

DANCE ECON USING ARTS INTEGRATION TO ENHANCE MACROECONOMICS LEARNING

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PRESENTATION OVERVIEW

Start with the Art

Terminology

Value in Arts Integration

Our experience

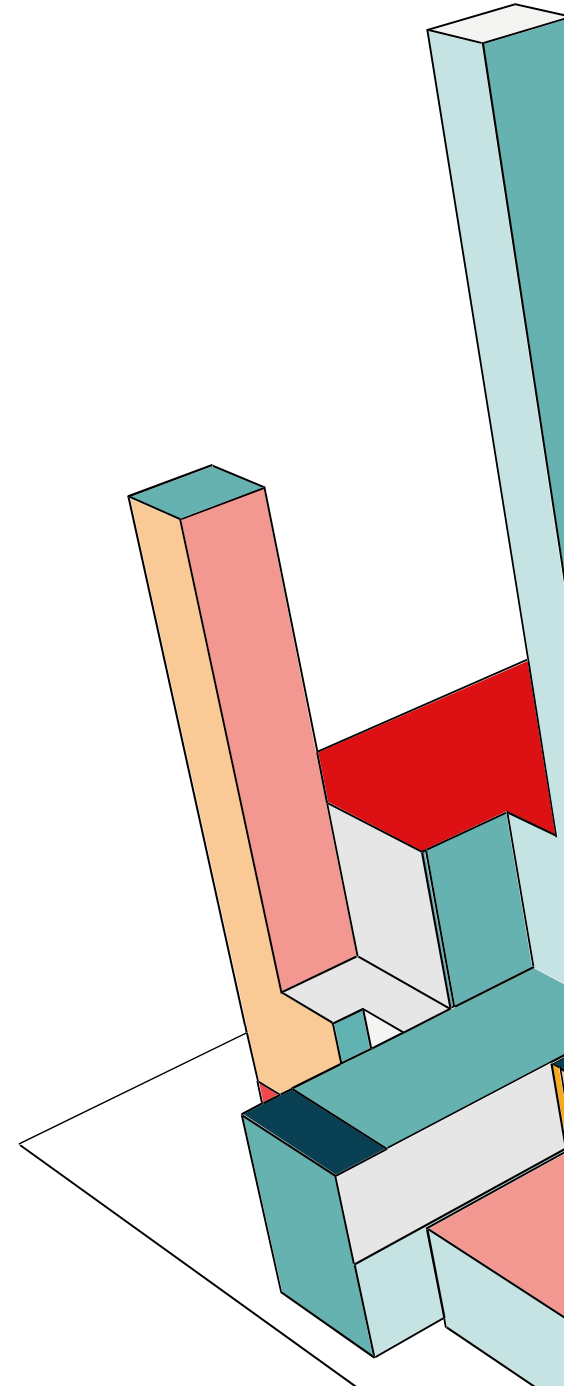
- Content coverage

- Time management

- Buy-in

- Assurance of learning

Take Aways



TERMINOLOGY ARTS ENGAGEMENT

Arts Augmented

uses art as a vehicle to learn something else

Singing to learn the alphabet or lyrics to explain a concept

Stated versus Revealed preference

"don't believe me just watch"



TERMINOLOGY ARTS ENGAGEMENT

Arts Augmented

Arts Experience

links art to discipline content by experiencing art and then imposing a learning opportunity onto it.



TERMINOLOGY ARTS ENGAGEMENT

Arts Augmented

Arts Experience

Arts Integration

is an equally balanced collaboration between the artist and the field specialist.

It is more difficult because the arts must be equally represented within the experience. It requires art specialists.

This is stepping into the unknown and fully collaborating with teaching artists and discipline specialists.

VALUE IN ARTS INTEGRATION

Traditional education separates the student and disciplines.

Arts integration steps into the classroom and acknowledges learners as whole and unique.

It brings focus to the whole student.

It embraces the notion that all students are different and celebrates each student.

Arts integration prizes individualism and the personal voice – and provides authentic engagement to curricular content.



STEAM Science, Technology, Engineering, Arts, and Mathematics

is an educational discipline that aims to spark an interest and lifelong love of the arts and sciences in students. All these fields involve creative processes and use multiple methods of inquiry and investigation.

