1. Presentation

First International Conference

Teaching Innovations in Economics – ASEPELT

The International Association of Applied Economics ASEPELT was established in 1986 and brings individual and institutional members together. Among the former are a large number of researchers, teachers, and economics professionals, both Spanish and foreign. Numerous university faculties and departments and other public and private entities are also members of ASEPELT.

The Association aims to "organize, promote and encourage original scientific work in the field of Applied Economics" to find solutions to real economic problems, helping achieve a better world. Its members include specialists in various fields, such as Economics, Statistics, Econometrics, Economic Policy, Business, Public Sector, International Economics, Mathematics, Regional Economics, Finance, Accounting, etc., and professionals involved in economic and financial activity.

ASEPELT organizes the annual general economic conference and various meetings on specific topics of particular interest. Considering the importance of teaching Economics in our universities and the changes that the teaching-learning system is undergoing in recent years, promoted by the development of technology and new teaching methodologies, ASEPELT has considered it of great interest to promote a new annual conference on Teaching Innovations.

This annual conference aims to be a meeting point where economics teachers, in their different versions, can share and disseminate their innovative teaching practices and thus contribute to the advancement of the teaching of our discipline. The large number of papers that participated in this first conference on teaching innovation and the diversity of universities and participating countries confirm the initiative's success and encourage us to continue working in the future to consolidate it as a reference conference in the teaching field.

The Organizing Committee

For more information about ASEPELT visit the website https://english.asepelt.org/

2. Organizing Committee

First International Conference

Teaching Innovations in Economics –

ASEPELT

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First International Conference

Teaching Innovations in Economics – ASEPELT

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Gema Fernández-Avilés Calderón (University of Castilla-La Mancha, R-Quixote, Spain)

Ginés Guirao Pérez (University of La Laguna, Spain)

Guido Ferrari (Florence University and Remnin University, Italy and China)

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Viviane Naimy (Notre Dame University, Lebanon)
Yochanan Shachmurove (The City University in New York and University of Pennsylvania, USA)

4. Conference program

Tuesday, June 18th 2024

9.00-14.00 Registration

9.30-10.00 Welcome

10.30-11.30 Opening session

Guest Speaker: Mª Luz Congosto

Universidad Carlos III de Madrid

Good practices in graphics

The rules of graphic communication are not black and white; there is a gray scale full of nuances. However, there is a general consensus of what are good practices that provide a reasonable framework for developing graphic creativity efficiently.

Mª Luz Congosto, University Carlos III (Spain), has a PhD in Telematics from the Carlos III University and a Bachelor's degree in Computer Science from the UPM. She is currently an Honorary Professor in the Telematics Engineering Department of the Carlos III University. Since 2008, she has been a social data researcher, preferably on Twitter. It uses network analysis and visualization to discover behavioral patterns, message propagation, and user characterization. From 1998 to 2008, she worked at Telefónica R&D on large innovation projects in the Telecommunications environment for the Telefónica operator. From 1980 to 1984 she belonged to the FUJITSU team that developed the basic software for TESIS-A.

11:30-12.00 Coffee break

12.00-14.00 Parallel sessions

14.00-16.00 Lunch time

16.00-18.00 Parallel sessions

18.00-18.30 Coffee break

18.30-20.00 Parallel sessions

20.00 Closing Session

5. Conference Sponsors

6. Bibliometric analysis

A total of 50 papers were presented at the conference, of which 44 were oral communications and 6 posters. The papers were written by 158 authors, of which 14 authors were involved in two different papers and 2 authors in three papers (see Table 1). Therefore, the 50 papers presented had 176 author signatures, which represents an average of 3.52 authors signing each paper.

Table 1. Authors' participation

Authors participating in 1 paper	142
Authors participating in 2 papers	14
Authors participating in 3 papers	2
Total number of authors	**158**

The authors came from four different countries. Although most authors were from Spain, there were also 4 authors from Ecuador, 1 from Honduras, and 1 from Peru (see Table 2).

