



An Roinn Oideachais
Department of Education

Senior Cycle - Introduction to Economics Day 2

Introduction to Economics Day 2



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
September 2019 introduction
First examination June 2021
Assessment: Exam 80% Research Study 20%

- To support teachers in enabling students to collect, organise, present, analyse and interpret data with and without the use of technology and come to an informed view in evaluating current economic issues



- To assist teachers with the engagement and enactment of the Economics specification through inquiry-based approaches with a focus on the role of data and information in Economics

Overview of the Seminar

Session 1
9:30 - 11:00

- Supports provided by PDST
- Realising the shared vision - the journey so far
- Embracing data in the teaching and learning of Economics

Tea/Coffee Break
11:00 - 11:15

Session 2
11:15 - 1:00

- Key Skills in Economics
- Data inquiry tasks in the Economics classroom

Lunch
1:00 - 2:00

Session 3
2:00 - 3:30

- Data competencies
- Effective questioning in Economics
- Assessment criteria

Key Messages

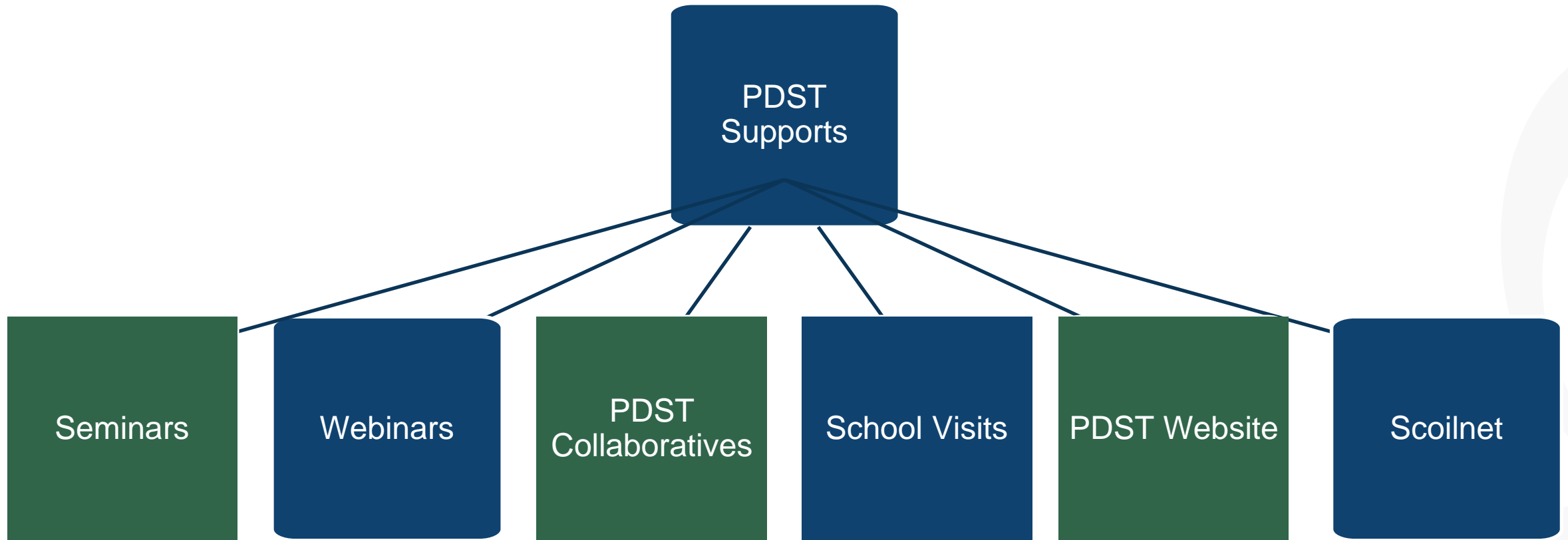
Economics is a subject for all and through its exploration students will be prepared and empowered to contribute to society and meet future challenges with confidence.

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.

The collection, organisation, analysis and interpretation of data allows students to hypothesise and critically evaluate economic concepts and theories, allowing them to form justifiable opinions/conclusions around economic issues.

Supports provided by PDST



PDST Collaboratives

None of us is as smart as all of us

Japanese Proverb

In the past quarter century, teaching has made great strides in building professional collaboration. It is now time for this to progress into collaborative professionalism, rooted in inquiry, responsive to feedback and always up for a good argument.