Teaching relevant, in-demand skills that will prepare students to become innovators in an ever-evolving world is paramount, not only for the future of the students themselves but for the future of the country. STEAM empowers teachers to employ project-based learning that crosses each of the five disciplines and fosters an inclusive learning environment in which all students are able to engage and contribute

—Dr. Joseph Lathan Program Director of the University of San Diego

RESEARCH SAYS....

ARTS INTEGRATION IMPROVES STUDENT SUCCESS

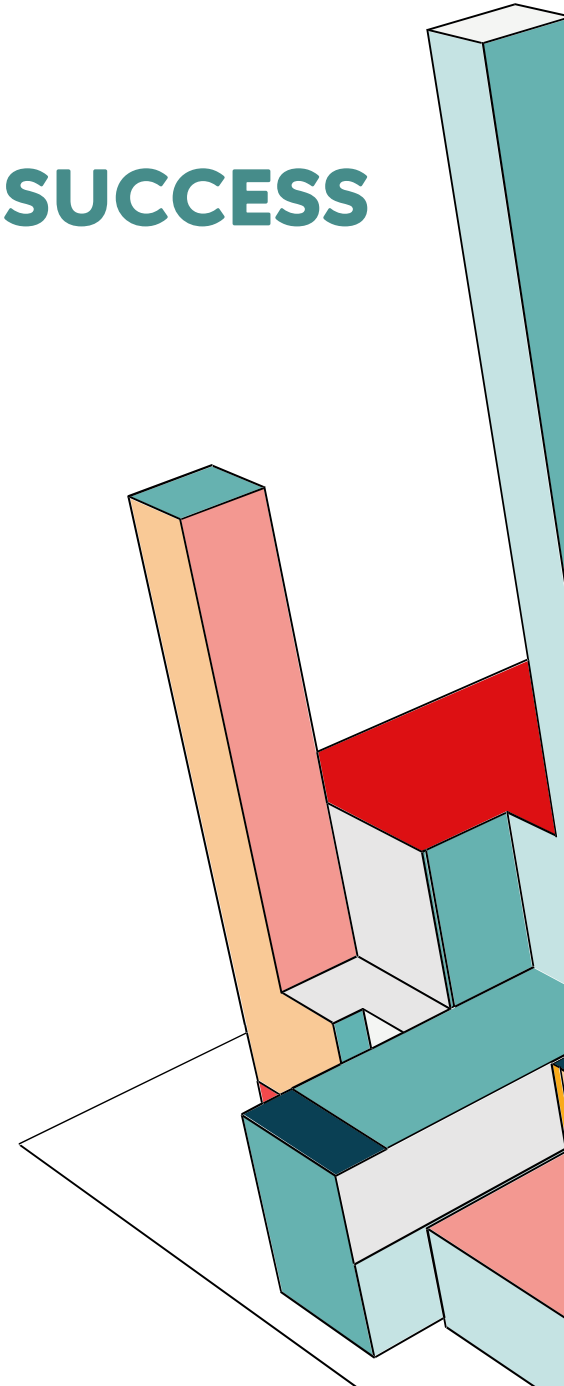
Improved

- ✓ *Retention*
- ✓ *Graduation*
- ✓ *Critical thinking skills*
- ✓ *Problem-solving*
- ✓ *Engagement*
- ✓ *Sense of Community*

Higher grades

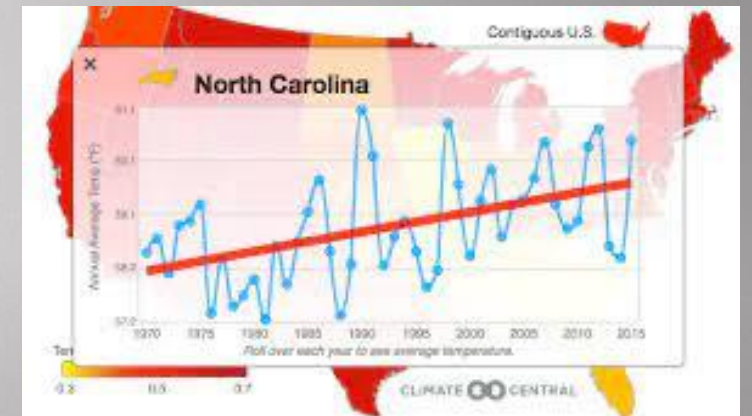
Less absenteeism

Fewer Disciplinary Infractions (K-12)

