

## Economics National Seminar Day 4 Support Materials

These support materials contain a series of 9 videos that can be accessed by clicking on the relevant links at different locations in this document. Accompanying these videos are links to relevant resources and documents that are referred to in the videos.

### Video 1 - Reports in the Economics Classroom

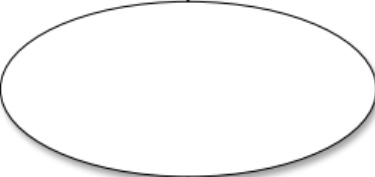
Prior to watching this video please take some time to read the information provided on the Frayer model below as well as the infographic and press release which follow.

#### Frayer Model

This model can be used to identify and define unfamiliar concepts and vocabulary. For more information please see the materials available on the following link

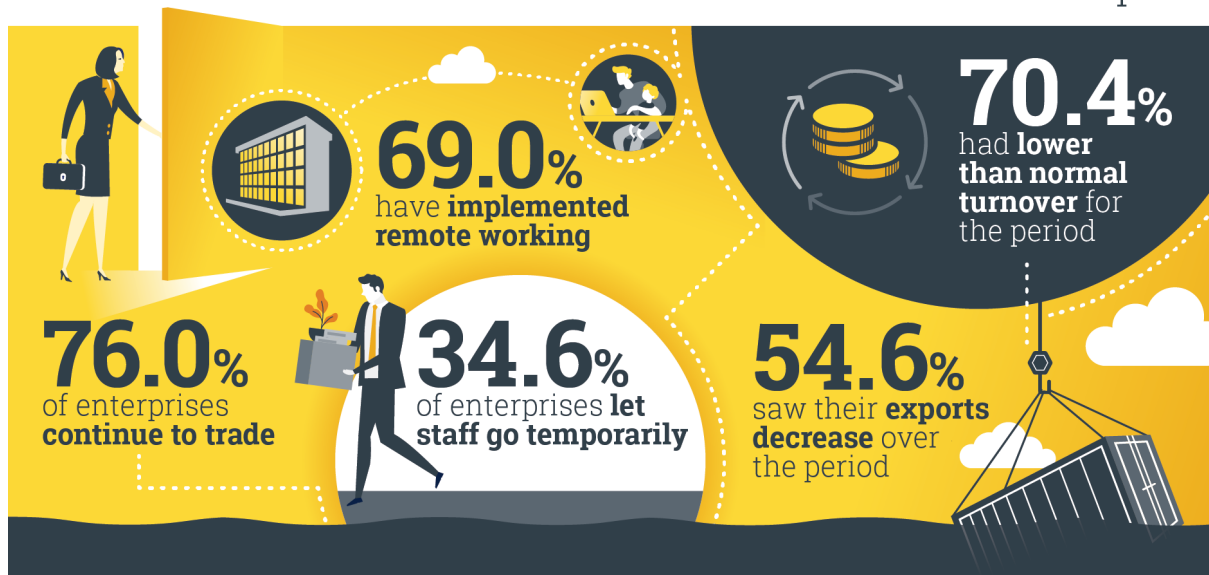
[https://www.nbss.ie/sites/default/files/publications/frayer\\_model\\_-\\_vocabulary\\_strategy\\_handout\\_copy\\_3.pdf](https://www.nbss.ie/sites/default/files/publications/frayer_model_-_vocabulary_strategy_handout_copy_3.pdf)

Below is an example of a template of the Frayer Model

Vocabulary Strategy - Frayer Model		National Behaviour Support Service 5	
<h2>Frayer Model</h2>			
<b>Definition:</b> (in own words)	<b>Characteristics/Facts:</b>		
		<b>Examples:</b> (from own life)	<b>Non Examples:</b>

Source: National Behaviour Support Service

[https://www.nbss.ie/sites/default/files/publications/frayer\\_model\\_-\\_vocabulary\\_strategy\\_handout\\_copy\\_3.pdf](https://www.nbss.ie/sites/default/files/publications/frayer_model_-_vocabulary_strategy_handout_copy_3.pdf) (accessed May 13th 2020)



Source: Central Statistics Office (2020)

