

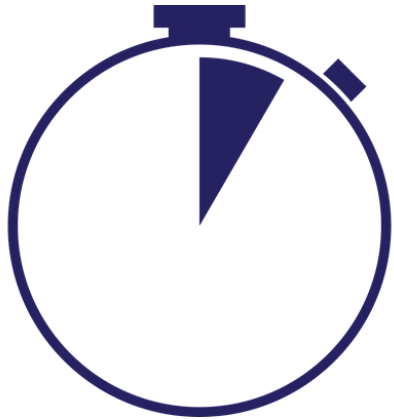


Senior Cycle- Introduction to Economics Seminar Day 3

Session 1

Registration

Clárú



Please take time to complete each question accurately. Information provided is used to generate a certificate of attendance.

This form will close at 2pm

Introductions



Support Materials



<https://bit.ly/3sZBqUb>

The cover image shows a hand pointing at a line graph on a screen, with a bar chart visible in the background. The scene is set in a modern, brightly lit room.

Leaving Certificate Economics
Introduction to Economics Seminar
Day 3 Support Materials

Economics

PDST
Professional Development | An tSeirbhís um Fhorbairt
Service for Teachers | An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí

pdst.ie

@PDST_Economics

Qualitative Statement - For discussion

In a time of geopolitical tensions, the Economic and Social Research Institute (ESRI) forecasts the continued strengthening of the Irish labour market situation into 2023.

Consider how this might impact the Irish economy?

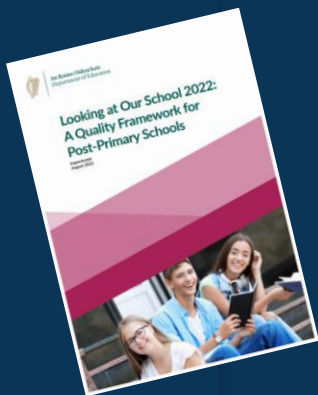


Purpose for today

180 hours minimum duration
Higher & Ordinary level
September 2019 introduction
Assessment: Exam 80% Research Study 20%



To support teachers in developing an investigative/inquiry approach in their classrooms which aids the development of relevant and rigorous collaborative research skills among students



To support teachers in utilising appropriate strategies and digital technologies for supporting student engagement with contemporary economic issues and in developing senior cycle key skills

Overview of the Seminar

Session 1
9:30 - 11:00

- Welcome and introductions
- Digital technologies for workflow and student learning
- Research competencies