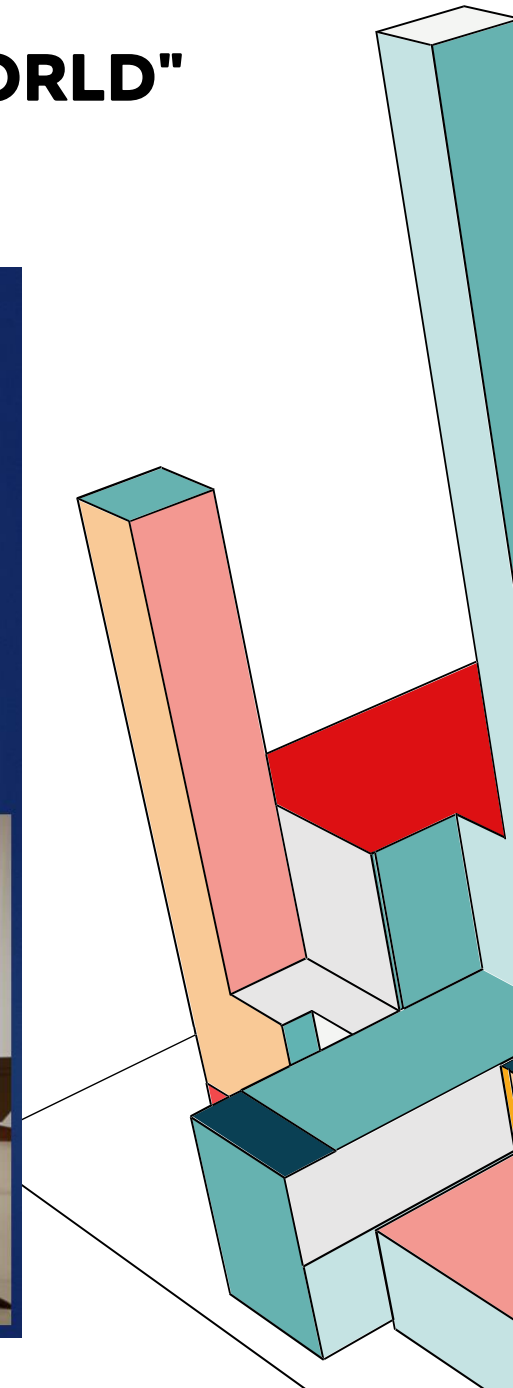
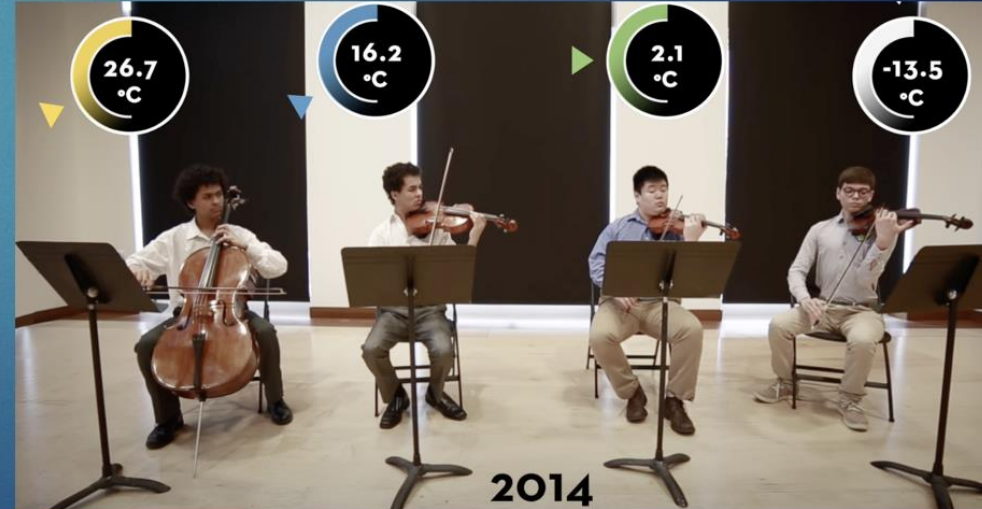
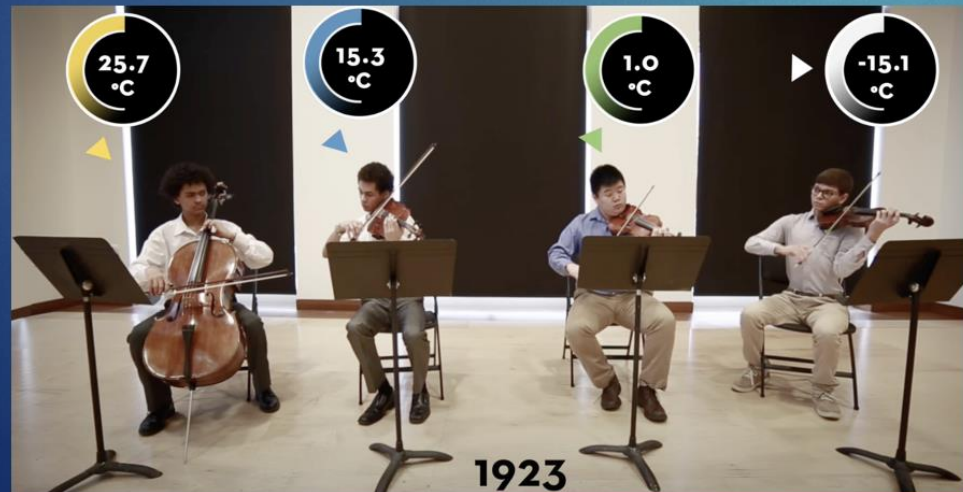
