



Economics

Resource Summary Booklet

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National Seminar, Webinar and Professional Learning Community One

Anticipation Exercise

This resource is useful for pre-teaching a concept to elicit what students may already know about that concept e.g. some strand one concepts such as opportunity cost, cost benefit analysis, sustainable development. It can also be used to assess students' understanding of the concept or if their opinions about an issue have changed. The statements are changed depending on what you want to use the anticipation exercise to do.

Anticipation Exercise

Topic: Economics National Seminar 1					
Name:		Date:	Score:	Before:	After:
Agree	Disagree	1	Statement	Agree	Disagree
			This new specification is an exciting development for teaching economics at second level.		
			An inquiry-based approach to teaching and learning can support students in developing thinking skills in economics.		
			Economics can be taught as a set of distinct topics.		
			Economics is a subject which is suitable for all students.		
			Students need to study economic theory in a way that allows them to apply the concepts to the world around them.		
			The learning in the economics classroom can be informed by and inform learning on other classes.		
			Students need to have a greater appreciation for and understanding of the idea of sustainability when studying economics.		
			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			

(An Integrated Approach to Learning, Teaching and Assessment, page 37, https://pdst.ie/sites/default/files/Integrated%20Approach_0.pdf accessed 01/12/2020)

Jigsaw Method

Rationale

Procedure:

Using the jigsaw teaching strategy is one way to help students understand and retain information, while they develop their collaboration skills. This strategy asks a group of students to become “experts” on a specific task or body of knowledge and then share that material with another group of students. These “teaching” groups contain one student from each of the “expert” groups. Students often feel more accountable for learning material when they know they are responsible for teaching the content to their peers. The jigsaw strategy is most effective when students know that they will be using the information they have learned from each other to create a final product, participate in a class discussion, or acquire material that will be on a test.

Step One:

Preparation

Select the material you want students to explore. It might be a collection of documents (e.g. readings, images, charts) or it could be a series of questions. Also, decide how many students you would like to work together in an “expert” group. Teachers often find that groups of 3 - 5 students work best. Sometimes it makes sense to make groups randomly (e.g. by counting off) while other times you might want to divide students in advance to balance strengths, needs and interests. You can assign the same material to more than one group.

Step Two:

Students Work in Expert Groups

In this step, small groups of students (“experts”) are responsible for reviewing specific material so that they can share this information with their peers. “Expert” groups work best when students have clear expectations about the type of information they are supposed to present to their peers. Therefore, it is often helpful to provide a chart or a series of questions that students answer together in their expert groups. It is important that all group members understand the material they are responsible for presenting. To avoid having students present inaccurate or misleading information, teachers can review and approve of content before this information is shared with students in the other groups.

Step Three:

Students Meet in Teaching Groups

After “expert” groups have a solid understanding of the material they will be presenting, assign students to “teaching” groups. “Teaching” groups are typically composed of one or two members from each expert group. Experts take turns presenting information. Often teachers ask students to take notes while the experts present. For greater accountability it is best if students are required to synthesize the material presented as part of an assignment, presentation or discussion.

Step Four:

Synthesis and Reflection

“Teaching” groups can be assigned a task that requires them to synthesize the information that has been shared, such as answering a larger question, comparing texts, or generating a plan of action. Or, students can synthesize information individually or in pairs. It is appropriate to structure a class discussion that asks students to draw from the material they just learned to answer a question about history and apply this information to society today.

(An Integrated Approach to Learning, Teaching and Assessment, page 77-78,

https://pdst.ie/sites/default/files/Integrated%20Approach_0.pdf accessed 01/12/2020)

What is Inquiry Based Learning?

The video on the link below was shown at National Seminar 1 and gives an overview of inquiry based learning.

<https://youtu.be/u84ZsS6niPc>

Household Waste Handouts

These handouts, [available here](#), were used when discussing an inquiry approach in the household waste industry.

Stimulus MaterialKrispy Kreme

The video clip on the link below was used as a stimulus piece to begin working with the learning outcomes on the specification and could act as a stimulus for discussing concepts such as consumer rationality, demand, scarcity, market failure, sustainable development, globalisation and others.

<https://www.youtube.com/watch?v=DAXk16U8HzM>

Sample Units of Learning

The units of learning available on the following link

<https://tinyurl.com/sampleunitsoflearning> were created by teachers during national

Think – Pair – Share - Square

This strategy allows you to quickly engage the whole class without losing any time moving furniture or formulating groups. Think-Pair-Share-Square is a series of steps that enables the students move through the stages of individual work, paired work and group work before feeding back to the whole class very simply.

Think: The students spend time in silence writing or thinking about their own ideas.

Pair: Students turn to the person next to them to discuss their ideas with a partner.

Share: Students share their answers with another group.

Square: Two pairs work together as a new group to complete the task of agreeing on a response from the first two answers that the pairs have come up with. They also elect who will be speaking. This stage is crucial for extracting the high level explanation behind why an answer was chosen. This reduces the amount of answers that a teacher has to elicit from a class. It helps promote student learning as students discuss and teach each other.