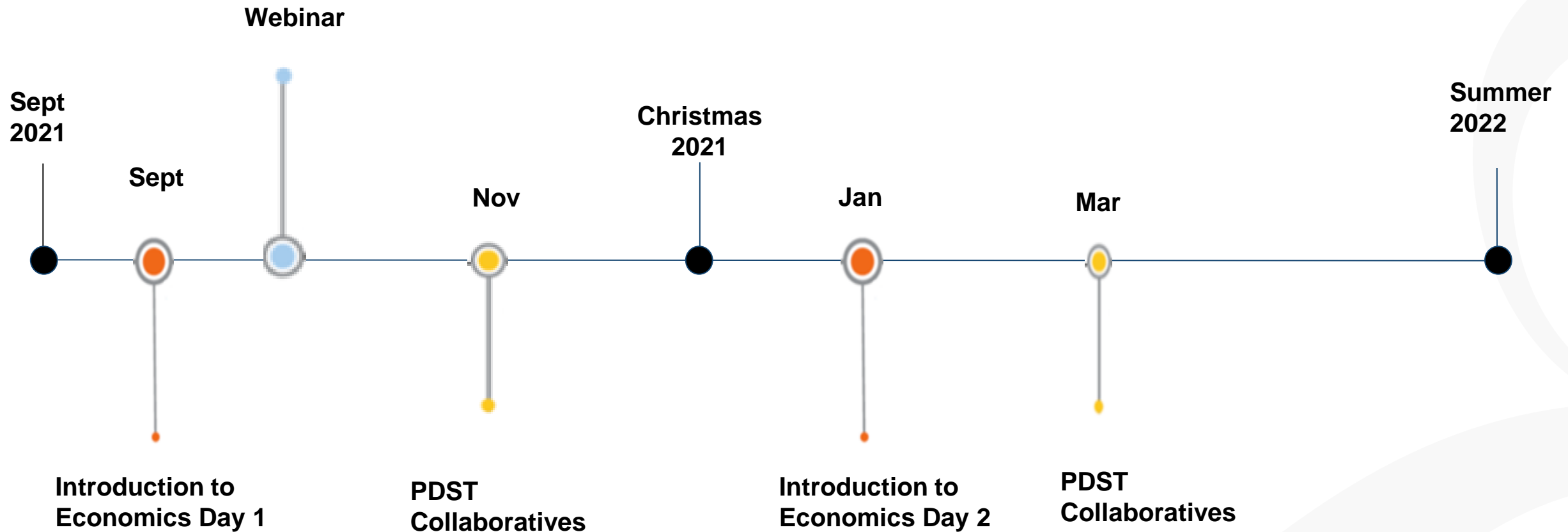
(Hargreaves & O'Connor, 2008, p. 9)

Learning is:

- Constructive
- Self regulated
- Situated
- Collaborative



CPD Timeline 2021/22



By the end of session one, participants will have:

- Discussed the progression towards realising their vision for students of Economics
- Examined integrated approaches to teaching, learning and assessment that support students in the practical application of economic knowledge to their lives
- Considered the importance of rigour in developing students' capacity to research, analyse and interpret economic data and information
- Explored a range of resources to support teaching, learning and assessment in the Economics classroom

Your Shared Vision

Enjoy the subject.

Develop research skills.

Feel empowered and engage in more independent learning.

Understand their impact on society and contribute to a sustainable future.

Engage with material with a greater depth of understanding instead of just memorising facts.

Appreciate how they can become active citizens in a sustainable society.

Apply theory to practical real world issues and form a well-rounded world view.

Become more economically literate.

Think critically and generate an informed opinion on economic issues.

Students collaborate together with regards to economic events and value equity and fairness in economics.

Classroom culture should make students feel like they should belong in the room and be safe. It's okay to make mistakes in the room.

The Journey So Far...



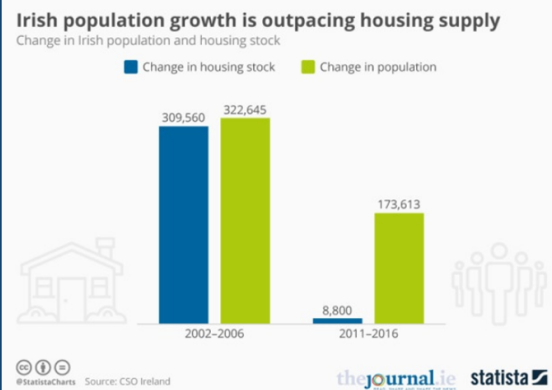
How have you come closer to realising your shared vision for economics learning in the classroom?

What unexpected learning has emerged for you?

What does this mean?



Young Economist of the Year (YEOTY) Entries



- The population is increasing at a rate the supply of houses can't maintain.
- During the Celtic Tiger Ireland had more than 220,000 people employed in the construction industry, which has now fallen to 134,000.
- To fix this, more houses need to be built.
- This requires an influx of migrant workers to move into the country and work in the industry.

However, this would only drive prices up even further as the new workers would require somewhere to rent.

INVESTIGATION INTO POPULATION CHANGE AND THE IRISH ECONOMY

By Tom Koolpaugh, St. Brendan's College, Kilmey

POPULATION DETERMINATION

IRISH HISTORY

- In 1700, the population of Ireland was about 1 million. Fast forward a further 178 years how could the population of a country have fallen to 1 million? The answer is the Great Famine. Towards the end of 1845, it is estimated that 1 million people died and the deaths came a period of prolonged starvation.
- By 1956 the Irish (Republic) population was 2.8 million, the result of a Famine which led directly to a large number of Irish people emigrating.
- From 1956 on the population of Ireland has grown to today's 4.85 million, Ireland's capital city, Dublin, has a population of 1.2 million, with Cork hosting 0.4m people, and Galway 0.2m people. The 2016 census (in 2016),

GETTING THE BALANCE RIGHT

WHAT AFFECTS POPULATION

The three factors affecting population are:

- Birth rate
- Mortality rate
- Migration

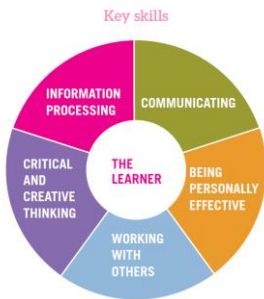
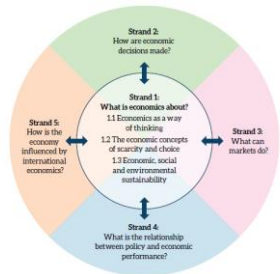
RECOMMENDATIONS

- Government needs to establish what our demographic is.
- Currently the birth rate in Ireland is falling, which is much worse than Germany, with its aging population. The governments must look at this.
- The governments must look at this.