<https://www.cso.ie/en/releasesandpublications/er/bic19/businessimpactofcovid-19survey16marchto19april2020/infographic/> (accessed 06/05/2020)

## Press Statement Business Impact of COVID-19 Survey 16 March to 19 April 2020

### Press Statement

01 May 2020

### CSO Publishes Data on Business Impact of COVID-19

- Almost a quarter (23.3%) of enterprises that responded to the survey have ceased trading temporarily during the period 16 March to 19 April
- Turnover has been negatively impacted by COVID-19 in 70.4% of responding businesses
- In response to the COVID-19 crisis, 69.0% of businesses have implemented some form of remote working
- Over one-third (34.6%) of enterprises have let staff temporarily go and 32.0% have decreased working hours
- Almost half of enterprises that answered the survey had availed of the Revenue Temporary COVID-19 Wage Subsidy Scheme

The Central Statistics Office has today (1 May 2020) published the first results of the Business Impact of COVID-19 Survey (BICS). This is the first wave of a temporary fortnightly survey which reports on the key features of how the COVID-19 crisis has affected business in Ireland.

The online survey was sent to a sample of 3,000 businesses and the information was collected between Monday 20 and Friday 24 April. The response rate to the survey was 26.4%. Commenting on the results, Statistician, Colin Hanley, said:

*“The results show that of the enterprises that responded to the Business Impact of COVID-19 Survey, 23.3% had ceased trading temporarily during the period 16 March to 19 April, 0.6% had ceased trading permanently, and 76.0% continued to trade.*

*However, COVID-19 has impacted sectors differently: In Construction, 70.8% of enterprises had ceased trading either temporarily or permanently, while in Accommodation and Food Services 88.1% had ceased trading.*

*Of the Government supports available to businesses, 47.1% said they had utilised the Revenue Temporary Wage Subsidy Scheme, while 51.6% stated that they had not availed of any supports.*

*It is important to note that the results presented in the survey represent responding enterprises only and are unweighted. The CSO thanks enterprises for taking part in the survey.”*

The second wave of the CSO’s Business Impact of COVID-19 Survey is being collected next week, between 5 and 8 May. This wave will include additional questions asking businesses for information on price changes, cashflow management, and innovations adopted as a result of the COVID-19 crisis.

Source: Central Statistics Office (2020)

<https://www.cso.ie/en/csolatestnews/pressreleases/2020pressreleases/pressstatementbusinessimpactofcovid-19survey16marchto19april2020/> (accessed 06/05/20)

Having now read these materials please watch the video titled Reports in the Economics Classroom - [Click here to access the video](#)

Having now watched the video please take some time to consider the following task. Using the infographic and press release you read prior to watching this video, consider for yourself what the purpose and features of economic reports are and consider examples that may be of use to students as well as sources of useful economic reports. This can be done by filling in the blank Frayer model below.

<b>Purpose</b>	<b>Features</b>
<b><i>Reports</i></b>	
<b>Examples</b>	<b>Sources</b>


**Question:** How might the “Working with Online sources” resource be used or adapted for use with students when working with reports/informational texts?

[Please click here to access the “Working with Online Sources” resource](#)

### **Video 2 - Accessing informational texts**

[Please click here](#) to watch this video which discusses approaches to supporting students with accessing informational texts as sources of data and information.

[Click here](#) to access Britannica School through scoilnet. Britannica School has been designed for use in schools and is made freely available to students and teachers in Ireland through [scoilnet.ie](http://scoilnet.ie). Entries are authored by expert contributors and researchers, then evaluated by authenticators and reviewers to ensure that the content is accurate and up to date. The ‘Advanced’ section may be more relevant to senior cycle students. There are various accessibility features built into the platform:

By clicking on this symbol  in an entry the text is read aloud. Font size can be adjusted. By double clicking on any word in an article, a definition will be displayed. Texts can be translated to other languages.

[Click here](#) to access the Irish Newspaper Archive through scoilnet which gives students and teachers access to over 60 local and national newspapers dating back to 1738. Students and teachers can access this archive through scoilnet while using the Schools Broadband Network. Teachers can also access the archive **at home** when logged in to their scoilnet account.

