THE INCLUSIVE ECONOMIST: CELEBRATING CULTURAL & LINGUISTIC DIVERSITY THROUGH POP CULTURE
Wayne Geerling and Dirk Mateer
A Little Teaser
1. What do we mean by inclusion?
2. Why is inclusion important?
3. Pop culture references in economics education
4. How to promote inclusion in teaching through pop culture
5. Conclusions
1. What do we mean by inclusion?

- Recognising culturally and linguistically diverse (CALD) students.
- Many of these students have an ESL background.
2. Why is inclusion important?

- Classroom and workforce diversity generate positive externalities.
3. Pop culture references in economics education

Survey of main pop culture websites

- Economics of modern family
- Broadway Economics
- The Economics of Shark Tank
- The Economics of Parks & Recreation
- 10 Greatest Films for Teaching Economics
- The Economics of The Office
3. Pop culture references in economics education

Western, almost exclusively English-language.

Does not reflect the cultural diversity in our classroom.

Potential for increased engagement & motivation.

36 countries with less than 10 students

China (excludes SARS and Taiwan Province): 571
Vietnam: 70
Singapore: 72
India: 35
Pakistan: 10
Hong Kong (SAR of China): 22
Sri Lanka: 27

Burma (Myanmar): 10
Taiwan: 12
Macau (SAR of China): 13
Cambodia: 18
Thailand: 22
Sri Lanka: 42
India: 43

China (excludes SARS and Taiwan Province): 193
Indonesia: 84
Malaysia: 98

Domestic: 2,765
International: 2,461
4. How to promote inclusion in teaching through pop culture

Guiding principles when using CALD resources:

1. Relevant to economics
2. Authentic
3. Respectful
4. Avoid cultural stereotypes
5. Be intentional about what you use
Some of our favourite clips

Do it for Denmark

Hjælp Danmark med en romantisk storbyferie
Some of our favourite clips

CLIP 2
Describe a movie, TV show, song, or commercial that would make an interesting addition to the course.

- 250 words.
- Can be a foreign clip.
- Provide link.
- Media must be recent.
- First suggestion came from Korea.
Create a Music 4 Econ animation of a song.
Take music video, then economic commentary.
Add English subtitles, if needed.
Song must be recent.
Fair use.
Creating a website to house clips.
Clips in German, Hindi, Japanese, Korean, Indonesian, Mandarin & Vietnamese.

Unlock Student Creativity: Music 4 ECON

Original Article

Music Then and Now: Using Technology to Build a Lyric Animation Module

Wayne Geerling, G. Dirk Mateer, and Brian O’Roarke

Abstract
This article describes a student group project (Music for Econ) which synthesizes music with economics and is a great way to connect with your audience. We trace the journey of Music for Econ from its inception as a Pop-Up video in the early 2000s through to the creation of a Music for Econ library on Critical Commons. Music for Econ is a pedagogical device which can be used to demonstrate the everyday application of economics and help unlock student creativity. Consequently, we provide the instructor with a do it yourself (DIY) manual, which shows them how to set up the project, customize it depending on the size of their class, and how to avoid common pitfalls. We also include an end of project survey template for reference and future use in an appendix. More broadly, Music for Econ is simply fun to watch if you like music and enjoy learning about economics.

JEL Classifications: A20, A21, A22
Exo/CBX, “Ka-Ching” (Korean/Japanese)
Tulus, “Shoes” (Indonesian)
6. Conclusion

- Reflection of what interests people
- Broaden horizons
- Global influence map
- Appreciate that economics is everywhere
- Maximise impact of media in class
- Join us in this ongoing endeavour
Discussion