Contents

Introduction – Enhancing the effectiveness of learning and teaching in Economics
John Lodewijks & Rod O'Donnell, University of Western Sydney i-viii

Do Economics Students Think Like Economists?
Tommy Tang & Tim Robinson, Queensland University of Technology 1-17

Do online activities influence final examination grades? An evaluation of student performance in a business forecasting course
Con Korkofingas & Joseph Macri, Macquarie University 18-27

Attendance and Performance in a Large Economics Class
Frank Neri & Yumiko Meloche, University of Wollongong 28-33

Engaging students in Learning: An Application with Financial Modelling
Maria Estela Varua, University of Western Sydney 34-41

What’s in it for me? A comparison of postgraduate and undergraduate performance in supplemental instruction at an Australian university
Peter Meyer, Tiffany Hutcheson & Ferry Jie, University of Technology Sydney 42-49

To work or not to work ... that is the question: A classroom experiment on how the labour market operates
Arlene Garces-Ozanne & Phyll Esplin, University of Otago 50-60

Using Multiple Choice for In-Class Tests and Final Examinations
Steve Kates, Royal Melbourne Institute of Technology 61-68

A Process Philosophy Perspective on an On-line, Macroeconomic Teaching and Learning Project
James Juniper, University of Newcastle 69-93

Some issues relating to the teaching of opportunity cost
Rod O'Donnell, University of Western Sydney 94-100

The Economics of Climate Change: An Integrated Framework
Ross Guest, Griffith University 101-117

The boom we did not have: Australian Economics Degree Enrolments, 1990-2007
Alex Millmow, University of Ballarat 118-126