



An Roinn Oideachais
Department of Education

Senior Cycle - Introduction to Economics Day 1

Session 1

Economics National Workshop 1



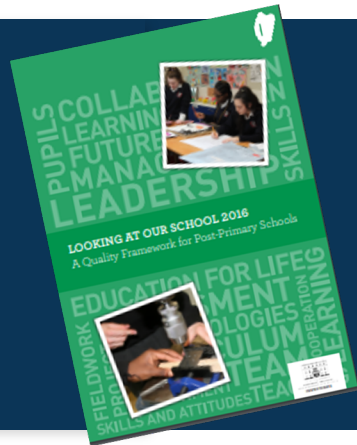
Welcome

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

Purpose for today

180 hours minimum duration
Higher & Ordinary level
Assessment: Exam 80% Research Study 20%

- To begin to look at the specification with a focus on inquiry-based approaches to teaching, learning and assessment



- To encourage collaboration in engagement with and enactment of the economics specification

Overview of the Seminar

<p>Session 1 9:30 - 11:00</p>	<ul style="list-style-type: none"> ● Supports provided by the PDST and the role of the teacher ● Developing a shared vision for the economics classroom ● Aims and objectives of the specification ● Introduction to the unifying strand
<p>Tea/Coffee Break 11:00 - 11:15</p>	
<p>Session 2 11:15 - 1:00</p>	<ul style="list-style-type: none"> ● Strand 1 - the unifying strand ● Introduction to inquiry-based approaches in economics
<p>Lunch 1:00 - 2:00</p>	
<p>Session 3 2:00 - 3:30</p>	<ul style="list-style-type: none"> ● An inquiry-based approach to creating a unit of learning ● Next steps

Key Messages

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

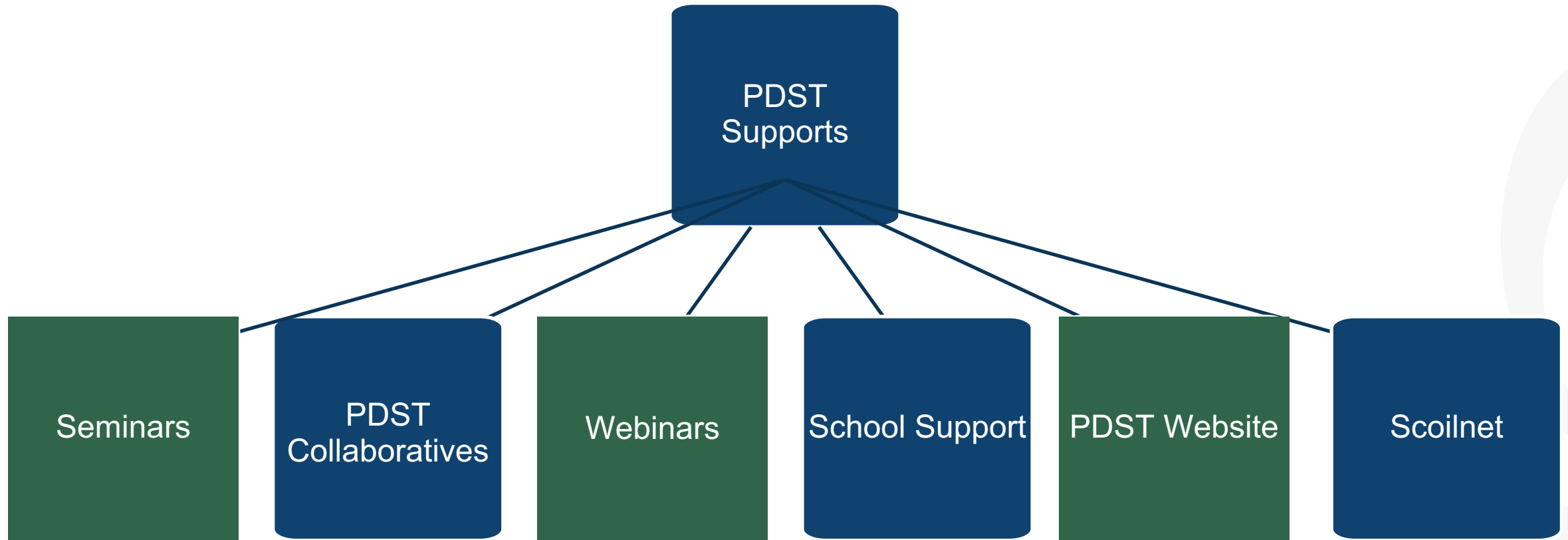
Strand 1 is a unifying strand, the themes of which permeate strands 2-5 of the Specification and will be progressively developed over the course of senior cycle.

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.

