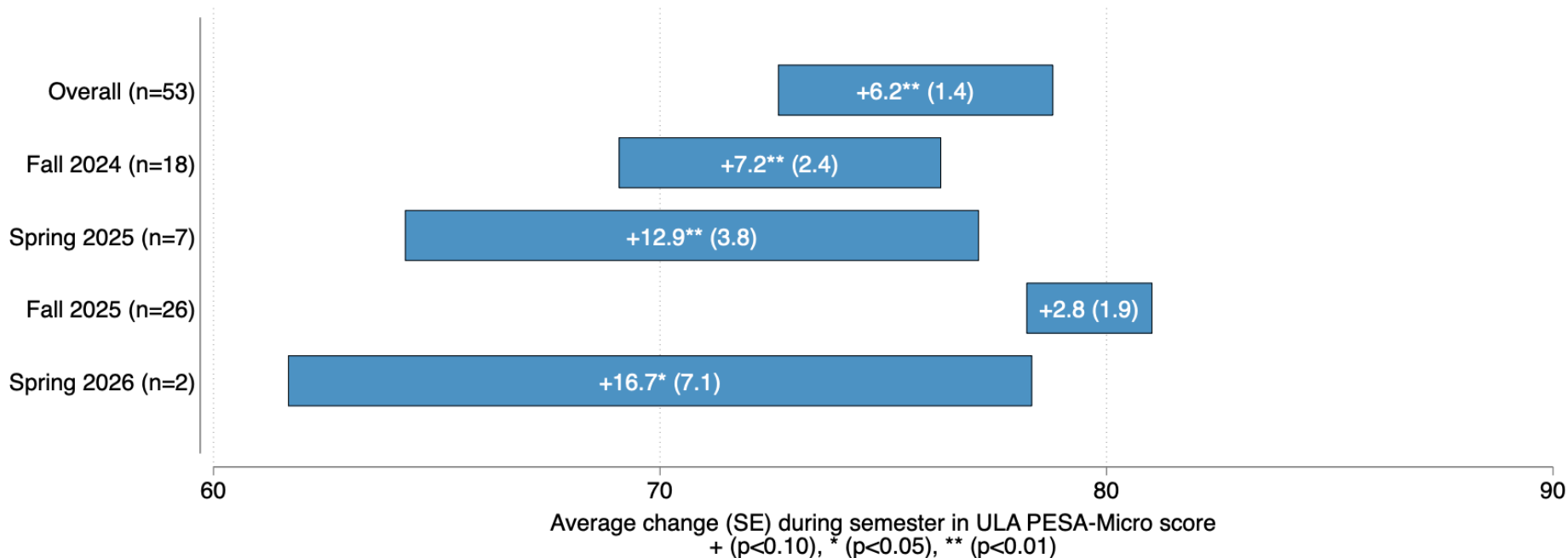
Course had ULAs	0.409* (0.043)	0.382* (0.030)	0.365* (0.029)
Instructor A	0.233 (0.157)	0.218 (0.158)	0.229 (0.143)
Fall	-0.242 (0.333)	-0.255 (0.316)	-0.267 (0.293)
MESA Foundations (standardized)		0.389** (0.001)	0.363** (0.000)
College Year (ref: Freshman)			
Sophomore		-0.088 (0.256)	-0.081 (0.289)
Junior		-0.055 (0.279)	-0.047 (0.363)
Senior		-0.166 (0.419)	-0.144 (0.425)
Non-Male			-0.208** (0.002)
URM			-0.223** (0.004)
ULAs X Non-Male			
ULAs X URM			
Observations	2161	2161	2161

Wild bootstrap p-values in parentheses

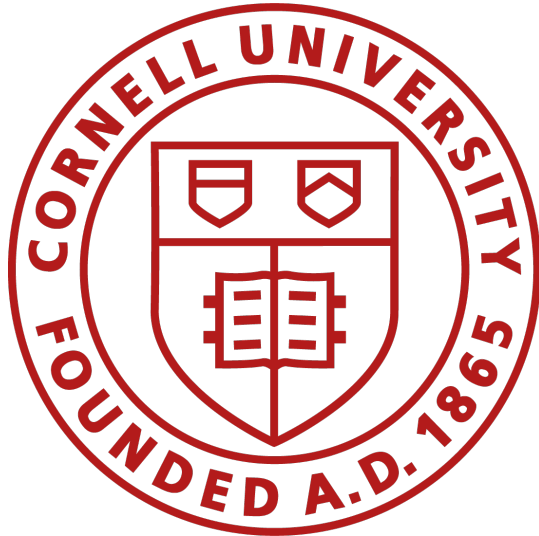
+ p<0.10, * p<0.05, ** p<0.01

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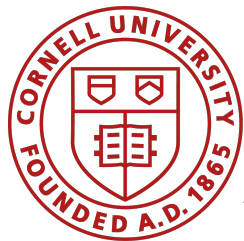


