



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Senior Cycle Economics - Day 1

Session 3

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.

Planning for Teaching, Learning and Assessment - A Non-Linear Approach

“In planning for teaching and learning, teachers should identify **pathways** through the specification where the student is taken from the point of basic knowledge of content through to comprehension and application of their knowledge in increasingly-complex situations up to the point of being able to evaluate information and form opinions.”

Economics Curriculum Specification 2018, Page 13

“While the learning outcomes associated with each strand are set out separately in this specification, this should not be taken to imply that the strands are to be studied in isolation.”

Economics Curriculum Specification 2018, Page 12



Planning a Unit of Learning

Learning Outcomes describe the knowledge and understanding, skills and values that students should be able to demonstrate.

Assessment involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes.

A **unit of learning** is a selection of learning outcomes from across appropriate strands with details of the resources, methodologies and assessment modes used for teaching, learning and key skill development.



Stimulus



<https://www.youtube.com/watch?v=DAxk16U8HzM>

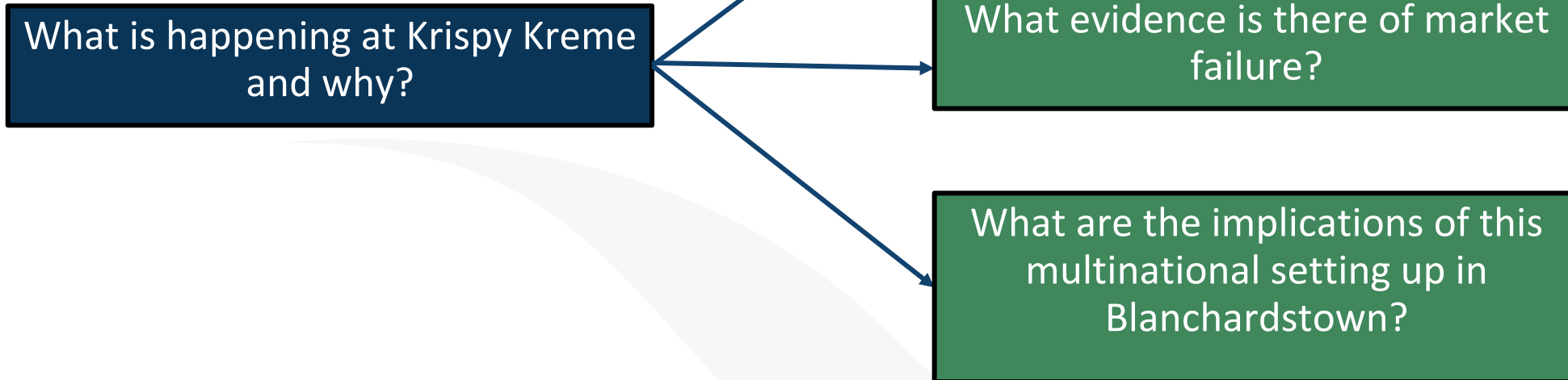
Linking Learning Outcomes

- 1.2 **explain** how scarcity of economic resources relative to wants results in choices being made between competing uses of resources; **predict** possible consequences of these choices
- 2.2 **critique** the assumption that consumers taking part in economic activity behave rationally.
- 3.3 **discuss** the factors that lead to market failure such as externalities, monopoly power and imperfect information.
- 5.2 **explain** the concept of globalisation and discuss the positive and negative implications of globalisation.
- 1.3 **outline** the concepts of economic, social and environmental sustainability and **explain** their interconnections

Teaching and Learning Using an Inquiry-Based Approach

Pose an Inquiry Question

Develop Lines of Inquiry



Teaching and Learning Using an Inquiry Approach

Resourcing the Inquiry

Classroom materials

Online Research

Other sources

Interpreting Information (Critical Reflection)

- ❖ What information is relevant to my inquiry?
- ❖ Is the information from a reliable source?
- ❖ How does the information connect to what I already know?
- ❖ Does this information raise new lines of inquiry?
- ❖ Do other questions arise?

