



1. Welcome
2. 2025 Education Awards for Exceptional Teaching and Innovation in Teaching
3. How are economists in Europe responding to AI in their teaching?
4. What is needed to help support academics to move forward?
5. What next?



EEA Education Committee Teaching Awards 2025

. The EEA Award for Exceptional Teaching

The *EEA Award for Exceptional Teaching* is given to 3 categories:

- Early career (teaching assistants and/or PHD Students).
- Junior (non-tenured)
- Senior (tenured or equivalent)

Nominations to the award are channelled through academic departments, who will be allowed to present a unique candidate for each of the 3 prizes. Nominations must include a short report justifying the reasons why the candidate deserves the prize. The prize consists of **1000 euros**.

2. The EEA Award for Innovation in Teaching

The EEA Award for Innovation in Teaching is given to an **individual / group**, who has / have produced an innovation in their teaching (even if in pilot form). The prize is in the form of a seed grant of **2000 euros**, to allow for the further development of the project. Applications must include a report from the individual / group explaining their project as well as two letters of support by senior faculty members explaining the contribution of the innovative project. The Committee accepts self-nominations.



EEA Education Committee Teaching Awards 2025

1. The EEA Award for Exceptional Teaching

- Early career (teaching assistants and/or PHD Students): Jash Shah (University of Southampton):

Jash Shah stood out for his inspiring approach to teaching econometrics—often a challenging subject for students. Drawing from his own early struggles with the discipline, he has developed a student-focused teaching style that consistently earns excellent evaluations. Beyond the classroom, his leadership in outreach, including his role in Discover Economics and as a student representative, further exemplifies his commitment to the field.

- Junior (non-tenured): Yigit Oezcelik (University of Liverpool)

Yigit Oezcelik has introduced a number of pedagogical innovations and, notably, has taken care to rigorously evaluate their impact on student learning. His initiatives, spanning various events and learning enhancements, reflect a strong dedication to improving the student experience through evidence-based methods.

- Senior (tenured or equivalent): Florian Heiss (University of Düsseldorf)

Florian Heiss has made lasting contributions to teaching in statistics and econometrics. With multiple teaching awards, a suite of educational videos, the implementation of flipped classrooms, and the authorship of three textbooks on programming languages, his efforts have shaped both how and what students learn in these key areas.



EEA Education Committee Teaching Awards 2025

2. The EEA Award for Innovation in Teaching

- Christan Spielmann and Sarah Smith (University of Bristol):

Awarded for their course on Communicating Economics, this team has developed an original and highly relevant initiative that equips students with essential communication skills. The course fills an important gap in economics education and holds promise as a model for wider curricular adoption at both undergraduate and master's levels.



Competition for Seedcorn Funding to support an innovative teaching project

2024/25 Funds Awarded January 2025

- **Paul Cox** (University of Bath) and **Chi Wan Cheang** (University of Liverpool) for their project to use students' job application experiences to develop a toolkit that supports engagement and employability in the classroom.