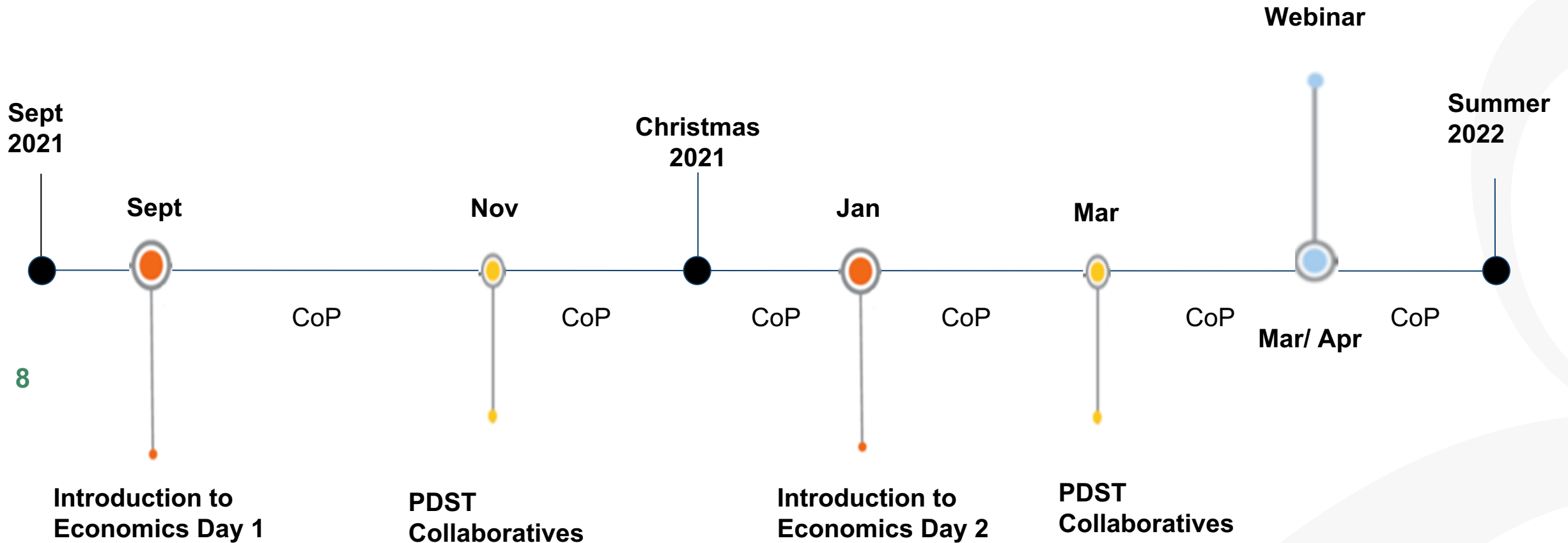
By the end of session one, participants will have:

- Familiarised themselves with the range of PDST professional development supports available to economics teachers
- Reflected upon and contributed to a shared vision for teaching and learning in the economics classroom
- Investigated the inter-linked nature of the strands of study in the economics specification

