



Professional Development | An tSeirbhís um Fhorbairt
Service for Teachers | Ghairmiúil do Mhúinteoirí

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Economics

Economics National Seminar 1

WORKBOOK

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Session 1: 9.30 - 11.00

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 all strands of the Specification and will be progressively developed over the course of Senior Cycle.
- The 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. It provides scope for embedding the use of appropriate digital technologies in the teaching, learning and assessment of economics, underpinned by opportunities for the development of students' literacy and numeracy skills.

The Need for Change

The documents on the link below are useful to understand the processes behind and reasons for the adoption of this new Specification.

<https://www.ncca.ie/en/senior-cycle/curriculum-developments/subjects-and-frameworks-in-development/economics>

Vision Activity

What is your vision for student learning in Economics?

Consider this question individually first, and write your responses in the space provided here. You will have an opportunity to share and discuss this with your colleagues afterwards.

When we use the word vision it can mean different things to different people. Here we are suggesting that you consider things such as:

- The values you would like your students to take from their study of economics?
- What are the hallmarks of successful learning in the economics classroom?
- What classroom activities and approaches would facilitate successful learning in economics?

Anticipation Exercise

Topic: Economics National Seminar 1				
Name:	Date:	Score:	Before:	After:

Agree	Disagree	Statement	Agree	Disagree	Evidence
1		This new specification is an exciting development for teaching economics at second level.			
2		An inquiry-based approach to teaching and learning can support students in developing thinking skills in economics.			
3		Economics can be taught as a set of distinct topics.			
4		Economics is a subject which is suitable for all students.			
5		Students need to study economic theory in a way that allows them to apply the concepts to the world around them.			
6		The learning in the economics classroom can be informed by and inform learning on other classes.			
7		Students need to have a greater appreciation for and understanding of the idea of sustainability when studying economics.			
8		I am looking forward to teaching this new specification in my class.			

Instructions: Guess answers, read passage/watch video/discuss, answer again, compare results before and after.