[Click here](#) for free access to the Irish Times archive dating back to 1859. Currently this is only available to teachers and students when accessed through the Schools Broadband Network.

[Click here](#) to access the PDST Digital Technologies guide to using Quizlet.

### **Video 3 - Student Research Report**

Prior to watching this video please read the following Young Economist of the Year project summaries

- [Project 1 - Interest Rates](#)
- [Project 2 - Electric car](#)

Please now watch the video concerning students engaging in report writing. [Click here to access the video](#)

Having watched the video please consider the following documents and answer the question which follows

- Digital Completion Booklet - [Click here](#) (due to be published soon)
- PDST Research Study Checklist - [Click here](#)
- NCCA Politics and Society “Advice for students on how to approach HL discursive style questions” pages 3-5 - [Click here](#)

Question: What focused feedback would you provide to these students in order to support their learning?

**Note:** As we consider these projects it is worth noting that our aim here is not to be critical of these projects but rather offer feedback that would help the student to improve their work.

### **Video 4 - A culture of inquiry in economics**

[Please click here to watch this video](#) and then read the following teacher vignettes which describe different approaches for encouraging students to apply economic concepts in different contexts. Following the vignettes there are some reflective questions to consider.

[Click here](#) to view a TED talk given by Esther Duflo.

## Teacher Vignette 1

The learning outcomes that my students and I were engaging with related to government and fiscal policy, the topic of general elections formed part of the discussion. Over half of my class do not have Irish citizenship and only two were of the age to vote, so I decided that we could conduct some research on Irish political parties. We would conduct an election with students deciding who I should vote for (I wasn't really sure who to go with).

Students had to look at housing, education, healthcare, employment, environmental sustainability and other issues that interested them.

I was really surprised as to how my students got on board with the topic and really got engaged in the research. My students had loads of queries about terms such as 4th level education, site value tax in lieu of property tax. Students really engaged in discussions as to why certain policies might be better for the people, whether they were realistic and whether they were the best form of revenue for the government.

On Election Day, teachers commented how students earnestly tried to convince them (or turn them against) their allocated party and that they really engaged in conversations around the economic policy that the party was offering. One teacher commented that it was nice to see that there was no bias because of family backgrounds or tradition as is often the case with some Irish families.

On reflection I would have got each student to conduct personal/individual research on the political party first and collate their work rather than put them straight into groups and dive into it. I think it allowed some people to slacken off a little bit while others put in tremendous amounts of work.

## Teacher Vignette 2

These are some of the approaches I've taken to encourage my students to apply their economic knowledge:

- In my teaching I am asking more questions and trying to get ideas from my students rather than just giving information
- When we were discussing fiscal policy and government decisions I posed questions around what the students would do if they were in government and how they would fund their ideas before we engaged with the topic
- With market structures I used show me boards and got my students to work out what happened next in the short run diagrams for various market structures before teaching the long run
- Looking at what is happening on RTE news business section regularly
- Mini-project where my students looked up data from the list of reliable sources that were provided at in-service. Students provided a very short explanation/presentation on what they found out about their topic and how it related to material we had already studied
- Used some infographics and got my students to interpret them
- Discussed the election results and posed a question as to why the three biggest political parties could not form a government – a way at looking at different economic policies, we also looked at the different economic policies of each political party and used the Apple tax scenario to view the different opinions of Sinn Fein, Fianna Fail and Fine Gael
- We brainstorm the lesson's topic to ascertain what we know before we start the lesson
- I have tried to develop a culture and atmosphere in my classroom such that no question is a bad question

I found that student engagement was high. I was surprised at what my students already knew about topics. Show me boards work very well as students gain confidence in completing their own work and then when they have a diagram checked for accuracy they are happy to copy it to main whiteboard in the classroom. This is much better than just standing at the whiteboard as my students get embarrassed and give up if they are unsure.

On reflection I would have started the mini projects slightly later in the learning process and also I allowed students to use the RTE news website as an extra resource. I would seek to use authentic resources and encourage my students to do the same. I also got the idea of "one line at a time" from another teacher at in-service where each student draws one line of the market structure on board. This is good for differentiation as this can be difficult for less academic students.