Tea/Coffee Break
11:00 - 11:15

Session 2
11:15 - 1:00

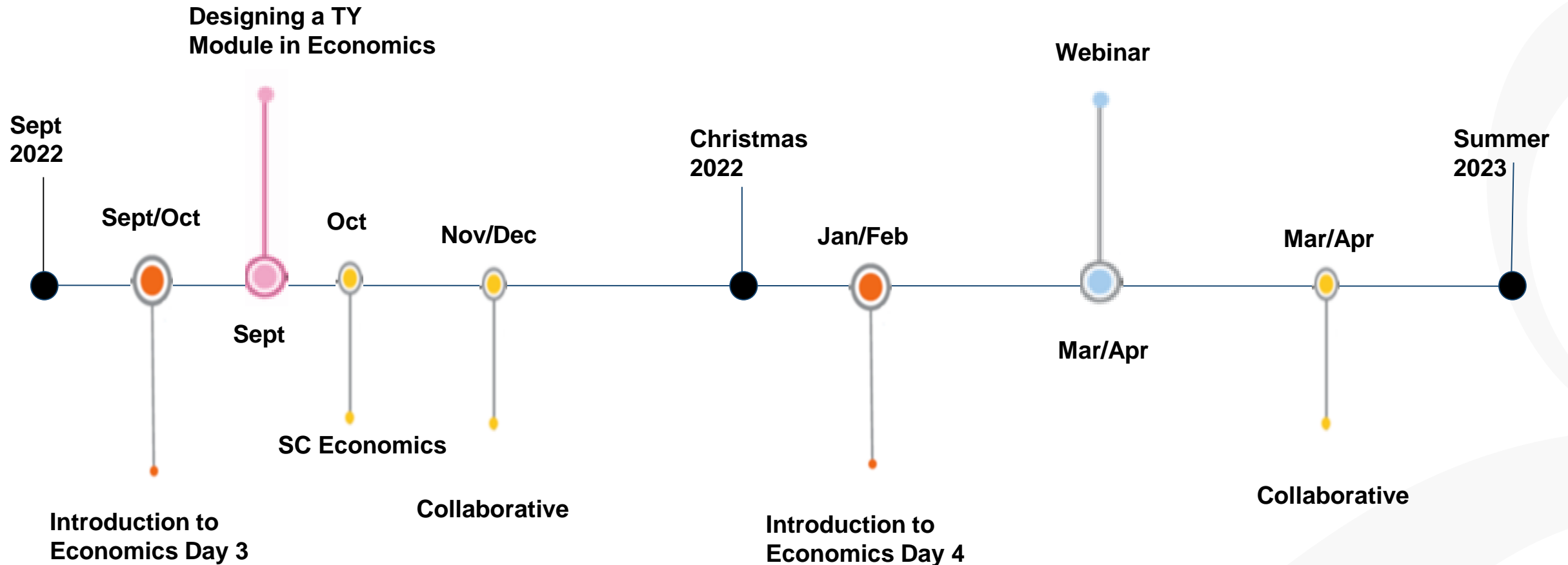
- Reflections on student research
- Strategies for supporting students when exploring contemporary issues and developing senior cycle key skills

Lunch
1:00 - 2:00

Session 3
2:00 - 3:30

- Using digital and non-digital tools to examine and facilitate the provision of effective formative feedback
- Discussion of how to support students in reflecting on their own learning

Timeline 2022/2023



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

Through the development of effective research skills students are empowered to critically evaluate relevant contemporary economic issues and appreciate the social and political context of Economics

DES Support Services

What we are not

Evaluators

Policy makers

Specification
developers

What we are

Teachers and school leaders

Teacher Educators

Facilitators/Enablers

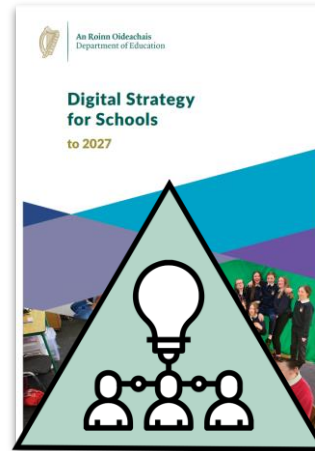
Purveyors of lifelong learning

By the end of session one, participants will have:

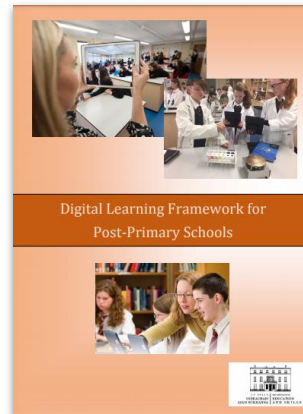
- Considered how a selection of digital technologies may be used to support teachers' workflow and student learning and research skills
- Reflected on the importance of students developing competencies that support rigorous and effective research practices
- Examined how student engagement with authentic economic knowledge will be required when conducting research

