Our Pop Culture Gets Older, but Our Students Stay the Same Age

Teaching Economics With Media They Don't Recognize





How familiar are you with the show The Simpsons and its main characters (e.g., Bart, Homer, Lisa, and Marge)?

(A) I am incredibly familiar with the show, its characters, and major storylines.

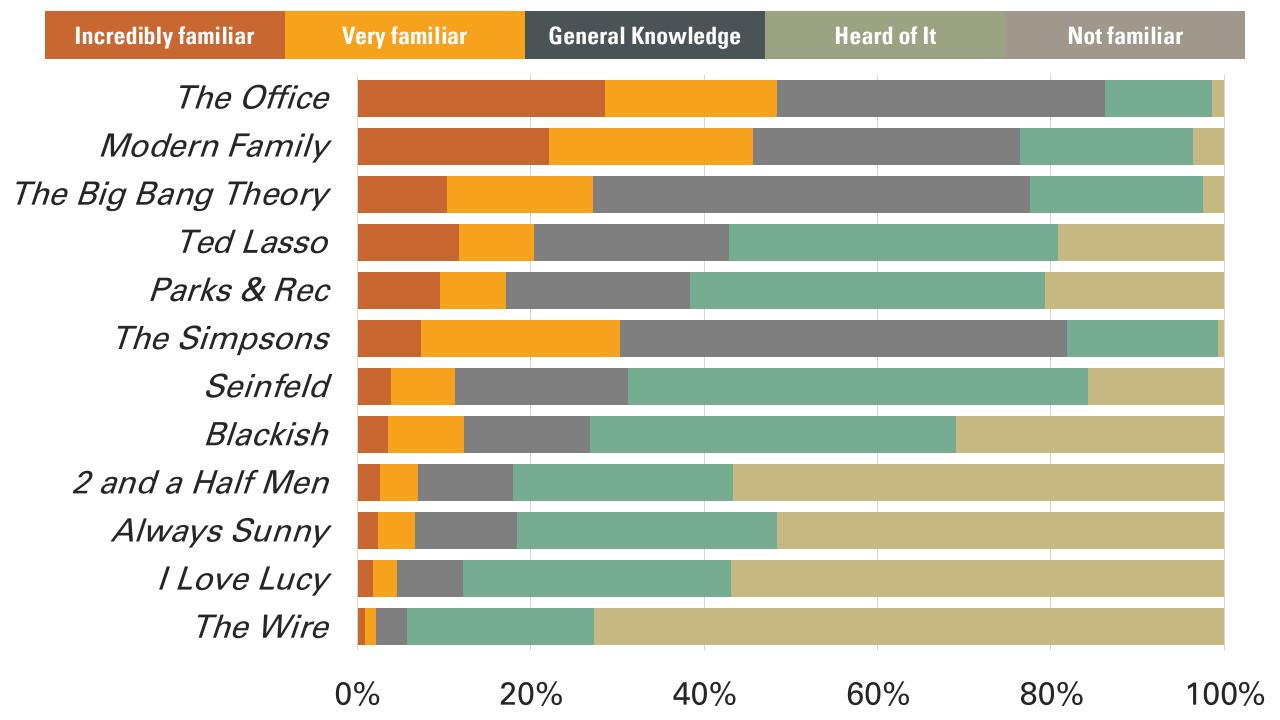
(B) I am very familiar with the show and can recall many characters or episodes, but I haven't seen all of it.

(C) I know the general premise and a few characters, but I've only seen a little.