Supports provided by PDST



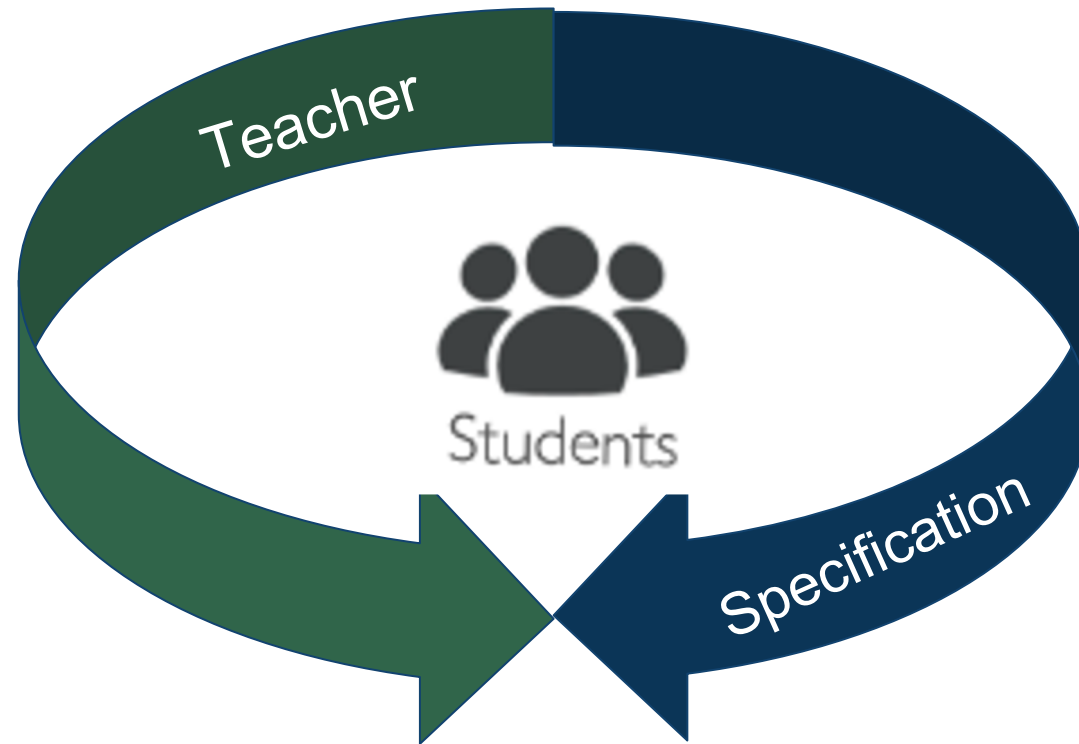
CPD Timeline 2021/22



Vision for the Economics Classroom

What is your vision for student learning in
economics?

Role of the Classroom Teacher

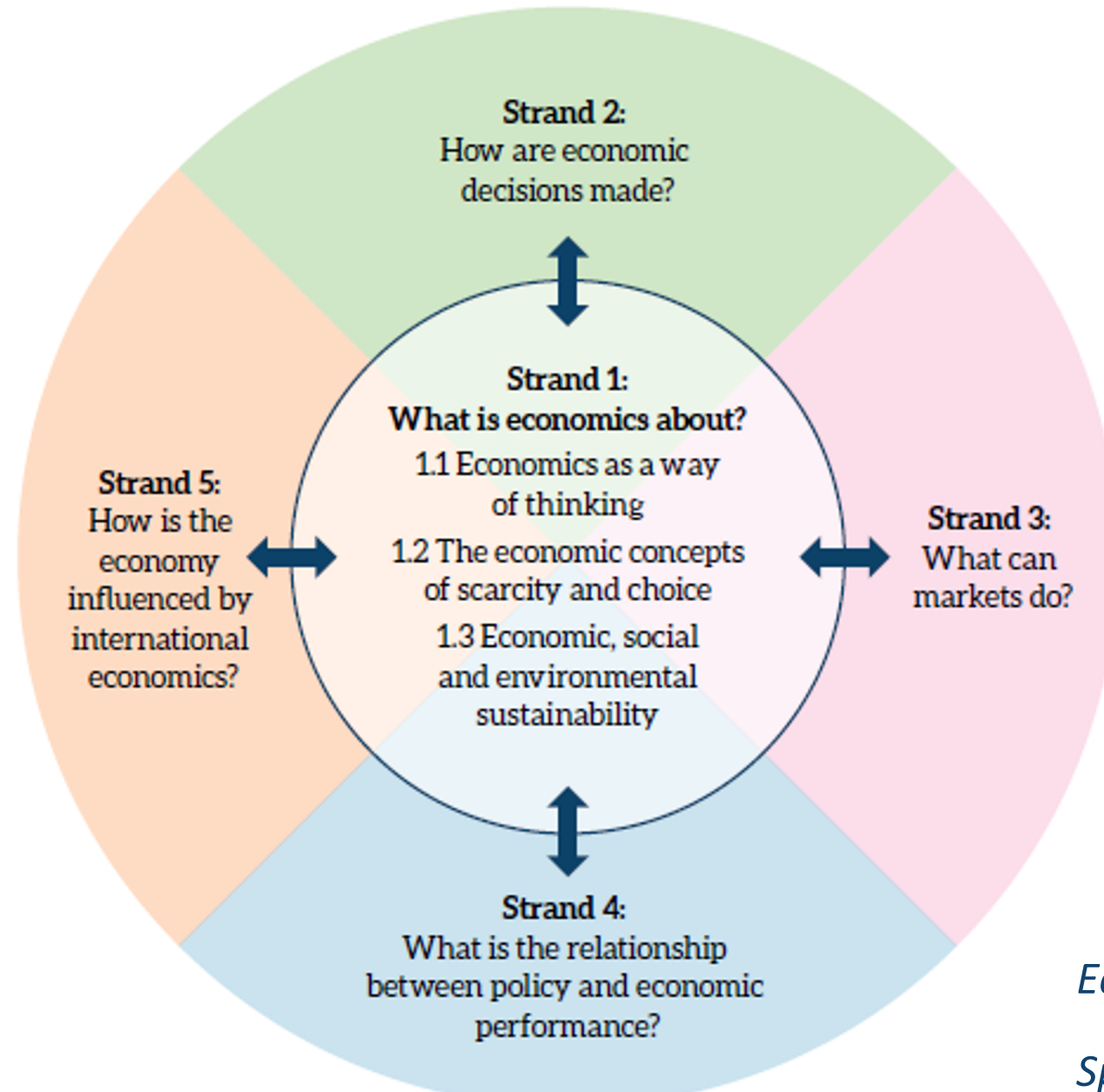


Aims and Objectives of the Specification



<https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Economics>

Strand 1 – The Unifying Strand



End of Session 1



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Session 2

By the end of session two, participants will have:

- Identified the unifying nature of Strand 1 across the full specification
- Engaged with the Inquiry Based Learning process

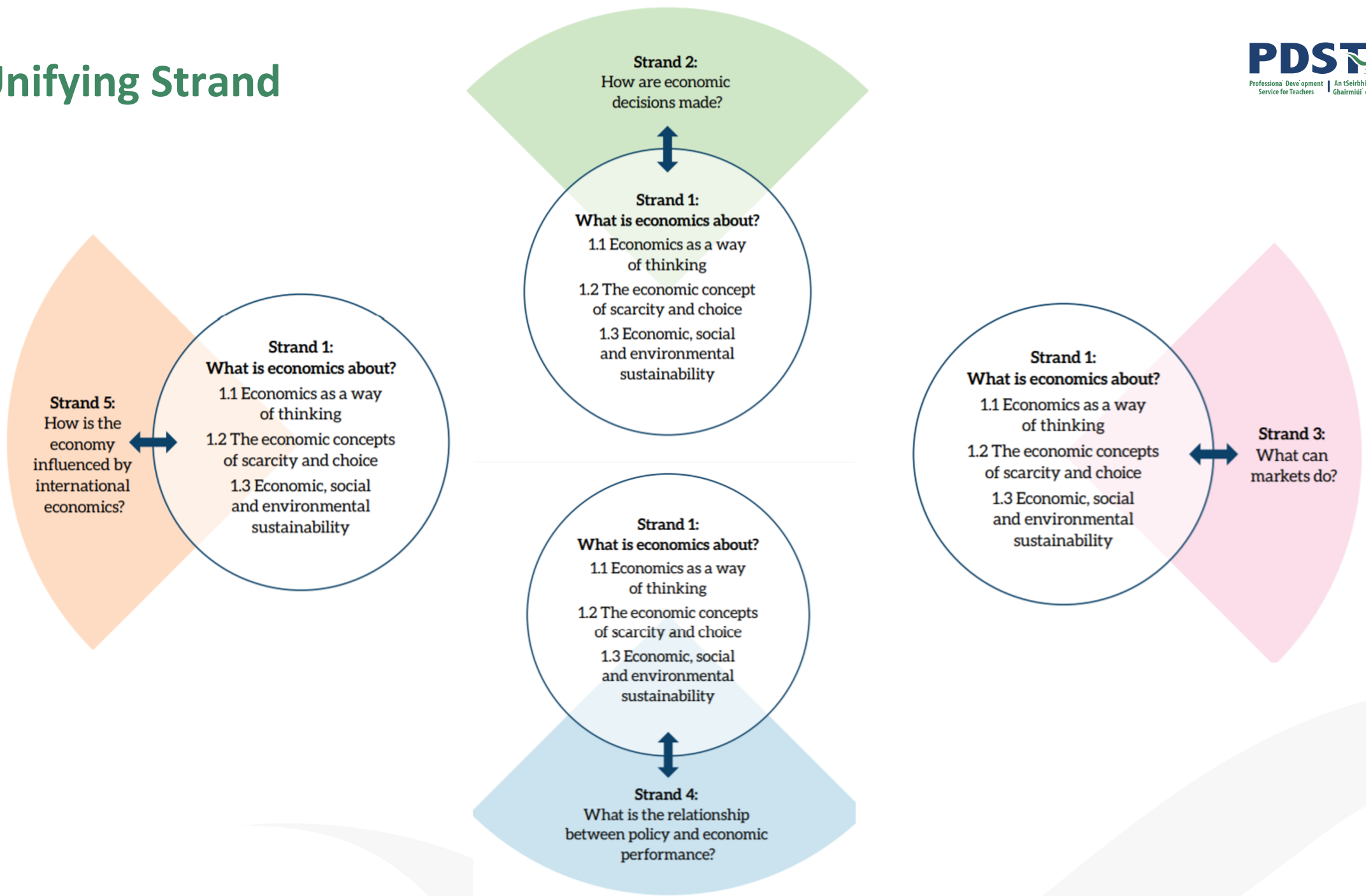
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The Unifying Strand



Reflecting on Strand 1

How would you approach Strand 1 with a new cohort of students?

Weave Strand 1 throughout the other strands

Mix macro and micro across the strands

Bring in real life examples to connect the strands

Don't teach Strand 1 in isolation

Link back to Strand 1 as you move through the other Strands

Link Strand 1.3 with Strand 5

Organise topics differently

Change the order of the topics to suit the delivery of the strands

Look at the learning outcomes on other strands and connect with Strand 1

An Inquiry Task



“Should bulk-buy investors be eliminated from the Irish property market?”