Table 2. Authors' universities and countries

University	Authors	Country
Autonomous University of Madrid	9	Spain
Cardenal Herrera CEU University	2	Spain
Catholic University Santo Toribio de Mogrovejo (Perú)	1	Perú
Complutense University of Madrid	14	Spain
European University of Madrid	1	Spain
International University of Ecuador	1	Ecuador
National Autonomous University of Honduras	1	Honduras
Polytechnic University of Madrid	3	Spain
Public University of Navarra	2	Spain
Rey Juan Carlos University	9	Spain
San Antonio Catholic University of Murcia	3	Spain
San Pablo CEU University	4	Spain
University Calos III of Madrid	1	Spain
University of Alcalá de Henares	7	Spain
University of Alicante	1	Spain
University of Almería	22	Spain
University of Castilla-La Mancha	22	Spain
University of Guayaquil	3	Ecuador
University of La Laguna	6	Spain
University of Las Palmas de Gran Canaria	2	Spain
University of León	5	Spain
University of Málaga	4	Spain
University of Murcia	8	Spain
University of Salamanca	2	Spain
University of Sevilla	9	Spain
University of the Basque Country	2	Spain
University of Valencia	3	Spain
University of Zaragoza	11	Spain

Authors from 30 different universities participated in the conference. The three universities with the highest participation wer, Almería and Castilla-La Mancha with 22 authors, and the Complutense University of Madrid with 14 authors.

The papers were grouped into 7 different sections, according to their subject matter, as shown in Table 3. With the words of this classification, Figure 1 has been elaborated.

Table 3. Papers by thematic section

Thematic section	Papers
New Teaching-Learning Theories and Models in Economics Education	6
Assessment of Student Learning in Economics	5
Sustainable Development Goals. Sustainability in Economics Teaching	10
Technology and Innovation in Economics Education	8
Methodologies and tools for active learning	9
Gamification as teaching methodology	6
Curriculum design	6

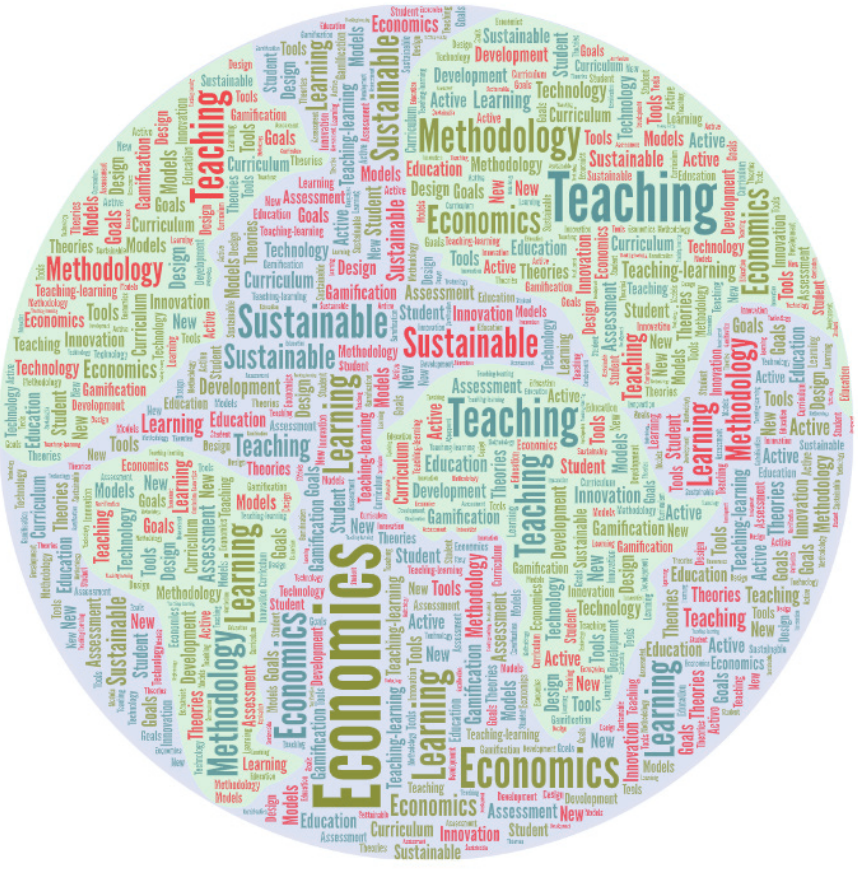

Figure 1. Word cloud generated with thematic sections

Figure 2 shows the word cloud generated with the titles of the papers. It can be seen that Teaching, Economics, Innovation, Education, Sustainable and Learning are the most frequent terms. The following aspects are also the object of attention of the teachers and researchers are University, Video, Develop and Future.

Figure 2. Word cloud generated from paper titles

Figure 3 shows the word cloud generated with the key-words. The most important terms are similar to those obtained previously. However, other terms such as Technology, Skills Analysis, Finance, Data, Statistics, AI or Social Network stand out.