2025/26 Seedcorn Funds open for applications in the autumn

<https://www.eeassoc.org/seedcorn-fund>



2000 euro award
available – awarded
based on assessment of
proposals submitted



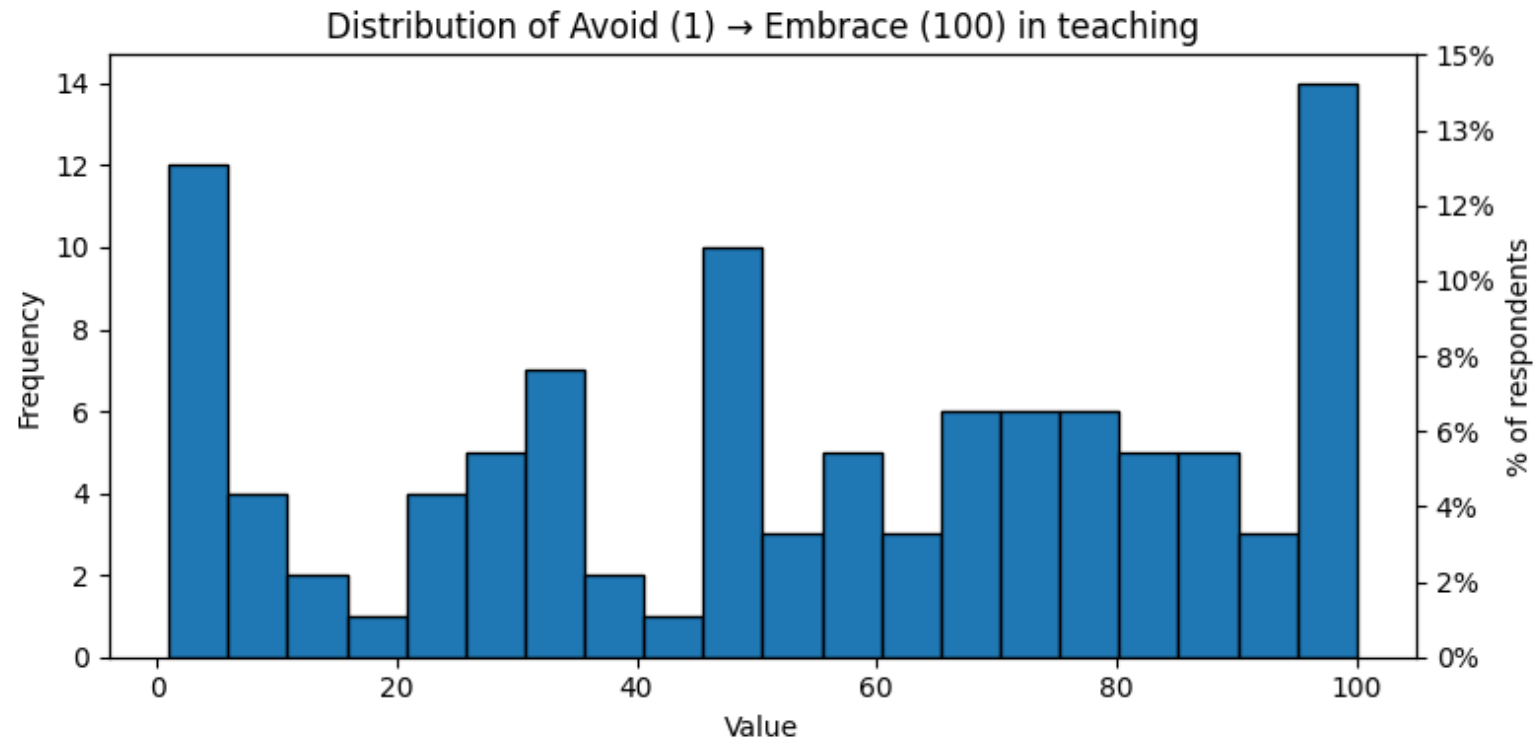
What do we know about how economists in Europe are adapting to AI in their teaching?

- EEA Education Committee Survey of economists teaching in European Universities ran in June/July 2025 – 109 respondents
- Web-scraping of top 200 European Economics Departments in July/August
- Build on work from other organisations – CTaLE/Royal Economics Society



Average AI adoption score amongst respondents was 54.82 out of 100, with some polarisation

Q: Where on a scale between 'avoid' (1) and 'fully embrace' (100) do you currently sit?





Some economics departments are embracing AI directly in modules and programmes

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Business Economics in the Era of Artificial Intelligence

Catholic University, ChatGPT enters the Economics curriculum

by School Editorial Board
2 October 2024



HSE University → Doctoral Programmes → Doctoral School of Economics → AI Applications in Economics EN

AI Applications in Economics

APPLY NOW
Applications for Russian government scholarship (Quota) are accepted till February 29, 2024

AI-based solutions for liquidity spillover, volatility and transmission of financial stress models
Scientific speciality: 5.2.4 Finance
Contact: Tamara Teplova (tteplova@hse.ru)

AI-based methods for processing text messages, comments, news (including private investors' opinions)
Scientific speciality: 5.2.4 Finance

APPLICATION GUIDE

About the School
Research Areas
Academic Council

Economics of AI

Coming 2025/26!

