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While the term “dismal science” was originally used to describe Economics because of the negative outcomes that the study often suggests, more recently that negative description has been used to describe the methods in which the discipline is taught. Movement away from traditional “chalk and talk” delivery can be beneficial to instruction for any discipline. It is likely that one field of instruction with the greatest need for movement to other teaching methods is Economics.

The first attempt to employ an active experiment for economic instruction was Chamberlin (1948) which introduced an imperfect market simulation designed to be somewhat similar to laboratory experiments conducted in natural sciences. While classroom experiments have increased in popularity over the years, they are utilized by only a small percentage of Economics instructors and typically only for introductory topics (Guest, 2015). It is likely that many instructors consider the additional time cost associated with preparing and developing such activities as too large, making these activities not worth the effort (Goffe & Kauper, 2014).

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