

EVALUATION REPORT

Foundation for Teaching Economics 2022 Programs in Economics Education

**Submitted By
Rosolino A. Candela, Ph.D.
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Overview

This annual evaluation of the Foundation for Teaching Economics' programs for teachers and students includes the following programs conducted from fall 2021 through summer 2022:

STUDENT PROGRAMS

- Economics for Leaders – Student Programs (21)
- Entrepreneurship and the Global Economy (1)
- Economic Forces in American History (1)

TEACHER PROGRAMS

- Environment and the Economy (2)
- Economic Issues for Teachers (1)
- Right Start in Teaching Economics (1)
- Economics for Leaders – Summer Teacher Programs (7):
 - In-Person (5)
 - Virtual (2)
- Economic Forces in American History: Colonialism – Early 20th Century (2)
- Online Courses (6)
 - Economics Forces in American History Online (1)
 - - Early 20th Century - Present
 - Economic Demise of the Soviet Union (1)
 - Economics and Environmentalism (1)
 - Economics of Disasters (1)
 - Economics Online for Teachers (2)
 - Fundamentals (EOFT Fundamentals)
 - Institutions, Government and the Economy (EOFT Institutions)
- One Day Programs: In-Person (13) :
 - Making Sense of the Federal Budget, Debt & Deficits (7)
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 - Understanding Global Economic Issues (2)
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 - Making Sense of the Federal Budgets, Debts, and Deficits (2)
 - Economic Forces in American History (2)
 - Is Capitalism Good for the Poor? (1)
 - Issues of International Trade (1)

- Economic Demise of the Soviet Union (1)
- Virtual Workshops (3):
 - Has the Monster Awakened? Teaching Inflation in Today’s Economic Classroom
 - Is the Supply Chain Broken? Teaching International Trade in Today's Economic Classroom
 - Get to Know the New Money Supply
- Webinars (2):
 - Bidenomics: Boom or Bust
 - The Economics of Dating: How Economics Can Help Explain Vegas, Spring Break, and Relationships

The evaluation is based on feedback from more than 1912 individuals (approximately 774 high school students and 1,138 teachers) – a increase from 1832 individuals last year – as served by FTE programs this past year. Participants in all programs completed questionnaires after each program, rating and providing written comments about the instructors, the content, materials, program format, and efficacy. Due to the ongoing circumstances of the COVID-19 pandemic, many FTE programs have continued to use online platforms, for which participants were asked to assess the ease and accessibility of those platforms.

The evaluation methodology for the *Economics for Leaders* (EFL) and *Economic Forces in American History* (EFIAH) programs, as well as some online courses, included pre-tests and end-of-course tests aligned with course content to provide information about the efficacy and impact of the program on learning and comprehension.

FTE remains committed to bringing the economic way of thinking to both high school students who are interested in ideas, and teachers who seek to improve their pedagogical tools in the classroom. FTE’s purpose is consistent and clear: sound economic thinking is essential for future leaders and for teachers who have a strong hand in educating those leaders. Despite the ongoing circumstances that have continued with respect to the COVID-19 pandemic, FTE has been successfully transitioning back to normalcy, particularly in holding in-person student programming. Most importantly, FTE has continued to successfully teach the economic way of thinking, both through the virtual learning and in-person environment, during the fall of 2021 and the summer of 2022.

Pre- and post-tests of the high school students attending EFL programs revealed positive changes in their understanding of economic concepts. Students increased the pre to post test score by 10.76 percent (84.80% overall score), which was an *increase* from the reported 9.8% in the previous academic year. Evidence showed that some FTE programs, in particular the in-person EFL program held at Cornell University (see Table 1a) increased the understanding of economic concepts for students by over 17%. Moreover, students attending the EFIAH program at Yale University reported an overall percentage increase in economic literacy by 20 percent. Overall, students praised the instructors for their ability to make challenging content understandable, their responsiveness to questions, and praised their instructional methods and techniques.