(An Integrated Approach to Learning, Teaching and Assessment, page 72,

https://pdst.ie/sites/default/files/Integrated%20Approach_0.pdf accessed 01/12/2020)

Unit of Learning Planning Support Tool

The tool available on the following link, [click here](#), can be used to support planning with learning outcomes and developing units of learning in senior cycle economics.

National Seminar, Webinar and Professional Learning Community Two

Learning Outcomes Poster

The poster available on [this link](#) details all the learning outcomes across the five strands in one visual.

Young Economist of the Year Project

The Young Economist of the Year (YEOTY) project handout regarding rent regulations in the Irish market, [available here](#), was used to examine how economics students might inquire about contemporary issues.

The Importance of Data in Economics

This video from Core Economics, [available here](#), was used to highlight the importance of students taking a rigorous approach when engaging with economic information and data.

Useful Websites for Accessing Economic Data and Information

The list of websites available on [this link](#) were presented at national seminar two as reliable sources of economic information and data.

Central Statistics Office Infographics

The infographic available at [this link](#), based on house prices from 2007 to 2018, was used at national seminar two to explore how students might examine a given data source when engaging with learning outcomes. There are many more useful infographics freely available on the CSO website. [Click here to access](#)

Gapminder

This website was showcased at national seminar two as a useful tool for engaging with data. The guide [available here](#) gives the detail of the graph used on the day.

Blooms Taxonomy Resources

The tables available on page 23 and 24 of the national seminar day two workbook, [available here](#), were used to show how questions ranging from lower to higher order can be developed with some useful prompts and supports provided.

Exploring Historical Periods in the Economics Specification

The document [available here](#) provides useful resources and links for exploring the periods of history mentioned in strand 1.1 of the specification.

Worksheets

The following worksheets were developed by teachers at national seminar two and were discussed at professional learning community two.

- [Monetary Policy and the Price Level](#)
- [Carbon Taxation](#)
- [Government Expenditure](#)
- [Demand and Supply in the Property Rental Market](#)

National Seminar, Webinar and Professional Learning Community Three

EU Mercosur Trade Deal

The information presented at national seminar three regarding the EU Mercosur Trade Deal was sourced [here](#).

Google Apps for Education Youtube Channel

This Youtube channel, [available here](#) contains many useful videos and tutorials for supporting the use of Google suite of products.

Microsoft Office 365 Youtube Channel

This Youtube channel, [available here](#) contains many useful videos and tutorials for supporting the use of Office 365.

A Guide to Research

This document, prepared by Professor Rowena Pecchenino of NUI Maynooth and [available here](#), was showcased at national seminar three to support students in conducting research.

Text Discussion Groups

The information relating to the text discussion group activity discussed at national seminar three is available in the Reading Resource Book on [this link](#).

The following articles were discussed in these groups

- [EU Mercosur trade deal – What you need to know?](#)
- [EU and Mercosur reach agreement on trade](#)
- [The Irish Times view on the Mercosur trade deal: the EU puts down a marker](#)
- [Mercosur – EU deal agreed at last](#)
- [Why a new trade deal between EU and South American countries has gone down badly in Ireland](#)

Economics as a way of thinking

This document, [available here](#), was created to support students in drawing out the economic concepts evident when engaging with and investigating contemporary issues.

Irish Times/Sappho Ltd. Merger

Information from the report, [available here](#), was used to examine the use of the Herfindahl-Hirschman Index as a measure of market concentration at national seminar three.

Online Version of Seminar Day Three

The document available on [this link](#) leads to an online version of national seminar day three which was prepared in response to the public health emergency taking place at the time.

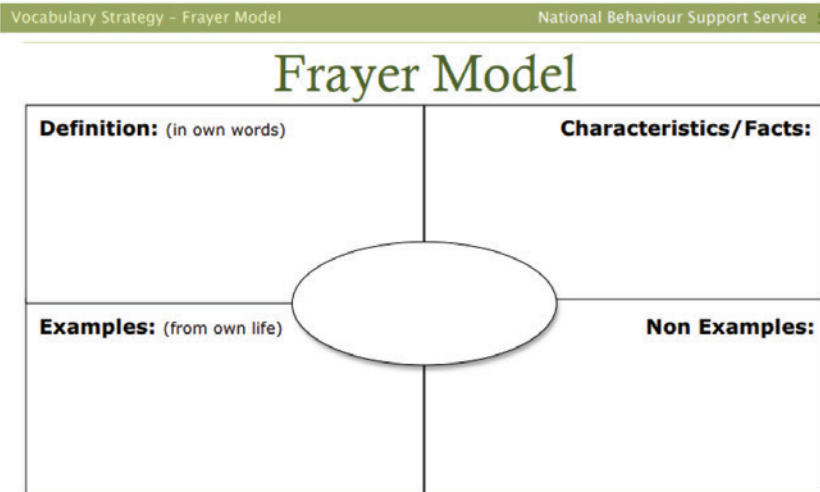
Webinar three support materials

The document available on [this link](#) contains all of the relevant links from webinar three.