Using Digital Tools for Research

Google Apps for Education



ACTIVITY



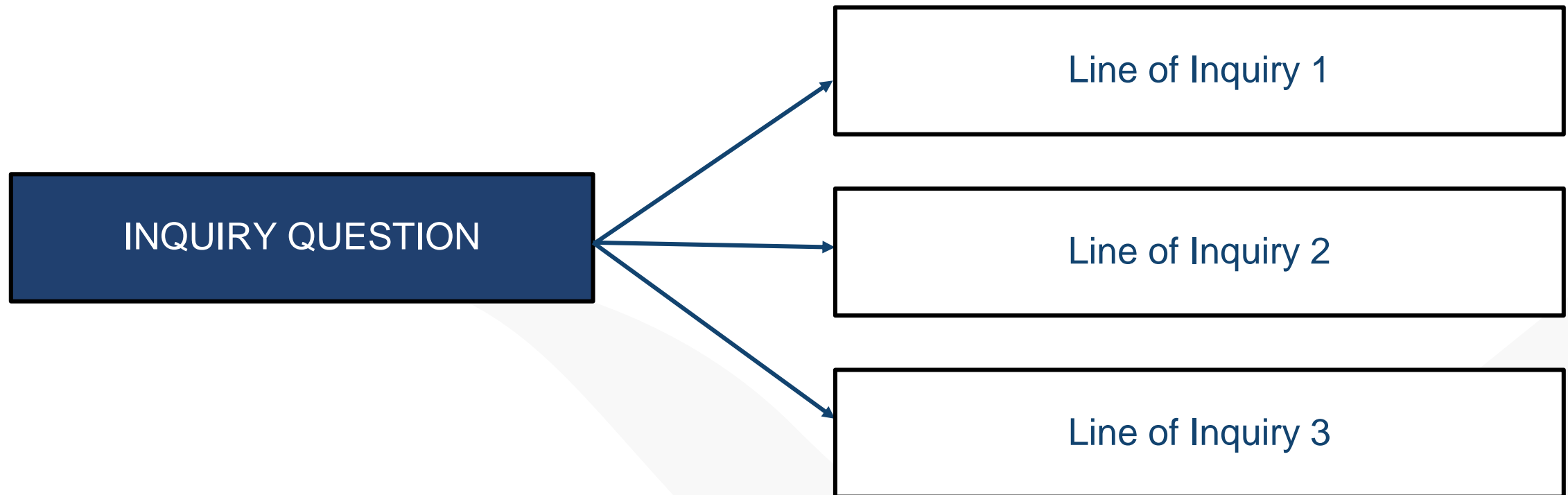
Office 365 apps



Utilising an Inquiry Approach

Pose an Inquiry Question

Develop Lines of Inquiry



Utilising an Inquiry Approach

Choose a Line of Inquiry

What do I already know about the topic of my research study?
What else do I need to know about the topic of my research study?
What is the central question/problem/argument/issue?
Why is this an important question/problem/argument/issue?

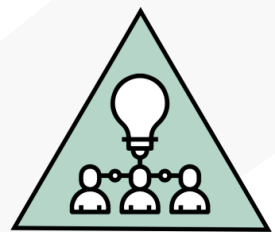


Sources of Information and Data

How do I know the information is valid and reliable?
Do I need to consider bias?
Are the sources quantitative, qualitative or both?
How is the information relevant to the line of inquiry selected?
What other information do I need?
What parts support/do not support my line of inquiry?
What weighting or emphasis will I put on different parts?
Are new questions/models/concepts or theories raised?

Application of the concept(s) to the Line of Inquiry

Students must reference and explain at least one economic concept as the basis of their research relevant to their line of inquiry.



ACTIVITY

By the end of session one, participants will have:

- Considered how a selection of digital technologies may be used to support teachers' workflow and student learning and research skills
- Reflected on the importance of students developing competencies that support rigorous and effective research practices
- Examined how student engagement with authentic economic knowledge will be required when conducting research