Overwhelmingly and consistently, across the programs executed this year, participants praised:

- FTE instructors for their commitment to both the ideas and the courses, their enthusiasm, their ability to inject energy into online teaching and their engagement with students;
- FTE programming content for its timeliness, relevance and clarity;

- FTE programs for enhancing the participants’ understanding of the importance of critical thinking and the ability to apply that to present policy issues and gain a historical understanding of economic events and systems

Across FTE programs, participants gave high praise for both the instruction, the instructors, and the creative online interaction. Students in *Economics for Leaders*, the largest student program at 725 participants, gave exceptional ratings for the clear and challenging content, the responsive of instructors to questions, and overall teaching quality, as well as for the program staff. Overall, 91 percent of students in this program agreed that the program improved their understanding of key economic ideas. This was a bit lower than the 95 percent reported last year in improved understanding. However, overall, there was no strong disagreement reported that the instructors did indeed improve their understanding, which implies strong evidence of the continued effectiveness of this program and the continued need for economic education as offered by FTE’s programs.

The pre and post test results demonstrate clear gains in understanding among student participants. Students increased their pretest average from about 77.7% to an average post-test score of about 84.8%, a gain of over 10%, which is higher than the reported 9% in the previous academic year. What’s particularly important to note is that of the approximately 725 students in the *Economics for Leaders* programs, about 78% (approx. 566 students) were held in person, implying that the transition back into in-person programming did not negatively impact the teaching effectiveness of instructors.

FTE has continued to expand new learning options to their menu of programs this year including webinars and virtual workshops and has added important and timely topics to FTE offerings, allowing FTE to partner with subject matter experts on topics, including supply-chain disruptions, the role of monetary policy and inflation, public finance and fiscal policy, the growth of the U.S. federal debt. However, the FTE webinars are illustrative of the power of the economic way of thinking in its application in both a serious, yet fun manner. For example, in the newly featured webinars this year, “Bidenomics: Boom or Bust”, 98% of respondents rated the instructor as excellent and superb and improved their teaching of the economic way of thinking. The same assessment applies to “The Economics of Dating” webinar, in which 96% of respondents rated the instructor as excellent and superb and improved their teaching of the economic way of thinking.

With an impressive set of programs addressing salient economic issues and a framework for analyzing economic problems, a superb team of instructors and leadership staff, FTE continues to make a profound impact on teaching the economic way of thinking in the classroom.

In each section below, the results from surveys completed by program participants are summarized. When applicable, test results are also described.

Economics for Leaders – Student Programs

Tests of Students’ Economic Understanding

Students’ understanding of the *Economics for Leaders* economics curriculum was measured by a test given to all students at the end of the weeklong sessions. This test comprises 30 multiple-choice questions from the U.S. Department of Education’s National Assessment of Educational Progress (NAEP)— *The Nation’s Report Card* —economics assessment.* Economics content experts selected, from among released NAEP questions, 30 that are aligned with the tools of economic reasoning and the five economic reasoning principles at the heart of the *Economics for Leaders* course curriculum to serve as the test of economic understanding. A short pre-test based on these questions was given to students at the beginning of the week to gauge comprehension and learning gains.

The average percent correct on the end-of-course test across all FTE programs using the test based on NAEP in 2021 was 84.8, over a percentage-point increase from the pre-test (Table 1a), roughly. Performance on the end-of-course test ranged from roughly 76 percent (Rice University) to over 92 percent correct (UCLA, advanced cohort). What’s particularly important to note is that, in the previous academic year, the advanced cohort at the University of Michigan only reported a 2.9 percentage increase in its post-test result, whereas an over 11.6 percentage increase was reported in the post-test of the advanced cohort at UCLA. The overall percent correct on the posttest was 39 percentage points higher than that for the national sample of grade 12 students (53 percent correct) who answered these questions on the NAEP assessment in 2012.

Students’ Evaluations

At the end of the weeklong program, 725 students completed evaluations of the economics and leadership sessions, staff, and the overall program. Due to the transition back to in-person programming, of the 725 students, 566 reported on in-person program facilities, whereas 159 provided feedback on online platforms, which included: Canvas, Zoom, MoblLab and Pear Deck. Results overall for the program content, materials, instructors, and overall program are shown in Table 2. Table 3 presents results of each programs’ evaluations of the staff, and these online platforms.

Students’ ratings of the program content, materials, responsiveness of instructors, and overall program were overwhelmingly positive (Table 2). Overall, 87 percent of students agreed or strongly agreed that they would recommend the program, and 91 percent agreed that their understanding of economic ideas was improved. Students gave accolades to their teachers for being able to distill complex topics in an online capacity that was both engaging and fun. Overall, an impressive 95 percent agreed the instructors were responsive and thoughtful.