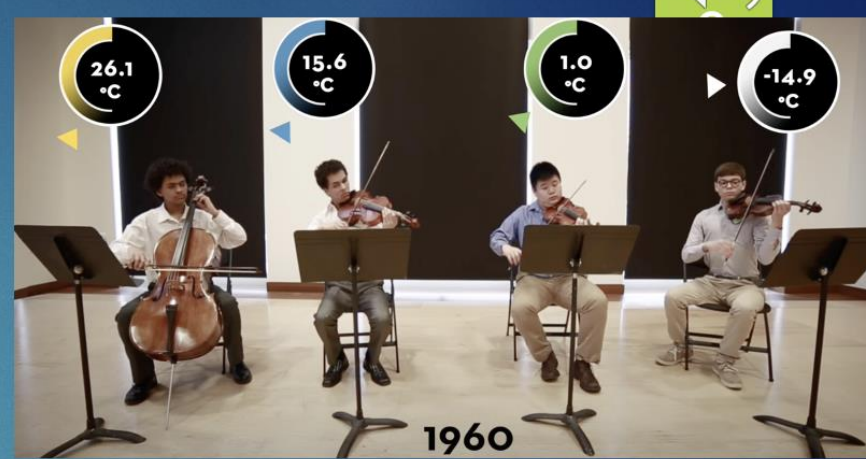
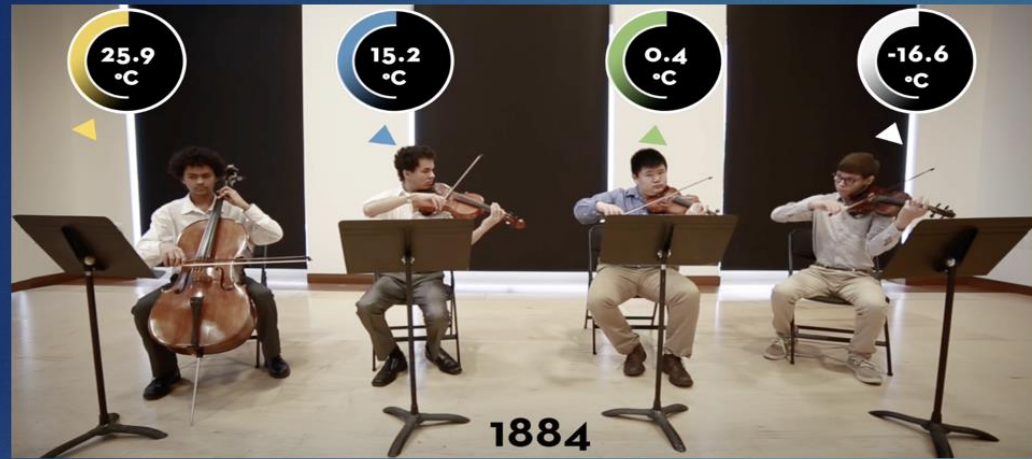