Project: How the Distribution of Funding Affects the Game of Gaelic Football

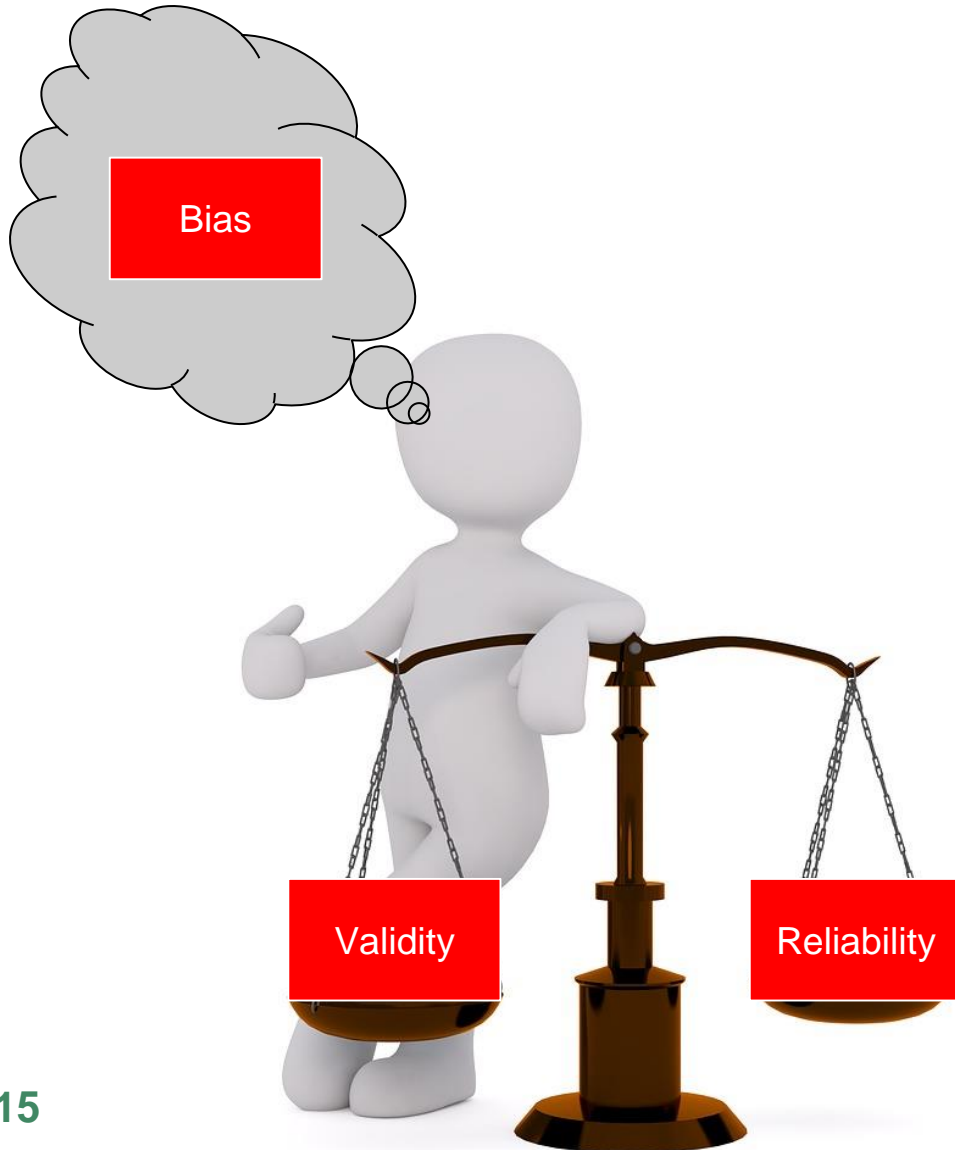
St. Mel's College, Longford

Activity

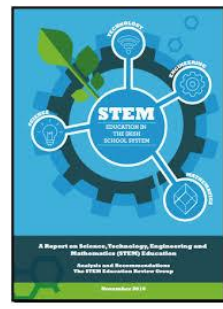


The Importance of Data in Economics





Source: The Guardian 17 July 2016 article <https://www.theguardian.com/science/2016/jul/17/politicians-dodgy-statistics-tricks-guide>



Aims and Expectations - Embracing Data

“Using skills of critical thinking, data analysis and decision making through the study of economics, students will be prepared and empowered to contribute to society and manage future challenges confidently.”

Economics Specification p.6

“...research and analyse qualitative and quantitative economic information and data from various sources, present and justify conclusions and make informed decisions.”

Economics Specification p.7

End of Session 1



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Senior Cycle - Introduction to Economics Day 2

Session 2

By the end of session two, participants will have:

- Explored how Senior Cycle key skills are embedded throughout the learning outcomes in the Economics specification
- Discussed and considered the role of rich inquiry-tasks in enhancing student learning in the Economics classroom
- Developed approaches that enable students to collect, organise, analyse and interpret data/information in the exploration of economic behaviour and interactions



Senior Cycle Key Skills

“The key skills are embedded within the learning outcomes of the specification and will be assessed in the context of the assessment of the learning outcomes.”

Economics Specification, page 11

“They will develop information processing and critical and creative thinking skills by examining and evaluating economic data and information to identify patterns and relationships, offering informed viewpoints and opinions and applying those conclusions to new or existing economic problems.”