When asked about their favorite sessions, students’ comments indicated across the board that they enjoyed the activities and the teaching. In the in-person cohorts, the students enjoyed Dr. Ken Leonard, Dr. Greg Caskey, and Dr. Jamie Wagner, suggesting they were passionate about the topic being taught, able to keep a fun pace in the class, use humor and stories to engage students with the content, and kept lectures interactive while being responsiveness to questions. In the virtual cohorts, the students particularly praised Dr. Ninos Malek, Dr. Anne Bradley, Dr. Bryan Leonard, and Dr. Nathaniel Smith. The FTE instructors are perhaps the best asset to the programs because they effectively generate interest and enthusiasm from the students, who were overwhelmingly positive about the faculty. Students’ ratings of and comments about the economics and leadership staff were overwhelmingly positive (Table 3).

* See <https://nces.ed.gov/nationsreportcard/>

In terms of responses, 82 percent of the students rated the economics teams exceptional or superb and the leadership team (student administrators) were 80 percent either exceptional or superb. Program coordinators were rated exceptional or superb by 88 percent of students overall. 98% of the Emory University cohort agreed that economics team was exceptional or superb. The University of Chicago cohorts agreed almost unanimously that the program coordinators were exceptional or superb. This demonstrates perhaps more strikingly than in previous years, that the people who teach and run FTE programs are essential to its success and have been even more successful during a year when almost all instruction is delivered online.

Continuing from last year, evaluations of the online technology rated the following platforms: the Canvas Learning Management System; the Zoom web conferencing platform; and the online applications MobLab and Pear Deck. This combination of technologies is used to deliver content, create space for peer and student-teacher discussions and for online simulations which demonstrate key economic concepts. These technological platforms did quite well from the perspective of the students. 79 percent of students rated MobLab as excellent or superb. Zoom and Pear Deck received similar ratings with 73 and 78, respectively, as either exceptional or superb. Canvas received ratings of 77 percent agreeing it was excellent or superb. Students repeatedly mentioned that Zoom created an engaging and positive learning atmosphere, a great accomplishment that is challenging for any economic educator teaching in the absence of in-person engagement.

Economic Forces in American History – Student Program:

Economic Forces in American History (Tables 4 and 5) was held at Yale University, consisting of 27 high school students in total. The course is designed to combine topics of economic history with an understanding of how economic freedom, rule of law, and well-defined property rights promote economic growth and prosperity. Professor Phil Magness and Professor Taylor Jaworski taught this course. Their evaluations described faculty as clear, enthusiastic, and engaging, with particular praise to Professor Jaworski.

Students' Evaluations

The overall feedback from the students from the *Economic Forces in American History* was particularly positive, with particular praise for the stimulating, clear, and challenging class environment. In terms of stimulating interest, 89 percent of students strongly agreed or agreed, and no less than 85 percent of students responded that the course improved their economic understanding.

Entrepreneurship in the Global Economy

Entrepreneurship in the Global Economy is a course designed to educate high school students with an understanding of how free markets, based on the protection of private property and the freedom of contract under the rule of law allow the necessary preconditions for productive entrepreneurship.

Students' Evaluations

Entrepreneurship in and the Global Economy evaluations were completed by 22 high school students (see Table 6a). In addition to lectures on the theoretical relationship between institutions and entrepreneurship, it also featured a series of sessions by guest speakers, who engaged students on the practical experiences of entrepreneurship in the real world. Overall, 95 percent of the students strongly agreed or agreed that they would recommend the course, and improved their understanding of entrepreneurship and its institutional preconditions. As was the case last year, particular praise was made, both in terms of quantitative and written feedback, to Professor Don Fell. The students unanimously agreed (100%) that Professor Fell stimulated interest, taught content clearly, and was responsive to all questions.

Environment and the Economy

This year, two cohorts of *Environment and the Economy* (Table 7) were held in Ft. Lauderdale, Florida and Proctorville, Vermont. This course is designed for teachers and the participants surveyed indicated that most of the participants teach economics and history, in particular American History and AP Economics. Professors Don Fell and David Dieterle taught the course and are described as clear, compelling, and engaging.