Figure 3. Word cloud generated from key-words

7. Abstracts

7.1. New Teaching-Learning Theories and Models in Economics Education

DIDACTIC MODEL FOCUSED ON TEACHING IMPROVEMENT OF QUANTITATIVE ECONOMIC-BUSINESS SUBJECTS

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Abstract

In the daily practice of classroom teaching, the ideal would be to combine various learning methodologies depending on the content being addressed. Thus, methodologies could be adopted that range from the most traditional, such as the master lesson, to the most interactive, such as the case study. Despite its relevance, this aspect has been little analysed by teachers. This work focuses on the proposal of a viable methodological approach for the learning process of quantitative subjects. To do this, we have started from the analysis of two quantitative and eminently practical subjects, within the field of economic, business and financial studies: Mathematics and Econometrics. As a result, an ideal standard model has been designed aimed at improving teaching in these subjects. In this model, a sequence of activities is identified and incorporated for the development of teaching in the classroom. It has been put into practice and its results have been evaluated through pre and post tests on the content worked on.

Key Words: Teaching methodologies, Learning, Academic performance, Quantitative subjects, University studies.

MODELO DIDÁCTICO ENFOCADO A LA MEJORA DOCENTE DE LAS ASIGNATURAS CUANTITATIVAS DE TIPO ECONÓMICO-EMPRESARIAL

Resumen

En la práctica cotidiana de la enseñanza en el aula, lo ideal sería combinar diversas metodologías de aprendizaje según el contenido que se aborde. Así, se podrían adoptar metodologías que vayan desde las más tradicionales, como la lección magistral, hasta las más interactivas, como el estudio de casos. Pese a su relevancia, este aspecto ha sido poco analizado por los docentes. Este trabajo se centra en la propuesta de un enfoque metodológico viable para el proceso de aprendizaje de asignaturas cuantitativas. Para ello, hemos partido del análisis de dos asignaturas de tipo cuantitativo y eminentemente prácticas, dentro del ámbito de estudios económicos, empresariales y financieros: Matemáticas y Econometría. Como resultado, se ha diseñado un modelo estándar ideal dirigido a mejorar la enseñanza en estas materias. En dicho modelo se identifican e incorporan una secuencia de actividades para el desarrollo de la enseñanza en el aula. Se ha llevado a la práctica y se han evaluado sus resultados a través de pre y post test sobre el contenido trabajado.

Palabras clave: Metodologías didácticas, Aprendizaje, Rendimiento académico, Asignaturas cuantitativas, Estudios universitarios.

ENHANCING TEACHING INNOVATION THROUGH INTERDISCIPLINARY COORDINATION IN BUSINESS ADMINISTRATION AND MANAGEMENT SUBJECTS

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Abstract

In recent years, educational institutions have increasingly recognized the importance of fostering collaboration and synergy across disciplines. This study explores a case study from the University of Castilla-La Mancha, where effective coordination among teachers from different subjects within the Business Administration and Management program was performed.

The project encompasses a diverse range of courses, using quantitative tools including mathematics, statistics, and econometrics, among other.

Even if the interrelationship among subjects was already naturally existing, this project had the ambition of fostering the cooperation and coordination among subjects and teachers themselves. Regular meetings were held to discuss curriculum alignment, shared concepts, assessment strategies, schedules, format uniformity or pedagogical innovations. By sharing best practices and collectively addressing student needs, the team aimed to create a more efficient learning environment, with more tangible examples evidencing the interrelations among subjects and the usefulness of concepts, which, in some cases, was not so obvious.

For identifying specific relationships of concepts among subjects, we considered two approaches: (i) a text-mining analysis of the teaching guides and (ii) graph analysis from the relationship matrix among the contents of the subjects.

During this pilot phase, several specific experiences were developed and presented to the students which showed a receptive attitude towards the project. In our view, this experience has large potential for improving the learning process of our students. In parallel, this experience has served for detecting some possible caveats of the degree that could be further improved, and, at the same time, for teachers to be more aware of the contents of other subjects and therefore adapt our contents to a common format.

Key Words: Coordination, Statistics, Mathematics, Graph analysis, Text mining.

MEJORANDO LA INNOVACIÓN DOCENTE A TRAVÉS DE LA COORDINACIÓN INTERDISCIPLINAR EN MATERIAS DE ADMINISTRACIÓN Y DIRECCIÓN DE EMPRESAS

Resumen

En los últimos años, las instituciones educativas han manifestado cada vez más la importancia de fomentar la coordinación y la sinergia entre disciplinas. Este trabajo explora un caso de estudio

desarrollado en la Universidad de Castilla-La Mancha, donde se está llevando a cabo una coordinación efectiva entre profesores de diferentes materias dentro del grado de Administración y Dirección de Empresas.

