Online Interdisciplinary Conference:

Post-Crash Economics in a Post-COVID World
University of Dundee
1st – 2nd October

Post Crash: Post Covid pedagogy in economics teaching: The good, the bad and the ugly

Dr. Carlo Morelli

Economic Studies,

School of Business, University of Dundee

My background with innovative teaching

Questionmark perception for on-line exams in EC12003

Open book exams BU40019

Group Presentations EC30013

Individual Portfolio BU30019

Exam questions provided in advance and on-line beakout rooms Humboldt University, Berlin.

Pre-recording lecture material

Feraboli & Morelli (ed.s) 2018 *Post-Crash economics* with c.3,500 downloads of student focused chapter

The Good

The Open University have for decades developed high quality on-line material.

One module that has been in development for 2 years is estimated to have so far cost c.£3/4m

(Student) 31/03/2020 on
Face to Face lectures
"I really value the lectures that we have had as I find it easier to learn and understand in the setting of a lecture or face to face especially the way you deliver the lectures and interconnect the theories in an exceptionally amazing and incredible manner. Your lectures do have the smoothest transitions I have ever witnessed and make Business Strategy one of the most interesting modules for me."
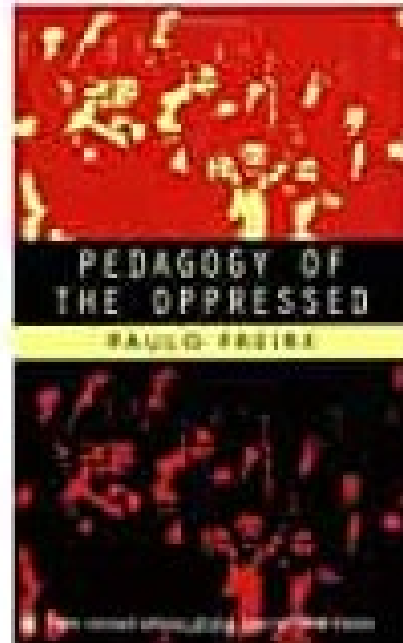
Paulo Freire (1993)
Pedagogy of the oppressed

"Those who are invaded, whatever their level, rarely go beyond the models the invaders proscribe for them."

Students come into the class room with an existing established set of concepts and knowledge

The Bad …

Does anyone recall what this logo is supposed to represent?

Here's one I prepared this year for the coursework for my honours students

There is a reason why video editors have a job ….

▶ Minimising lecturer's role

Cutting out as much material as possible

▶ Dumbing down the content

'Don't confuse the students'

▶ Thinking on-line provision can be done cheaply

Cutting down on tutorial support

The Ugly … Ethical questions

- Technology as a solution:

    'I've used on-line provision and its worked fine for me'

- Zoom vs Microsoft. Who would you prefer to be monitored by? Consent and creeping infringement of individual rights

- Email vs Teams: Email has a memory whereas teams can re-write and delete history

- Education and coercion: Use of policing and punishment in universities

Pretending a debate is simply about technological equivalence.

Technology has a social context.

Who controls the technology?

What is it used for?

What interest is it serving?

On-line will require higher levels of engagement and participation by students.

An alternative approach introducing contradiction and debate into the virtual classroom

An alternative approach introducing conflict and debate into the syllabus

1. **Theories of the Firm**

Residual Claimant & Property rights

Hayek (1944); North (1981)

Internalisation & behavioural

Coase (1937); Chandler (1994)

Surplus value and labour process

Marglin(1973); Pitelis (1993)

Conclusions:

Need for a pluralistic approach. Technology needs to a tool for maximising participation not a means of exclusion.

Education not learning. Participation and working through complexity is important.

Engagement will be fostered by students' understanding of pluralism throughout the syllabus.