Teachers' Evaluations

Similar to last year, the feedback from both cohorts in terms of the content and instruction of the course was overwhelmingly positive. One hundred percent of teachers reported that the content was stimulating, clear, and challenging, and no less than 98 percent of the teachers rated Professors Fell and Dieterle as exceptional or superb in both cohorts. Moreover, and perhaps most importantly, 100 percent agreed or strongly agreed in both cohorts that this program will improve their teaching. The meeting space, food, and social distancing received lower ratings, particularly in the Proctorville cohort. While the written feedback reflects that these lower ratings are due to the continued limitations due to COVID-19, the general written feedback indicated that meeting spaces were too small.

Economic Issues for Teachers

One section of *Economic Issues for Teachers* (Table 8) was held in-person in Scottsdale, Arizona, totaling 29 teacher participants. This course is designed for teachers and the participants surveyed indicated that most of the participants teach economics and history, in particular American History and AP Economics.

Teachers' Evaluations

Professor Ken Leonard taught the course and received nearly unanimous consensus, rated with strong agreement or agreement as being clear, compelling, responsive and engaging. Moreover, all teacher participants strongly agreed or agreed that the course improved their understanding of economic issues and would recommend the course. Though less of the case than with the Proctorville cohort of the *Environment*

and the Economy program, the meeting space, food, and social distancing received lower ratings, but after reviewing the written feedback, these lower ratings reflect neither poor quality food nor inadequate or unsafe social distancing measures. Rather, they reflected the continued limitations due to COVID-19. In fact, it's important to note that the participants offered much praise for the safety protocols in which space constraints were not an issue.

Right Start in Teaching Economics

Right Start in Teaching Economics was a new program this year, held in Las Vegas, Nevada. This course is designed for teachers new to the teaching of economics. The participants surveyed indicated that most of the participants teach economics and history, in particular American History and AP Economics.

Teachers' Evaluations

Consisting of 24 teacher participants, the course proved to be an overwhelming success. Taught by Professors Don Fell and David Dieterle, the teachers attending the course responded overwhelmingly with very positive feedback. 100 percent of the participants agreed or strongly agreed that the instructors were, made challenging material easy to understand, and therefore would unanimously recommend the course. Moreover, 92 percent of the teacher participants agreed or strongly agreed that the course would improve their teaching of the economic way of thinking. Given this program's objective, as well as the overall mission of FTE, this is particularly important and gratifying when such feedback is received for a new program. When asked for written feedback, the overall response was that the course was very good as conducted, with no strong or systematic feedback, either negative or positive, on how to improve the course.

Economics for Leaders – Summer Teacher Programs

In-Person Teachers' Evaluations & Virtual Teachers' Evaluations

The Foundation held a total of seven *Economics for Leaders* (EFL) teacher programs this summer, five were in-person and two were held virtually, with a total of 82 teachers participating. (see Table 10a for evaluations of the in-person programs and Table 10b for evaluations of virtual programs). As was the case last year, both the in-person and virtual programs were among the most successful this year. Except for the Emory University cohort, 100 percent of the teacher-students strongly agreed or agreed that their experience in their respective programs improved their understanding of the economic way of thinking and improved their strategies for teaching economics, with no less than 91 percent of the Emory University cohort responding that they agree or strongly agree the program improved their ability to teach the economic way of thinking. Moreover, across all five programs, 100 percent strongly agreed or agreed that they would recommend these programs to other teachers. The fact that the data showed neither a significant nor a systematic difference in teaching outcomes between the virtual and in-person programs, as reflected in the quantitative and written feedback provided by the attendees, is quite impressive, given the relatively difficult and complex nature of engaging participants online. This outcome is a testament to the ability of the EFL program, in particular its professors and mentor teachers, to teach the economic way of thinking in a stimulating, challenging, and clear manner.

Economic Forces in American History

Two sections of *Economic Forces in History* were taught this year in Cleveland, Ohio and Williamsburg, Virginia, consisting of a total of 46 teacher-participants (33 in Cleveland and 13 in Williamsburg), most of whom teach American history or economics. Similar to its student program counterpart, this course is designed for teachers to combine topics of economic history with an understanding of how economic freedom, rule of law, and well-defined property rights promote economic growth and prosperity.

Teachers' Evaluations

The teachers attending this program responded with overwhelmingly positive feedback to Dr. Whaples, who was cited for his enthusiasm, command of the topic, his expertise, and responsiveness to questions. In both sections, both cohorts responded unanimously, with 100 percent agreeing or strongly agreeing, that Professor Whaples stimulated interest, presented content clearly, and would therefore recommend the course to others.

