CURRENT EVENTS IN THE CURRICULUM: NEW RESOURCES FROM AUDIOECON

Ishani Tewari, Curry College

JET-SET 2023
“The main thing I want to learn is how to properly read and understand economic statements and how to be more in tune with the economic world around me.”

(Macro, Fall 2022)
“the work of the classroom has escaped the confining limits of the textbook”

Hewitt et al. 1950, 60

“Explain and evaluate what economic concepts and principles are used in economic analyses published in daily newspapers and weekly news magazines”

Hansen (2001) expected Proficiencies for undergraduates

“Relevance and relatedness are essential in the learning “process as they can boost student engagement and motivation”

Zhang and Ramse (2020)

“Stronger interests in economics when they engage with introductory economics concepts in meaningful ways”

“Ahlstrom (2021)

“Female and underrepresented minority students may particularly benefit from using these instructional strategies, which may promote increased diversity among undergraduate economics majors.”
What type of resources do you use to incorporate current events in your economics courses?

A. Articles  
B. Videos  
C. Podcasts  
D. Other  
E. Don’t use current events much
What are the challenges you face in trying to use timely news content in class?
You’re invited to open audioecon.com and follow along
Welcome to audioecon! 1 comment

This site is a curated library of economics-themed podcasts, primarily from Planet Money, but also from Freakonomics, EconTalk, This American Life and others. The site is designed for economics instructors with searchable categories created with the instructor in mind, as well as suggestions for podcast-related assignments they might incorporate into course instruction. Audioecon will also be of interest to anyone who enjoys learning more about economics. Audioecon and related assignments is featured in the Journal of Economics Education article *Podcasts as a Tool for Teaching Economics* Vol.45, Iss.3, 2014.

I hope you find this site useful and interesting, and welcome your feedback!

I wish you smart listening!

Posted June 27, 2012 by audioecon in Utility
Podcasts

• This continuous, active engagement with new material provides students **opportunity to process concepts and make higher levels of connection**. It also frees up in-class time for further discussion of concepts and their application for a higher level of learning (Bollinger et al., 2010, Taylor, 2009, Vess, 2006).

• Prensky (2007) reports that students of the ‘digital native’ generation are “clamouring” for the use of such technologies as part of their education.

• Hill et al. (2012) found that podcasts are **perceived as an effective tool in supporting learning**, largely by offering a flexible and moveable learning experience.

• Evans (2008) found that students perceive podcasts as an **efficient way to learn and as a more effective revision tools than their textbooks**.

• Can listen on the go
• It’s a break from reading and video fatigue

• Relatively hard for generative AI to “mine” arguments from transcripts –informal language, interruptions, unique dialogue features-- **promotes critical thinking for students**
Expanding Resources at Audioecon

New teaching content from audioecon.com  Leave a comment

If you’re a regular follower of audioecon, you’ll notice some updates to our site this month (March 2023). We recognize that, while students are increasingly eager to connect the classroom with current events, incorporating interesting, relevant daily or weekly news can be a heavy lift for professors.

We’ve often included ‘teaching ideas’ in the past to ease the load for instructors wanting to incorporate relevant podcast content into classroom learning and assignments through discussions, reflections, etc. (see the ‘teaching ideas’ category for a full list). Based on feedback, we’ll now be including teaching ideas with every new Audioecon.com post. Follow the ‘teaching ideas’ link on each new post to find:

- a few “listening check” multiple-choice questions that incentivize careful pre-class listening,
- suggestions for an in class teaching idea (~10 minutes of class time) which may include discussion ideas, numerical problems, data analysis, and graphical or other quantitative problems.

This will facilitate your efforts to help students digest the podcast content and merge it meaningfully with class concepts. We hope this helps you easily infuse fresh examples and applications into your curriculum!

P.S. if you’re a subscriber to audioecon, you may get a few extra email updates in the coming week or so as we add a healthy dose of fresh content. After that things will go back to normal! Apologies and thanks for your patience.
What’s behind the China deflation scare

7/12/23, The Indicator (10:21)

Link: https://www.npr.org/2023/07/12/1187372320/whats-behind-the-china-deflation-scare

Instructors: Click here for link to Teaching Ideas for this episode

Summary: Inflation in China hit zero last year, putting the global economy on edge. Should the world be worried about deflation and a potential economic downturn? The New York Times' The Indicator speaks with an expert and takes a closer look at the data. In the “Teaching Ideas,” students can learn how to analyze economic data directly from the source—China’s National Bureau of Statistics. For those used to FRED or BLS, this is an invitation to follow down a less familiar path!
TYPICAL APPLICATION EXERCISE

FOLLOWING A MODULE
8-9/SEMESTER

20XX Pitch Deck 11

Students listen to podcast
“Listening Check” MC Questions

Application exercise: discussion, data analysis, graphing, numerical problem

Assessment

Using “Teaching Ideas” from Audioecon

Pre Class

Class (30-40 minutes)

Post Class
Do dollar store bans work?

5/15/23, The Indicator (8:59)

Link: https://www.npr.org/2023/05/15/1176335592/do-dollar-store-bans-work

Instructors: Click here for link to Teaching Ideas for this episode

Summary: There are more dollar store discount stores than Starbucks, Walmart and McDonalds combined. In recent years, several communities, particularly in the South, are trying to slow the proliferation of these stores, stating they deter regular grocery stores and limit the availability of fresh, healthy food options. The Indicator explores how dollar stores bans have worked out in two cities. Our application exercises builds a supply and demand framework to study the situation.
What’s behind the China deflation scare

7/12/23, The Indicator (10:21)

Link: https://www.npr.org/2023/07/12/1187372320/whats-behind-the-china-deflation-scare

Instructors: Click here for link to Teaching Ideas for this episode

Summary: Inflation in China hit zero last month. Should the world be worried about deflation and a potential recession? The Indicator speaks with an expert and takes a more nuanced look at the data. In the "Teaching Ideas," students will look at this directly from the source—China’s National Bureau of Statistics. For those used to FRED or BLS, this is an interesting exploration down a less familiar path!
Linking podcasts to your syllabus

If you wish to implement the "Strategic Sampling" method of using podcasts in your classes, you may find the following links which "map" topic-specific podcasts to some commonly used introductory economics textbooks.

**Introductory Microeconomics**


**Introductory Macroeconomics**


**Intermediate Microeconomics**


**Intermediate Microeconomics**
COMING UP

• Continuing to
• Upcoming
• Easy import of Listening Checks into Canvas
• More suggested syllabi links
• Assessment questions

Stay in touch!

• Ideas for podcasts
• Activities that we can embed in “Teaching Ideas”
NEED MORE CURRENT EVENT INSPIRATION?
“CURRENT EVENTS IN THE CURRICULUM”
(MY GOOGLE SITE)

THANK YOU!