

**Move fast and Break
Something?**



ECON

DISRUPTED

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**Created by : World Economics
Teacher Collective (WETC)**

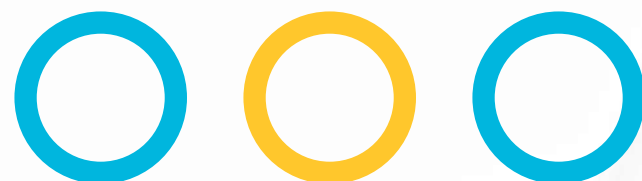


image credit: ChatGPT



What are we Doing?



THE OPENING SALVO

Your students asked ChatGPT to write their essay on market failure. The AI cited three sources that don't exist, hallucinated a theory, and still got a B+ from your rubric.

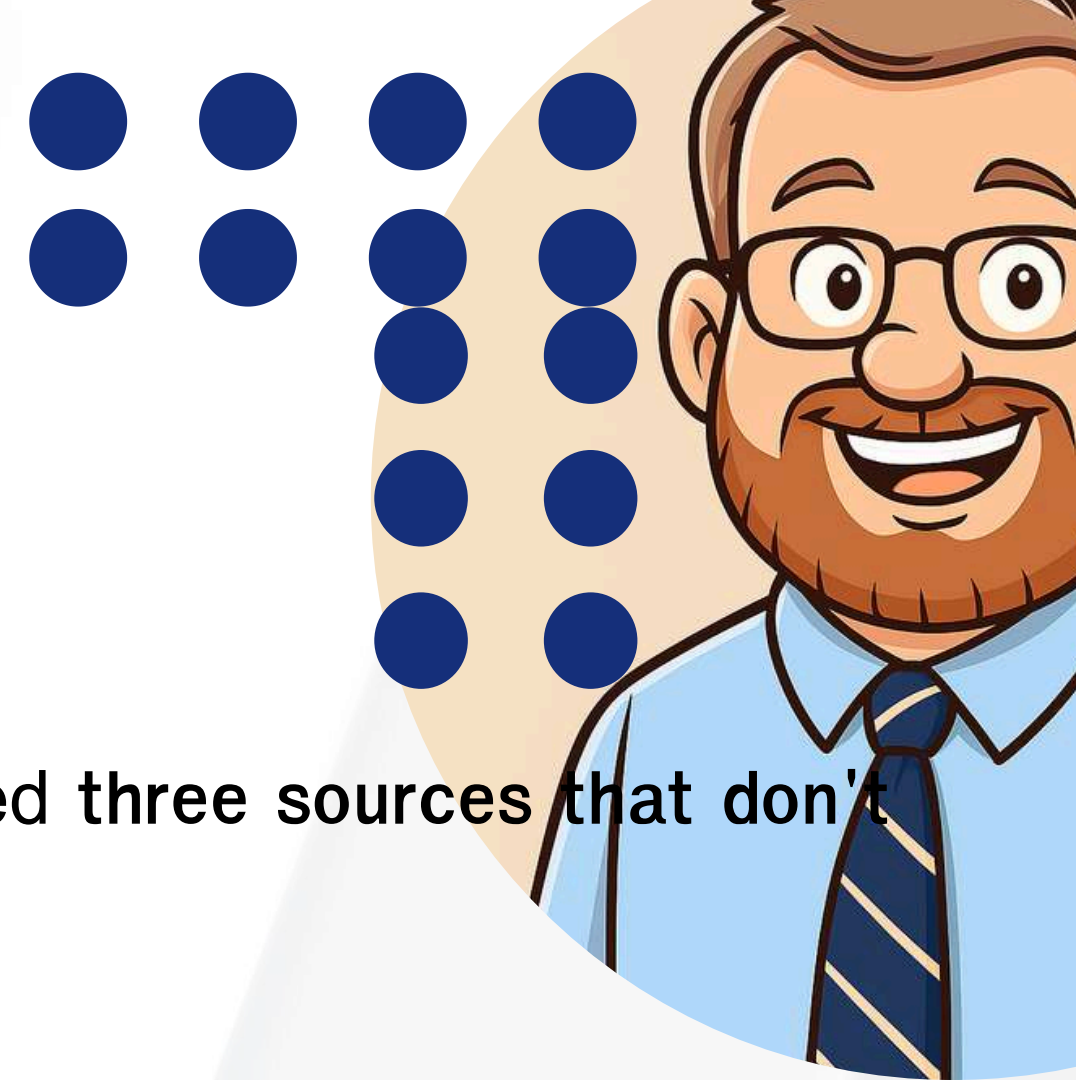
WTH are we teaching?

Here's the uncomfortable truth: *If an AI can fake its way through our assessments, maybe our assessments are testing the wrong things.* This month, we're not running from AI—we're running toward it. Because the students who'll thrive in 2035 won't be the ones who can recall supply and demand curves. They'll be the ones who can interrogate AI-generated economic models, spot algorithmic bias in pricing systems, and understand why the economy they inherit looks nothing like the one in our textbooks.

Welcome to ECON DISRUPTED. We're a collective of economics teachers from a range of countries who believe economics education should be as dynamic as the markets we study. This isn't your department head's newsletter.

Let's disrupt something.

— The ECON DISRUPTED Editorial Collective





FEATURE ARTICLE: THE BIG
RETHINK

TEACHING ECONOMICS IN THE AGE OF AI: OR, HOW I LEARNED TO STOP WORRYING AND LOVE THE ALGORITHM

What happened?

I caught three students using ChatGPT on a price elasticity problem set last month. My first instinct? Panic. My second? Pull the plug on tech in my classroom. My third instinct, after sleeping on it, changed everything. I assigned AI as their research partner for the next unit.

The Uncomfortable Question

We've spent 18 months pretending AI isn't revolutionizing knowledge work while teaching students about structural unemployment. The irony is full of 'Rizz'. Meanwhile, our students are living in an age where:

- Junior analysts use AI to write reports (Goldman Sachs estimates 30% of current tasks)
- Pricing algorithms set rates for everything from Uber to hotel rooms
- AI makes hiring decisions, credit approvals, and insurance assessments
- Economic forecasting increasingly relies on machine learning models



FEATURE ARTICLE: THE BIG RETHINK

TEACHING ECONOMICS IN THE AGE OF AI: OR, HOW I LEARNED TO STOP WORRYING

And we're still teaching them to calculate the elasticity formula.

