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Department of
Education and Skills

Senior Cycle Economics - National Seminar 1

Session 2

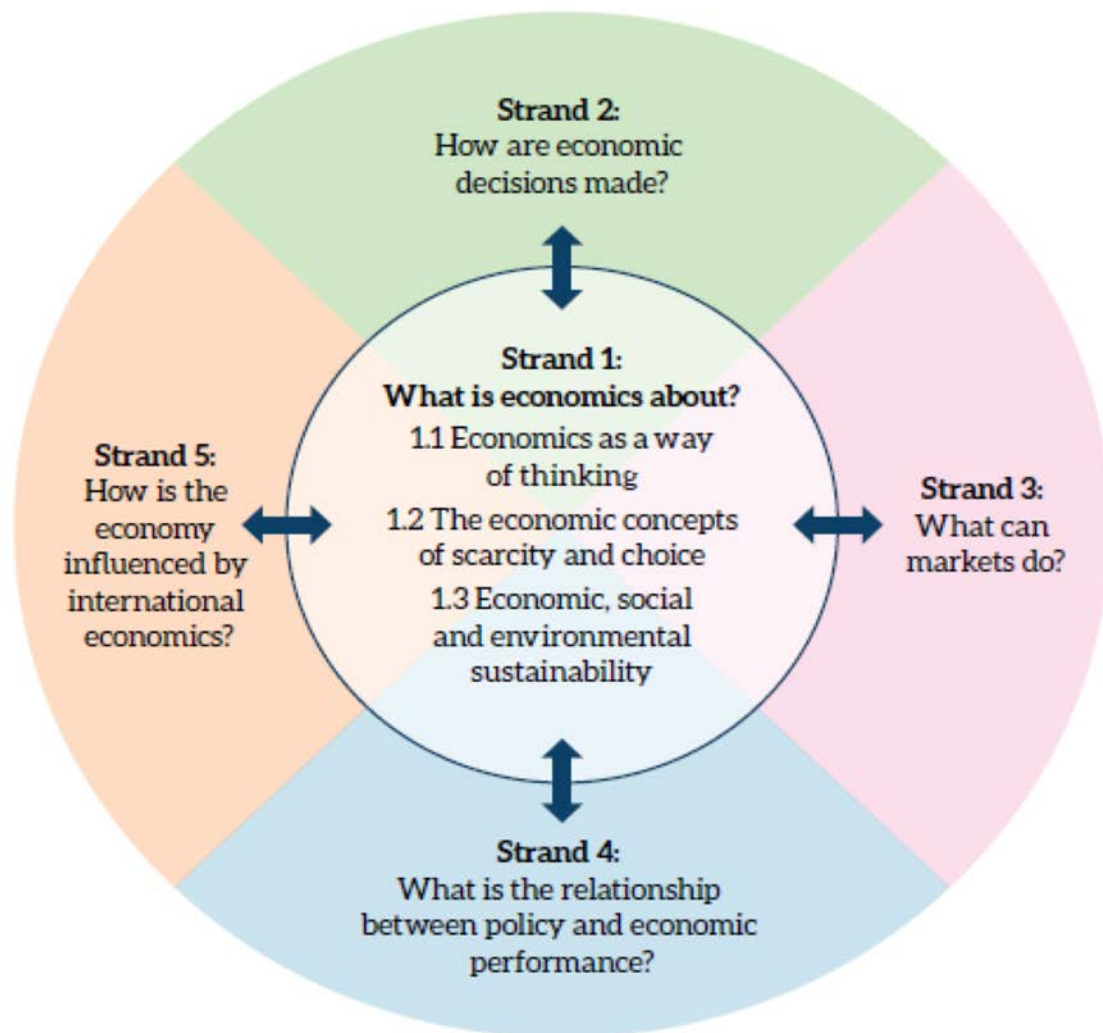
Key Messages

Economics is a subject for all and through its exploration students will be prepared and empowered to contribute to society and manage future challenges confidently.

Strand 1 is a unifying strand, the themes of which permeate Strands 2-5 of the specification and will be progressively developed over the course of senior cycle.

An inquiry-based approach to teaching and learning cultivates students' critical thinking skills in economics by encouraging them to ask questions relating to the world around them and apply their learning in differentiated, collaborative, creative and innovative ways.

Strand 1 – The Unifying Strand

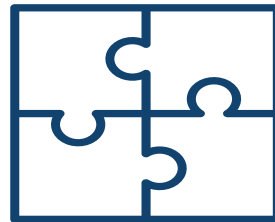


What do we already know about the nature of Strand 1?

- ❖ Unifying
- ❖ Permeates Strands 2 - 5
- ❖ Progressively developed

Exploring the Strands of Study - Jigsaw Activity

- Considering the learning outcomes contained in Strand 1.2 and your given strand of study explore the interrelatedness between those strands and report your findings on Page 9 of your Booklet.



Inquiry-Based Learning

The course is inquiry-based in its structure and emphasises the practical application of economic knowledge to the world around us.