Reporting Findings

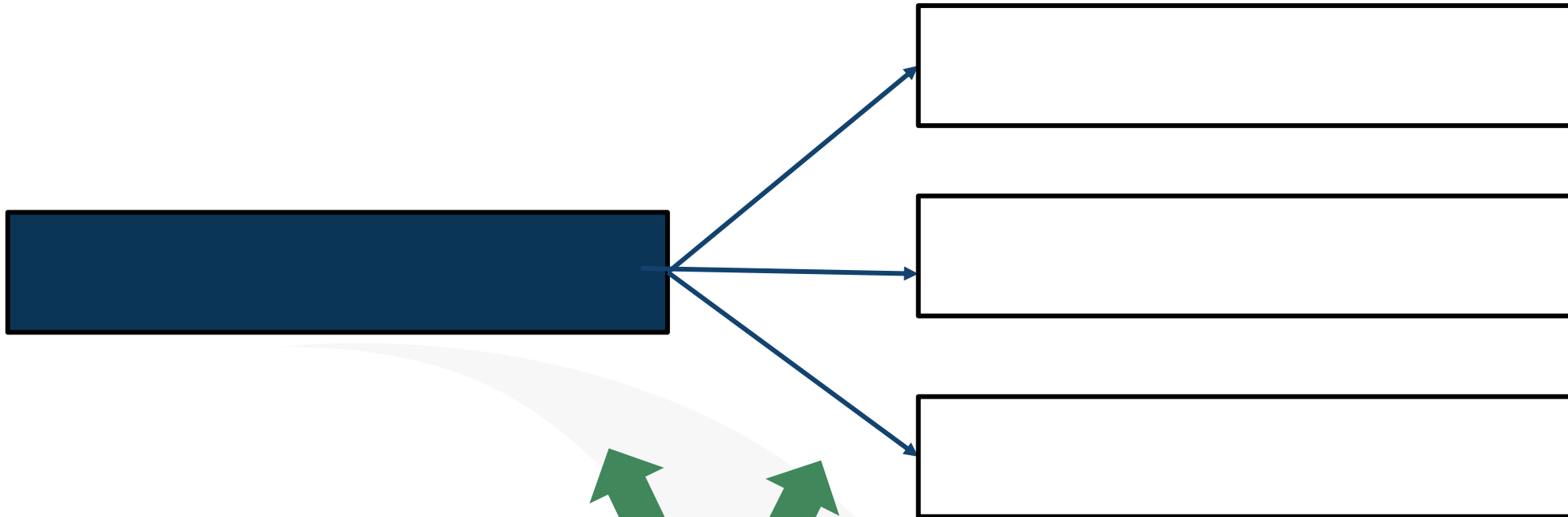
- Written summary
- Structured questions
- Digital Technologies
- Classroom discussion
- Presentations etc.

Does this raise new inquiry questions for further exploration of the learning outcomes?

