

PDST



Professional Development
Service for Teachers

An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí

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NATIONAL
SEMINAR 5

ECONOMICS

Support Materials

Economics National Seminar Day 5 Support Materials

These support materials contain a series of 10 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 - Thinking about a contentious issue in the Economics Classroom

[Click here](#) to watch the video titled “Thinking about a contentious issue in the Economics Classroom”.

Having viewed the video please consider the following questions for later discussion:

1. What does this Lesley Emerson model say to you about tackling contentious issues in the economics classroom?
2. How are the senior cycle skills aligned with this graphic?
3. How do you currently approach contentious /contemporary issues in your classroom?
4. How do you frame/prepare an issue?
5. How do you question students on contentious issues?
6. How do you facilitate feedback from the students on such issues?

[Click here](#) to access a summary guide to contentious issues in the economics classroom.

Video 2- The Process of approaching a contentious issue in the Economics classroom: Planning

[Click here](#) to watch video titled “Approaching a contentious issue in the Economics classroom”

Having watched Video 2 [click here](#) for the contentious issue stimulus - Universal Basic Income.

[Click here](#) to access a toolkit for planning a unit of work around contentious issues in the economics classroom.

Video 3 - The Process of approaching a contentious issue in the Economics classroom: Methodology & Student Reflection

[Click here](#) to view the video titled “The Process of approaching a contentious issue in the Economics classroom: Methodology & student reflection”

[Click here](#) to access a digital version of the resource discussed in the video

Consider the following three questions after viewing the “Other People's Shoes” methodology

1. How could this resource be effective for supporting students in appreciating different perspectives around economic, political and social decisions?
2. How could this resource be adapted for other issues/uses when supporting students independent learning and developing senior cycle key skills?
3. What other methodologies would you/have you considered useful when dealing with contentious issues in the classroom?

Further resources on contentious issues in the classroom:

[Click here](#) for a padlet wall on contentious issues, articles and podcasts that can be added to.

[Click here](#) for JCT resource on teaching/framing contentious issues

[Click here](#) for JCT resource on exploring Social Justice in the Business Studies curriculum

Video 4 - Vision for Learning and The SOAR Framework

[Click here](#) to watch the video titled “Vision for Learning and The SOAR Framework”

Having viewed the video please consider the following questions for your own professional reflection

1. Is there a new understanding that I have gained from my experience with the economics specification and why may this understanding be important for me going forward?
2. Can I identify further opportunities that would assist me and my students to enhance future teaching and learning outcomes in economics?
3. Has my engagement with this specification brought about improved student performance and how have I measured this success?
4. What further actions can I take to continue to support students positively in the enactment of the new Economics specification?

Click [here](#) to access the ‘SOAR framework’ and click [here](#) to view the ‘Vision for learning’ reflection sheet

Video 5 - Learning from the Research Study

Please [click here](#) to watch Video 5 in conjunction with the table below which outlines elements of the Senior Cycle Key Skills. The Senior Cycle Key Skills Framework is available to access [here](#).

Senior Cycle Key Skills Framework

Key Skill	Elements
Information Processing	<ul style="list-style-type: none"> • Accessing information from a range of sources • Selecting and discriminating between sources based on their reliability and suitability for purpose • Recording, organising, summarising and integrating information • Presenting information using a range of information and communication technologies
Critical and Creative Thinking	<ul style="list-style-type: none"> • Examining patterns and relationships, classifying and ordering information • Analysing and making good arguments, challenging assumptions • Hypothesising and making predictions, examining evidence and reaching conclusions • Identifying and analysing problems and decisions, exploring options and alternatives, solving problems and evaluating outcomes • Thinking imaginatively, actively seeking out new points of view, problems and/or solutions, being innovative and taking risks
Communicating	<ul style="list-style-type: none"> • Analysing and interpreting texts and other forms of communication • Expressing opinions, speculating, discussing, reasoning and engaging in debate and argument • Engaging in dialogue, listening attentively and eliciting opinions, views and emotions • Composing and performing in a variety of ways • Presenting using a variety of media