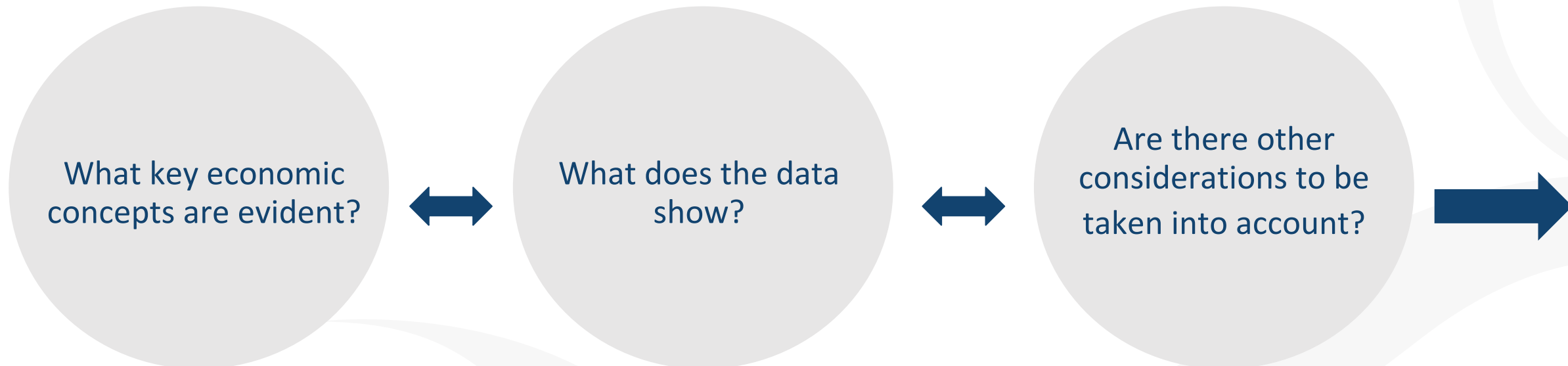
Utilising an Inquiry Approach

Pose a potential Inquiry Question



Develop further Lines of Inquiry

Should bulk- buy investors be eliminated from the Irish Property market ?



Utilising an Inquiry Approach

Resourcing the Inquiry

- Prior knowledge (own and others)
- Support Material
- Internet

Interpreting Information (Critical Reflection)

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

Reporting Findings

- One minute paper
- Stop and jot

Does this raise new inquiry questions for further exploration?