New Word	Meaning

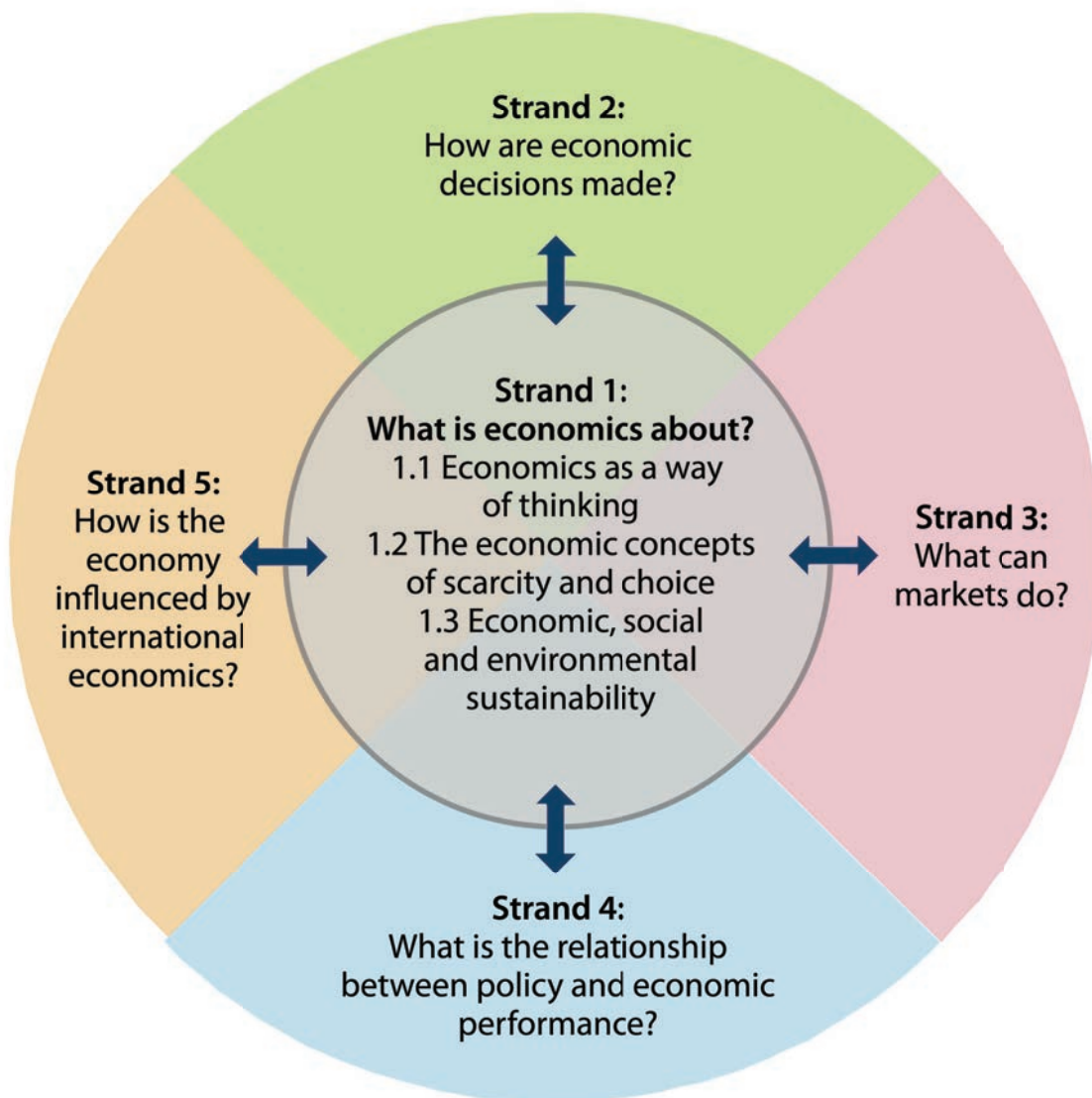
Silent Reading Activity

Read the introduction, aims and objectives sections of the Specification on Pages 6-7 prior to answering the following question.

How do the introduction, aims and objectives on Pages 6-7 align with or differ from our shared vision for our learners discussed earlier?