### **Teacher Vignette 3**

At the beginning of Fifth Year I share my Economics Twitter handle with students and ask them to set up an account and follow me. This account is private and includes past Economics students and present.

Through the twitter account I follow a number of different Economics related twitter accounts including newspapers/journalists/economists etc. I retweet news articles regularly and if students are curious about the issue being discussed they 'Like' it and they then use an article summary to do further research for an in-class activity that we carry out bi-weekly.

Every second Tuesday in the second class of a double period we put all of our books away and the students take out their Article Summary. I divide the class into groups of 3 or 4 max. I choose what groups the students work in so that there is a good mix of students based on abilities and personalities and locate group stations around the classroom.

Students then share their article with the group and I go around the class and sit with the groups for a few minutes each to ensure they are focused on the task. I listen to their summaries, I challenge them with questions and listen to their opinion pieces at the end and identify if they have made links to the learning outcome.

When students are finished sharing they stay in their groups and I might ask one group who had the most interesting article to volunteer someone to read their article aloud, we then as a class discuss it. Other times I ask students to give a brief summary of another student's article from their group just to ensure that they are listening to each other. As I am going around the room I also engage in discussions with groups and offer them advice and support of how they could make stronger links or look at the issue being discussed more deeply.

After a few weeks students often start using their own initiative to find news articles and use those instead of the ones that I tweet. Some of them have told me that they put me on mute!!

At the end of the class I collect their summaries and I have a folder with their names on each polly pocket and store them there so that they can't use the same article again.

In terms of what worked well I feel the following helped:

- Giving students success criteria helps hugely with this task so that they are clear on what is expected from this piece of work. For the first year of the new specification I didn't set out a clear structure for what I expected from them and so now I provide the following outline which has made a huge difference:

### ***Article Summary Layout***

***Date Submitted:***

***Student Name:***

***Title of Article:***

***Author of Article:***

***Date Published:***

***Source:***

***Summary:***

- ***Bullet Points X 6 (minimum)***

***Own Opinion***

- ***Should contain links to economic terminology. Personal reflection should consist of consequences/impacts/ effects/offering alternatives***
- I printed off the above format and glued it into the front of their hardbacks
- At the beginning of each term I go through the dates with students of when an article is due so that there is no confusion and try to do it on the same day so that they know what to expect
- To support differentiation I choose the groups
- Putting a timeframe on discussion time so that students remain focused
- Making students aware of why we do this – helps with part Cs of long questions in order to evaluate / analyse / offer advice on a given area. Also when it comes to doing research for the Research Project in Sixth Year it will get them used to recording sources of materials and also paraphrasing research content
- As the teacher I try to actively engage in the activity. I have found when going around to the small groups you get to know each student's interests more and their values based on what articles they find interesting whether it be sports or business related. This activity helps develop a rapport with my class and it can lead to interesting debate.

## Teacher Vignette 4

Over the years I have tried some different approaches to encourage my students to apply their economic knowledge and inquire around various contemporary issues. The method I originally chose to implement has morphed into something bigger over the past couple of years. I'll discuss both [A & B below].

### A. Original: Individual Research Presentation

- At the outset, I would ask/pick one student from the group to research an economics related news story or article online as part of their homework. It was performed once a week.
- The student was instructed to firstly summarise the article into roughly ten logical and well-laid out bullet points. They were encouraged to interpret in their own way and write it up in their own words as much as was feasible.
- As part of their summarisation of the article, they were to link in one or more of the core economic concepts and explain how it applies to the particular story being told.
- Students would then present their findings at the start of the next day's lesson at the board and use whatever resources they needed (normally just their copy). I would put their article on the whiteboard via the overhead projector but it wasn't necessary for them to use this.
- The class would be encouraged to ask questions or offer opinions during the short presentation which would then be used as an opportunity for a group discussion.
- Normal duration would be between 5-10 minutes, depending on the levels of engagement, any further discussion and so on.