New Optional Module in Economics at Royal Holloway University of London



CONNECT@RHULECON
Discover ourselves and connect with us!

*Subject to validation

Universität Basel
Wirtschaftswissenschaftliche Fakultät

Studium | Forschung | Weiterbildung | People | Über uns | WWZ Forum

Home > Studium > Summer School > Courses > Courses 2022 > 55048 The AI Economy: Business Strategy and Policy Issues

The AI Economy: Business Strategies and Policy Issues
by Prof. Stephen Weymouth



Scope to incorporate research on economic impact of AI into curriculum



European Commission
ISSN 2443-8022 (online)

Artificial Intelligence: Economic Impact, Opportunities, Challenges, Implications for Policy

Wouter Simons, Alessandro Turrini and Lara Vivian

Article PDF Available

Understanding the Consumer Dynamics of AI in North Macedonian E-Business

December 2023 · *Economics and Culture* 20(2):64-75

DOI: [10.2478/jec-2023-0016](https://doi.org/10.2478/jec-2023-0016)

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SGH

Q MENU

> Badania naukowe > Granty i projekty badawcze > R&D Capital, Artificial Intell...

R&D CAPITAL, ARTIFICIAL INTELLIGENCE AND ECONOMIC GROWTH

Technological change due to R&D activities is widely acknowledged as a key driver of long-run growth in output per worker in developed countries. Due to the non-rivalrous character of technological ideas, they allow output to grow even when the use of inputs is constant over time. Therefore, the assessment of the long-run growth perspectives of advanced economies critically depends on the characteristics of the R&D process. In this regard, surprisingly, existing R&D-based economic growth literature almost unequivocally assumes that researchers' labour is the only input in R&D.

The reality seems to be different, though: the productivity of R&D also increasingly depends on the services of R&D capital. Modern R&D capital may range from modest offices at university campuses or computers at researchers' laps to such exquisite machinery as the Very Large Telescope (VLT), Large Hadron Collider (LHC) or artificial intelligence (AI) algorithms used in genome sequencing.

R&D
tionise this
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onomic growth.
of
odels.

Project director:
Jakub Growiec, Ph.D., SGH
Professor

Financing institution:
National Science Centre



ROYAL
ECONOMIC
SOCIETY

RES Summit 2024: Artificial Intelligence and Jobs

Wednesday, 6 November from 14:00-16:00, Online

Meet the speakers:



Prof Nava Ashraf
London School of
Economics and Political
Science (LSE)



Prof Sir Christopher Pissarides
London School of
Economics and Political
Science (LSE)



Prof Jolene Skordis
University College
London (UCL)