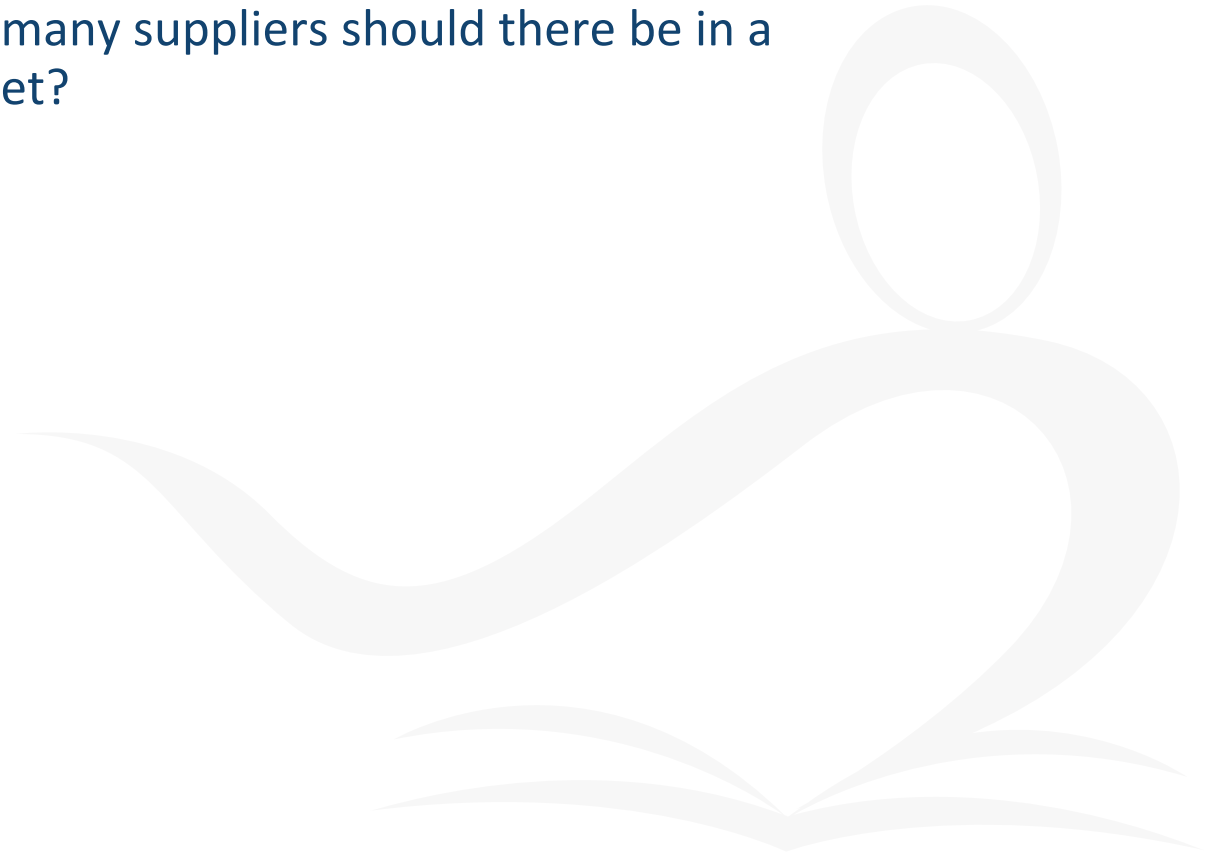
Economics Curriculum Specification 2018, Page 13

What does the term Inquiry-Based Learning mean to you?



An Inquiry Task

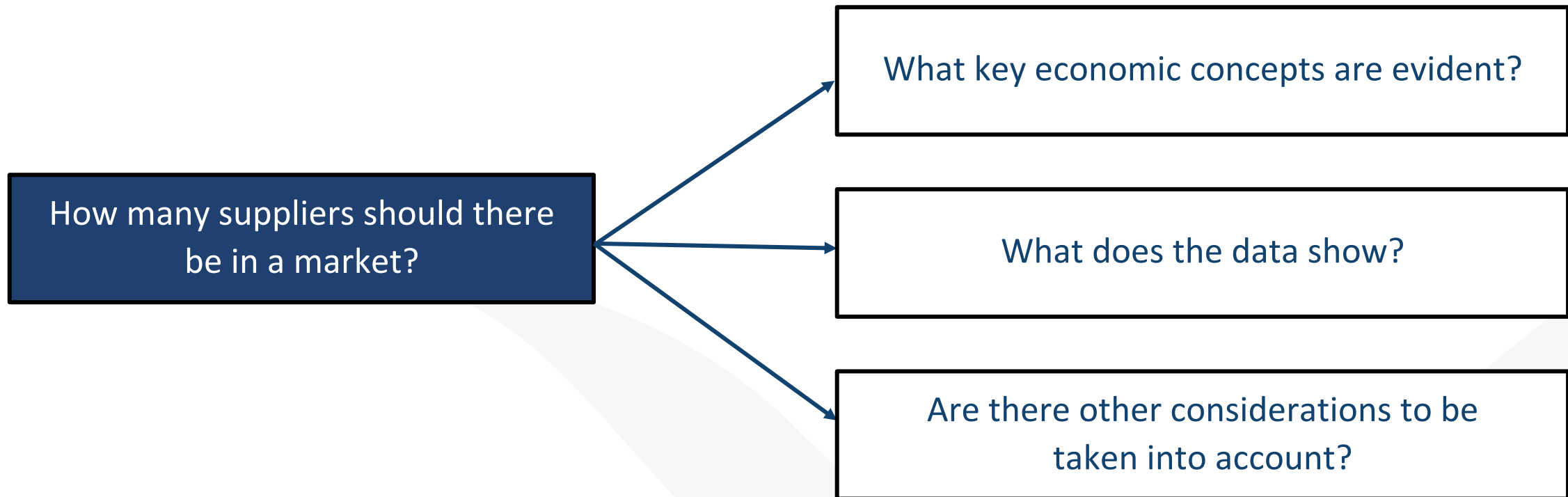
How many suppliers should there be in a market?