RISING TEMPERATURES SHORELINE EROSION STORM SURGES



MUSICAL SCORE: "PLANETARY BANDS, WARMING WORLD" BY DANIEL CRAWFORD



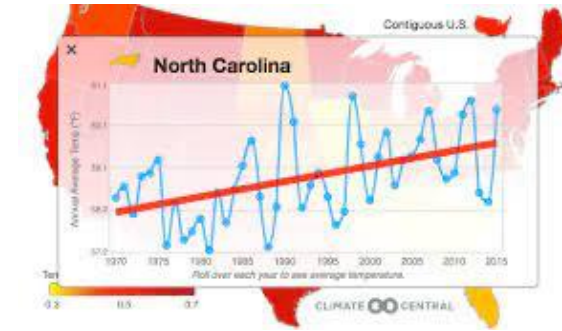
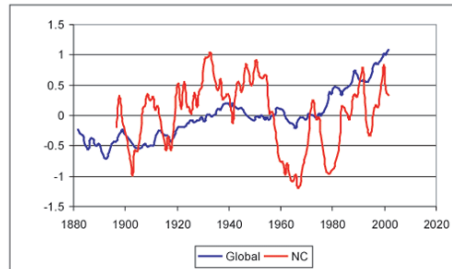


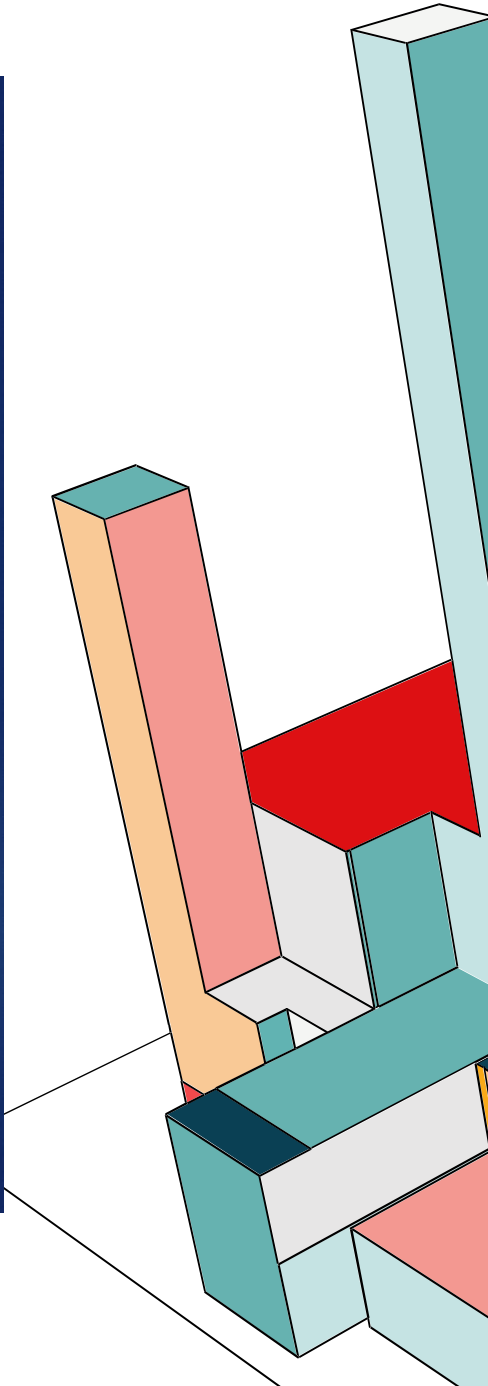
Figure 3. Departure of the global and North Carolina average annual temperatures from the long-term average.



