

Online Version of Seminar Day 3

Covid - 19 Contingency Arrangements

Support Notes for Watching Video Series

This document aims to support you in accessing the relevant content of this video series and details the recommended order in which these videos should be watched and accompanying materials required to derive the most from each webinar.

The following materials are referred to throughout this webinar series and should be used when prompted to in the videos.

- Seminar Day 3 Workbook (PDST Economics Team) available at this [link](#)
- Economics Curriculum Specification (Department of Education and Skills) available at this [link](#)
- Guidelines to support the Research Study for Leaving Certificate Economics (National Council for Curriculum and Assessment) available at this [link](#)
- Economics Research Study – Sample Brief (State Examinations Commission) available at this [link](#)
- Research: How to, Citations, Fact Checking and Questions (Dr. Rowena Pecchenino, Maynooth University) available at this [link](#)
- An Integrated Approach to Learning, Teaching and Assessment (Professional Development Service for Teachers) available at this [link](#)

The following websites are referred to throughout this webinar series and can be accessed on the following links

- PDST website – [Click here](#)
- Scoilnet Economics page – [Click here](#)
- CSO Px Stat (formerly Statbank) – [Click here](#)
- DLPlanning.ie – [Click here](#)
- Google Keep – [Click here](#)
- Google Sites – [Click here](#)
- Microsoft Onenote – [Click here](#)
- Britannica School – [Click here](#)
- Irish Newspaper Archive – [Click here](#) (currently available with no charge to registered scoilnet account holders)
- Geogebra – [Click here](#)

Below is the suggested running order for viewing the videos. The videos are in numerical order and it is recommended you watch them in order, from video 1 through 8. When viewing the third video, there is an option to watch either video 3A if you are using Google apps for education with your students or video 3B if you are using Microsoft Office 365 with your students. If you are using a different platform to interact with your students then either video is appropriate.

[Video 1 – Introduction](#)

- This video is an introduction to the video series.
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[Video 2 – Contemporary Issues in the Economics Classroom](#)

- This video considers how students might engage with contemporary issues in the economics classroom
 - Prior to watching this video you may wish to read page 3 of the workbook
 - After watching this video you may wish to consider the questions on page 4 and 5 of the workbook.
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[Video 3A – Using Digital Technologies in the Economics Classroom \(Google Keep and Google Sites\)](#)

- This video discusses how Google Keep and Google Sites may be used for the purposes of students engagement with contemporary issues and research
- After watching this video you may wish to read page 7 and 8 of the workbook and also consider the questions on page 6 of the workbook

OR

[Video 3B - Using Digital Technologies in the Economics Classroom \(Microsoft Onenote\)](#)

- This video discusses how Microsoft Onenote may be used for the purposes of students engagement with contemporary issues and research
 - After watching this video you may wish to read page 7 and 8 of the workbook and also consider the questions on page 6 of the workbook.
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[Video 4 – Developing the Research Process](#)

- This video begins to discuss how students can apply economic concepts to both familiar and unfamiliar situations and how we as teachers might support these practices
- After watching this video you may wish to consider the questions on page 9 and 10 of the workbook. In order to do this you will need to read page 12 and 13 of the Economics Specification and page 13 of the guidelines to support

the research study, both available in the links section at the beginning of this document.

[Video 5 – Text Discussion Groups](#)

