



NATIONAL ECONOMICS
TEACHING ASSOCIATION



VIRTUAL
CONFERENCE

22nd NETA

Economics Teaching Conference



Friday, late October
or early November 2026
Exact Date Coming Soon

Economics Beyond the Textbook:

Using Stories, Pop Culture, Policy,
and Classroom Experience to Reach Students

The National Economics Teaching Association is pleased to
announce its [22nd Economics Teaching Conference](#).

This year's virtual conference will bring together veteran
[NETA presenters](#) and respected economics educators to
[explore fresh ways to help students see economics in](#)
stories, public life, classroom experience, and the real
decisions people make.



A Virtual Bridge Year

This focused virtual conference
brings our community together
as NETA prepares to return
in person in 2027.



In-Person
Conference
Coming in 2027!

PRACTICAL. CREATIVE. CLASSROOM-READY.
Helping Students See Economics in the World Around Them.



FEATURED SESSIONS & SPEAKERS

Talk Descriptions



GAME THEORY OF THRONES

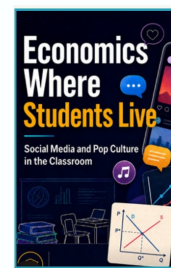
Linda Ghent and Alan Grant
Strategic Thinking Through Popular Culture
BOOK COVER COMING SOON

Game Theory of Thrones

Linda S. Ghent and Alan P. Grant

Eastern Illinois University / Baker University

A world of kings, dragons, alliances, and betrayals offers a vivid way to introduce students to strategic decision-making. This session uses *Game of Thrones* to bring core game theory concepts to life, including incentives, credible commitments, cooperation, conflict, and strategic interaction. Drawing from their forthcoming *Game Theory of Thrones* project, Linda Ghent and Alan Grant will show how familiar stories can move students from dramatic scenes to economic reasoning in ways that are memorable, accessible, and classroom-ready.



Economics Where Students Live: Social Media and Pop Culture in the Classroom

Wayne Geerling

University of Texas at Austin

Students encounter economics every day through the media they watch, share, and discuss. Wayne Geerling will show how television, music, social media, and online videos can be used to make economic concepts more engaging and memorable. Using examples from *After Life*, BTS, Roger Federer's commencement speech, and TikTok, this session will explore how carefully chosen media clips can help students connect economic reasoning to the world they already inhabit.

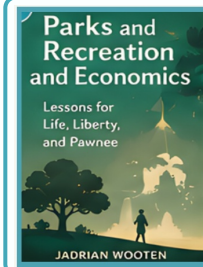


Potternomics: Why Wizards Still Live in the Dark Ages

J. Brian O'Roark

Robert Morris University

The Harry Potter universe is filled with magic, but it also raises surprisingly serious economic questions about institutions, incentives, technology, trade, and everyday decision-making. Drawing from *Potternomics*, J. Brian O'Roark will examine why wizards still use owls, gold coins, and hand-written letters in a world of extraordinary magical power. This session will show how familiar stories can open the door to economic reasoning, even in the most magical settings.

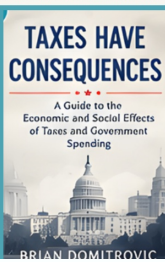


Parks and Recreation and Economics

Jadrian Wooten

Virginia Tech

Behind the humor of Pawnee are serious economic questions about incentives, public choice, budgeting, regulation, and the unintended consequences of policy. This session uses *Parks and Recreation* to make economic concepts more approachable without watering them down. Drawing from his work on *Parks and Recreation and Economics*, Jadrian Wooten will share ways to help students connect classroom models to public decisions, local government, and the tradeoffs built into civic life.

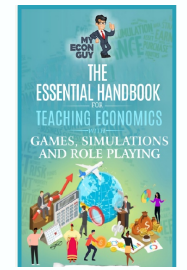


Taxes Have Consequences

Brian Domitrovic

Laffer Center

Tax policy is never just a matter of revenue; it shapes incentives, investment, entrepreneurship, economic growth, and the distribution of opportunity. Drawing from *Taxes Have Consequences*, Brian Domitrovic will examine major turning points in American tax history and the economic ideas behind them. This session will offer a historically grounded look at how tax decisions have influenced the direction of the American economy and why debates over taxation remain central to public life.

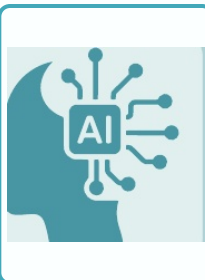


Teaching Economics with Classroom Experiments

Richard Gosselin

Houston City College / NETA

Classroom experiments can do more than energize a lesson; they can give students a lived experience of economic decision-making before formal models are introduced. Drawing from his unpublished book, *The Essential Guide for Teaching Economics with Games, Simulations, and Role-Playing*, Richard Gosselin will show how MobLab experiments, debriefings, and reflection exercises can help students connect participation to theory, evidence, and real-world economic behavior.