Record your thoughts here

Unifying Nature of Strand 1



Economics Curriculum Specification 2018, Page 12

Consider the Following Questions

1. What does a unifying strand mean to you?

2. What do you notice about the nature of Strand 1 from the diagram?

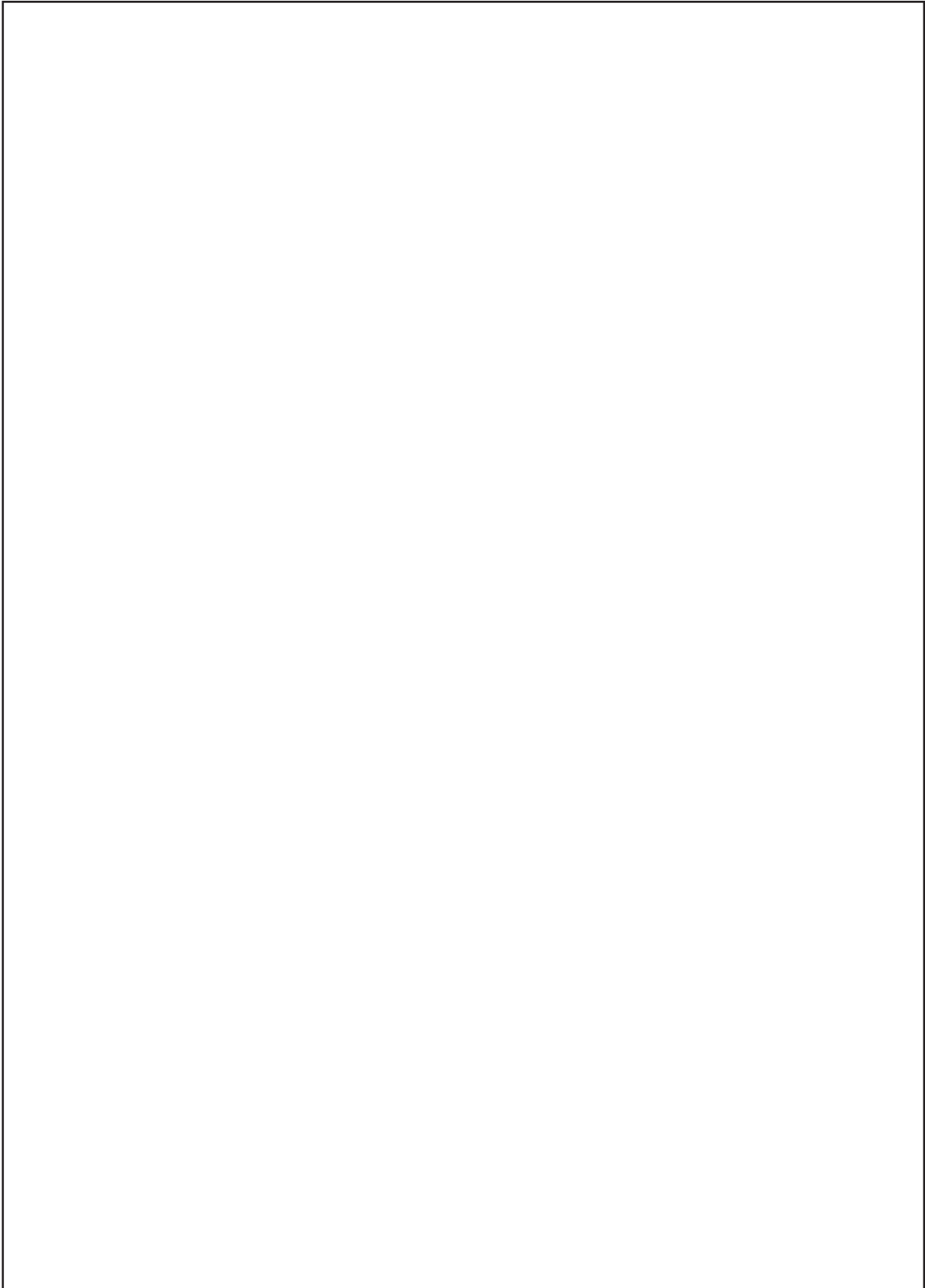
3. What impact will Strand 1 have on planning for teaching and learning in economics?

Session 2: 11.15 - 1.00

Consider interrelatedness between the learning outcomes in Strand 1.2 and those in your given Strand.

	Strand 1.2 - The economic concepts of scarcity and choice
Strand 2	
Strand 3	
Strand 4	
Strand 5	

Alternative Format



Pedagogical Approaches

The 'Jigsaw' approach

Introduction

One approach that can be used very effectively in Transition year is the 'Jigsaw' approach, originally developed in the United States but now used in many countries across the globe. See <https://www.jigsaw.org>.

The jigsaw approach is a research-based cooperative learning technique invented and developed in the early 1970s by Elliot Aronson and his students at the University of Texas and the University of California. Since 1971, thousands of classrooms have used Jigsaw with great success.

As the 'Jigsaw' website notes, "The jigsaw classroom has a four-decade track record of successfully reducing racial conflict and increasing positive educational outcomes such as improved test performance, reduced absenteeism, and greater liking for school", and many practitioners who have successfully adopted the approach will corroborate this. (See, for example, <http://www.teachhub.com/jigsaw-method-teaching-strategy>)

The term 'Jigsaw' is used because, just like in a jigsaw puzzle, each piece – the part played by each student – is essential to the completion and full understanding of the final learning outcomes.