Economics Specification, page 12

The RTB Q2 2021 Rent Index



Standardised Average Rents Q2 2021*

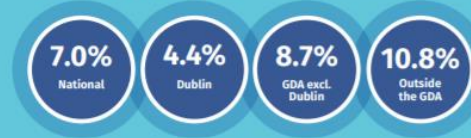


Standardised Average Rent for a Three Bedroom House Q2 2021



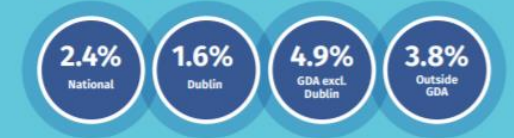
Annual growth rate

Compared to Q2 2020



Q2 2021 quarterly growth rate

Compared to the last quarter



* The RTB uses the standardised average rent, which is a mix adjusted rent that takes account of the changing mix of properties in an area
** GDA - Greater Dublin Area

Highest and lowest standardised average rents Q2 2021

By county



By LEA (Local Electoral Area)



Rents in cities Q2 2021



Source: Rent Tenancy Board (RTB) Rent Index

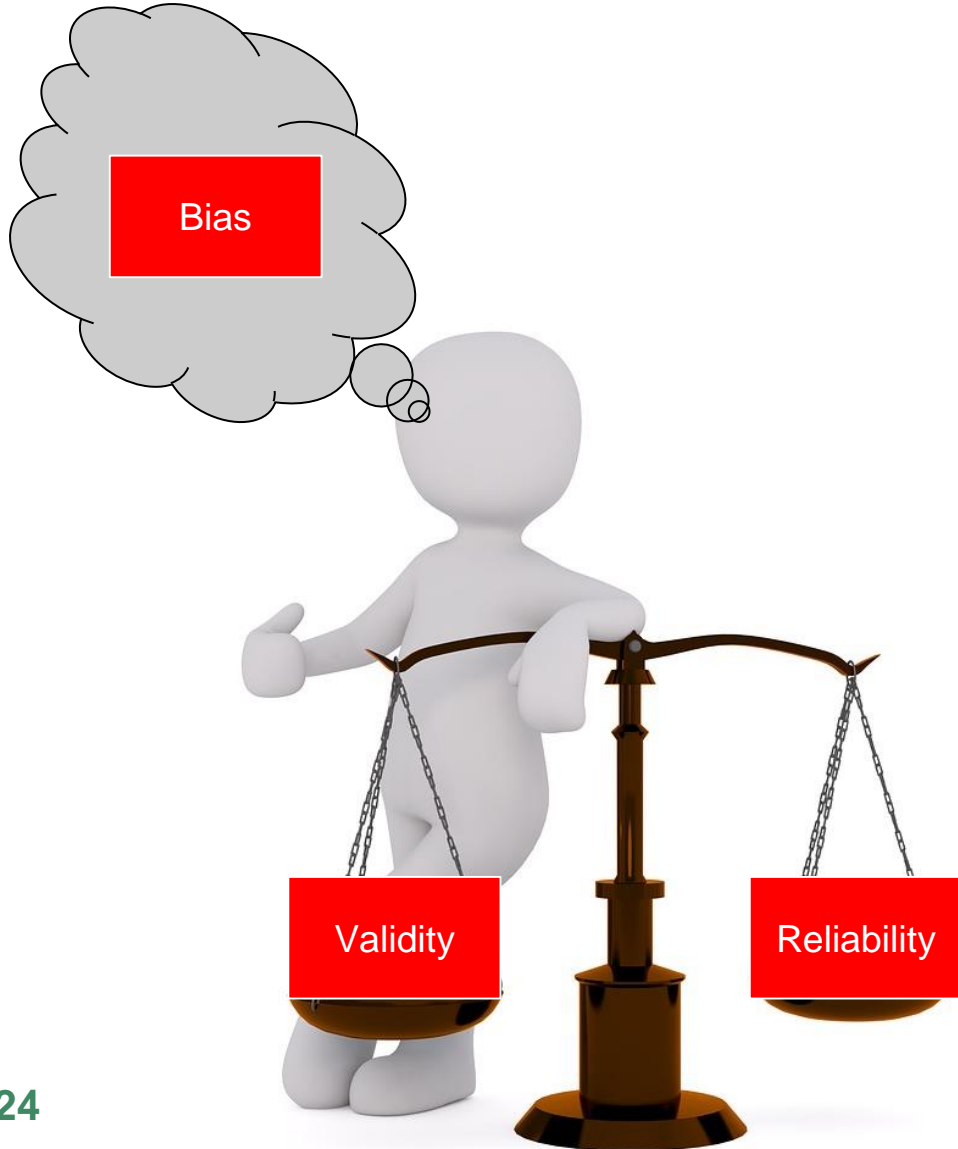
Suggest a Strand 2 learning outcome which students could explore in conjunction with this infographic. How could it be used to promote key skills development?



An Inquiry Task

- **What economic concepts are evident?**
- **What does the data show?**
- **Are there other issues to be considered?**





Working with Online Sources of Data and Information

RELIABILITY

What is the original source of the piece?

Is the author identified and what role does the author have?

Why was the piece created/commissioned?

Are sources cited for any factual claims made and can they be checked/verified?

VALIDITY

When was this piece published and is it still relevant to my research?

Is data/information provided kept up to date?

Can I identify quantitative and/or qualitative data and information in this piece?

How does this piece relate to other sources of data/information that I have used

BIAS

What is the intended audience/readership for the piece?