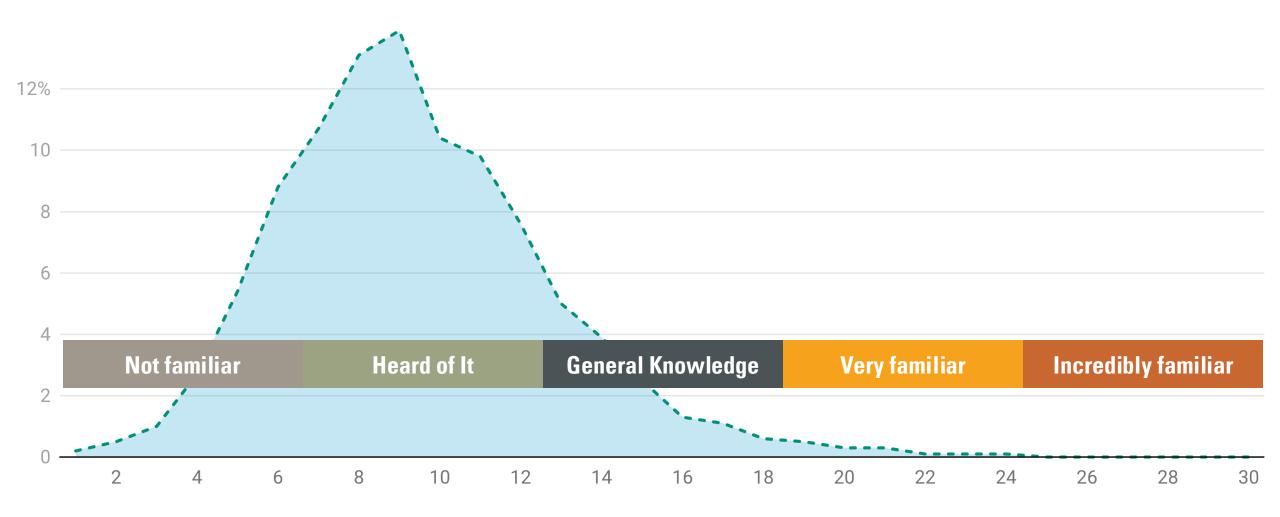
(D) I've heard of it but don't know much about the characters or plot.

(E) I have never heard of this show or any of its characters.





YOUR STUDENTS AREN'T VERY FAMILIAR WITH ECONOMICS WHEN THEY START YOUR CLASS EITHER...



Note: Data presented in Table 4 of the TUCE Examiner's Manual (Walstad, Watts, and Rebeck 2007). The distribution of test scores is based on 3,255 college and university students who took the microeconomics version of the TUCE-4 as a pretest and posttest.

Created with Datawrapper

Trying to make the material more relevant to students' interests doesn't work... context is seldom the decisive factor in whether or not our interest is maintained... Another problem with trying to use content to engage students is that it's sometimes very difficult to do and the whole enterprise comes off as artificial.

Daniel Willingham in Why Don't Students Like School?



So if content won't do it, how about style? Students often refer to a good teachers as those who "make stuff interesting." It's not that the teacher relates the material to students' interests-rather, the teacher has a way of interacting with students that they find engaging.

Daniel Willingham in Why Don't Students Like School?

- Introduce the basics of the show
- Use a modern homage

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- Use a modern homage



- Introduce the basics of the show
- Use a more recent homage







- Introduce a concept
- Prompt for a question
- Generate discussion

Find your

comfort zone.

Don't do more than you're comfortable!

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Introduce a Concept

(high-pitched voice)
HE'S GETTING AWAY!

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Average Total Cost Curve

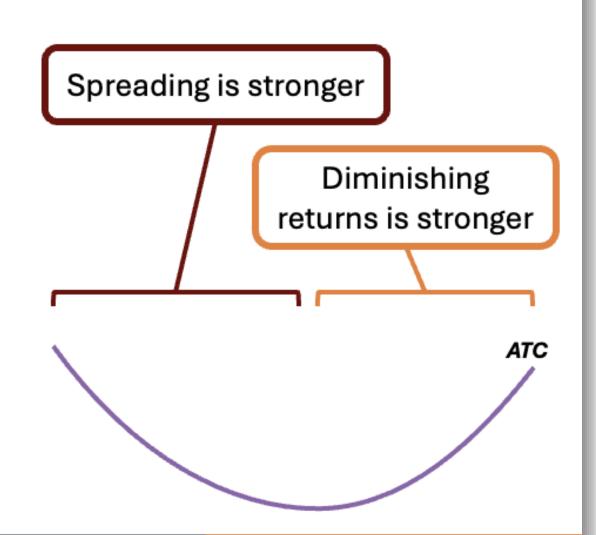
Increasing output has two opposing effects on average total costs:

The spreading effect:

As output increases, fixed cost is spread out and leads to decreasing average costs.

The diminishing returns effect:

As output increases, firms require more and more variable inputs, which leads to **higher average** costs.



Prompt for a Question



If prices are what's putting the Michael Scott Paper Company out of business, which of the following do you think is happening?

(A) Prices are below average total costs

(B) Price are above average fixed costs

(C) The MC of the last box of paper is greater than MR



- Introduce a concept
- Prompt for a question
- Generate discussion

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Generate a Discussion



Generate a Discussion

Besides the beautiful sunsets, what other benefits come from the factory pollution?

Can you think of any other costs, besides asthma, that might come from the pollution?

Why might the socially optimal level of pollution not be zero?



Parks management of the Recreation

the office







SEVERAL WEBSITES EXIST FOR (BROADLY) POPULAR TV SERIES











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