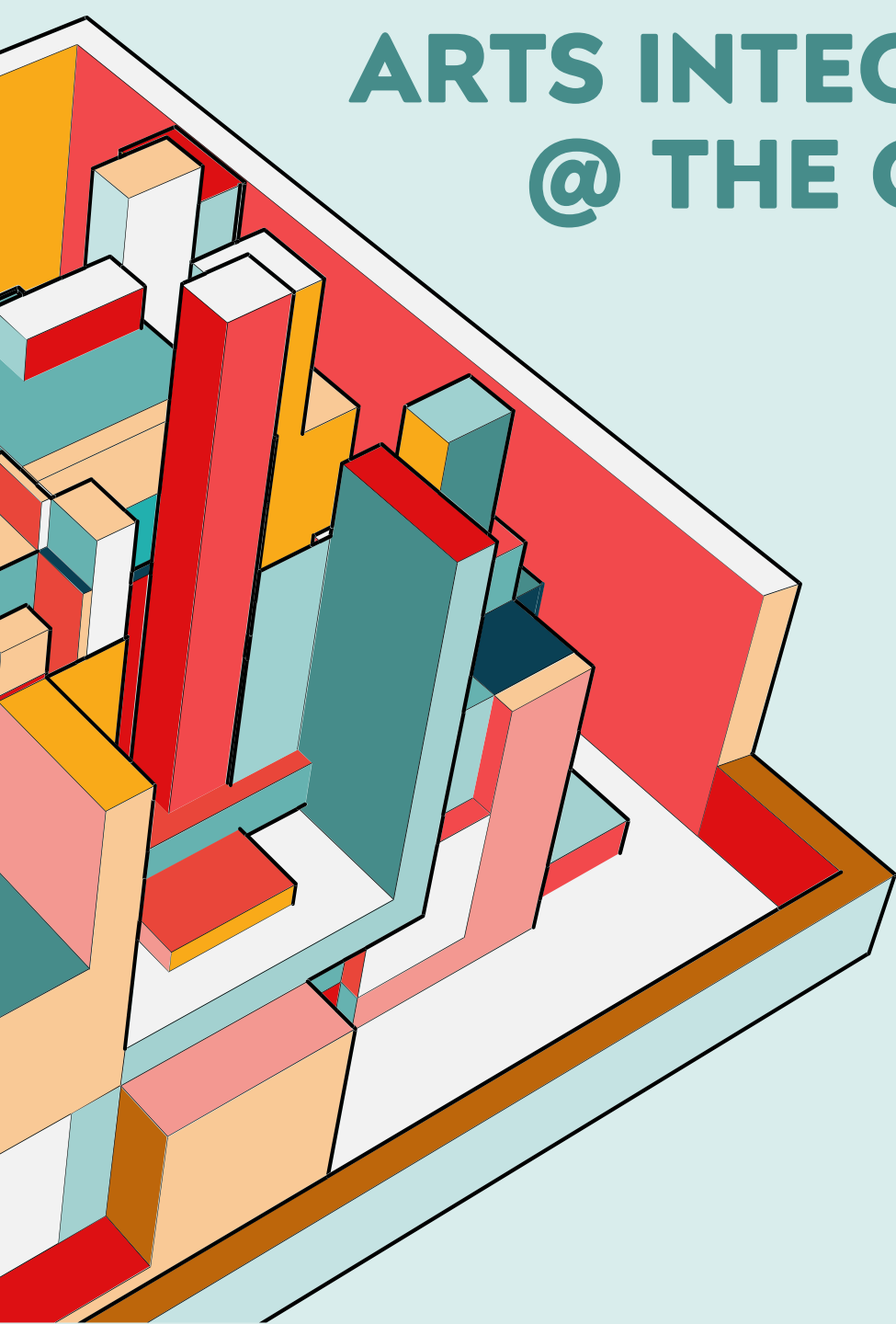


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ARTS INTEGRATION (AI) @ THE COLLEGE LEVEL



ARTS INTEGRATION (AI) @ THE COLLEGE LEVEL



- Improves retention and learning
- Creates a sense of community
- Improves academic performance (in non-AI courses)
- Higher GPAs overall
- Higher completion rates
- More positive class experience for students (Higher SEIs & survey)
- More positive class experience for instructors (Survey)
- Narrow achievement gaps of at-risk student populations

This class was entirely different than what I expected it to be. I can promise it will be one of my most memorable college experiences being in a classroom setting by far. I recommend other classes to try out the integrated learning style, although we did set the bar high with our illustrative dance on economics.

It has the possibility to help students learn concepts in new ways as well as to stimulate different areas of the brain that a standardized lecture can lack. It also can help bring a new sense of energy to our college education.

I feel that a little integration will have a positive effect on motivation levels in students and can give them something to look forward to when going to class. It would be nice to see something like this at ECU again in the future.

—Ethan Collins



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INTERMEDIATE MACRO CONTENT COVERAGE



INTERMEDIATE MACRO CONTENT COVERAGE

Macro-overview and Data

National Income

Inflation

Unemployment

Financial Markets

Business Cycles

Growth

The Fed and Monetary Policies

Market Adjustments

Consumption

Investments

International Trade

Global Finance

Open Economy Models

**Debt, Deficits, Budgets,
& Fiscal Policies**

OUR EXPERIENCE

While this might seem like a class exercise, it is about how we move in the world; how we work and buy things.