Is the website part of a commercial organisation, a political party, a personal website or an organisation with a specific agenda?

Are other relevant points of view taken into account?



Source: The Guardian 17 July 2016 article <https://www.theguardian.com/science/2016/jul/17/politicians-dodgy-statistics-tricks-guide>

Utilising an Inquiry Approach

Select a Theme/Topic/Issue/Stimulus

Develop Lines of Inquiry

Sustainable Irish Farming

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graph LR; A[Sustainable Irish Farming] --> B[How do GHG emissions relate to economic growth and sustainability?]; A --> C[How will the proposed Eco-scheme under the new CAP Strategic Plan 2023 - 2027 impact the agri-food sector?]; A --> D[How does the agri-sector affect levels of employment in other industries?];
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How do GHG emissions relate to economic growth and sustainability?

How will the proposed Eco-scheme under the new CAP Strategic Plan 2023 - 2027 impact the agri-food sector?

How does the agri-sector affect levels of employment in other industries?

[Video - Utilising an inquiry approach](#)

Working with Data and Information

IDENTIFICATION

- Is this data/information qualitative or quantitative?
- How have I critiqued this data in terms of rigour (reliability, validity, bias)?
- Summarise in one sentence what this data represents?
- How is this data relevant to my inquiry?
- What other data sources relate to my inquiry?

INTERPRETATION

- What variables/data points are quantified in the data?
- How can percentages help me to describe the data?
- How can I describe trends over time within the data?
- If there are multiple trends can I compare/contrast them?
- Have I noticed anything significant/of interest to me from these trends?

APPLICATION AND ANALYSIS

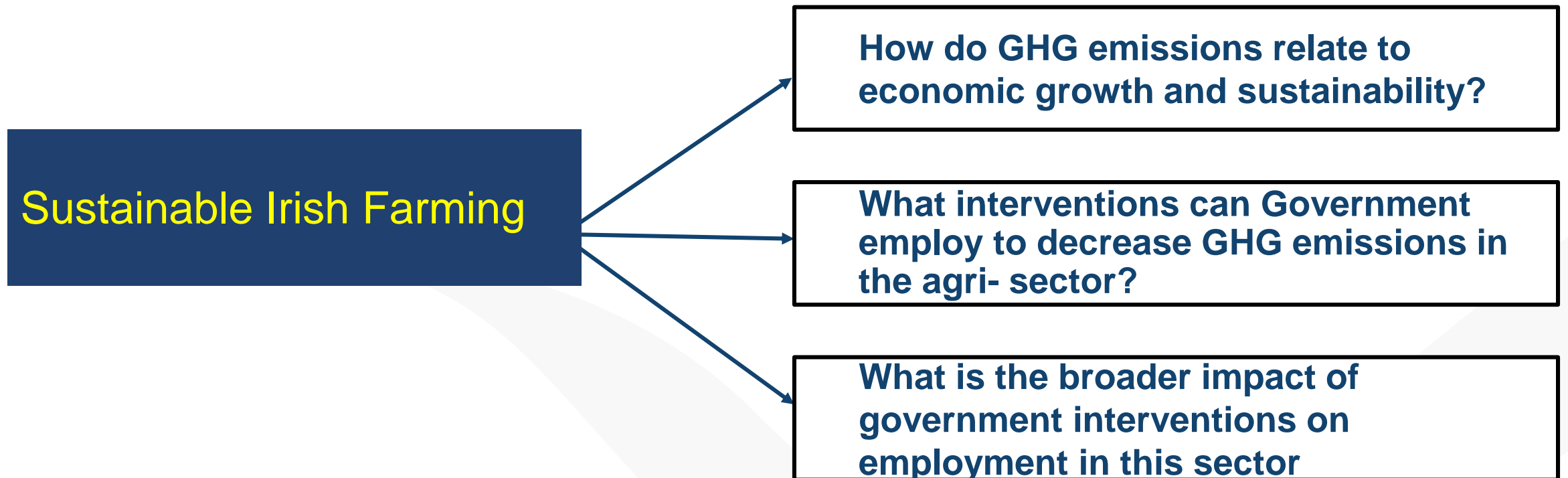
- How can I describe the factors that explain the trends in the data?
- What economic concepts explain the trends?
- How can these economic concepts be applied to this data?
- What other factors/issues should I consider when using this data?

ARGUMENTS AND JUDGEMENTS

- How is this data useful to me/my inquiry?
- How does my analysis support me in thinking about potential effects/consequences?
- What conclusions can be drawn from my analysis?
- What new questions arise?