The ten steps

For the teacher, there are ten steps to follow in carrying out the approach:

1. Divide class into groups of 5-6 students.
2. Appoint one student from each group as leader.
3. Divide the day's lesson into 5-6 segments.
4. Assign each student to learn one segment.
5. Give students time to read over their segment at least twice and become familiar with it.
6. Form temporary 'expert groups' by having one student from each jigsaw group join other students assigned to the same segment.
7. Bring the students back into their jigsaw groups.
8. Ask each student to present his/her segment to the group.
9. Float from group to group observing the process.
10. At the end of the session, ask questions to identify the key points learned.

Potential difficulties

Nobody would assert that this approach – no more than any other approach – will always go smoothly. However, based on the experience of over four decades' use in the classroom, it is possible to anticipate certain difficulties that may arise and to devise strategies to deal with these. The following outline is based on the helpful discussion on the 'Jigsaw' website at <https://www.jigsaw.org/tips/>.

For students who have been used to a competitive approach in class, this cooperative approach to learning may jar initially. Some students may seek to dominate the discussion and, perhaps, control what is going on within the group. Other students may find it challenging to work with students who are less academically able and may 'switch off' mentally after a while. How might the teacher respond to these challenges?

The dominant student – Many teachers find it helpful to rotate the position of 'leader' who guides the discussion, so that all students or, at least, those who are interested in taking on the position, feel that they are getting a 'fair crack of the whip'. Leaders need to be helped to understand that their job is to spread participation as evenly as possible so that nobody feels 'left out'. Generally, students come to realise very quickly that the group functions better if each person is allowed to present his or her material before comments or questions are taken.

The struggling student – The challenge here is to encourage the struggling student to produce work of a good quality that does not lead to negative comments from members of the jigsaw group. This is where the work of the 'expert groups' is of key importance. Before presenting their report to the members of the jigsaw group, individual students have the opportunity to discuss their report with members of the expert group who have prepared a report on the same topic. They can modify their report in the light of comments or suggestions made by their fellow members of the expert group. In the early stages of deploying this approach with a class, it may be prudent for the teacher to monitor the reports being prepared to ensure accuracy: this should become less necessary as the class becomes used to the approach.

The brighter student who becomes bored and 'switches off' – First of all, it has to be acknowledged that boredom may be a factor in any teaching and learning approach, regardless of the pedagogical approach being used. However, the jigsaw approach gives all students the opportunity to become a 'leader of learning' and this can be a powerful motivational force for all students, including the brighter ones. If brighter students are encouraged to take on the mind-set of 'teacher', this can transform a potentially boring task into an exciting challenge. Furthermore, it is likely to facilitate more thorough learning of the topic in question.

Students who are used to a competitive approach – Given time, the obvious benefits of the cooperative approach tend to become evident.

Utilising an Inquiry Approach

Pose an Inquiry Question

How many suppliers should there be in a market?

Develop Lines of Inquiry

Resourcing the Inquiry

Prior knowledge (own & others)

Support materials

Internet research

Interpreting Information

- 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

Herfindahl - Hirschman Index

Herfindahl-Hirschman index (HHI), also called HH index, in [economics](#) and [finance](#), a measure of the [competitiveness](#) of an [industry](#) in terms of the market concentration of its participants. Developed by the American economist Orris C. Herfindahl and the German economist Albert O. Hirschman, it is based on the following formula:

$$HHI = s_1^2 + s_2^2 + \dots + s_n^2$$

where n is the number of firms in the market and s_n denotes the [market share](#) of the n th firm.

Higher values of the index indicate higher market concentration and monopoly power as well as decreased competitiveness. For example, if there is only one firm in a market with 100 percent market share, then the value of the index would equal 10,000 (100^2). The index decreases when a market is made up of a larger number of firms, each with a smaller market share. The HH index is very easy to calculate and has a wide practical application. In the United States, government institutions that deal with antitrust issues—such as the [Department of Justice](#) (DOJ) and the [Federal Trade Commission](#) (FTC)—use the HH index to assess how a proposed or actual merger or acquisition would change or has changed the market concentration in a particular industry. Proposed mergers that raise the index substantially are flagged as concerns and brought before the government's antitrust institutions for further scrutiny.