Utilising an Inquiry Approach

Pose an Inquiry Question

Develop Lines of Inquiry



Utilising an Inquiry Approach

Resourcing the Inquiry

Prior knowledge (own and others)

Support materials

Internet research



Interpreting Information (Critical Reflection)

- ❖ What information supports my inquiry?
- ❖ What information is not relevant to my inquiry?
- ❖ How does the information connect to what I already know?
- ❖ Does this information raise new lines of inquiry?
- ❖ Others



Reporting Findings

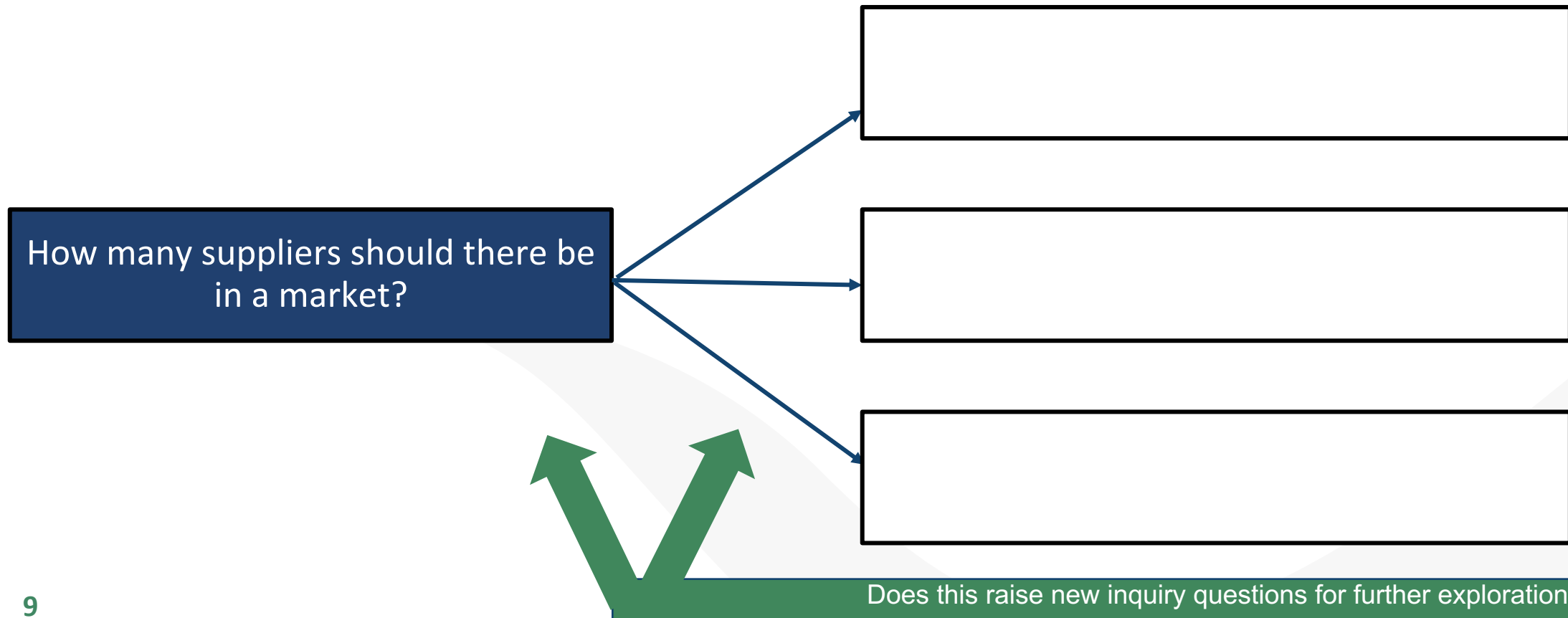
One-minute paper

Does this raise new inquiry questions for further exploration?

Utilising an Inquiry Approach

Pose an Inquiry Question

Develop Lines of Inquiry



Inquiry-Based Learning



THINKING TO MAKE MEAN

What aspects of Economics as a subject are suited to Inquiry-based Learning?



End of Session 2