<p>Working With Others</p>	<ul style="list-style-type: none"> • Working with others in a variety of contexts with different goals and purposes • Identifying, evaluating and achieving collective goals • Identifying responsibilities in a group and establishing practices associated with different roles in a group (e.g., leader, team member) • Developing good relationships with others and a sense of wellbeing in a group • Acknowledging individual differences, negotiating and resolving conflicts • Checking progress, reviewing the work of the group and personally reflecting on one's own contribution
<p>Being Personally Effective</p>	<ul style="list-style-type: none"> • Being able to appraise oneself, evaluate one's own performance, receive and respond to feedback • Identifying, evaluating and achieving personal goals, including developing and evaluating actions plans • Developing personal qualities that help in new and difficult situations, such as taking initiatives, being flexible and being able to persevere when difficulties arise • Becoming confident and being able to assert oneself as a person

What elements of the key skills have students developed as a result of engaging in the research study process?

Information Processing	
Critical and Creative Thinking	
Communicating	
Working With Others	
Being Personally Effective	

Video 6 - Working with Strand 1

Please click [here](#) to watch Video 6 and consider the following reflective questions:

1. How did your class initially engage with Strand 1 learning outcomes and why was this approach used?
2. Did the approach to strand 1 change between the first cohort (those who commenced 5th year in 2019) and second cohort (those who commenced 5th year in 2020) of students and if so why?
3. Returning to the Universal Basic Income article consider how this [Economics as a Way of Thinking](#) resource could be used by students to integrate knowledge and understanding from across the strands of study.

Click [here](#) to access an approach to summarisation.

Click [here](#) to access the PDST Blended Learning website.

In this [article](#) Mark Enser discusses the suitability of generative learning for remote/distance learning.

Having watched video 6, take some time to consider what approaches/activities you may have used in class that support generative learning.

Video 7 - Retrieval Practice & Interleaving

Please click [here](#) to watch Video 7 and consider the following related material.

Click [here](#) to access a 'Stop & Jot' template.

[Retrievalpractice.org](#) is a website housing material/resources related to retrieval practice and interleaving.

In this [podcast episode](#) Jennifer Gonzalez and Pooja Agarwal discuss the benefits of retrieval practice and how it can be incorporated in teaching and learning.

The [PDST Digital Technologies](#) page contains guides to popular applications that support retrieval practice.

Video 8 - Student Voice

[Click here](#) to watch the video titled “Student Voice”

[Click here](#) to access a copy of the economics specification

The following are links to the full versions of the clips used in this video

1. <https://www.youngeconomist.ie/about-young-economist-of-the-year>
2. <https://vimeo.com/user8605896>
3. <https://vimeo.com/219800192>

Video 9 - Reflecting on CPD

[Click here](#) to watch the video titled “Reflecting on CPD”

[Click here](#) to access the diamond 9 resource

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

1. How have you incorporated inquiry and included all learners in your classroom? Consider how you group all learners and plan for inclusion in the classroom?
2. How has collaborating with your fellow economics teachers supported the implementation of this specification in your classroom?
3. What about your practice, if anything, have you changed with your fifth year group **or** will you change with future groups?

Please [click here](#) to access the shared space to put your answer to question three

Video 10 - Summary Guide

Please click [here](#) to access a copy of the summary guide

[Click here](#) to watch the video titled "Summary Guide"

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

1. Which, if any, of the methodologies/resources/websites have you used with your students in the senior cycle economics classroom?
2. Discuss how you used one of these methodologies/resources/websites to support student learning for inquiry **or** the unifying strand **or** deep understanding.
3. Which, if any, of the methodologies/resources/websites have you not used but may use in future practice and how would you use it?

Please [click here](#) to access the shared space to record your answer to question three.