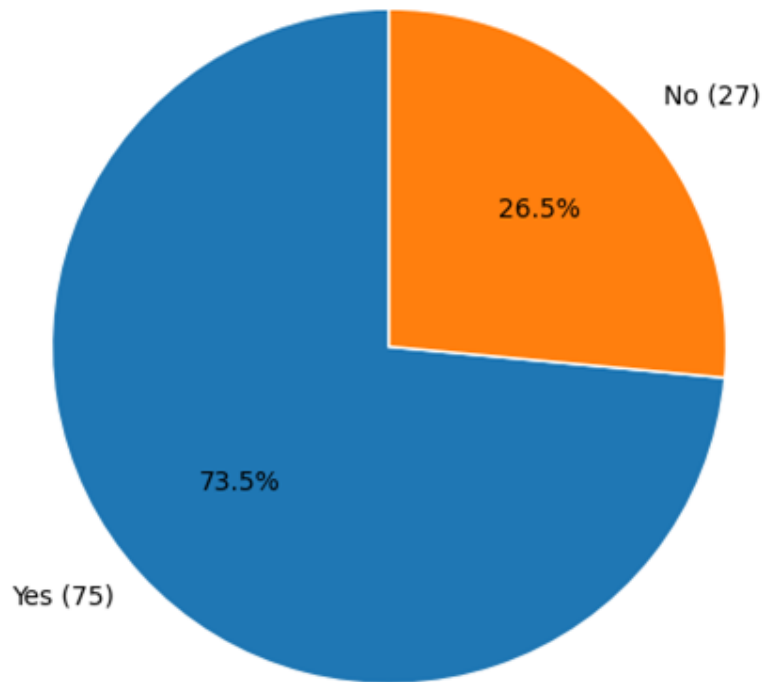


Dr Daniel Susskind
King's College London
and Oxford University



Economists are using AI to prepare their teaching

Q: Do you use AI to help you prepare teaching materials, assessment briefs and/or to give feedback to students?

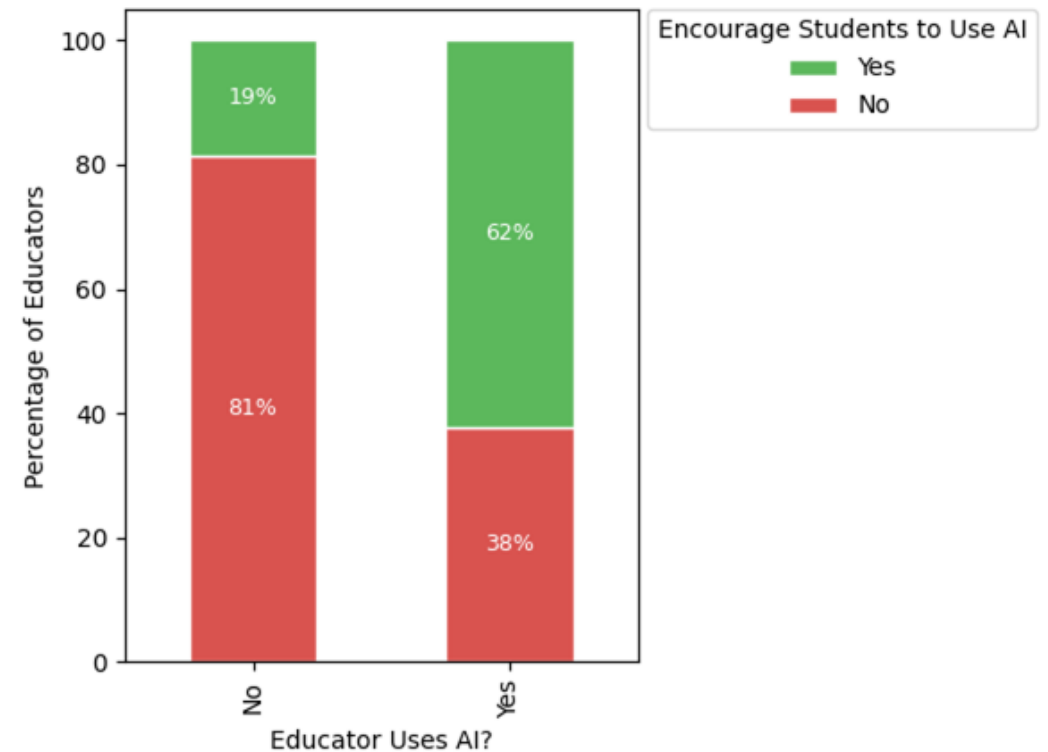
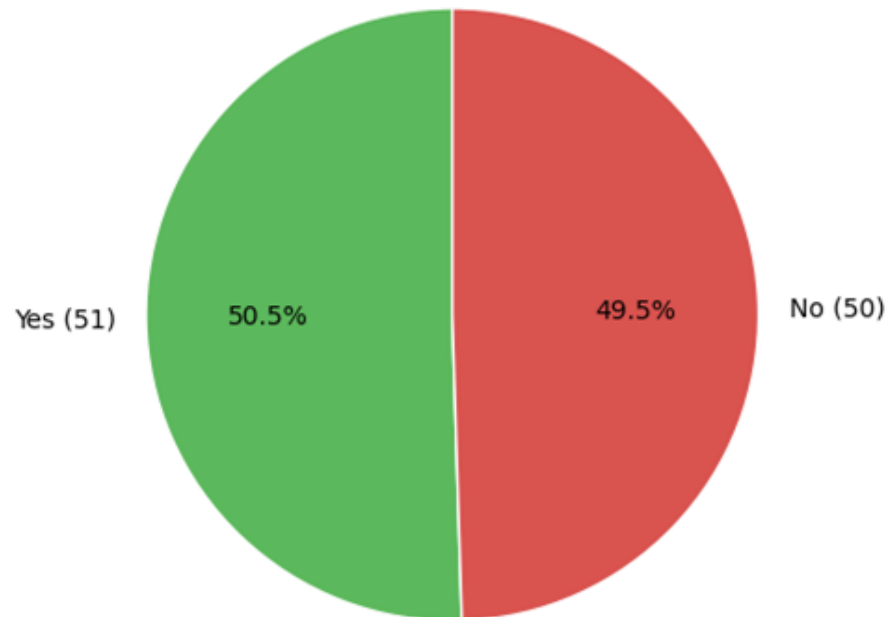