Don't get me wrong—I'm not throwing away the fundamentals. But if we're not teaching students to work with AI, interrogate its outputs, and understand its economic implications, we're preparing them for an economy that no longer exists.

AND LOVE THE ALGORITHM

What I Changed (And What I
Learned)

1. AI as Imperfect Teaching Assistant

Instead of banning ChatGPT, I taught students to use it like an enthusiastic but occasionally wrong study buddy.

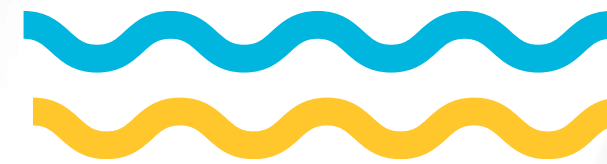
Assignment: "Audit the AI"

- Students ask ChatGPT to explain comparative advantage
- They fact-check every claim
- They identify any errors, oversimplifications, and biases
- They write a "correction memo" to the AI

What happened: Students engaged more deeply with content because they had to evaluate rather than absorb. The AI's mistakes became teachable moments. One student discovered ChatGPT consistently used Western examples for development economics—sparking a whole unit on whose perspectives dominate economic theory.



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2. Algorithmic Economics in Real Time

We stopped pretending algorithms are future-tech. They're pricing your student's Friday night.

Live Investigation:

- Monday: Students screenshot Uber prices for Friday 10pm
- Throughout week: We track surge pricing patterns
- Friday: Live price monitoring during peak hours
- Analysis: What's the algorithm optimizing? Who benefits? Who doesn't?

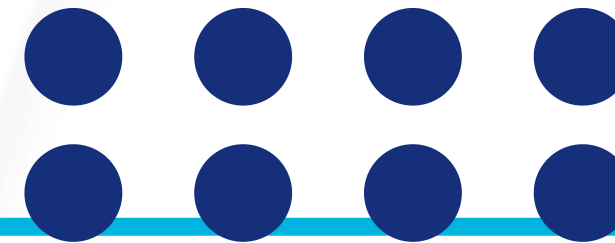
Extension: Students discovered surge pricing hits lower-income neighborhoods harder (*longer wait times = more desperate = higher tolerance = algorithm learns to charge more*). Suddenly, we're discussing price discrimination, information asymmetry, and algorithmic bias in one project.



TEACHING ECONOMICS IN THE AGE OF AI: OR, HOW I LEARNED TO STOP WORRYING

3. The "AI Can't Do This" Challenge

AND LOVE THE ALGORITHM



I challenged students to design economics assessments that AI would fail.

What they created:

- Local economic ethnography (interview small business owners about real decisions)
- Ethical dilemma debates (no right answer, only defended positions)
- Economic modeling with missing information (judgment calls required)
- "Explain like I'm 5" videos (true understanding, not jargon regurgitation)
- Collaborative simulations (social dynamics AI can't navigate)

Plot twist: These assessments were more challenging than some exams. Students couldn't fake understanding when they had to apply concepts to messy, real-world situations.



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The Economics of AI in
Education

Here's where it gets meta. We need to teach the economics of AI:

Market Structure: Who owns the AI? OpenAI, Anthropic, Google—massive concentration. What does this mean for competition, innovation, access?

Labor Markets: Which economics jobs will AI augment vs. replace? (Hint: It's complicated. Junior analyst? Maybe. Senior economist synthesizing policy? Not yet.)

Information Economics: AI makes information cheap but verification expensive. New scarcity = truth.

Externalities: AI training uses massive energy. Your student's essay generated CO₂. Who pays that cost?

Digital Divide: Premium AI tools cost money. Free versions have restrictions. Are we creating a two-tier economics education?

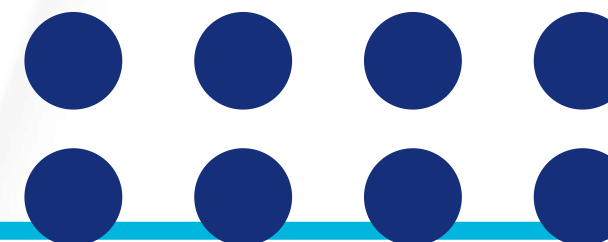


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Practical Strategies for Monday Morning
For the AI-Curious:



1. Start small: Use AI to generate discussion questions, then improve them together
2. Transparency rules: Show students your AI prompts and outputs
3. Focus on verification: Make source-checking a habit
4. Embrace imperfection: When AI screws up, celebrate the teaching moment

For the AI-Skeptical:

1. You're right to be cautious: AI has real limitations and biases
2. But consider: Students are using it anyway. Better to guide than ignore.
3. Try this: Use AI as a "bad example generator" to teach critical thinking
4. Remember: You're not teaching AI. You're teaching economics through AI.



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The Economics of AI in Education

The Bigger Picture

The World Economic Forum estimates 44% of worker skills will be disrupted by 2027.

Economics education that ignores AI is economics education that ignores reality.

But here's what gives me hope: Economics teachers are uniquely positioned for this moment.

We teach:

- Cost-benefit analysis (Is this AI tool worth it?)
- Opportunity cost (What am I giving up by using AI?)
- Incentives (How is this AI designed to make money?)
- Market failure (Where do algorithms break down?)
- Efficiency vs. equity (Who benefits from AI? Who's left behind?)

We have the frameworks. Now we need the courage to apply them to our own practice.



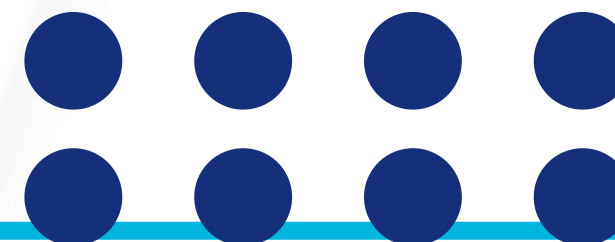


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Your Turn

I'm not saying I've figured this out. I'm saying we need to figure it out together. Because the alternative—pretending we can teach 21st-century economics with 20th-century tools—
—isn't just ineffective.

It's economically irrational.

Discussion Question: What's one way you could integrate AI into your next unit—not as a threat, but as a learning tool?