El proyecto abarca una amplia gama de asignaturas en los diferentes cursos del grado, que utilizan herramientas cuantitativas, tales como las matemáticas, la estadística o la econometría, entre otras. Aunque la interrelación entre las materias ya existía de forma natural, este proyecto tiene la ambición de fomentar la cooperación y la coordinación entre las materias y los propios profesores.

Se realizaron reuniones periódicas para discutir la secuenciación del currículo, conceptos compartidos, estrategias de evaluación, horarios, uniformidad de formato o innovaciones pedagógicas. Al compartir las mejores prácticas y abordar colectivamente las necesidades de los estudiantes, el equipo busca crear un entorno de aprendizaje más eficiente, con ejemplos tangibles que evidencien las interrelaciones entre las materias y la utilidad de los conceptos, que en algunos casos pasa desapercibida.

Para identificar relaciones específicas de conceptos entre las materias, se consideran dos enfoques: (i) minería de textos para analizar las guías docentes y (ii) teoría de grafos a partir de una matriz de relaciones entre los contenidos de las asignaturas.

Durante esta fase piloto, se desarrollan y presentan varias experiencias específicas a los estudiantes, que manifestaron una actitud receptiva hacia el proyecto. En nuestra opinión, esta experiencia tiene un gran potencial para mejorar el proceso de aprendizaje de nuestros estudiantes. Al mismo tiempo, esto ha servido para detectar posibles limitaciones del grado, que podrían mejorarse y, al mismo tiempo, para que los profesores seamos más conscientes de los contenidos de otras materias y, por lo tanto, se adapten el formato a un estándar común.

Palabras clave: Coordinación, Estadística, Matemáticas, Análisis de grafos, Minería de texto.

"VISUAL LITERACIY SKILLS" AND DATA ANALYSIS IN ECONOMICS STUDIES: BEVERIDGE CURVE ANALYSIS WITH ECONOMIC DATA FROM THE FRED® PLATFORM

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Abstract

This work proposes the integration of "visual literacy" competencies and data analysis into economics education. It underscores the importance of students developing skills to gather, analyze, and interpret real economic data, surpassing the limitations of the traditional approach based on the study of abstract mathematical models. In particular, it suggests a four-stage active and experimental learning strategy—initial knowledge assessment (pre-test), construction and analysis of economic variables graphs, knowledge reassessment (post-test), and results discussion—that facilitates its integration into a flipped classroom model. Through the Federal Reserve Bank of St. Louis' FRED® platform, students build graphs of economic indicators that allow them to identify regularities, cycles, and trends in variable behavior. Furthermore, through the observation of these figures, they can ascertain if the variables' evolution aligns with theoretical model predictions.

The results of this strategy demonstrate that it not only enhances comprehension and retention of economic concepts but also fosters essential quantitative and analytical skills for diagnosis formulation and informed decision-making. As an illustration of this approach, the article presents an analysis of the Beveridge curve of the United States using data from the FRED® platform.

Key Words: Visual literacy, Data analysis, Active and experiential learning, Flipped classroom, FRED®.

COMPETENCIAS DE "ALFABETIZACIÓN VISUAL" Y ANÁLISIS DE DATOS EN LOS ESTUDIOS DE ECONOMÍA: ANÁLISIS DE LA CURVA DE BEVERIDGE CON DATOS ECONÓMICOS DE LA PLATAFORMA FRED®

Resumen

Este trabajo propone la integración de competencias de "alfabetización visual" y análisis de datos en las enseñanzas de economía. Subraya la importancia de que los alumnos desarrollen

habilidades y destrezas para reunir, analizar e interpretar datos económicos reales, superando las limitaciones del enfoque tradicional basado en el estudio de modelos matemáticos abstractos. En particular, propone una estrategia de aprendizaje activo y experimental en cuatro etapas —evaluación inicial del conocimiento (pre-test), construcción y análisis de gráficos de variables económicas, reevaluación de conocimientos (post-test) y discusión de los resultados—, que facilita su integración en un modelo de aula invertida. A través de la plataforma FRED® del Banco de la Reserva Federal de St. Louis, los estudiantes construyen gráficos de indicadores económicos que permiten identificar regularidades, ciclos y tendencias, en el comportamiento de las variables. Además, a través de la observación de estas figuras, pueden constatar si la evolución de las variables se ajusta a las previsiones de los modelos teóricos.