- Content Creation: Slide outlines, problem sets, quiz questions
- Language Support: Proofreading, grammar checking (especially for non-native speakers)
- Coding Assistance: LaTeX formatting, data visualization, programming examples
- Assessment Design: Creating exam questions, solutions, case studies
- Literature Support: Finding examples, summarizing papers, bibliographic research
- Popular Tools Mentioned: ChatGPT, Mathpix, LaTeX assistance tools



50:50 split on encouraging student use, with some variation depending on whether academic uses

Q: Do you encourage students to use AI in your course?





Survey respondents are setting some boundaries on what students can and cannot use GenAI for

Permitted uses

Writing Support: Grammar, proofreading, structure improvement
Coding Assistance: Python, R, Stata programming help
Research Support: Literature surveys, brainstorming, finding data
Concept Exploration: Getting alternative explanations and examples, understanding complex topics, summarising complex texts
Critical Thinking: Using AI as a thought partner, challenging ideas

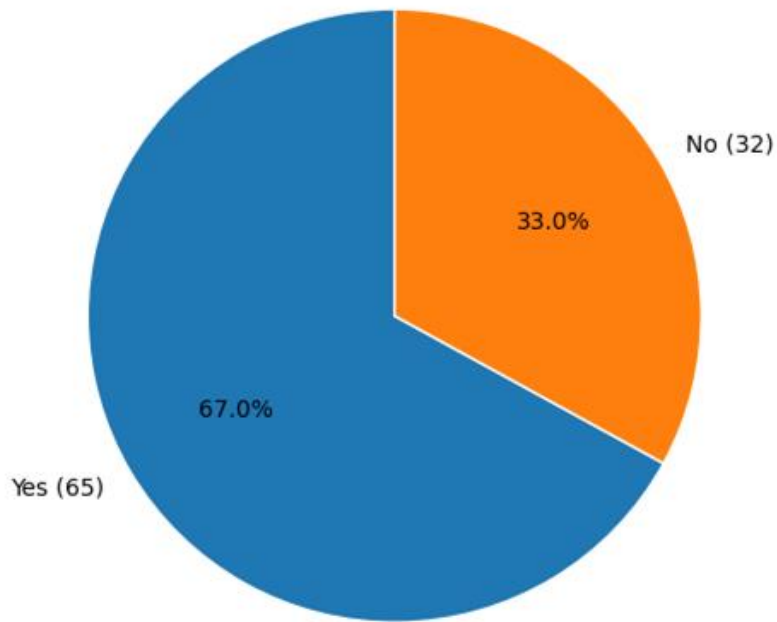
Common restrictions

Must cite AI use
Cannot replace critical thinking
Should verify AI outputs
Use for enhancement, not replacement