National Seminar, Webinar and Professional Learning Community Four

Frayer Model

This model was examined at national seminar four as a strategy for supporting students to break down economic concepts/ideas. The materials referenced are [available here](#).



Working with Online Sources

The document, [available here](#), provides a list of questions which students can ask themselves when researching online and considering the validity and reliability of the sources they are engaging with.

Young Economist of the Year Projects

The Young Economist of the Year (YEOTY) project handouts ([interest rates project](#), [electric car project](#)) were used to examine how economics students might inquire about contemporary issues.

Research Study Checklist

The checklist [available here](#) was discussed at national seminar four as a tool to support self and peer reflection when engaging in the research study process.

Teacher Vignettes

The vignettes available on pages 7-13 of the document [available here](#) showcase how teachers have embedded inquiry practices in their classrooms in the senior cycle economics context.

Hand Sanitiser and Price Gouging Resource

The worksheet [available here](#) was discussed at national seminar four as an example of a rich task that could support student inquiry in the classroom.

Sustainable Development and Inequality Professional Reading

The links available in the table on pages 16-17 of the document [available here](#) are useful for professional reading around the areas of sustainable development and inequality.

Webinar Four – Economics of Sustainable Development

The following materials, [supporting links](#) and [presentation slides](#), accompany webinar four and allow for further exploration of the topics discussed therein.

National Seminar, Webinar and Professional Learning Community Five

Thinking about Contentious Issues

This document, [available here](#), was used at national seminar five to support in planning for facilitating discussion around a contentious issue in class.

UBI Newspaper Article

This article, [available here](#), was used at national seminar five to support discussions in developing a unit of work about a contentious issue.

Planning PDF

The document, [available here](#), which was used at national seminar five offered some prompt questions consider when planning for a unit of work about a contentious issue.

Other People's Shoes Resource

This methodology, [available here](#) as well as key questions available here, and a student reflection template, available here were used at national seminar five to structure and activity aimed at considering different viewpoints contentious issues.

SOAR Reflection Diagram

This diagram, [available here](#), and used at national seminar five offered a structure for and prompt questions to consider when engaging in reflection. This was used to reflect on the vision for learning detailed at national seminar one.

Vision for Future Learning

This document, [available here](#) was used at national seminar five to structure a self reflection exercise.

JCT CSPE Controversial Issues Webinar

This webinar, [available here](#), was referenced at national seminar five as a support for discussing contentious issues in the classroom.

Not Business as Usual Resource

This resource, [available here](#), was used at national seminar five to explore issues such as income inequality, globalisation, trade and others

Contentious Issues Padlet Wall

This Padlet wall, [available here](#), was used at national seminar five to offer examples of contentious issues in the economics classroom.

Summarisation Strategy Example

This example, [available here](#), was used at national seminar five to showcase a summarisation strategy which could be used by senior cycle students.

Stop and Jot

This example, [available here](#), was used at national seminar five to showcase a summarisation strategy which could be used by senior cycle students.

Young Economist of the Year video links

The following links house the full version of the student voice snippets used at national seminar five

1. <https://www.youngeconomist.ie/about-young-economist-of-the-year>
2. <https://vimeo.com/279625137>
3. <https://vimeo.com/219800192>

Diamond 9 Strategy

This strategy was used at national seminar five to engage in a discussion about the key themes from throughout the specification and across the CPD provided. [Click here](#) to access more information on this strategy. Google Jamboard was used to create the activity used on the day but there are numerous other platforms that can be used e.g. <https://www.classtools.net/diamond9/>

Padlet Shared Space

The shared space, [available here](#), was used to gather feedback to selected questions at national seminar five.

YEOTY Training Webinar

The webinar [available here](#), was produced to support teachers and students when entering the young economist of the year competition and contains inputs on economic inequality and improving student research.

Some Useful Digital Tools

Mentimeter

A free online polling tool which can be used to gather student feedback on an issue or answers to a question in a quick and efficient manner

Padlet

Padlet was used on numerous days as a tool to gather teacher feedback on an issue, to prompt discussion or to share resources

NCCA Focus on Learning Toolkit

The focus on learning toolkit was referenced and used at each national seminar. It provides excellent resources for formative assessment practices

Google Keep

Google Keep was showcased at national seminar three as a tool for gathering and categorising relevant online articles and resources for use in the economics classroom

Google Sites

Google Sites was showcased at national seminar three as a tool for students to curate a portfolio when conducting research

Microsoft Onenote

Microsoft Onenote was showcased at national seminar three as a tool for gathering and categorising relevant online articles and resources for use in the economics classroom and as a tool for students to curate a portfolio when conducting research

Statbank

Note: PxStat has replaced Statbank as the Central Statistics Office new dissemination database system

This database was showcased on national seminar day three as a resource for students when conducting research and teachers when searching for up to date statistics

Scoilnet - Tools for Teachers

This section of the Scoilnet website contains links to Worldbook Online, The Irish Newspaper Archives, The Irish Times Archives which were referenced on numerous days as reputable sources of information



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

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An Roinn Oideachais
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