Join the conversation: #EconAI #EconDisrupted

post your thoughts to LinkedIn using the hashtags given



TECH DISRUPTION CORNER

"TRY THIS TUESDAY" — THREE AI TOOLS THAT
DON'T SUCK



IMAGE CREDIT: CHATGPT

1. 🤖 Perplexity.ai (Free + Pro \$20/month)

What it does: AI search that cites sources
Economics use: Research current economic data with proper citations. Unlike ChatGPT, it links to actual sources. Try it: "What's the current Fed funds rate and how has it changed in 2025?" Compare results to ChatGPT. The catch: **Still** makes errors. Great for teaching source verification.



TECH DISRUPTION CORNER

"TRY THIS TUESDAY" — THREE AI TOOLS THAT
DON'T SUCK



IMAGE CREDIT: CHATGPT

2. 📊 Julius.ai (Free tier available)

What it does: Upload data, get AI-powered analysis and visualization
Economics use: Students upload trade data, employment stats, inflation figures—AI helps them find patterns and create graphs. Try it: Upload historical GDP data, ask "Show me recession patterns." The catch: Students need to understand what they're looking at. Great for teaching "correlation $\neq$ causation."

TECH DISRUPTION CORNER

"TRY THIS TUESDAY" — THREE AI TOOLS THAT
DON'T SUCK

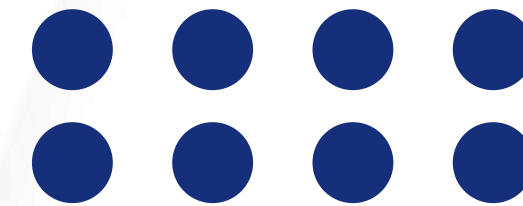


IMAGE CREDIT: CHATGPT

3. 🎯 Claude.ai (Free + Pro \$20/month) (Full disclosure: my favourite Ai tool)

What it does: Longer conversations, better reasoning, can analyze documents Economics use: Socratic dialogue on economic concepts. Upload policy documents for analysis. Try it: "I'm a 16-year-old who doesn't understand why we can't just print money to solve poverty. Explain it to me, then challenge my follow-up questions." The catch: Can be verbose. Teach students to prompt efficiently.

THE EDTECH ECONOMICS: IS AI WORTH IT?



Cost-Benefit Analysis:

Monetary cost: \$0-20/month per tool

Time cost: 2-3 hours learning curve

Opportunity cost: What could you do instead?

Benefit: Student engagement ↑, personalized feedback ↑, time saved on routine tasks

Spilling the Tea!–My verdict

My verdict: Start with free versions. If you're spending 5 hours/week grading basic comprehension questions, AI could give you 3 hours back.

That's a 60% time efficiency gain. Economically rational? Probably.

But watch for:

Hidden costs:

Privacy concerns, data usage

Equity issues:

Not all students have reliable internet

Dependency risk:

Students stop thinking for themselves

SPOTLIGHT ON EXCELLENCE

David Smith

Nexus International School Malaysia

Teaching for 25 years

Presented at 21CLHK-An Ai assisted Teacher

Presented at Taylors Forum on Edtech

Presented at Bett Asia-Avatars in the classroom

Being inspired by the technology improvements-

David has created a range of Ai assisting tools

for teachers and learners and created videos

where avatars taught Economics material. Most

recently he was able to help his learners and

then the staff at his school create individual

GenAI tutors based on the subject knowledge

that support the learners 24/7

 **YouTube @econteachnz4081**

SUBSCRIBE

His Biggest Failure:

Expecting all learners to effectively use the tools given and to be as excited by them as he is.

Lesson:

Research FOUR different types of protectionist policies. For each, you must gather information, verify sources, and analyze economic impacts.-using the Ai prompts given

Write a reflection addressing: Effectiveness: How did using AI compare to traditional research methods? What were the advantages and limitations?

Accuracy: Did you find any errors or inconsistencies in AI responses? How did you identify and correct them? Prompting Skills: How did your prompts improve over the course of the assignment? What techniques worked best? Critical Thinking: How did using AI affect your engagement

with the material? Did it enhance or hinder deep understanding?

Future Use: How will you use AI tools in your future research and exam preparation?