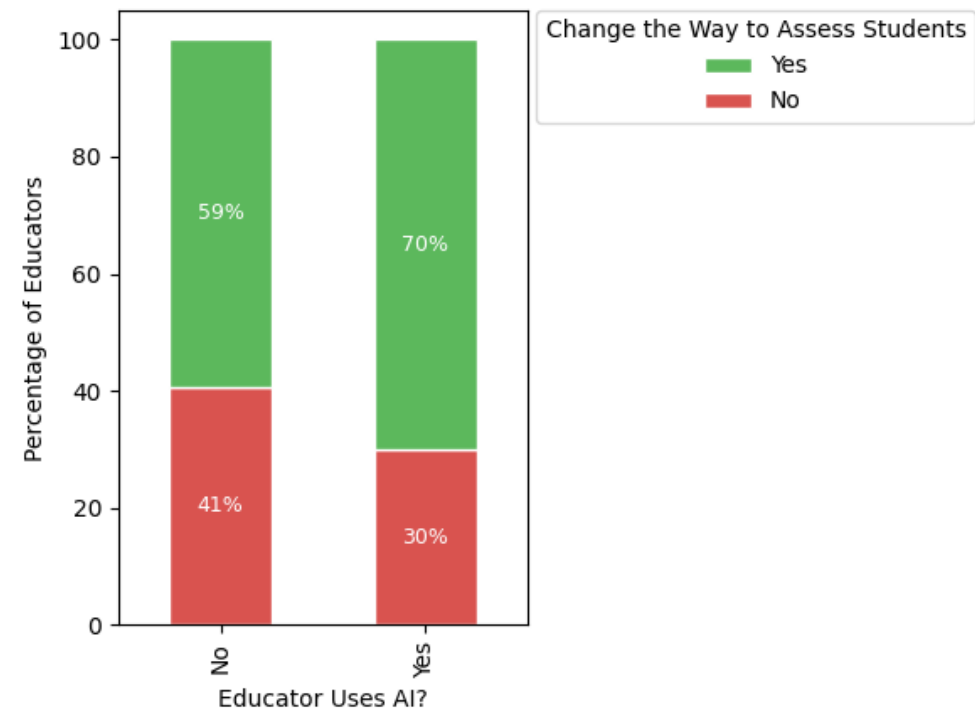


Economists are changing how they assess, whether they use AI themselves or not

Q: Have you changed how you assess students as a result of AI?



Assessment Change by Educator AI Adoption





Assessment changes in survey involve a mix of trying to exclude AI use and embedding AI use

More in-person

Shift from take-home to in-class exams
More oral presentations and defences
Increased weight on verbal communication

Changing types

Eliminating traditional essays
Focusing on analysis over summary
Creating "AI-proof" questions requiring deep understanding
More project-based assessments
More sophisticated questioning

Raising standards

Higher expectations for writing - eg, no grammar issues
More focus on critical thinking and creativity
Focusing on analysis over summary
Emphasis on understanding concepts, not just recall

Proving own work

Using AI detection software
Requiring reflection on learning process
Students must defend their work in person



Web-scraping exercise showed big move to more ‘in person’ but with ‘AI integrated’ assessment too

adapted exams	Ethics focus	Integrate prompt-engineering
viva voce	Code replication tasks	Ban
randomised orals	Use for data cleaning	Multi-step problems
AI-proof assessments	Explain your prompt	Blended assessments
Declaration requirements	Closed-book midterms	Causal inference and interpretation
AI detection tools	High stakes AI-free	AI-enhanced case studies
Handwritten	Emphasise critical-thinking	Critique LLM forecasts
In-class problems	Originality-centred tools	Current events topics
Narrative econometrics questions	Simulations	Integrate AI insights into assignment
In-class research memos	Unique/personalised problem set questions	Live coding exercises
Data Labs	AI Proof ¹ quantitative questions	Hinge point questions
Analyse conversation with AI	Video brief	Personalised adaptive quizzes
Remove multiple-choice	AI-inclusive case study exams	Proctoring
Change rubrics	Quizzes with live Q&A	AI Project
Replace take home exams	Real-world decision making	