Utilising an Inquiry Approach

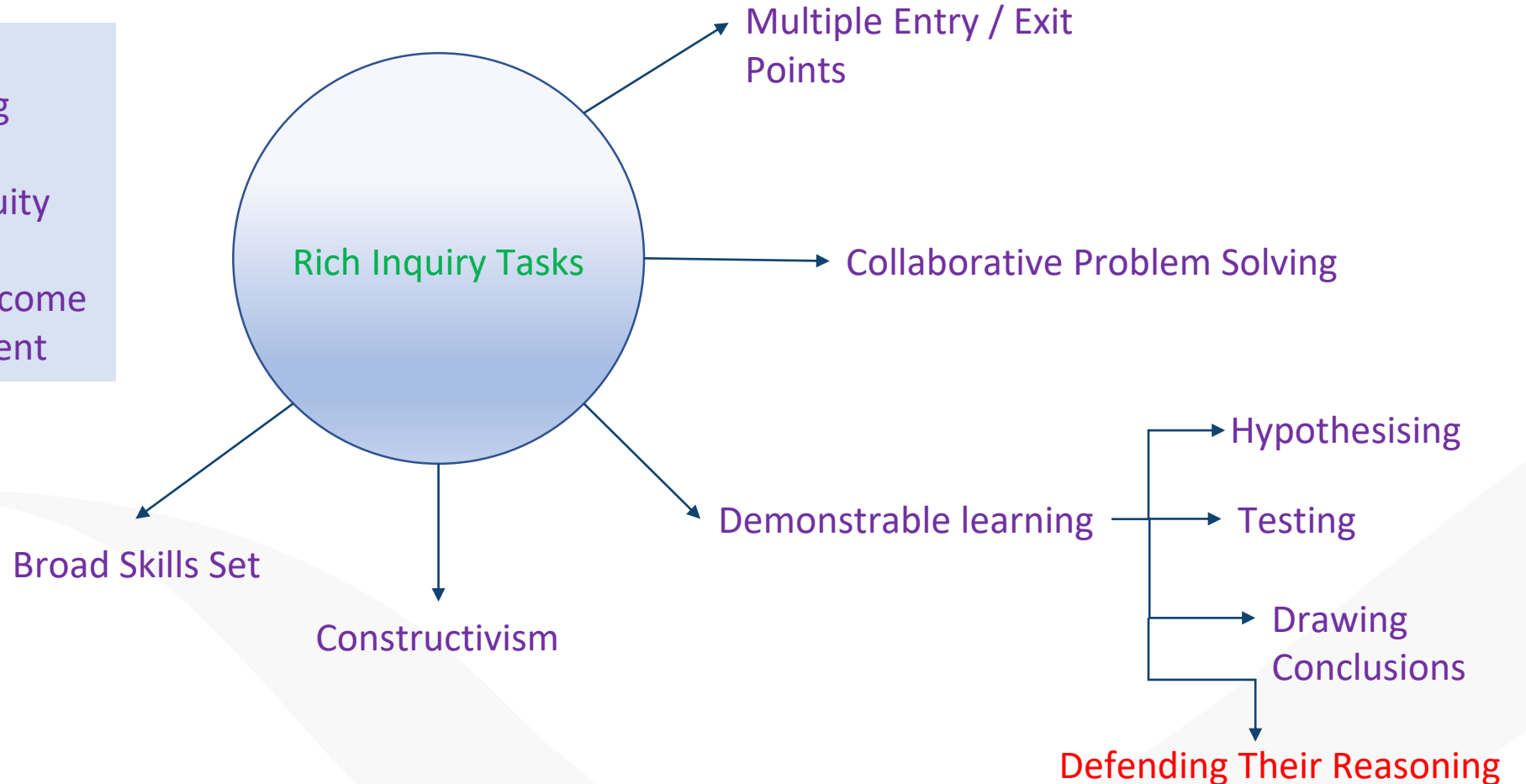
Develop Lines of Inquiry



The Use of Rich Inquiry Tasks

Include Tasks That:

- Have reduced scaffolding
- Are intriguing
- Contain Inherent Ambiguity
- Encourage exploration
- Have more than one outcome
- Motivate curricular content



End of Session 2



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Session 3

By the end of session three, participants will have:

- Gained an understanding of how students can be supported to develop competencies in Economics
- Gained an appreciation of the role of effective questioning in support of student learning
- Used assessment materials to support student learning

Competencies for Economics



<https://pixabay.com/illustrations/icon-people-talk-conversation-chat-2967797/>

What is Effective Questioning?

“It is the framing, delivering, timing, soliciting and responding to questions in order to provide information about student knowledge, understanding and skills. It informs teacher's planning and teaching strategies to move students from where they are to where they need to go.”