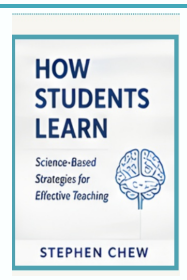


Working Lunch: Building Classroom Simulations with AI

Florencia Gabriele

Berklee College of Music

Artificial intelligence is opening new possibilities for instructors who want to create interactive classroom activities without advanced programming skills. In this hands-on working lunch, Florencia Gabriele will introduce a plain-language approach to building simple simulations that can support economic reasoning, student engagement, and active learning. Participants will see how AI can help turn classroom ideas into usable activities while keeping the instructor's judgment, creativity, and teaching goals at the center.



How Students Learn

Stephen Chew

Samford University

Students often enter our courses with mistaken assumptions about how learning works, how much effort is required, and what successful studying actually involves. Stephen Chew's session will draw on cognitive psychology and decades of research on teaching and learning to explain why students struggle and how instructors can help them develop more effective habits of mind. The session will offer a clear, research-based framework for improving learning, persistence, and academic success.

SPEAKER BIOGRAPHIES

Experienced Teachers. Creative Classrooms. Lasting Contributions.



Linda S. Ghent and Alan P. Grant

Eastern Illinois University / Baker University

Linda S. Ghent is Professor Emeritus of Economics at Eastern Illinois University, where her work included economic pedagogy, voting, and aging. Alan P. Grant is Professor Emeritus of Economics at Baker University and has written widely on using popular culture to teach economics. Together, they co-authored *Seinfeld and Economics* and continue to develop teaching projects that use television, storytelling, and popular culture to make economics memorable.



Wayne Geerling

University of Texas at Austin

Wayne Geerling is Professor of Instruction in Economics at the University of Texas at Austin. He holds a Ph.D. from the University of Melbourne, and his work spans economics education, economic history, multimedia, and popular culture. He has published widely on teaching economics with examples drawn from music, social media, television, film, and online video, and has received numerous teaching awards.



J. Brian O'Roark

Robert Morris University

J. Brian O'Roark is University Professor of Economics at Robert Morris University and a widely recognized voice in economics education. He is the author of *Potternomics: Why Wizards Still Live in the Dark Ages* and *Why Superman Doesn't Take Over the World: What Superheroes Can Tell Us About Economics*. His work uses popular culture to make economics memorable.



Jadrian Wooten

Virginia Tech

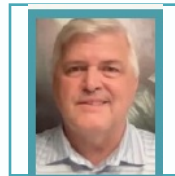
Jadrian Wooten is Collegiate Associate Professor of Economics and Director of Undergraduate Studies at Virginia Tech. His work focuses on economic pedagogy, applied economics, and the use of media in the classroom. He is the author of *Parks and Recreation and Economics* and creator of teaching resources that bring economic ideas to life through television, film, sports, and popular culture.



Brian Domitrovic

Laffer Center

Brian Domitrovic is an economic historian and the Richard S. Strong Scholar at the Laffer Center in Nashville. His work focuses on American tax policy, economic growth, and supply-side economics. He is the author or editor of *Econoclasts* and *The Emergence of Arthur Laffer*, co-author of *JFK and the Reagan Revolution* with Lawrence Kudlow, and co-author of *Taxes Have Consequences*.



Richard Gosselin

Houston City College / NETA

Richard Gosselin is Professor of Economics at Houston City College, founding president of the National Economics Teaching Association, and the Ewing Endowed Chair of Teaching Excellence. He has taught economics since 1989 and focuses on helping students discover economic ideas through stories, classroom experiments, simulations, and reflective writing. His current work, *The Essential Guide for Teaching Economics with Games, Simulations, and Role-Playing*, draws on decades of classroom practice.



Florencia Gabriele

Berklee College of Music

Florencia Gabriele is Associate Professor at Berklee College of Music, where she teaches economics, finance, and music business courses. She holds a Ph.D. in Political Science from Northeastern University and an M.A. in International Economics and Finance from Brandeis University. Her work brings together economics, political economy, instructional design, and emerging technologies, including artificial intelligence in teaching and learning.



Stephen Chew

Samford University

Stephen Chew is Professor Emeritus of Psychology at Samford University and a nationally recognized scholar of teaching and learning. His work focuses on cognitive psychology, student misconceptions about learning, and evidence-based study strategies. He is widely known for his teaching, workshops, and videos on how students learn, helping instructors understand not only what students struggle with, but why they struggle.