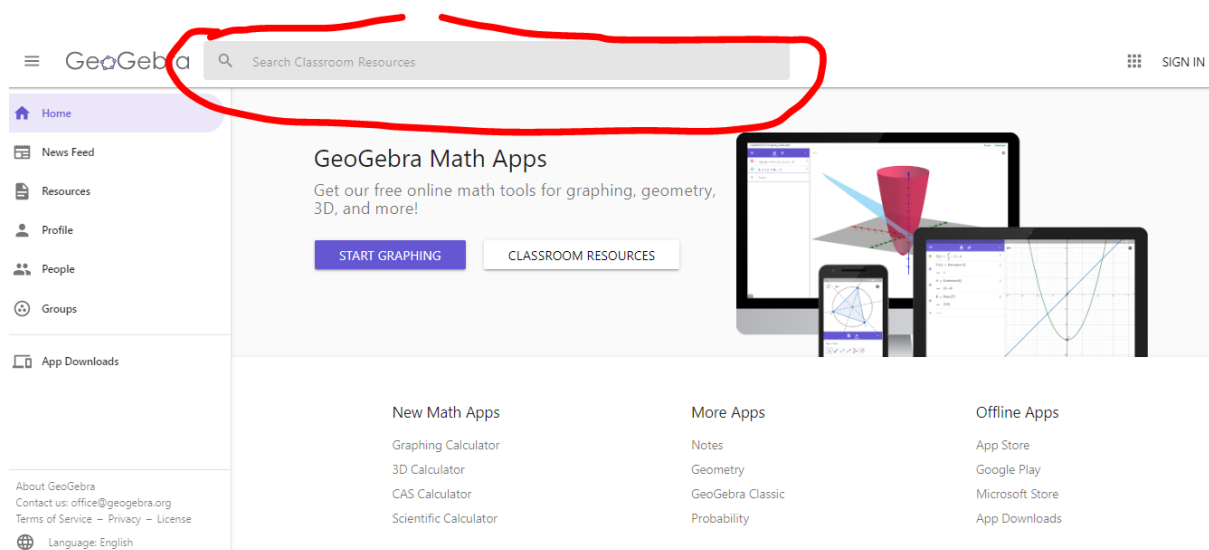
- This video examines text discussion groups as a strategy for supporting students to apply economic knowledge to contemporary issues
 - Prior to watching this video you may wish to read page 11 of the workbook
 - After watching this video you may wish to consider the questions on page 12 of the workbook.
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[Video 6 – Conducting Research using the CSO Px Stat \(formerly Statbank\)](#)

- This video gives an overview of how the Central Statistics Office’s database Px Stat (formerly Statbank) may be used by students when conducting research
 - After watching this video you may wish to explore Px Stat for yourself, the link to which is available in the links section available at the start of this document.
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[Video 7 – Graphical representations in Economics](#)

- After watching this video you may wish to consider the questions on page 19 of the workbook
- If you choose to look at the geogebra site available on the link at the beginning of this document you can use the search function at the top of the page as circled on the image below to search for supply and demand and various market structure e.g. monopoly diagrams.



[Video 8 – Market Structures – A Case Study](#)

- This video examines how the theory of competition is applied to the acquisition of Sappho Ltd by the Irish Times Designated Activity Company in 2017
- Prior to watching this video you may wish to read the information on page 21-23 of the workbook before considering the questions on page 24 after watching this video.

Formative feedback is a key component of teaching, learning and assessment. This [link](#) provides excellent resources for formative assessment and have been referred to on previous seminar days. Click on the formative feedback option circled on the image below to access these resources.

Supporting a whole-school approach to professional development and capacity building in developing effective, ongoing assessment practice which supports students' learning.

The workshops are designed to be used in a flexible manner around five topics:

- Learning intentions and success criteria
- Effective questioning
- Formative feedback
- Students reflecting on their learning
- Learning outcomes

Overview	Learning Intentions and Success Criteria	Effective questioning	Formative feedback	Students reflecting on learning	Learning outcomes
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You will find the [Facilitator's Guide](#) a useful starting point. We value your feedback/views on how you use these materials. Please take the time to complete [this short evaluation form](#) and return it to the NCCA.

The material is intended to be used with a whole staff and aims to encourage reflection and discussion about how teachers can improve their practice in assessment. The workshops give teachers an opportunity to engage in their own learning. This approach is supported by research that teachers are much more likely to change their practice if they have genuine engagement with the process.