Bringing undergraduate students into research

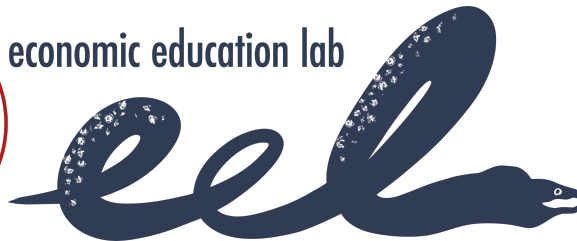


economic education lab





economic education lab





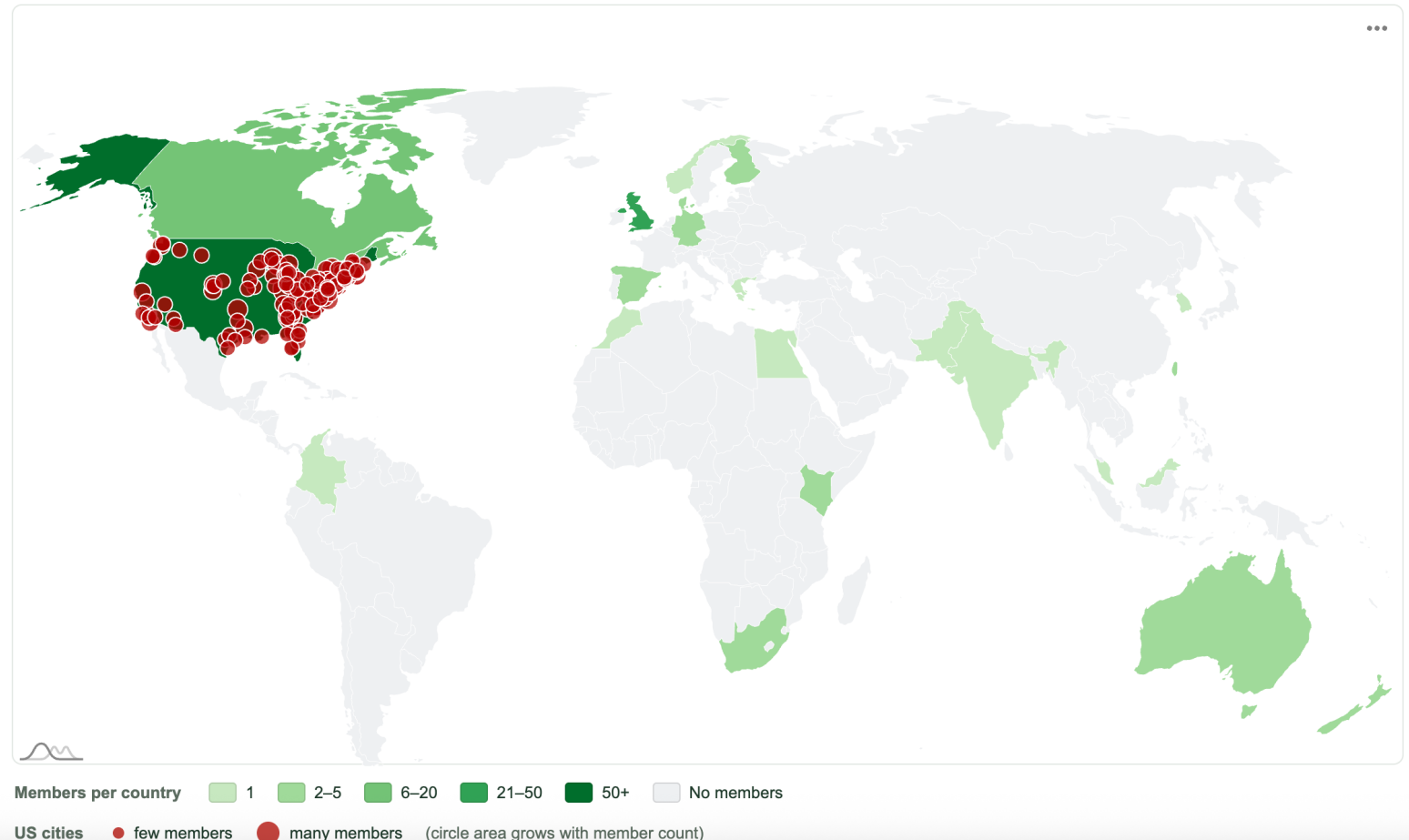
EENE: The Economic Education Network for Experiments

- EENE is a sustainable network of economics instructors from around the world with a shared vision of conducting synchronized data collection and experiments

EENE Membership by Country & US City

Economic Education Network for Experiments · 290 members across 23 countries · generated 19 June 2026 from eene-members-2026-06-18.xlsx

290 members **23** countries **207** in the US **130** US cities **83** outside the US



EENE Project Status



	Idea	Development	Recruiting & Implementation	Data Collection	Analysis	Conference Presentation	Publication
Academic Mindset (x 3)	Complete	Complete	Complete	Complete	Complete	Complete	Complete
AI Use Survey	Complete	Complete	Complete	Complete	Complete	Complete	In Progress
Team Dynamics	Complete	Complete	Complete	In Progress	In Progress	Complete	Not Started
International Demographics	Complete	In Progress	In Progress	In Progress	Not Started	Complete	Not Started
Mindset Intervention	Complete	In Progress	Not Started	Not Started	Not Started	Not Started	Not Started
Two-Stage Exams	Complete	In Progress	Not Started	Not Started	Not Started	Not Started	Not Started
AI: Optimizing Incentives	In Progress	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
AI: Customized AI Tutors	In Progress	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
<i>And so much more!</i>	In Progress	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started

Join us at eene.org!

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EENE

Overarching Lessons

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1. There is incredible power in working together.

Overarching Lessons

1. There is incredible power in working together.
2. Never stop trying new things in your classroom.

Thank you!

Email: douglas.mckee@cornell.edu

Economic Education Lab
<https://econedlab.org/>

Cornell Suite of Economic Skills Assessments
<https://econ-assessments.org>

Economic Education Network for Experiments
<https://eene.org/>