End of Session 1



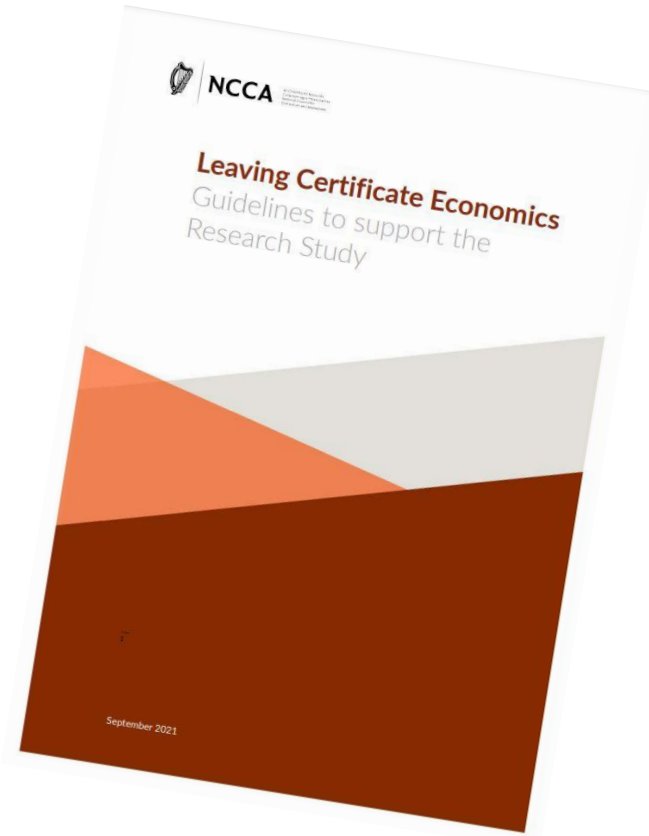
Senior Cycle- Introduction to Economics Day 3

Session 2

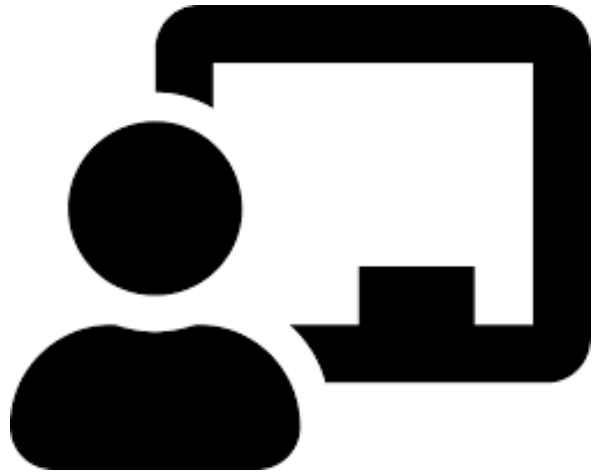
By the end of session two participants will have:

- Discussed how teachers can support students to develop effective research practices and use Economics as a way of thinking
- Considered the merits of selected strategies for developing students ability to examine both familiar and unfamiliar contemporary economic issues

Economics as a way of thinking

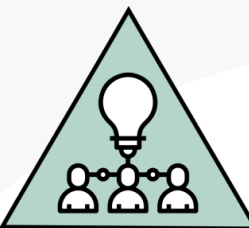
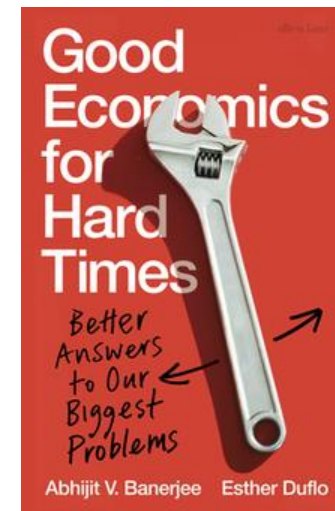


A culture of inquiry in the economics classroom



“The world is a sufficiently complicated and uncertain place that the most valuable thing economists have to share is often not their conclusion, but the path they took to reach it...”

Esther Duflo, Nobel Prize For Economic Sciences, 2019



ACTIVITY

Utilising an Inquiry Approach

Analyse and evaluate the sources of information

Evaluate your evidence

What does this evidence tell me about my line of inquiry?

What does this evidence not tell me about my line of inquiry?

