

TEACHING INTRODUCTORY MACROECONOMICS
DURING THE GREEK FINANCIAL CRISIS

By

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Abstract

The purpose of the paper is to determine how the teaching of introductory macroeconomics should take place during the Greek financial crisis based on responses of a recent survey administered to introductory macroeconomics students at a university in Greece. For the economics student group surveyed, students are looking forward in gaining knowledge in understanding the crisis. An approach to teaching introductory macroeconomics that incorporates the Global Financial Crisis (GFC) in a pedagogical way builds up the perception that introductory of macroeconomics is necessary and interesting in explaining the GFC. Students appreciate the knowledge gained. It is argued that a comparative approach of different economic theories, mainly neoclassical and Keynesian, can provide a pedagogical way of teaching introductory macroeconomics, allowing students to use their personal experience in determining the most "suitable" theory in explaining the crisis.