As had been noted with other FTE programs, the quantitative feedback, particularly in the Williamsburg cohort, received lower ratings with respect to housing. However, these lower ratings reflect neither poor quality of food, as indicated in the written feedback, nor lack of any due diligence on the part of FTE and its organizational efforts. In fact, it's important to note that the instructional team was rated exceptional or superb (100% among Cleveland cohort and 92% in Williamsburg Cohort), and as indicated in the written feedback.

Online Courses – Teachers

Economic Forces in American History Online: Early 20th Century – Present

Economic Forces in American History Online: Early 20th Century – Present was held in the fall of 2021 and was an online course offered to teachers, consisting of 11 participants.

This particular course stands out as among the most highly rated programs this year. One hundred percent of the teachers agreed or strongly agreed that the content was clear, challenging, improved their teaching of the economic way of thinking, and would therefore recommend the course to others. Out of all program components of the course, the materials ranked the highest, with 91 percent agreeing they were exceptional or superb, followed by activities 75 percent of which felt were exceptional or superb. Though only 54 percent of the participants rated the lectures as excellent or superb, 100 percent of the students ranked the lectures as at least good, with no ratings as fair or poor. Moreover, all of the written feedback on the instructor was overwhelmingly positive.

Economic Demise of the Soviet Union Online

Economic Demise of the Soviet Union Online (Table 13) was delivered once in an online capacity this year with 14 participants, all of which teach high school (mostly seniors), mostly courses in economic, civics & government, or general social studies. The content was well-received and overwhelmingly praised by teacher participants across the board, with particular praise to Professor Jibladze. One hundred percent agreed that the course content stimulated their interest, presented content clearly, and would improve their ability to teach about economics topics within the context of the Soviet Union's history. Overall, 100 percent rated Professor Jibladze as exceptional or superb. The written feedback emphasized the

knowledgeability of the instructor, particularly his use of personal experiences in teaching the course. Overall, 100 percent of the participants ranked the program components as at least good.

Economics and Environmentalism

Economics and Environmentalism (Table 14) was a new online course this year, held during the fall semester, and consisting of a cohort of 13 teachers. These participants participating in this course were high-school teachers, almost all of whom are teaching juniors and seniors, either economics, U.S. history, or civics & government. The teachers enjoyed the program and praised it, 100 percent of whom agreed or strongly agreed that the course stimulated their interest with praise for the responsiveness of the instructor. In particular, 92 percent of the teacher participants agreed or strongly agreed that the course would improve their teaching of economics in the context of environmental topics, as well as rated the instructor (92 percent) as exceptional or superb. While the activities, assignments, and discussions received lower scores from teachers, much of them can be attributed to the fact that at least eight percent of participants had not registered a response to program components. Moreover, none of the teachers rated the lectures, activities or assignment as poor.

Economics of Disasters Online

The *Economics of Disasters Online* course (Table 15) had 10 participants, almost all of whom teach high-school juniors and seniors in economics. The teachers enjoyed the program and praised it, 100 percent of whom agreed or strongly agreed that the course stimulated their interest, as well as improve their teaching of economics in the context of natural disasters. 90 percent of the participants agreed or strongly agreed that the instructor was responsive, particularly as noted in the written feedback. In particular, 100 percent of the teacher participants agreed or strongly agreed that the course would improve their teaching, as well as rated the instructor (90 percent) as exceptional or superb. While the activities, assignments, and other program components received relatively lower scores, none of the participants rated the lectures, activities or assignment as poor.

Economics Online for Teachers: Fundamentals

The Economics Online for Teachers: Fundamentals course (Table 16a) was one of the most highly rated programs this year. One hundred percent of the teachers agreed or strongly agreed that the content was clear, challenging, and stimulated their interest, that the instructors were responsive and returned assignments in a timely manner, that their teaching would improve, and that they would recommend the course. Though the overall program components were rated relatively lower, no student ranked anything as poor, nor was there anything explicitly negative mentioned in the written feedback.