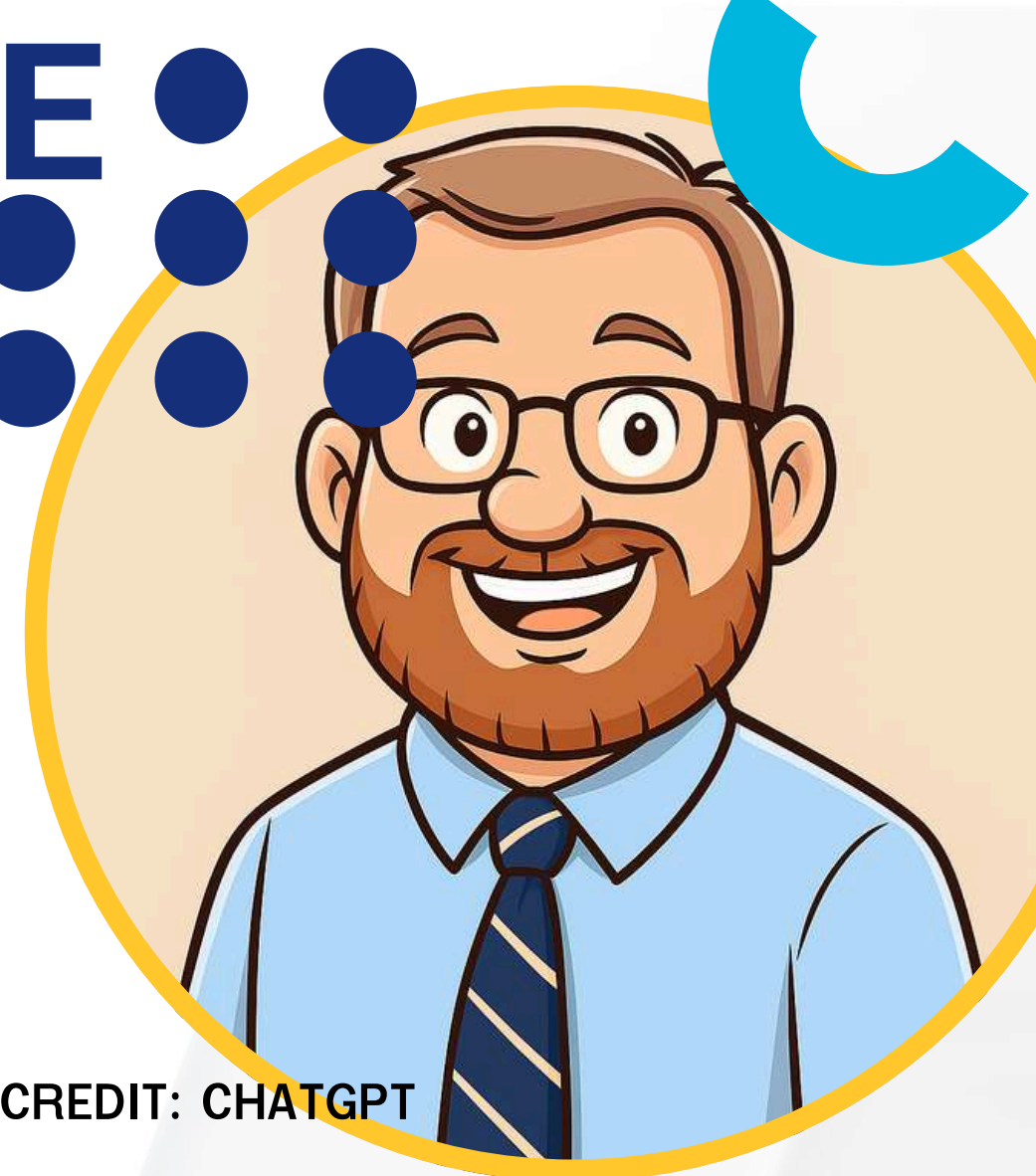


IMAGE CREDIT: CHATGPT



CRITICAL THINKING PROMPT OF THE MONTH

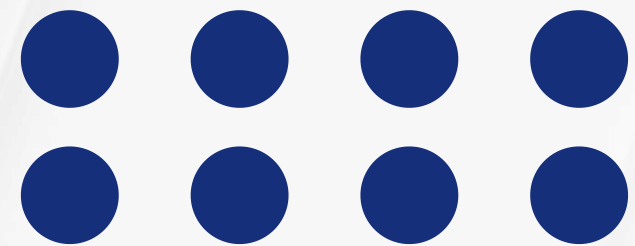
The Algorithm Knows You're Pregnant (Before You Do)

In 2012, Target's predictive algorithm sent pregnancy-related coupons to a teenage girl's house. Her father was furious—until he discovered his daughter was actually pregnant. Target knew before the family did.

Fast forward to 2025: Algorithms predict your music taste, career path, credit risk, dating matches, health issues, and purchasing behavior. Some predictions are 90%+ accurate.

New scenario: Your school is piloting an "AI Academic Advisor" that predicts which students will struggle in economics based on: prior grades, attendance patterns, socioeconomic data, engagement metrics, and behavioral indicators. It recommends interventions before students fail.

The AI is 83% accurate at predicting failure.



The Surface Questions

- How does predictive analytics work?
- What data does the algorithm use?
- Is 83% accurate good enough?



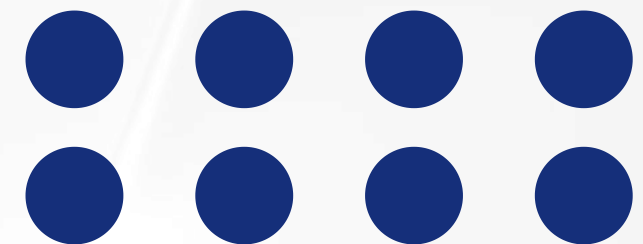


CRITICAL THINKING PROMPT OF THE MONTH

The Algorithm Knows You're Pregnant (Before You Do)

The Deeper Questions

1. **Privacy vs. Benefit:** *Students didn't consent to this analysis.* But early intervention helps them succeed. Is the trade-off worth it?
2. **Self-Fulfilling Prophecies:** If you're flagged as "at risk," *does the label itself affect your performance?* Does the teacher treat you differently?
3. **Bias in Training Data:** The AI learned from historical data. If the school has a history of racial or economic achievement gaps, *has the AI learned to predict those patterns or perpetuate them?*
4. **Opportunity Cost of Resources:** The school spends money on AI prediction. What else could that money fund? More tutors? Better materials? Is predicting failure more cost-effective than preventing it through better teaching?
5. **Market for Student Data:** *Who owns this data?* If the AI company sells insights to colleges or employers, what's the externality? Who captures the value?
6. **Economic Efficiency vs. Human Dignity:** The algorithm is efficient—targeting interventions saves money. But is reducing humans to probability scores ethical? *What's the economic value of dignity?*



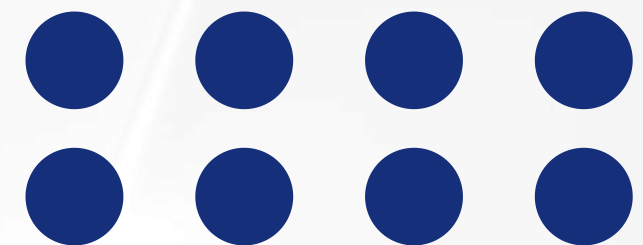
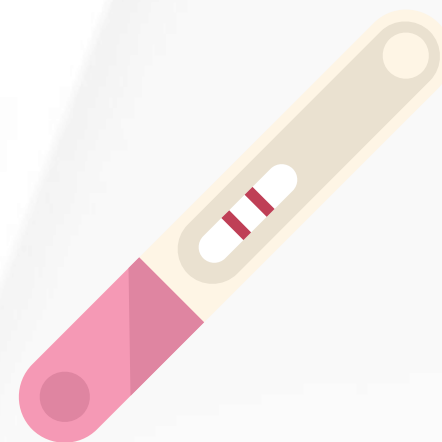


CRITICAL THINKING PROMPT OF THE MONTH

The Algorithm Knows You're Pregnant (Before You Do)

Frameworks to Apply

- **Information Economics:** Asymmetric information (*algorithm knows more than student*), signaling theory (being flagged sends a signal)
- **Externalities:** Positive (early intervention helps) vs. Negative (labeling effects, privacy loss)
- **Cost-Benefit Analysis:** Quantify benefits, but *how do you price privacy and autonomy?*
- **Market Failure:** *Is this a public good? A merit good?* Does the market provide optimal amount of prediction?
- **Behavioral Economics:** Loss aversion (fear of being flagged), confirmation bias (teachers see what they expect)