Teaching and Learning Using an Inquiry-Based Approach

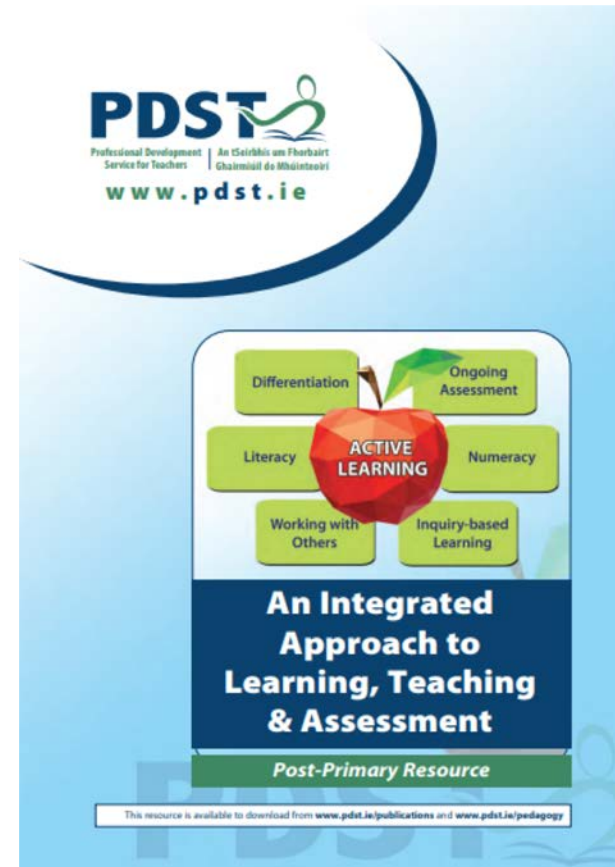
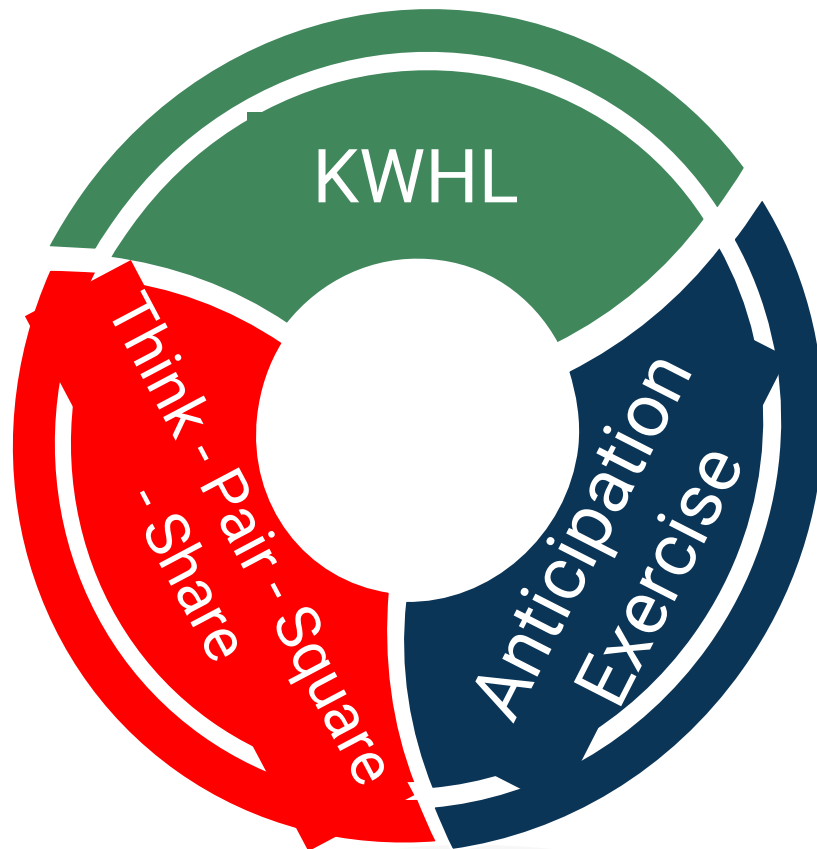
Pose an Inquiry Question