*Although I have developed a new approach (below) using the above as its starting point, I do still utilise the approach above on a regular enough basis in both Economics and Business Studies classes for all year groups. On occasion I use it in a team/group task, whereby students utilise the likes of Google slides to complete their task together online and present in class using the overhead.*

### B. Enhanced version: 'In the News'

I kick this off in one of two ways: either I research the topics myself or I ask various students to forward on a news story/article to me prior to the lesson. I print out multiple business/economics news articles and split the class into groups of 3/4 students, each group taking one different article each. I choose the groups to get the best balance.

- Group members are assigned roles such as: Reader / Note taker / Concept connector / Chief Economist
- Using the above roles, each group reads, analyses and summarises the article with a core focus on linking in core economic concepts
- Once this is done, each group will use their notes and quickly plan a presentation which they'll perform at the top of the classroom
- Upon completion of the presentation, the class (and teacher) can ask questions or offer opinions.
- Brief class discussion on the topic / article
- Some minor critiquing by the teacher
- Move on to the next group
- Lesson is wrapped up by providing brief review
- I store the articles in an 'In the News' folder on Edmodo which all students can access for the future, thereby becoming a potentially valuable resource going forward

I feel that this has brought many benefits to the class:

- The general engagement of students and the whole class
- Use of multiple news articles so each group feels they need to produce a solid body of work
- Changes the usual classroom dynamic
- Assignment of roles: For the group work, I believe the quieter students become more involved, particularly with the assignment of roles within the group – the need to support their team and pull their weight
- Peer-learning & sharing: Students learning from each other rather than just me
- The process of taking a random news story through to a presentation
- The use of the book and notes copies to try to find links back to core economic concepts
- Walking around and discussing with groups the possible routes to take in finding economic links and compiling a summary
- The class discussion adds value and validity to each group's work
- Formative assessment; allows me to provide valuable feedback to students

As the approach evolves I would adapt a few elements:

- The introduction of group/team **roles** was an addition – ensures each student is kept busy/engaged
- I would like to go 100% towards having students research the news stories/ articles that will be used in the lesson rather than providing them myself on occasion. That said, it's best to provide the articles myself the first time around so students know what's

expected of them thereafter.

- Storage: I plan to take photos of the completed work and store them on Edmodo along with copies of the original article. I think this would provide for an even better resource that they could turn to in the future.
- Possibly getting each group to work together in producing a powerpoint presentation or similar as a form of follow up and review. Another link to resource creation here for the whole class.
- Creating a specific line of questioning geared towards that of the LC project work.
- Discuss what's expected of them during their presentation. Go over some basic presentation skills beforehand.

1. What elements of these approaches can support and extend student learning?
2. What do you think this classroom feels like from a student perspective?
3. Reflecting upon your own classroom, how have students demonstrated an ability to apply their economic knowledge to relevant local, national or global issues?

### **Video 5 - A rich task resource**

This video discusses the role of rich tasks in the classroom and examines a resource - [Click here to access the video](#)

[Click here](#) to access the hand sanitiser resource featured in the video.

[Click here](#) to access the PDST Digital Technologies online tools page which has a video tutorial on using Edpuzzle in the classroom. This page also contains video tutorials for other online tools.

[Click here](#) to search Edpuzzle or create an account.

### **Video 6 - Application of knowledge and understanding in different contexts**

This video explores the processes that learners employ when encountering tasks that require application of knowledge or skills in unfamiliar contexts.

[Please click here to access the video](#)

[Click here](#) to read a guide to metacognition published by Teachers College, Columbia University.

### **Video 7 - Sustainability part 1**

Please begin by watching this video concerning the issue of sustainability in the specification - [Click here to access the video](#)

Once you have watched the video consider the following questions

1. What approaches/tools/resources have supported student learning when exploring economic, social and environmental sustainability?
2. What challenges have students encountered when exploring economic, social and environmental sustainability?
3. How have students overcome these challenges?

Also consider the summary of the YEOTY projects you looked at earlier and take a minute to think about how those students have used the language of sustainability to support their inquiry

- [Project 1 - Interest Rates](#)
- [Project 2 - Electric Car](#)

If you want to read further on the issue of sustainable development in education then the following report from the NCCA may be of use

[https://ncca.ie/media/3573/esdreport\\_final\\_june2018.pdf](https://ncca.ie/media/3573/esdreport_final_june2018.pdf). However this is not necessary for the purposes of this seminar.