Los resultados de esta estrategia muestran que no solo mejora la comprensión y retención de los conceptos económicos, sino que el alumno desarrolla habilidades cuantitativas y analíticas esenciales para la elaboración de diagnósticos y la toma de decisiones informadas. Como ilustración de este enfoque, el artículo presenta un análisis de la curva de Beveridge de Estados Unidos con datos de la plataforma FRED®.

Palabras clave: Alfabetización visual, Análisis de datos, Aprendizaje activo y experimental, Aula invertida, FRED®.

DECONSTRUCTING THE TEACHING OF ECONOMICS IN A CONTEXT OF REALITY FICTION: FROM THE HUMAN-MIND MASTER CLASS TO THE NEW RE-CREATIVE TECHNOLOGICAL ORDER

Hernandez-Carrion, Jose-Rodolfo[1]

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Abstract

The traditional master class of previous centuries has been dressed, within the framework of the digital revolution, in a disguise of technology, thus becoming a much more expensive and complex version. The simple vision that the new teaching framework allows does not reveal us what happens in the background of the current teaching-learning processes. The budgets, the economic truths, the scientific theories, the daily "fakes", and so much new groundbreaking reality that the teacher must deal with in his still traditional classes, although embedded within the new standards of quality and equivalence of the Erasmus e agreement. international. The student lacks the necessary skills to face such challenges, in addition to not having a minimum critical capacity beyond emotional allegations that contribute little to knowledge or the school community.

We will critically discuss digital and innovative methodologies, from the most basic ones such as PowerPoint or the digitization of notes and applications to disruptive and innovative technologies, and even talk about the new concept of "reality fiction". We will refer to the economy and possible real advances that have already taken place —although it is not easy or possible to officially demonstrate their existence— that we know is possible, soon or in the future because we have the technology or the means; It is simply a matter of will or purpose).

In short, it is about critically reviewing the current learning of economics and economics, including the new revolutionary framework of the different programming and reprogramming models in the contexts of traditional capitalist, socialist, or communist societies. Likewise, the integration of the revolutionary collaborative and digital economy or Sharing Economy, anti-environmental consumerism, monopolistic feudal neo-capitalism, and the singularity from AI as new teaching units to consider.

Key Words: Technology, Digital revolution, PowerPoint, Reality fiction, Critical learning.

DECONSTRUYENDO LA ENSEÑANZA DE LA ECONOMÍA EN UN CONTEXTO DE REALIDAD FICCIÓN: DESDE LA CLASE HUMANA-MENTE MAGISTRAL AL NUEVO ORDEN TECNOLÓGICO RE-CREATIVO

Resumen

La tradicional clase magistral de los siglos anteriores se ha vestido, en el marco de la revolución digital, con un disfraz de tecnología, para así convertirse en una versión mucho más cara y compleja. La visión superficial que permite el nuevo marco docente apenas permite desvelar lo que acontece en el trasfondo de los actuales procesos de enseñanza-aprendizaje. Los

presupuestos, las verdades económicas, las teorías científicas, los "fakes" cotidianos, y tanta nueva realidad rompedora con la que el profesor debe lidiar en sus todavía tradicionales clases, aunque embutido dentro de los nuevos patrones de calidad y equivalencia de convenio Erasmus e internacional. El alumnado carece de las habilidades necesarias para afrontar tamaños retos, además de no contar con una mínima capacidad crítica más allá de alegatos de tipo emocional que poco aportan al conocimiento o a la comunidad escolar.

Trataremos metodologías digitales e innovadoras en modo crítico, desde aquellas más básicas como el PowerPoint o la digitalización de apuntes y exámenes hasta tecnologías disruptivas e innovadoras, e incluso a hablar del novedoso concepto de "realidad ficción". Nos referiremos a la economía y posibles avances reales que ya han tenido lugar —aunque no resulte fácil o posible demostrar oficialmente su existencia— que sabemos posible, en breve o en el futuro, porque disponemos de la tecnología o los medios; simplemente es cuestión de voluntad o propósito.

En definitiva, se trata de revisar críticamente el actual aprendizaje de la economía y lo económico, incluyendo el nuevo marco revolucionario de los diferentes modelos de programación y reprogramación en los contextos de las tradicionales sociedades capitalistas, socialistas o comunistas. Asimismo, la integración de la revolucionaria economía colaborativa y digital o sharing economy, el consumismo antimedioambientalista, el neocapitalismo feudal monopolista y la singularidad desde la I.A. como unidades didácticas a considerar.

Palabras clave: Tecnología, Revolución digital, PowerPoint, Realidad ficción, Aprendizaje crítico.