—Tyler Gelnett



TIME MANAGEMENT

Small class

Required and Reminded Attendance & Attention

Daily Assessment

Required openness to unique learning opportunities and student buy-in



TIME MANAGEMENT

“I absolutely think it was a good use of our time. Some of my favorite classes were ones in which we rehearsed in the dance studio. When most of my classes are sit-down lectures that simply involve taking notes for fifty minutes with an exam here and there, it was refreshing to have a class where we got to move around and be more active. It was a chance to not only use our prior knowledge and our brains, but also to be physically active and more fully integrated in what we had learned.”

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BUY-IN

“When I first heard about the idea, I honestly was totally shocked, as it was the last thing I had expected to do in an economics class and I did not ever imagine that in my time at ECU, I would get a chance to work with any of the art schools/departments since it wasn't in my major. I was excited about the project and told many of my friends about it when it was first announced.”

RETENTION & ASSURANCE OF LEARNING



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Dancing Economics impacted my learning. One year later, I remember the dance project far better than any other exam or project. It's safe to say that this was the most memorable project of my undergraduate experience.

In most classes, it is hard to retain any of the knowledge once I have been tested on it. This was much different in the sense that we really got to spend time truly understanding the material through learning and formulating the routine that we presented.



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TAKEAWAYS:

This collaboration between economics and dance reinforced that university learning is a collective experience. I have great colleagues. Jayme generously volunteered her time to work with my students. Dance Economics made Intermediate Macro fun, improved student engagement, and increased content retention. More importantly, the students (and I) learned to take chances and to try something new. They built stronger connections with each other and with the material.

—Meghan Millea (Econ)



TAKEAWAYS:

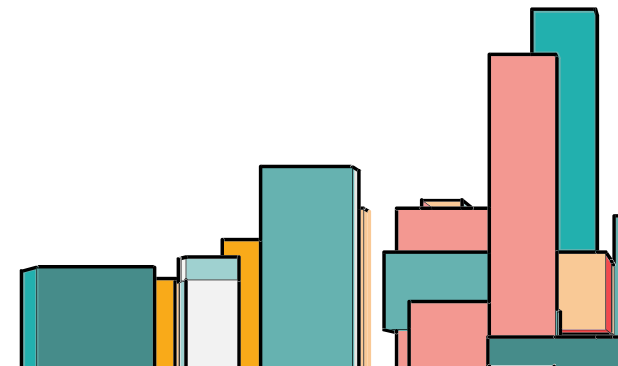
The **arts integration** project between dance and economics was not just an exploration of movement and market forces.

It was a celebration of passion, a catalyst for community building, and a reminder that, at the core, we are all connected as humans.

This initiative not only enriched academic experiences but also underscored the profound value of arts integration. Showcasing its relevance and impact even at the college level. It was an opportunity for students to discover the beauty of interdisciplinary collaboration and witness the powerful threads that weave our diverse interests into a rich tapestry of shared humanity.



—Jayme Host (Dance)



TAKEAWAYS:



A group of people are participating in a physical theater exercise on a stage. They are holding hands and leaning back, supported by others in a chain. A large screen in the background displays the text "THE HOUSING CRISIS" and an illustration of two houses.

I feel like when we are engaged in the class and have a creative outlet to be a part of, it is much more enjoyable to come to class and much easier to stay engaged with the material and get a better understanding of the concepts that are being taught.

ECU Econ Student



TAKEAWAYS:



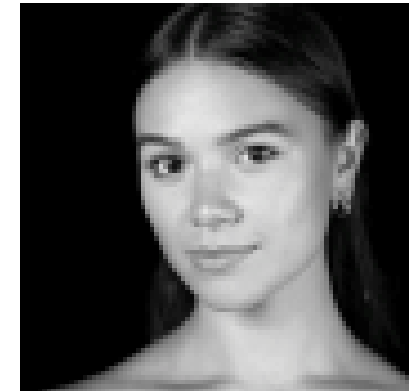
TAKEAWAYS:



During COVID our dancing in college came to a halt; everything stopped. We were learning off iPads and doing Zoom dance classes. The link between dance and economics was clear during that time and I enjoyed moving through the narration of the pre- and post-pandemic economy. It just made me think about how dancers experienced the economic fall and then we performed it.

—Samantha Halik

ECU Dance Student





Meghan Millea, Jayme Host & ECU Students