CRITICAL THINKING PROMPT OF THE MONTH

The Algorithm Knows You're Pregnant (Before You Do)

The Debate:

The Controversy

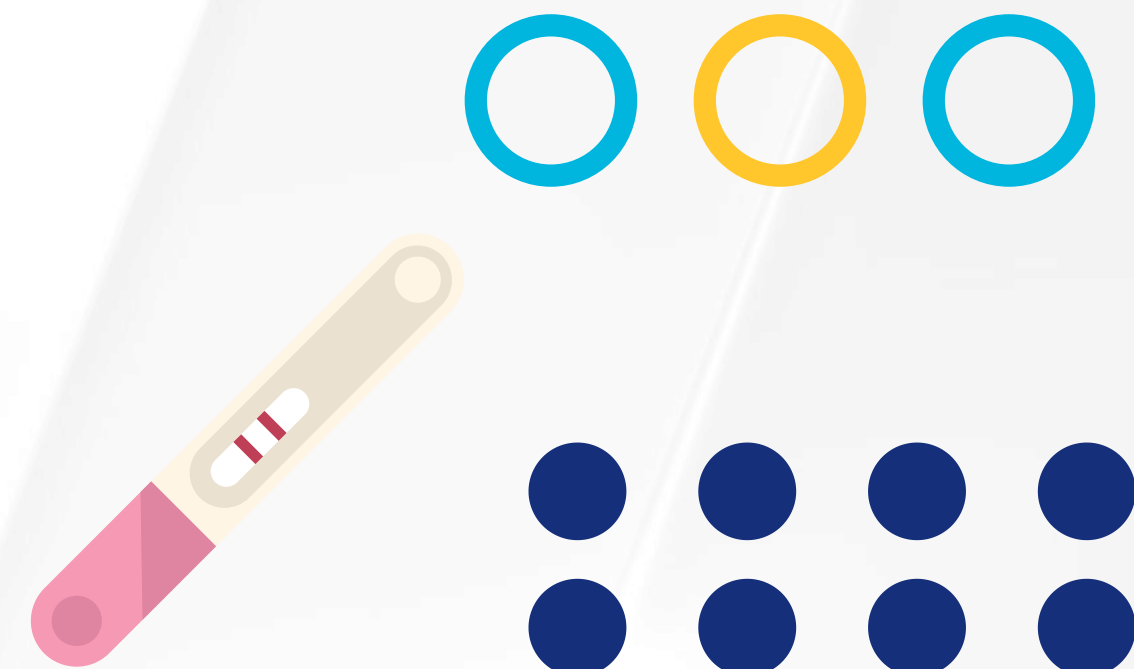
Position A: "*This saves lives.* If AI can predict student failure, we have a moral obligation to intervene.

Not using the tool means letting students fail when we could've helped."

Position B: "This is *dystopian surveillance* capitalism. Students become data points. One bad semester shouldn't define you. The algorithm can't account for human potential."

Position C: "The AI isn't the problem—*it reveals the problem.* If the algorithm predicts certain demographics will fail, maybe fix the systemic issues instead of predicting around them."

No right answer. Only defended positions.





CRITICAL THINKING PROMPT OF THE MONTH

The Algorithm Knows You're Pregnant (Before You Do)

Extension Activity: The Debate Structure

Week 1: Research phase

Group 1: Find case studies of predictive analytics in education

Group 2: Research algorithmic bias and fairness

Group 3: Analyze cost-effectiveness of early intervention programs

Group 4: Study privacy law and student data rights

Week 2: Economic modeling

Calculate: Cost per student of AI system vs. cost of traditional counseling

Model: If 83% accurate with 1000 students, that's 170 wrong predictions. What's the cost of false positives (flagging students who'd succeed) vs. false negatives (missing students who'll fail)?

Estimate: Value of privacy (survey students: how much would you pay to opt out?)

Week 3: Fishbowl debate

Inner circle debates, outer circle observes Must cite economic concepts in arguments Switch roles halfway through

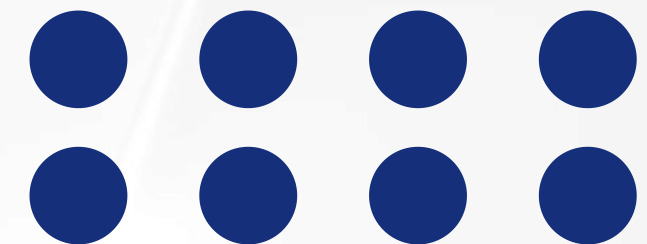
Assessment: Write a policy recommendation memo to the school board. Include: Economic analysis (costs, benefits, externalities) Ethical framework Alternative solutions considered Data to support recommendation, Acknowledgment of tradeoffs



**What do you think? of this
idea—share your thoughts on
Linkedin with the hash:**

#EconDisrupted

#PredictiveEcon





THE THINKERS' LOUNGE

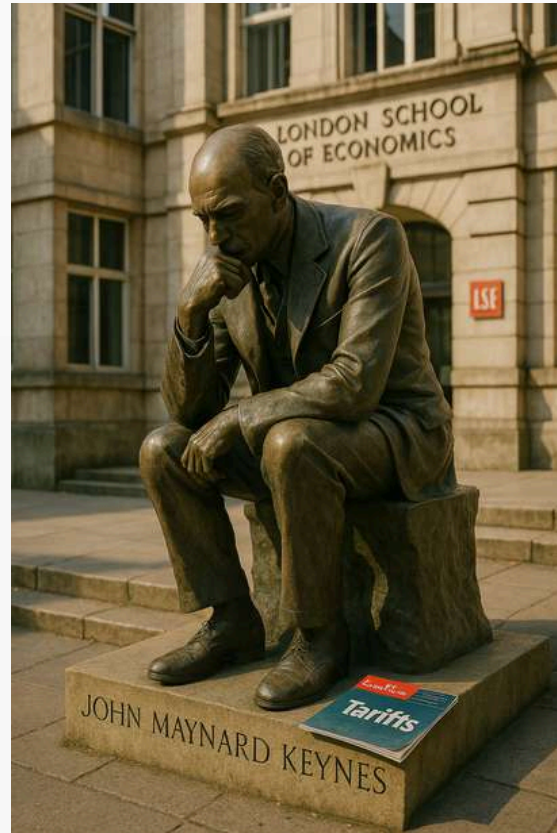


image credit: ChatGPT

Economics Explained



On Economics Explained, we take a look at interesting countries, policies, and decisions from the point of view of an economist.