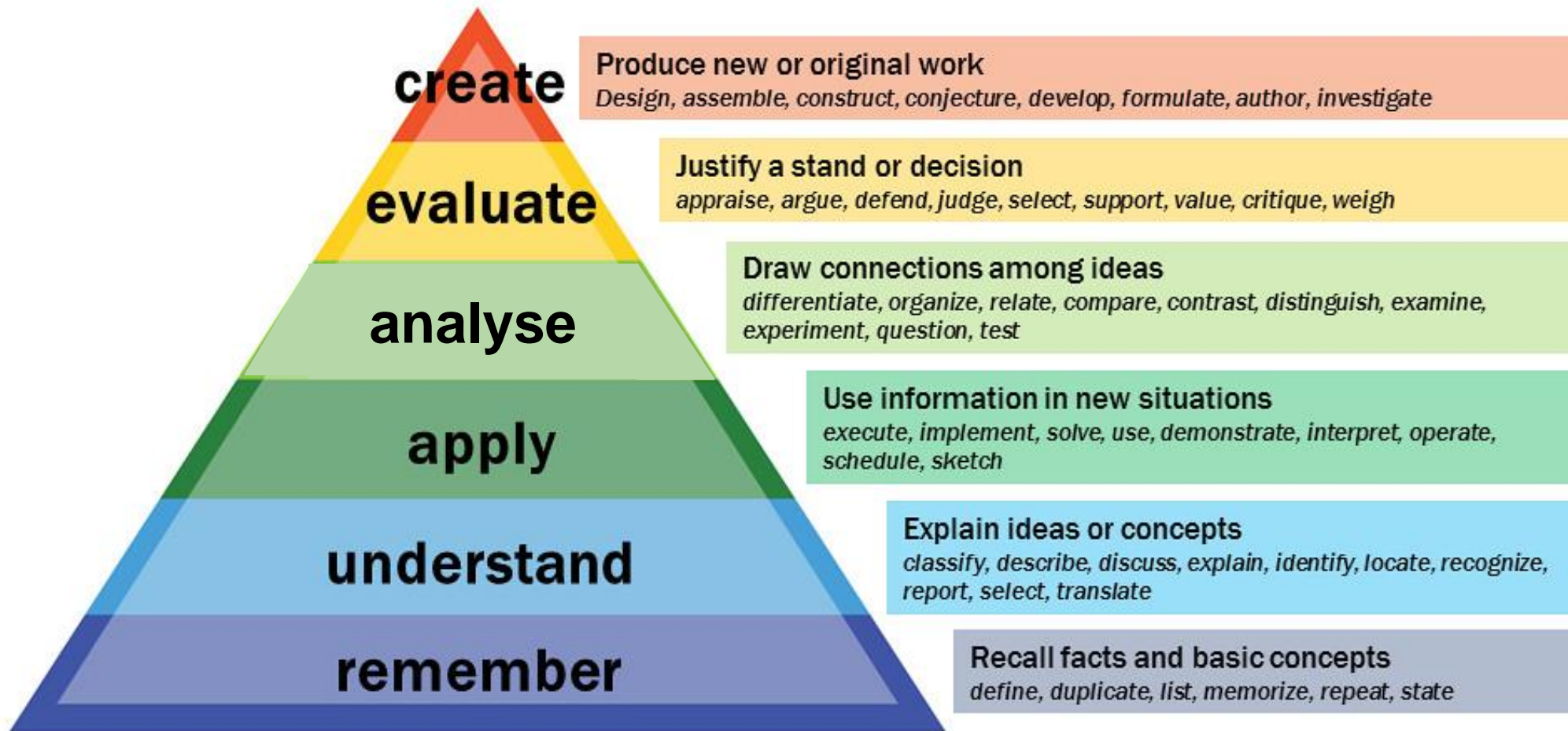
NCCA Focus on Learning (2015, 1)

“Quality questioning is not possible without quality questions;”

Walsh and Sattes (2011, 4)



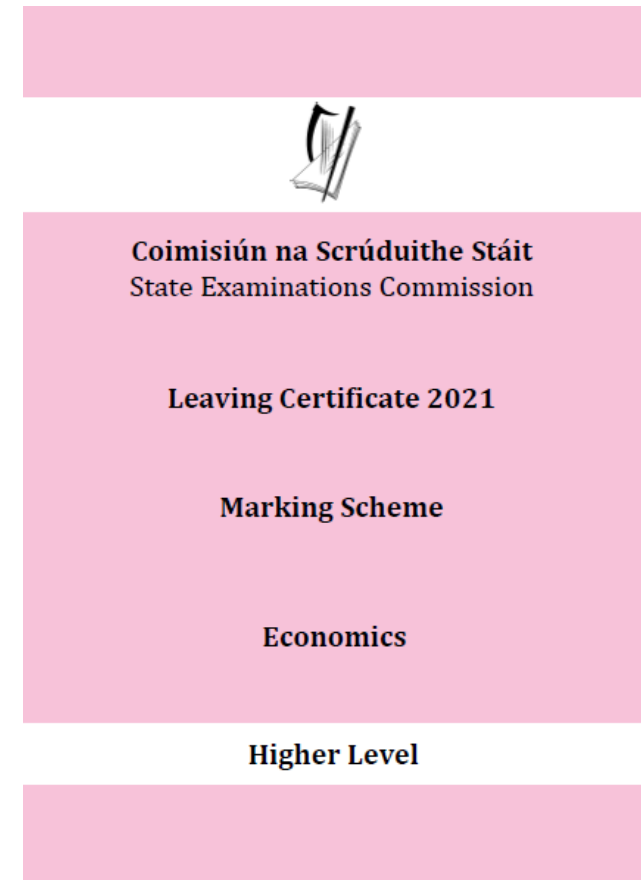
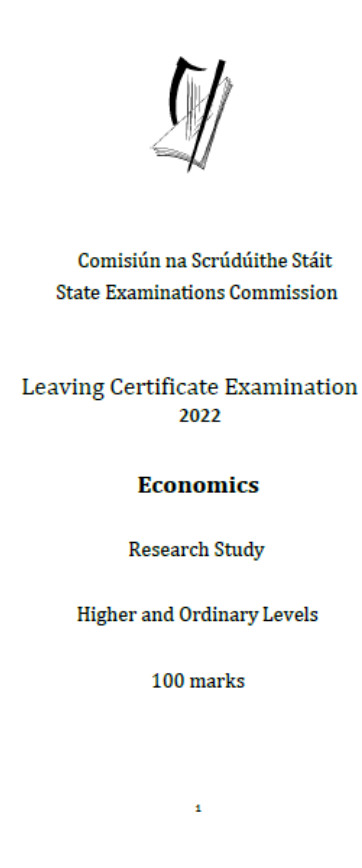
Bloom's Taxonomy