Academics are looking for more support and guidance for themselves and students

- **Need for coordinated guidance/training for students:** *Shouldn't there be a program-wide/university-wide/high-school course to teach students how to use or not use AI?...then, let the system work freely*
- **How should we change assessments:** *in light of AI inevitability, how do we change what we assess and how we assess?.... unsure what the best approach is....tend to cheat....if use oral presentations or in-person exams get backlash from students...driven by the reformulated LOs.*
- **Are we preparing students for ethical use in the labour market:** *Do we have a good understanding of how AI is changing the job market requirements of our graduates, and how we then optimally adjust how we teach? ...training students into how to best deploy AI increases the chances of unethical misuse...their own added value is nothing...learn to be economists and not just a prompt engineer*



Adapting through cross-discipline dialogue

University Away Day (all teaching staff)

Our Starting point

- Mixed knowledge levels on AI in teaching
- Strong opinions, little exchange
- Voluntary training offered before, taken mainly by the same group of engaged staff
- Many colleagues voiced views without real experience



Adapting through cross-discipline dialogue

- Away Day approach
 - Keynote: What AI can do (and what it cannot)
 - Core message: too complex to “figure out” alone
 - Sessions on AI & assessment, AI & data protection, and “AI for beginners”
 - Most popular: beginner session, many had never used AI despite access
- Outcomes
 - Shared understanding: AI is here to stay
 - More colleagues now joining training
 - Structured professional development plan established
 - Growing peer group working on student awareness and use
 - Training also extended to non-teaching staff
 - Re-examining assessments; main challenge remains final theses



Adapting through assessment re-design

- Some Difficulties:
- Tools to detect AI usage limited
- Inequity in student use/knowledge of AI
- Limited resources (class size/faculty time/facilities/etc)



Adapting through assessment re-design

- Example 1: Essay
- Structured multi-step process instead of assessing finished product
- Hypothesis - relevant literature - data - methods - ...
- Potential oral presentation/viva
- For larger classes, group work with self/peer-reflection



Adapting through assessment re-design

- Example 2: Critical thinking
- Students ask AI to evaluate a statement or answer a question
- Students are then tasked to evaluate the AI response



Workshop attendees – brainstorm and create advice for programme leads on how to support

- Q1: If someone is leading a coordinated session to develop guidance for students on GenAI use, what should it include?
- Q2: If someone is leading a coordinated session to develop guidance for academics on adapting to GenAI use in teaching, what should it include?
- Q3: Is there a case for more coordination across the economics-discipline? What about inter-disciplinary?



What next?

- CTaLE seminar with Education Award winners – autumn 2025
- Updated ‘Conversations with Series....’ with prior winners and Committee members
- Seedcorn fund open for proposals – autumn 2025
- EEA Education Committee report on ‘How European economists are adapting to AI in their teaching’ – autumn 2025
- CTaLE-Stone Centre-RES *Report on Rethinking Economics Assessments for a GenAI World* – September 2025: <https://ctale.org/our-projects/rethinking-economics-education-for-a-genai-world/>

Lots to discuss – you can find list of seminar series and conferences on economics education (where AI will be a topic we are sure) on our website: <https://eeassoc.org/committees/education-committee/upcoming-events>



Committee members:

Cloda Jenkins, Imperial College London (Chair)

Constantin Burgi, University College Dublin

Anna Goeddeke, ESB Business School

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<https://www.eeassoc.org/committees/education-committee>

<https://youtube.com/playlist?list=PLe-m6TldKfFcBMKI1voHxvXeOtRQhDFxU&feature=shared>



Graphic created with ChatGPT 5 on August 13th 2025