Drawing Conclusions

What is my conclusion and why have I reached this conclusion?

How well does it connect with the line of inquiry selected?

How do the conclusions relate to the economic concept underpinning the line of inquiry?

Does my research raise new questions?

Reflection

What new knowledge or understanding have I gained?

Was my research process as effective as I could make it?

What aspects did I do well and what could I improve?

What skills have I developed?

How might they be useful in the future?

Choose a Line of Inquiry

What do I already know about the topic of my research study?
What else do I need to know about the topic of my research study?
What is the central question/problem/argument/issue?
Why is this an important question/problem/argument/issue?



Sources of Information and Data

How do I know the information is valid and reliable?
Does this raise new inquiry questions for further exploration?
How is the information relevant to the line of inquiry selected?
What other information do I need?
What parts support/do not support my line of inquiry?
What weighting or emphasis will I put on different parts?
Are new questions/models/concepts or theories raised?

Application of the concept(s) to the Line of Inquiry

Students must reference and explain at least one economic concept as the basis of their research relevant to their line of inquiry.



By the end of session two participants will have:

- Discussed how teachers can support students to develop effective research practices and use Economics as a way of thinking
- Considered the merits of selected strategies for developing students ability to examine both familiar and unfamiliar contemporary economic issues

End of Session 2



Senior Cycle- Introduction to Economics Day 3

Session 3

By the end of session three participants will have:

- Discussed different methods of providing formative feedback to students during the inquiry process and how this can support deep student learning
- Explored the use of the CSO PxStat database as a valid, reliable and unbiased source of information for use in economics inquiries
- Examined the importance of students reflecting on their own learning over time and how this can be developed and facilitated in class

CSO PxStat



data.cso.ie

Data Login English

Home

- ≡ Browse
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- Other Public Sector Bodies
- People and Society
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Search for Data Search

From: 12/05/2022

Show 10 entries Search:

Table	Title	Language	Last Updated
IDQ02	Industrial Disputes Economic Sector NACE Rev 2 Quarter 2008Q1 - 2022Q1	English	17/05/2022 11:00:00
TEA28	New Private Cars Licensed for the First Time Make and Model Year 2014 - 2021	English	17/05/2022 11:00:00
HPA02	Residential Dwelling Property Transactions County Dwelling Status Stamp Duty Event Type of Buyer Type of Sale Year 2010 - 2021	English	16/05/2022 11:00:00
HPA03	Market-based Household Purchases of Residential Dwellings Dwelling Status Stamp Duty Event RPPI Region Type of Buyer Year 2010 - 2021	English	16/05/2022 11:00:00
HPA04	Market-based Household Purchases of Residential Dwellings Dwelling Status Eircode Output Stamp Duty Event Type of Buyer Year 2010 - 2021	English	16/05/2022 11:00:00
HPA05	Market-based Household Purchases of Residential Dwellings	English	16/05/2022 11:00:00

Feedback

“Feedback to any student should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other students.”

Inside the Black Box, Black and Wiliam, 1998



Effective feedback

- ✓ Focused on the quality of the student work
- ✓ Related to agreed success criteria
- ✓ Identifies success and achievement
- ✓ Indicates suggestions for improvement
- ✓ Prompts student thinking
- ✓ Allows time for improvement to take place

Feedback vs Advice

Feedback must be linked to the **learning intention** and **success criteria** as well as **moving the learning forward**, otherwise it tends to become either a judgement or advice.

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search ID: aba0983

"This book report is poorly written. Add some color and clip art, then resubmit it."

Types of Feedback

Oral

Most powerful impact

Written comment

Quality more important than frequency

Marks/Grading only

Does little to improve learning

(Shirley Clarke, 2005)



Students Reflecting on their own Learning

“At a practical level, the provision of a high-quality educational experience in senior cycle is supported by: teaching and learning approaches that develop their capacity to reflect on their learning.”