This Month's Must-Listen

01

[EconTalk Podcast Archive - Econlib](#)

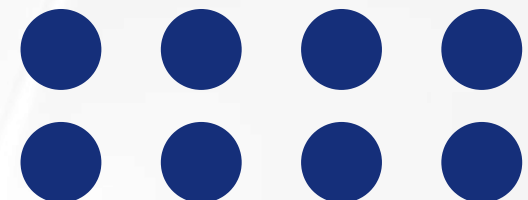
Author and economist Branko Milanovic of CUNY talks about the big questions in economics with EconTalk host Russ Roberts.

02

[Freakanomics.com](#)

Freakonomics co-author Stephen J. Dubner uncovers the hidden side of everything. Why is it safer to fly in an airplane than drive a car?

03



WHAT BOOKS ARE YOU READING?

Kate Raworth — Doughnut Economics?

Big Idea: GDP growth isn't the goal. The goal is thriving within planetary boundaries and social foundations.

Teaching Application: The visual model (doughnut shape) is incredible for teaching tradeoffs. Students redesign economic systems using the framework.

Quick Win: Free teaching materials at doughnuteconomics.org/tools

Ethan Mollick — "Co-Intelligence: Living and Working with AI" (2024)

Big Idea: AI as co-worker, not replacement. Most interesting insights come from human-AI collaboration.

Teaching Application: He has brilliant prompting strategies for education. Use AI to generate 20 versions of a problem—students analyze which is best-designed.

Quick Win: His Substack "One Useful Thing" is free and educator-focused

image credit: ChatGPT



QUOTABLE...

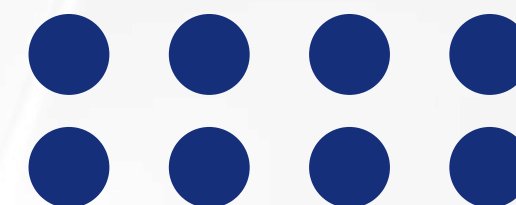


The Quote That Sticks

"The biggest threat to economics education isn't AI. It's educators who refuse to interrogate what we've always done."

— **Dr. Linda Darling-Hammond**, President, California State Board of Education

Discussion starter: What's one thing you teach because "that's how we've always done it"? What would happen if you stopped?



Future of Education:

-  **OECD Learning Compass 2030:** oecd.org/education/2030 — What should education look like?
-  **MIT Media Lab:** media.mit.edu/projects — Wild experiments in learning
-  Learning Sciences research translated for teachers: learningscientists.org

Critical EdTech Perspectives:

-  Audrey Watters (RIP to her blog, but archives are gold): "Teaching Machines" — History of edtech promises vs. reality
-  "Algorithms of Oppression" by Safiya Noble — How search algorithms reinforce bias

Economics Pedagogy:

-  **CORE Econ:** core-econ.org — Free, modern textbook. Actually engaging.
-  **Marginal Revolution University:** Free videos, but watch Alex Tabarrok's teaching style. Enthusiasm is contagious.
-  **EconEdLink:** econedlink.org — Lesson plans, but quality varies. Community reviews help.





PEDAGOGY PLAYBOOK

The 10-Minute Technique: "Economic Goggles"

The Problem: Students see economics as abstract theory, not a way of viewing the world.

The Solution: Start every class with "Economic Goggles"—10 minutes analyzing something not from the textbook.

How It Works—Show something unexpected:

TikTok video of a trend, News headline, Spotify Wrapped data, School cafeteria menu, Their own phone screen time report

Put on Economic Goggles:

"What economic concepts do you see?"

Start broad, get specific, No wrong answers in the brainstorm

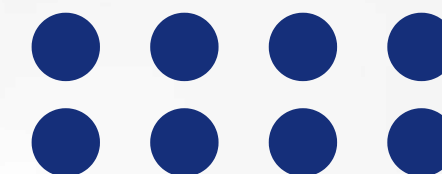
Dig deeper:

Pick one concept they identified: "How would we analyze this formally?", "What data would we need?", "Who benefits? Who doesn't?"

Example: Shows: "Stanley Cup trend—\$45 cups reselling for \$200+"

Student observations: "Supply and demand!" (Yes, and...), "Scarcity—they make it limited" (Artificial scarcity, tell me more...), "Signaling—showing you have one means you can afford it" (Veblen good! Now we're talking...), "Marketing creates demand" (Behavioral econ, perfect...)

Result: In 10 minutes, you've touched on market dynamics, consumer behavior, signaling theory, and manufactured scarcity—all from a water bottle trend.



PEDAGOGY PLAYBOOK

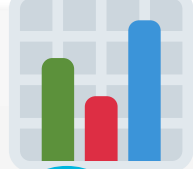
Economic Policy Around the World: Minimum Wage Same Goal (Living Wage), Different Approaches:

- 🇦🇺 Australia: \$23.23/hour (highest in OECD), adjusted annually, few exemptions
- 🇺🇸 United States: \$7.25 federal, \$17.00 in some states—massive variation
- 🇩🇰 Denmark: No legal minimum wage—unions negotiate (typically \$20+)
- 🇸🇬 Singapore: No minimum wage until 2022, now \$1,400/month for some sectors

Teaching Question: Why such different approaches? What does it reveal about:

- Role of government vs. market?
- Power of labor unions?
- Cultural values around work?
- Definition of "living wage"?

Extension: Students research their own country's approach and present to international partners.



DATA STORY OF THE MONTH

The Global Gender Pay Gap: It's Complicated

! [Global Gender Pay Gap Visualization] [Imagine: Interactive heat map showing pay gap by country, sector, education level]

The Headline Number: Women globally earn 77 cents for every dollar men earn.