Peter Bondarenko

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Information Gathered

Please record here any information which supports your inquiry.

One Minute Paper - Reporting Findings

Please summarise here what you have discovered from your inquiries.

Session 3: 2.00 - 3.30

Potential learning outcomes which could be explored:

Potential inquiry questions:

Other lines of inquiry:

Other thoughts:

Krispy Kreme curtails Blanchardstown 24/7 'drive thru' due to complaints

Residents complain over motorists beeping horns at 2.30 am in queues for doughnuts

Wed, Oct 3, 2018, 11:39 Updated: Wed, Oct 3, 2018, 12:19

[Ronan McGreevy](#)



People queue outside the newly opened Krispy Kreme outlet at Blanchardstown Shopping Centre last weekend. Photograph: Aidan Crawley

The new [Krispy Kreme](#) doughnut outlet in the [Blanchardstown](#) Centre is already a victim of its own success. The store, which only opened last Wednesday, will no longer operate its 24/7 drive thru operation because of multiple complaints from local residents. The opening of the store was accompanied by a mania not seen before in [Ireland](#) in relation to a food outlet. There was a queue of 300 people when it opened its doors at 7am on its first day of operation. Traffic jams, which resembled the Christmas rush hour, were blamed on customers trying to get access to the Krispy Kreme drive thru last weekend.

Furthermore, local residents were disturbed by customers beeping their horns and disturbing people who lived in nearby apartment complexes. One resident, Salim Sanehi, recorded footage of cars beeping their horns at 2.30 am on Sunday morning.

He posted on his Facebook page: “This is what the people living right next to Krispy Kreme have to deal with now. It’s 2.30 am and this sort of noise is what we’ve been dealing with since the grand “opening”.

“This is still going on and now there seems to be people chanting and egging the cars to keep honking. Krispy Kreme hasn’t done anything about their customers’ “behaviour”.

“Also for the people saying, ‘Well it’s your fault for living next to the centre’ have you seen the centre at this hour before? It’s a ghost town. This isn’t expected and it should never be expected, there’s literally no defending this sort of behaviour.”

Others have been posting video footage on social media outlets showing long queues in the middle of the “night”.

The company behind Krispy Kreme has concluded that enough is enough. “We are saying to our neighbours, we’ve listened and we’re making changes immediately,” said Krispy Kreme chief executive Richard Cheshire. “For the most part too, our drive thru has been a success. But we know that the late-night noise has been an upset for our neighbours.” The drive thru will be closed with immediate effect between 11.30pm and 6am. There will be a continuation of the traffic management action plan in the area which has sought to minimise the disruption caused by late night “queuing”.

Krispy Kreme was founded in North Carolina in 1937. It has 1,300 stores in 31 countries and Blanchardstown is its first Irish outlet.

McGreevy, R. (2018). Krispy Kreme curtails Blanchardstown 24/7 ‘drive thru’ due to complaints. *Irish Times*. [online] Available at:

<https://www.irishtimes.com/news/ireland/irish-news/krispy-kreme-curtails-blanchardstown-24-7-drive-thru-due-to-complaints-1.3650150> [Accessed 14 Nov. 2018].

Unit of Learning

Please use this space to record your thoughts and ideas as you develop your unit of learning. Give consideration to the inquiry based approach, the non-linear selection of learning outcomes, potential teaching methodologies, modes of assessment (knowledge, understanding and skills) and suitable stimulus materials.