Economics Online for Teachers: Institutions, Government, and the Economy

One hundred percent of the participants of the *Economics Online for Teachers: Institutions, Government, and the Economy* (Table 16b) reported that the course content stimulated their interest, with particular praise for the instructor, with 100 percent of the participants ranking the instructor excellent or superb for the

timely feedback on assignments. Relative to its counterpart, *The Economics Online for Teachers: Fundamentals*, the overall ratings of the course were not as strong, but the written feedback listed has not explicitly negative, only indicating that the course material and content be updated.

While sixty-seven percent also agreed or strongly agreed that they would recommend this course for others to attend, none of the students disagreed with recommending the course. Some written comments indicated that the textbook was under-utilized and that the course content did not match the title of the course. Quantitative feedback on the program components, such as lectures, activities, materials and assignments were overwhelmingly good, with 93% of the participants reporting that the lectures and activities were excellent or superb.

One Day Programs: In-Person

The in-person One Day programs expanded from seven to thirteen this academic year, attended by 303 participants (see Table 17b), with a total of 632 participants across all virtual and in-person One Day programs combined – increasing from 467 participants in the previous academic year. FTE continued to offer the topics of *Fundamentals of Environmental Economics* (four cohorts in total), *Understanding Global Economic Issues* (two cohorts in total), and *Making Sense of the Federal Budgets, Debts, and Deficits*, and introduced two new cohorts of *Understanding Global Economic Issues* (a modification of *Issues of International Trade* last year).

As had been the case last, these programs were overwhelmingly successful, with near unanimity across the programs that the content was clear, engaging, challenging. Moreover, there was near unanimity (over 96 percent across virtual programs) among the participants, over which they strongly agreed or agreed that the programs not only would improve their own teaching, but that 98 percent of participants would also recommend their own program to others. Overall, 92 percent rated their instructors as excellent or superb. With respect to the meeting space 85 percent of the participants rated them as excellent or superb. That being said, no one ranked meeting spaces poorly. The only case in which there was any negative quantitative feedback on food across all in-person programs was among the participants attending the One Day program *Fundamentals of Environmental Economics* in Jackson, Mississippi. However, there was no written feedback to indicate that the accommodations were poor or unsanitary.

One Day Programs: Virtual

Seven One Day programs were offered virtually this year, attended by 329 participants. What's new to the One Day programs, compared to last year, was the introduction of a virtual program titled *Is Capitalism Good for the Poor?* and the modification of an existing FTE teacher program into two sections of a virtual one-day program, *Economic Forces in American History*. As was the case in the previous academic year, FTE continued its virtual One Day program, *Making Sense of the Federal Budget, Debt & Deficits* (2 cohorts), *Issues of International Trade* (1 cohort) and *Economic Demise of the Soviet Union* (1 cohort).

Overall, these programs were overwhelmingly successful, with near unanimity across the virtual programs that the content was clear, engaging, challenging. Moreover, there was near unanimity (over 97 percent across virtual programs) among the participants, over which they strongly agreed or agreed that the programs not only would improve their own teaching, but that they would also recommend their own program to others. 92 percent rated the instructors as excellent or superb, and 92 percent rated the virtual presentations as excellent or superb across all virtual programs. What's particularly impressive about this result was the fact that FTE expanded not only the quantity of available One Day programs, but also increased the variety of programs offered while maintaining the overall quality of its programming.

Virtual Workshops

FTE held three virtual teacher workshops this year with a total of 151 participants (see Table 18). Overall, over 98 percent agreed or strongly agreed across the three workshops that the workshops improved their understanding and ability to teach the topics discussed (international trade, inflation, and monetary policy). These workshops were a great success in terms of the timeliness and relevance of the topics, providing an important complement to FTE's other programming by applying the economic way of thinking to pertinent policy issues of the past to the present.

Webinars

FTE continued its webinar program with two webinars held, entitled "Bidenomics: Boom or Bust", hosted by Professor Scott Baier, and "The Economics of Dating: How Economics Can Help Explain Vegas, Spring Break, and Relationships" hosted by Professor Ninos Malek. There were 73 total participants completed evaluations across the two webinars. Overall, these were a great success and an important contribution both in terms of presenting relevant and timely material but also the ability to pivot to new applied topics in the economic way of thinking. The overall results (Table 19) indicate that at least 96 percent of the teacher participants agreed that the speakers were exceptional or superb, would improve their teaching, and that 96 percent would recommend these webinars to a colleague, with particular praise for both Professors Baier and Malek.