Vanderbilt University Center for Teaching

<https://www.flickr.com/photos/vandycft/29428436431>

Assessment Materials



Research Study Rubric

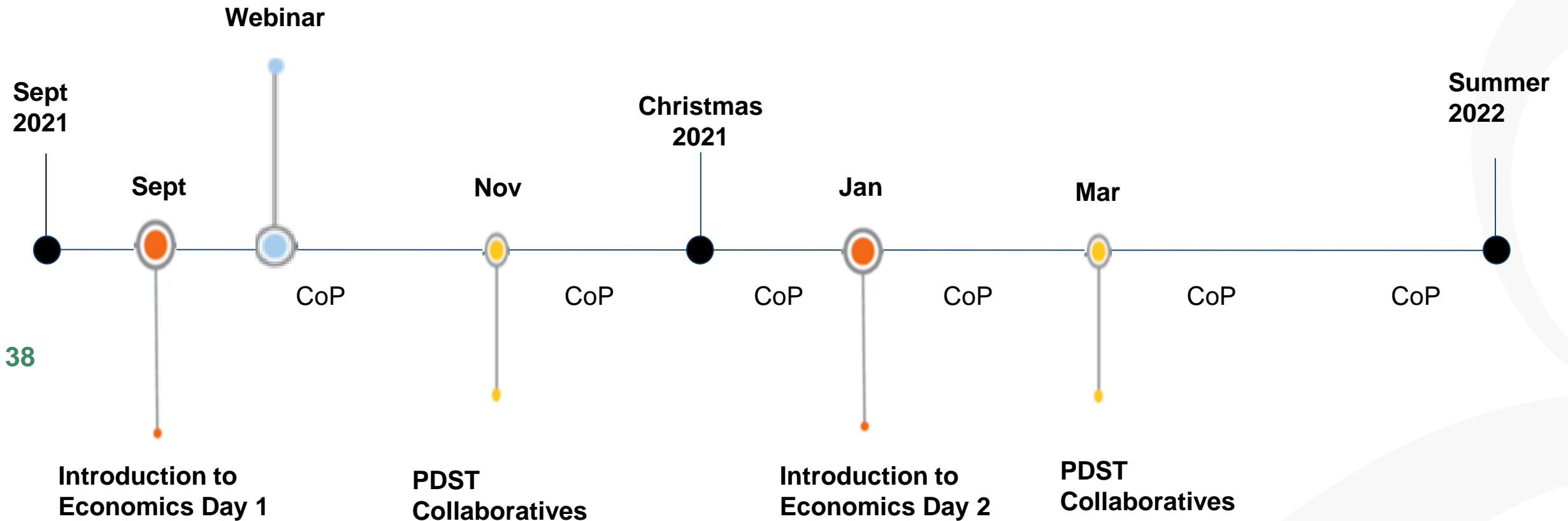
The Research Process 40 Marks					
	Excellent 9-10	Very Good 7-8	Good 5-6	Fair 3-4	Weak 0-2
Application & Analysis	Detailed application of key concepts and theories to the LOI. In depth critical analysis of LOI relevant to the concepts and theories used. Critical and perceptive analysis of the sources of information and data used.	Very good relevant application of key concepts and theories to the LOI. Very good critical analysis of the sources of information and data used.	Good relevant application of key concepts and theories to the LOI. Good analysis of the sources of information and data used.	A basic application of economic concepts and theories to the LOI. A basic analysis of information and data used.	No application of economic concepts and theories to the line of inquiry. Concepts and theories may be irrelevant to the line of inquiry. Analysis of sources of information and data if any are used is very poor and irrelevant.
Interpret & Evaluate	Excellent informed interpretation and evaluation of data, economic concepts and theories applicable to the LOI.	Economic concepts, theories, and data are interpreted and analysed to a very high standard.	Good interpretation and evaluation of economic concepts, theories, and data.	The Line of Inquiry is poorly researched and therefore a very poor standard of interpretation and evaluation. Some analysis could be incorrect.	Very poor selection of research sources. Basic if no interpretation or evaluation. Research irrelevant to the line of inquiry.
Arguments & Judgements	Excellent informed arguments and judgements are evaluated and interrogated in an objective manner and linked clearly with economic concepts and theories and supported with relevant data/diagrams/curves.	Very good informed arguments and judgements are evaluated. Some very good relevant arguments and judgements are discussed and supported by economic concepts, theories and relevant data/diagrams/curves.	Some good relevant arguments and judgements are put forward with some being supported by some economic concepts, theories, data/diagrams/curves.	Very limited arguments and/or judgements are put forward some being vaguely relevant.	No arguments or judgements are offered.
Data (Application & Analysis)	Data used is relevant, correct, critically analysed, interpreted and evaluated in depth to a very high standard.	Data is analysed, interpreted and evaluated to a very high standard.	Data is somewhat analysed, interpreted and evaluated to a good level. Lacks depth.	Data is poorly researched, some analysed correctly but some incorrectly applied and irrelevant.	Data if any provided is irrelevant and dated.
Research Process Overall Mark	36-40	28-35	20-27	19-12	0-11

Now what?



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

CPD Timeline 2021/22



Key References for the Day

1. Rolfe, G., Freshwater, D., Jasper, M. (2001) Critical reflection in nursing and the helping professions: a user's guide. Basingstoke: Palgrave Macmillan.
2. Dwyer, Bernadette. 2016, Engaging all students in internet research and inquiry, The Reading Teacher, 69(4) pp.383-389
3. Gast Ged,(2019) Effective questioning and classroom talk to develop learning & higher order thinking, promoting imagination, speculation, creative thinking & to pitch a suitable challenge level p1-29 accessed Jan 11th 2022
https://www.liberty.k12.ga.us/pdf/TandL/Effective_Questioning_Talk.pdf

End of Session 3

Thank you for your participation today!