The Complexity:

Factor Impact on Gap

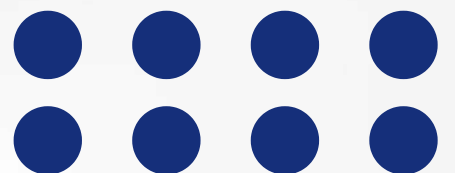
Occupation choice-40% of gap

Industry-25% of gap

Hours worked-15% of gap

Education-5% of gap

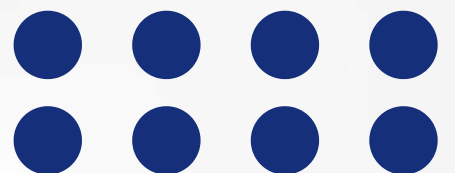
Unexplained (discrimination?)-15% of gap





DATA STORY OF THE MONTH

1. **Selection bias** — Women aren't randomly distributed across jobs
2. **Occupational segregation** — "Women's work" pays less (is this market-driven or social?)
3. **Compensating differentials** — Some jobs pay less but offer flexibility (who values flexibility more and why?)
4. **Discrimination measurement** — How do we isolate bias from choices?
5. **"Unexplained" $\neq$ discrimination** — Could be negotiation, risk preference, career interruptions... or actual discrimination





DATA STORY OF THE MONTH



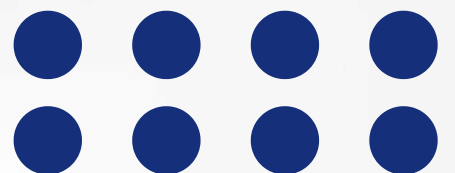
Extension Questions:

What's the opportunity cost of career interruption for childcare? Who bears it and why?

If "women's professions" (teaching, nursing, care work) pay less, what does this suggest about how markets value different labor?

Design a policy to reduce the pay gap. What are the tradeoffs?

Source: OECD Employment Database 2025 | World Economic Forum
Global Gender Gap Report





THE RESOURCE BAZAAR



Videos Worth Watching

1. "The Economics of Spotify" – Morning Brew (12 min)

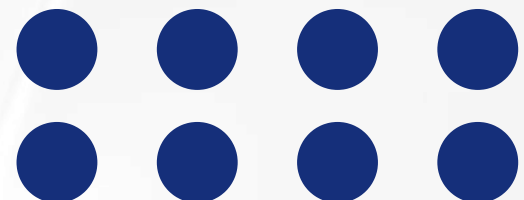
- Why artists get \$0.003/stream
- Platform economics in action
- Watch | Use it for: Market structure, platform economics
- Key thought how algorithmic playlists changed the music economy

2. "Why You Can't Afford a House" – Johnny Harris (18 min)

- Housing market dynamics globally
- Great visuals, some bias (discuss that too!)
- Watch | Use it for: Supply constraints, policy analysis
- Critical thinking: What's Harris assuming about markets? Where might he be wrong?

3. "The Prisoner's Dilemma in Real Life" – Veritasium (11 min)

- Game theory explained through experiment
- Watch | Use it for: Strategic behavior, cooperation, Nash equilibrium
- Activity: Run the experiment in your class, compare results



APP ALERT: "FEDERAL RESERVE ECONOMIC DATA (FRED)" MOBILE APP

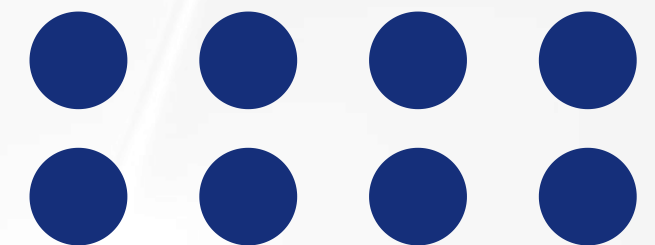
 Finally, FRED has a decent mobile app. Students can:

- Pull real-time economic data
- Create custom graphs
- Compare multiple indicators
- Export for presentations

Try this: Give each student a different indicator (unemployment, inflation, GDP growth).

They present a 2-minute "state of the economy" based on their data.

Free | iOS & Android



TEACHING TALES-FROM ANONYMOUS



From *****: *"My biggest win this year: I stopped lecturing about elasticity and instead had students design surge pricing for our school cafeteria. They had to present to the principal. Students understood in 90 minutes what used to take me two weeks."*

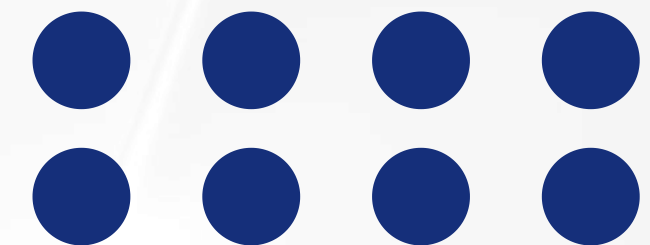
📌 **The power move:** Real stakeholders = real engagement.

From *****: "I tried to 'gamify' my class with points, levels, and leaderboards. Total disaster. High-achievers dominated, low-performers gave up, and the competitive atmosphere killed collaboration. I thought I was using behavioral econ. Turns out I just created a toxic market.

Lesson learned: Not everything needs to be a competition."

📌 **The wisdom:** Games work when designed well. Leaderboards often aren't.

Discussion: Has anyone successfully gamified without these issues? #EconFails



"QUESTION BOX"

Q: "How do I teach inflation when students think it's just 'greedy corporations raising prices'?"

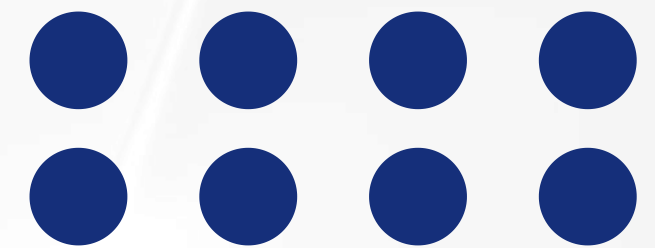
Community Responses:

From ****: "I validate the feeling first—'yes, prices going up feels like greed.' Then: 'Let's investigate. If it's just greed, why didn't they raise prices before? What changed?' This opens the door to actual inflation mechanisms without dismissing their experience."

From *****: "I have them role-play. One student is a bakery owner. Costs go up—flour, electricity, wages. What do they do? Raise prices or lose money? Then we discuss: Everyone's doing this = inflation. Sometimes there IS greed (price gouging), but usually it's more complex."

From *****: "Show them corporate profit margins over time. Some sectors are making record profits AND raising prices (market power). Some sectors are struggling. The answer is: 'It's complicated and context-specific.'"