Develop Lines of Inquiry

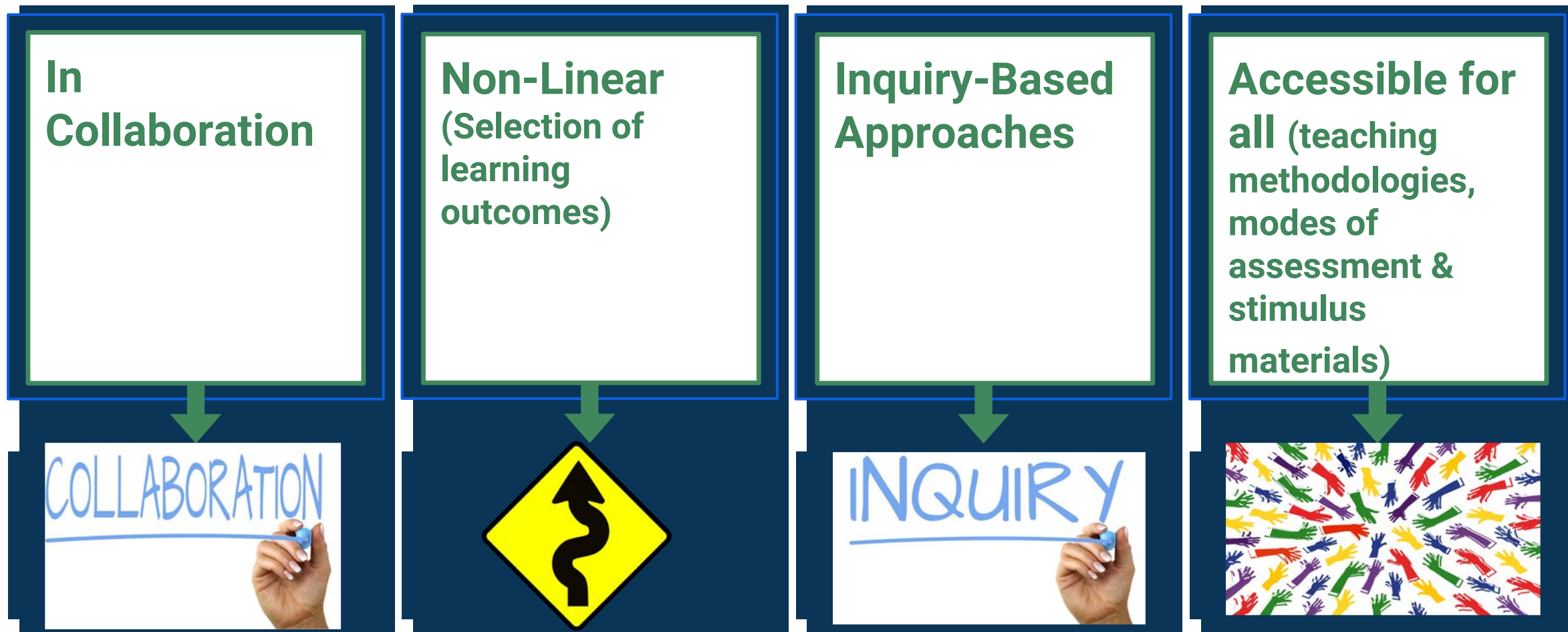


Does this raise new inquiry questions for further exploration of the learning outcomes?

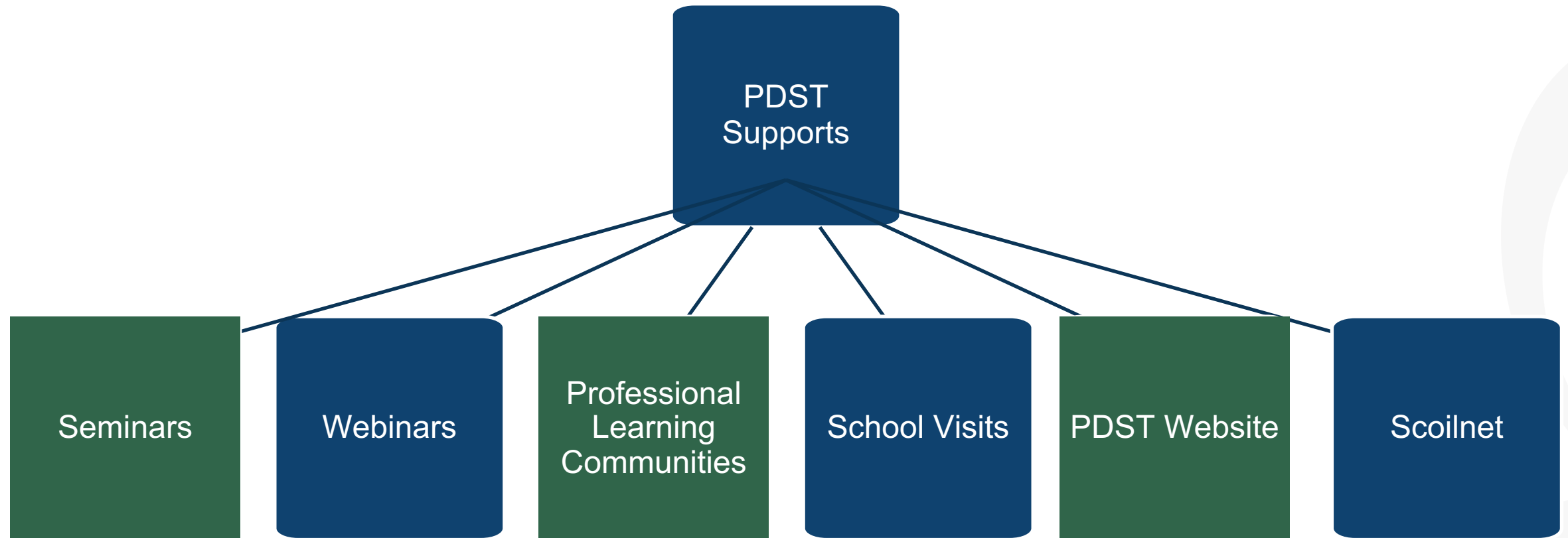
Potential Methodologies to Support Inquiry



Develop a unit of learning



Supports provided by PDST



Timeline Round 0



Timeline - Round 0

Next Steps?



End of Session 3

Thank you for your attention