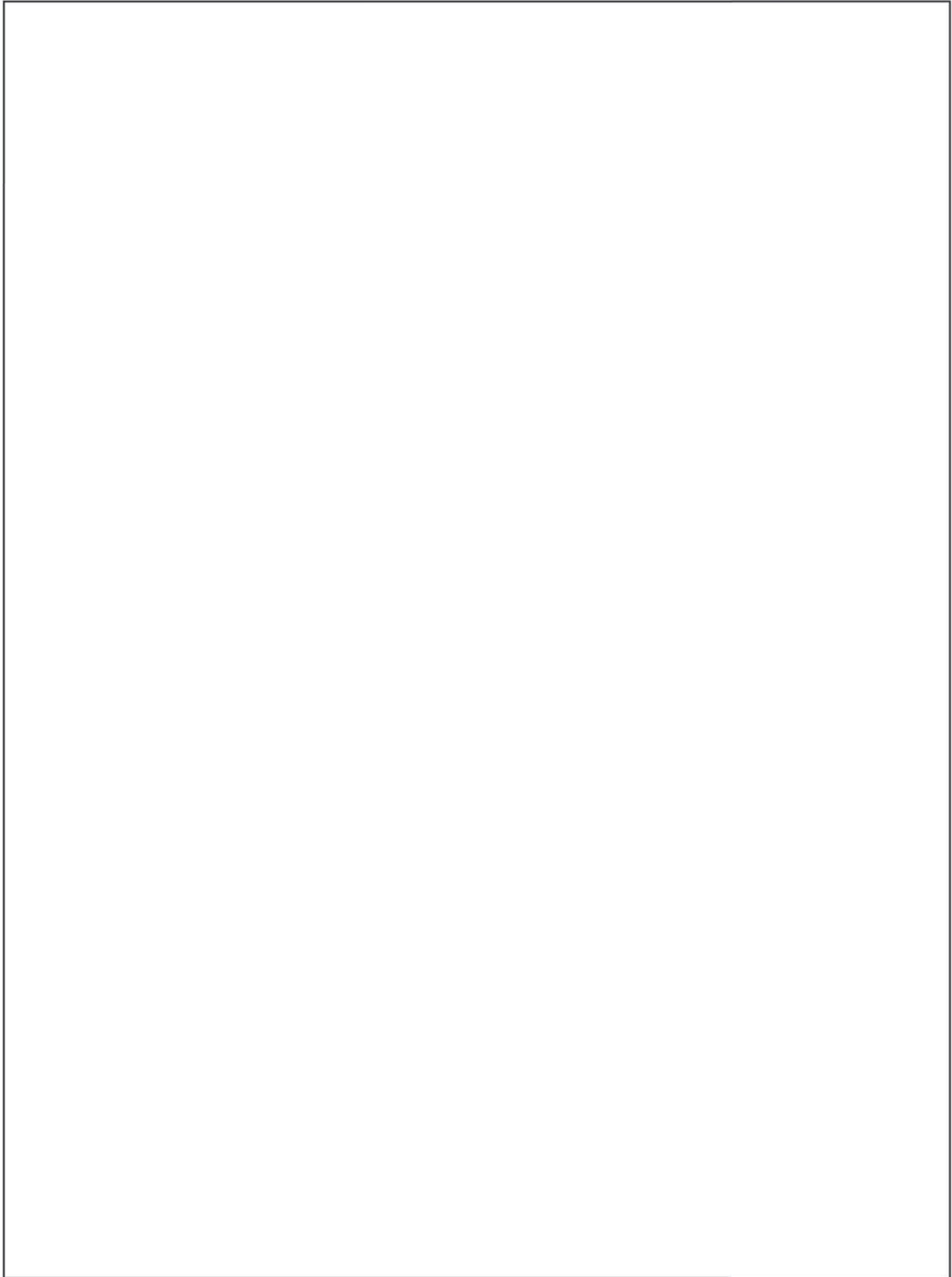
My Next Steps

Consider the future implications of what has emerged for:

- Your individual practice as a teacher.
- Your subject department/school.

What will my next steps be?

Additional Information





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