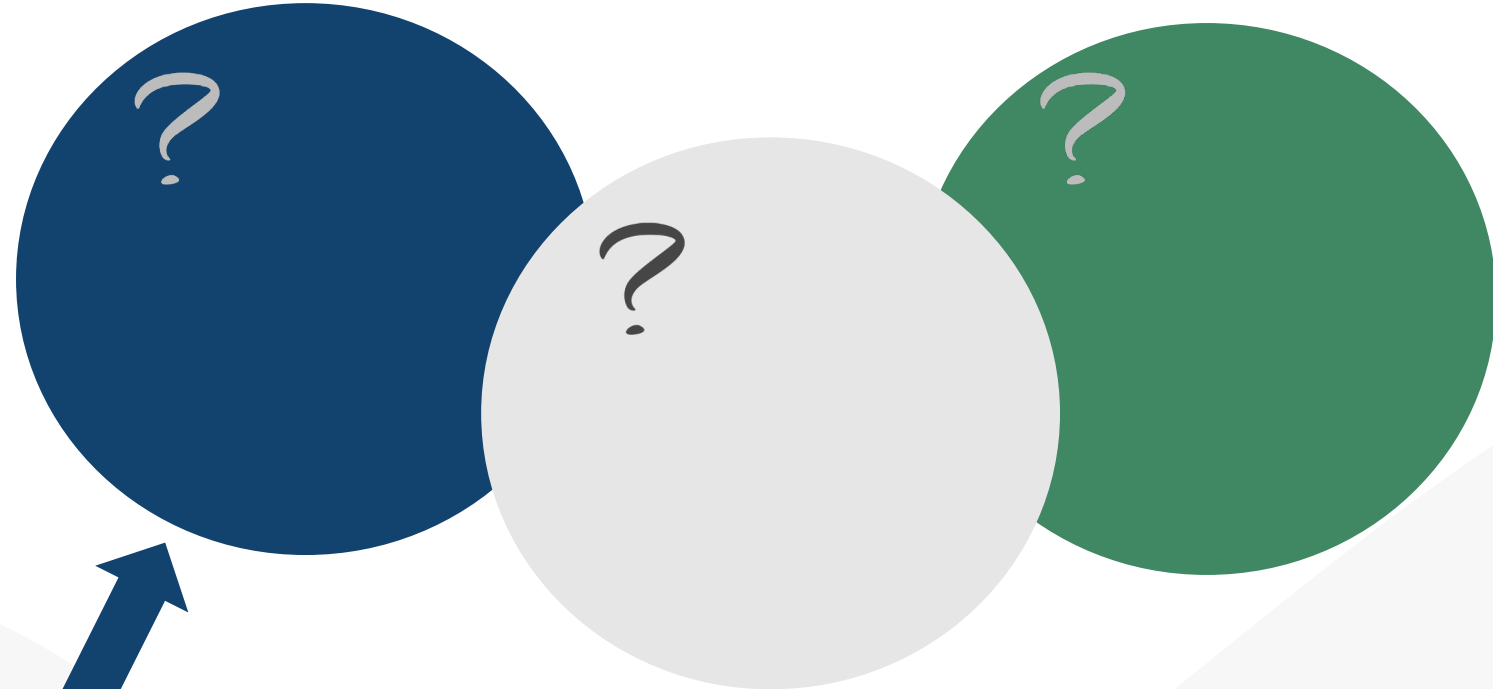
Utilising an Inquiry Approach

Pose an Inquiry Question



Develop Lines of Inquiry

*Should bulk- buy
investors be eliminated
from the Irish property
market ?*



Inquiry Approaches

What other contemporary issues in the subject of Economics are suited to Inquiry-based Learning?

Shane Kirwan + 1 • 3m

Introduction to Economics - Day 1

General

Regina Casey 22h

PDST Resource for Inquiry Based Learning

inquiry by Shane Kirwan
TOUCH this image to discover its story. I...
thinglink

Add comment

Digital Technology in the Economics Classroom

Regina Casey 6d

PDST Distance Learning Site

Distance Learning
Additional links from PDST Technology i...
pdst

Add comment

Housing Market

Shane Kirwan 10d

House Prices, Loans, Interest Rates, Disposable Income

Source: ESRI

Year	Average Loan (LHS)	Disposable income per capita (LHS)	House prices (LHS)	Interest rates (RHS)
1995Q1	~100	~1.0	~100	~7.0
1997Q3	~150	~1.5	~150	~6.5
2000Q1	~200	~2.0	~200	~5.5
2002Q3	~250	~2.5	~250	~4.5
2005Q1	~300	~3.0	~300	~3.5
2007Q3	~400	~4.0	~400	~2.5
2010Q1	~500	~5.0	~500	~1.5
2012Q3	~600	~6.0	~600	~1.0
2015Q1	~650	~6.5	~650	~1.0
2017Q3	~680	~6.8	~680	~1.0
2020Q1	~700	~7.0	~700	~1.0

Source: Author's calculations.
Note: The average loan size, disposable income and house prices are in index form (1995Q1 = 100). Interest rates are in percentages and can be read on the right-hand axis.

Add comment

What is your vision for student learning in economics?

Add comment

End of Session 2



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Department of
Education and Skills

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Session 3

By the end of session three, participants will have:

- Discussed the process behind creating authentic opportunities for student inquiry in the economics classroom and how this forms part of the planning process
- Engaged in collaboratively planning of a unit of learning

Planning for Teaching, Learning and Assessment - A Cross-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



Linking Learning Outcomes

2.4 **evaluate** the economic role of the government in a mixed economy

4.2 **identify** the main sources of government revenue and expenditure; **distinguish** between the current and capital parts of the government accounts

1.2 – **evaluate** the opportunity costs involved in economic decisions made by individuals, firms and the government at local and national levels

1.2 – **analyse** how a cost-benefit approach supports effective decision making; **apply** a cost-benefit approach to assess who enjoys the benefits and who bears the costs

Teaching and Learning Using an Inquiry-Based Approach

Pose a potential inquiry question/problem or issue



Develop further Lines of Inquiry

What might be the impact of the overrun of the National Children's Hospital on the program for government?

What key economic concepts are evident?



What does the data show?



Are there other considerations to be taken into account?



Teaching and Learning Using an Inquiry Approach

Resourcing the Inquiry

- Prior knowledge (own and others)
- Support Material
- Internet

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.