The learning outcomes section of the NCCA's focus on learning materials, referred to in this video, can be accessed here

<https://ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning>

## Video 8 - Sustainability part 2

Prior to watching this video please take a moment to read the [introduction to strand one on page 17](#) and the [first paragraph of page 13](#) of the specification both of which have been reproduced below for your convenience.

*“Strand 1 is a unifying strand that sets the context for the Leaving Certificate Economics course. The learning outcomes in this strand address particular knowledge, skills and values which students will cultivate and build on gradually as they progress through the course. This strand relates to both the students’ introduction to economics and its progressive development over two years, where its themes are embedded within learning outcomes throughout the other strands. As students progress through each strand, there will be a systematic development of their fundamental knowledge, economic skills and values. Students’ learning in economics will be used to support informed and well-reasoned conclusions.*

*Strand 1 introduces students to the fundamental economic principles of scarcity and choice. Resources are limited and people cannot have all the goods and services they want. Understanding decisions at various levels – individuals, firms, businesses, governments and other institutions, is necessary to understanding the functioning of an economy.*

*Economic, social and environmental sustainability provides a context in which economics functions today. Sustainable development is about people having satisfying lives and a healthy environment now and in the future. It is essential for the wellbeing of people and the planet that economic growth is achieved without harming society or the environment.”* (Economics Specification page 17)

*“Figure 6 (Economics Specification page 12) illustrates how areas across the specification are informed by strand 1 and its associated learning outcomes (topics 1.1-1.3). These learning outcomes will not be fully achieved through initial study of strand 1 content but will be achieved through completion of the linked strand and topics (topics 2.1-5.3). 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 Specification page 13)

After you have finished reading the text above please watch the following video - [Click here to access the video](#)

The following list of websites was referred to in the above video and may prove useful when considering issues from strand 1.3. Please feel free to explore these websites at your own convenience. This list is not exhaustive and you may add to it as you see fit.

<b>Useful Websites for Strand 1.3</b>		
<b>Name of Website</b>	<b>Link</b>	<b>Notes on use</b>
<b>Sourcing Information</b>		
Central Statistics Office	<a href="https://www.cso.ie/en/statistics/environmentindicators/">https://www.cso.ie/en/statistics/environmentindicators/</a>	Provides up to date data/information on sustainable development and environmental indicators in the Irish context
Eurostat	<a href="https://ec.europa.eu/eurostat/web/sdi/overview">https://ec.europa.eu/eurostat/web/sdi/overview</a>	Provides information at the EU level about sustainable development and allows for EU member state comparisons
World Inequality Database	<a href="https://wid.world/">https://wid.world/</a>	Detailed information regarding indicators of inequality with a global perspective
<b>Professional Reading</b>		
Core Economics	<a href="https://core-econ.org/the-economy/book/text/19.html">https://core-econ.org/the-economy/book/text/19.html</a>	Detailed chapter of “The Economy” discussing the Economics of inequality
Core Economics	<a href="https://core-econ.org/the-economy/book/text/20.html">https://core-econ.org/the-economy/book/text/20.html</a>	Detailed chapter of “The Economy” discussing the Economics of the environment
United Nations	<a href="https://sustainabledevelopment.un.org/?menu=1300">https://sustainabledevelopment.un.org/?menu=1300</a>	Detailed information from the United Nations about the global approach to sustainable development
The Economics Network (Sustainability Handbook part 1-3)	<a href="https://www.economicsnetwork.ac.uk/handbook/sustainability/1">https://www.economicsnetwork.ac.uk/handbook/sustainability/1</a>	Useful information on sustainability in Economics and how it can be applied to other economic concepts



Activities		
Parable of the Polygons	<a href="https://ncase.me/polygons/">https://ncase.me/polygons/</a>	Interactive game which students can engage with to see how inequality in a society can develop

**Reminder:** The list of websites available on this [link](#) was explored on National Seminar Day 2 and may also be of use.

Having watched the previous video and considered the themes therein please consider the following question.