 **Synthesized advice:** Validate → Investigate → Complicate.



MEME ECONOMICS

BUTTON 1: "TEACH SUPPLY AND DEMAND THE WAY YOU WERE TAUGHT"

BUTTON 2: "ACKNOWLEDGE MODERN MARKETS ARE WAY MORE COMPLEX THAN INTERSECTING LINES"

CAPTION: ECONOMICS TEACHERS IN 2025

**SHARE YOUR ECONOMICS TEACHING MEMES: #ECONMEMES
#ECONDISRUPTED**

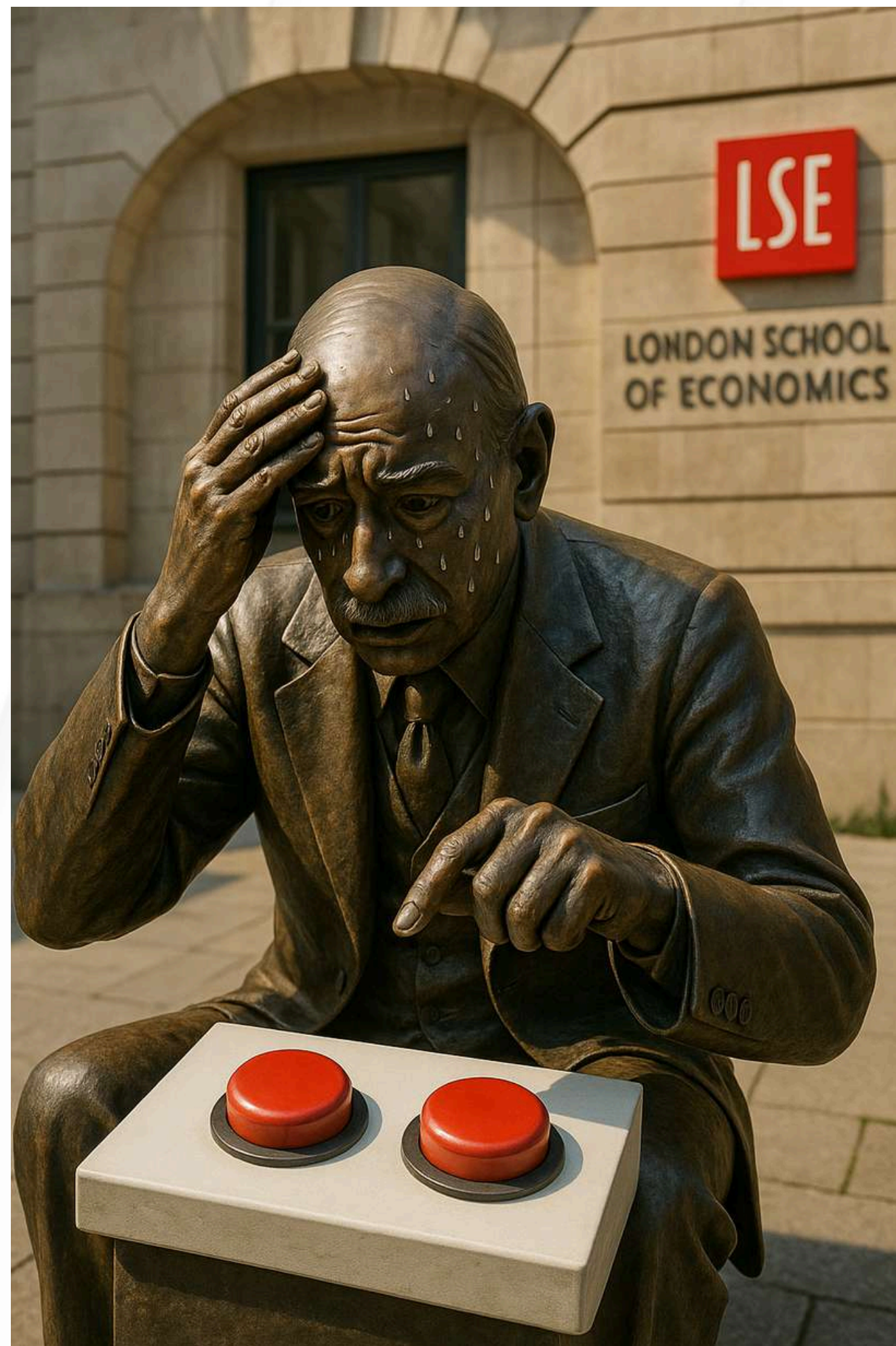
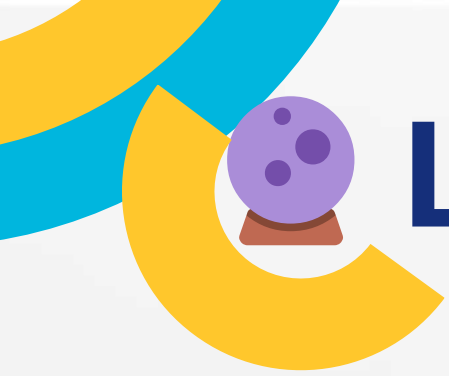


IMAGE CREDIT: CHATGPT



LOOKING AHEAD



WHAT DO YOU WANT US TO DISCUSS NEXT? DROP US A COMMENT

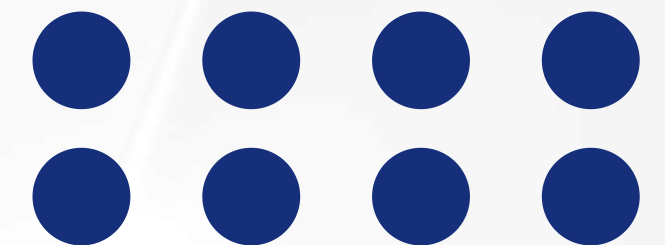
LAUNCH OF THE GLOBAL ECONOMICS SUPERSTAR KNOWLEDGE QUIZ (NAME TO BE DISCUSSED!)

POSSIBLE LAUNCH OF A COLLABORATIVE ACADEMIC PAPER TO BE COMPLETED BY OUR LEARNERS-MENTORED BY...US AND YOU!

WHAT DO YOU WANT TO CHANGE IN THE WAY ECONOMICS IS TAUGHT?

WHAT DO YOU WANT TO EXPERIMENT WITH IN REGARDS TO INCORPORATING GENAI INTO YOUR TEACHING?

THE WORLD IS CHANGING...BE THE CHANGE!



THANK YOU

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Like the newsletter, comment on the articles and ideas, share it with your colleagues-let us get a discussion going!

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