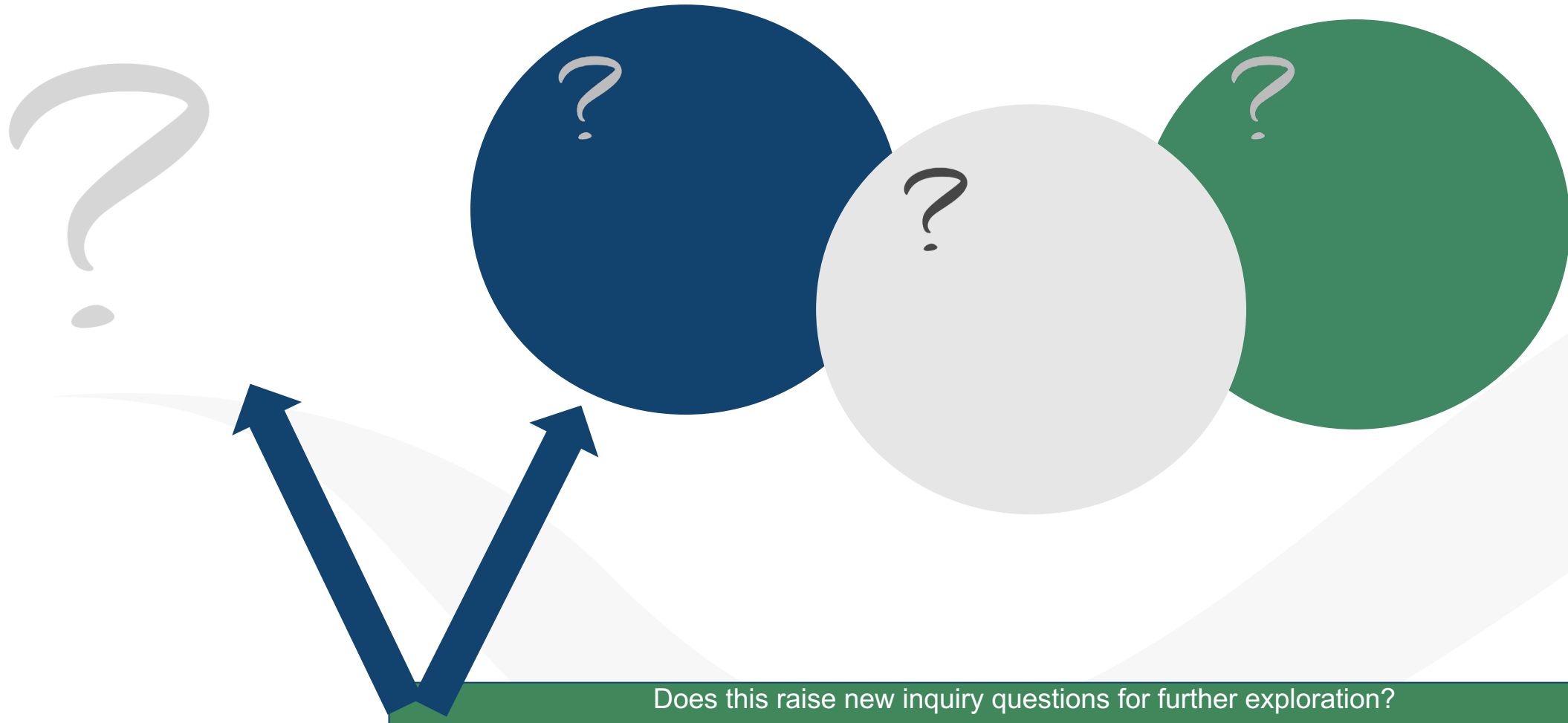
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Utilising an Inquiry Approach