**Question:** Identify the opportunities for strand 1.3 to inform teaching and learning in a strand of your choice from strand 2-5

### **Video 9 - Students Reflecting on their own Learning**

Prior to watching this video please read;

- Guidelines to support the Research Study for Leaving Certificate Economics page nine step six, available [here](#)
- NCCA Focus on learning toolkit, Students reflecting on their learning booklet pages 7-8, available [here](#)
  - These materials have been copied below also

### Activity 3

## Useful prompts to support student reflection

In your groups, look at these prompts that might be used to help students to reflect on their learning.

- The most important thing I learned was...
- The way I learned was...
- What I found difficult was...
- What I enjoyed most was...
- What I need more help with is...
- What still puzzles me is...
- What surprised me was...
- What I have learned that is new is...
- What helped me when something got tricky was...
- What really made me think was...
- I might have learned better if...

#### Discuss

Which of these prompts would you find useful for your students? Are there others you would want to add? How about developing prompts related to specific activities, such as the example below?

Here are some prompts for helping students reflect on their writing skills.

- I chose this piece of writing because...
- What makes this piece of writing good is my use of...
- What I want to work on to make my writing better for a reader is...

More examples of reflection prompts

What did you find easy about learning to...?

What do you need more help with?

What can you do now that you couldn't do before?

What really made you think?

What are you most pleased with?

What was the most important thing you learned?

Source: [https://ncca.ie/media/1926/assessment-booklet-4\\_en.pdf](https://ncca.ie/media/1926/assessment-booklet-4_en.pdf)

## Further ideas

### Learning log

A learning log is a planned, purposeful, follow-up written response to their learning experience. These reflections can be kept online or in a special journal. They can enable a dialogue between the student and teacher on the learning journey. In some cases reflections might be shared in a small group or with a partner.

### The purple pen for reflection

If you don't want students to separate their reflections from their day-to-day learning, then you can ask them to use a blue/black pen when they are completing their work and a purple pen to write their reflections on their work. This will make it easier for them and for you to see their reflections in their copybooks.

### Reflection and 'self-talk'

Given our culture, students have difficulty realizing that they need to engage in 'self-talk'. To help students develop the internal voice of reflection, they can be asked to do the following:

- Write a letter/text to themselves detailing what they learned from an experience.
- Send themselves a letter of advice, reminding themselves what they can do to improve their learning/work next time they do something.

### Sharing their reflections

The opportunity to share one's reflections is helpful because it helps students develop both the language and practice of reflection. Here are suggestions for helping students develop the capacity for sharing their reflections:

- Sit in a circle. Ask each person to share one reflection about how they learned within the class or small group today.
- Invite students to reflect on their areas of difficulty or concerns and then share problem-solving strategies.
- Invite students to think about a recent mistake or error they made and how they have learned from it. Many of us grow up thinking of mistakes as bad. To maximise our learning it is essential to ask: "How can we get the most from every mistake we make?"



Source: [https://ncca.ie/media/1926/assessment-booklet-4\\_en.pdf](https://ncca.ie/media/1926/assessment-booklet-4_en.pdf)

Having read these materials please watch this video on students reflecting on their own learning - [Click here to access the video](#)

The full version of the clip featuring Paul Black in this video is available [here](#) if you wish to watch it.

Having watched this video please consider your responses to the following questions

1. What does students reflecting on their own learning mean?
2. What if anything struck you about the Paul Black video clip?
3. How can you provide/have you provided opportunities to develop student reflection in your class?

## References

- Central Statistics Office (2020)  
<https://www.cso.ie/en/releasesandpublications/er/bic19/businessimpactofcovid-19survey16marchto19april2020/infographic/> (accessed 06/05/2020)
- Central Statistics Office (2020)  
<https://www.cso.ie/en/csolatestnews/pressreleases/2020pressreleases/pressstatementbusinessimpactofcovid-19survey16marchto19april2020/> (accessed 06/05/20)
- Frayer (1969) in NBSS Frayer Model Vocabulary Strategy available on <https://www.nbss.ie/node/228> (accessed May 14th 2020)
- NCCA (2018) Economics Curriculum Specification  
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