(Economics Specification Page 3)

“By engaging in research and well-structured group discussions students will develop skills in reasoned argument, listening to each other and reflecting on their own work and that of others.”

(Economics Specification Page 13)

RESOURCEFUL

they show their **imagination, intelligence, intuition and other talents** through

curiosity

enquiry

open-mindedness

reflection|

connecting learning

innovation

problem solving

creativity

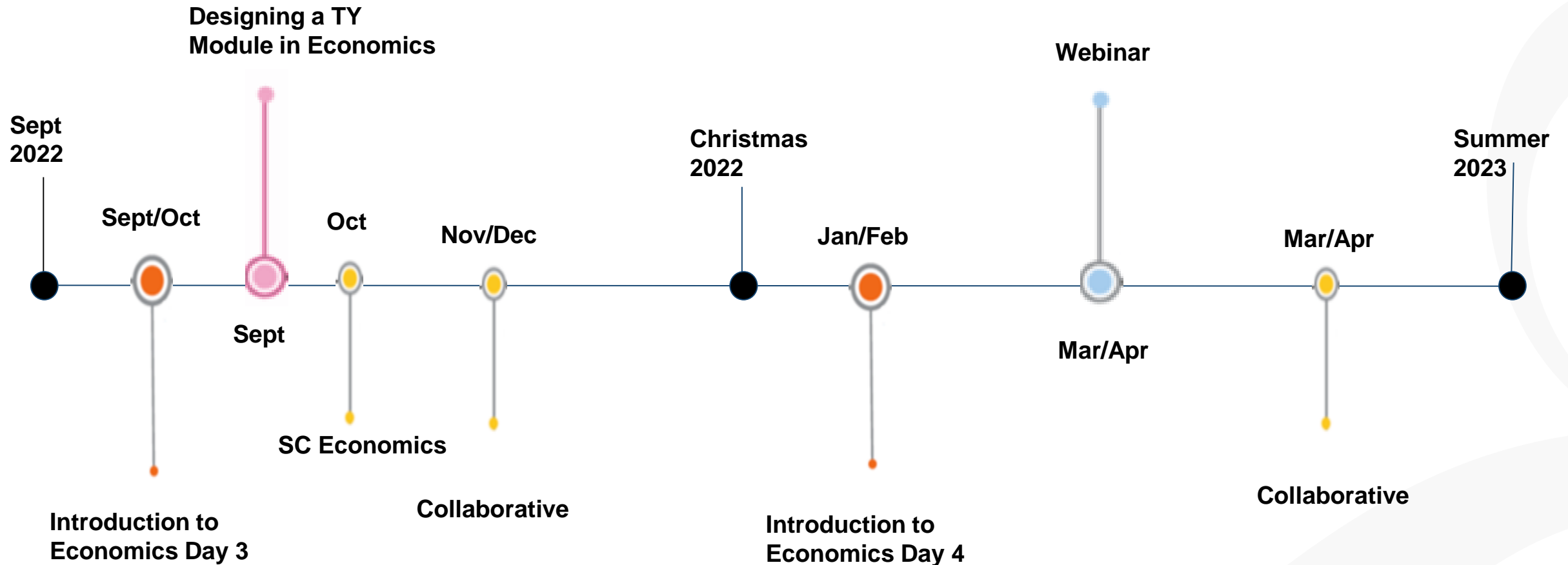
(Economics Specification Page 5)



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- Examined the importance of students reflecting on their own learning over time and how this can be developed and facilitated in class

Timeline 2022/2023



Key Messages

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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.

Now what?



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

Evaluation



Bibliography

- Black, P. & William, D. (1998). Inside the Black Box
- Clarke, S. & Murray, H. (2005). Formative Assessment in Action
- Hattie, J. & Clarke, S. (2019). Visible Learning Feedback
- NCCA. Focus on Learning, Formative Feedback Booklet page 5 <https://ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning/>
- NCCA. (2018). Economics Curriculum Specification

End of Session 3

Thank you for your participation today!