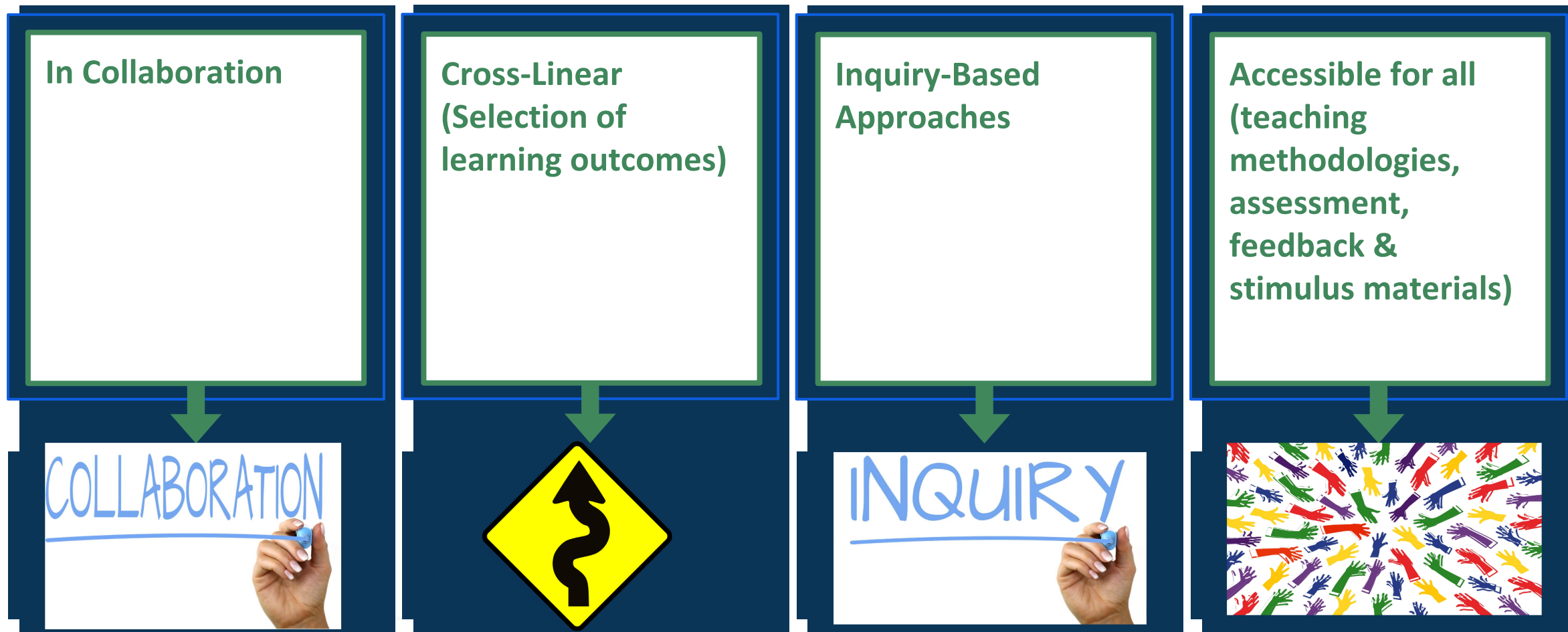
Pose an Inquiry Question



Develop Lines of Inquiry



Develop a unit of learning

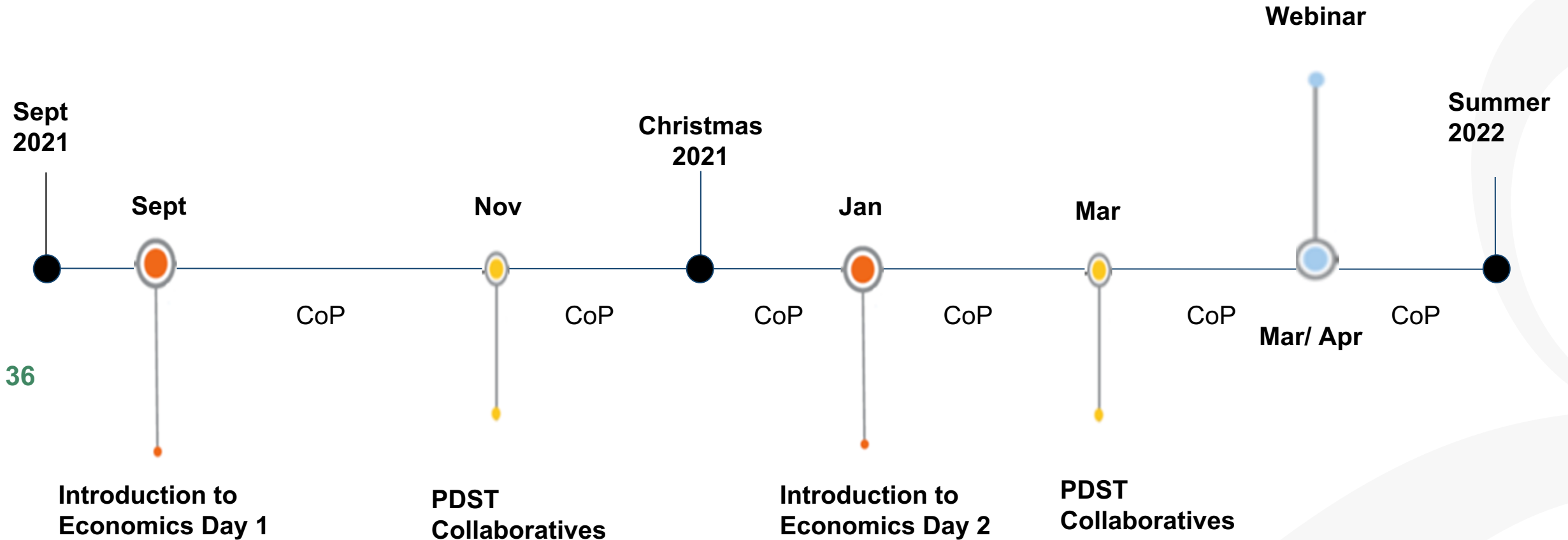


Now what?



<https://pixabay.com/photos/question-question-mark-help-2309040/>

CPD Timeline 2021/22



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End of Session 3

Thank you for your attention