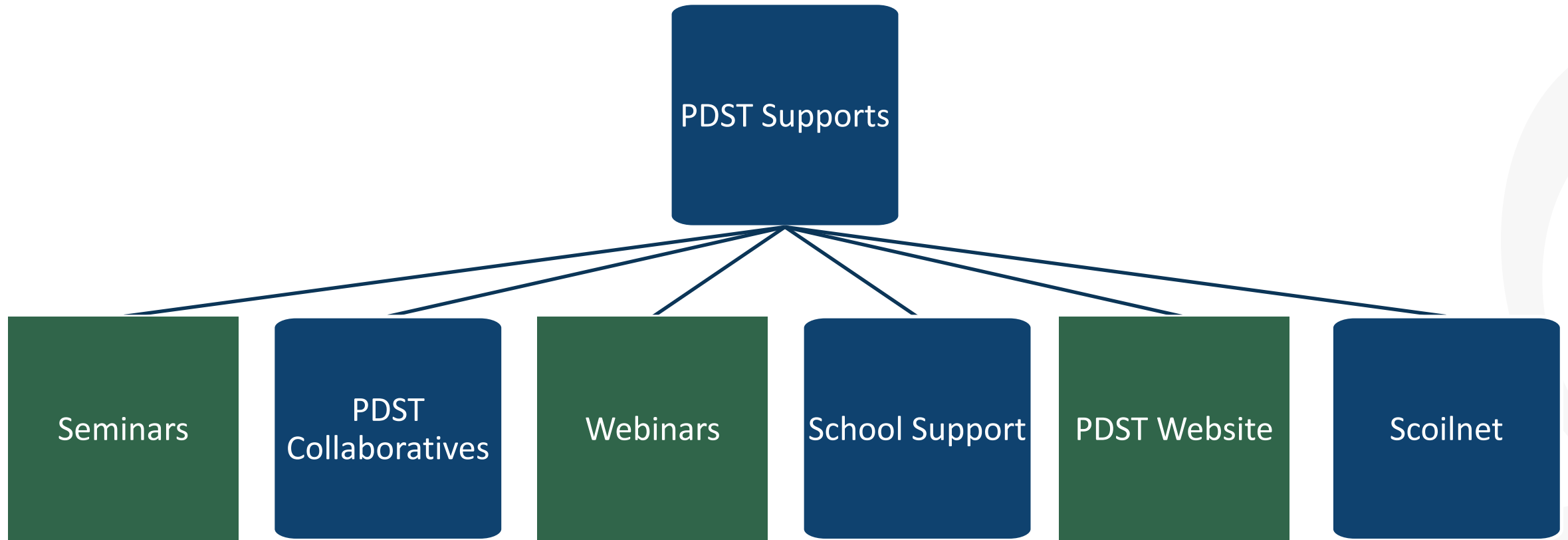




An Roinn Oideachais
Department of Education

Senior Cycle Workshop- Building on Experience

Professional Development Support



Support Materials



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

Introductions



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

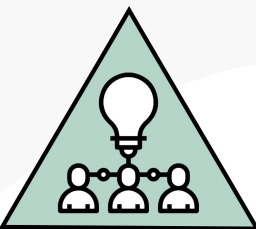
Through the development of effective research skills students are empowered to critically evaluate relevant contemporary economic issues and appreciate the social and political context of Economics

By the end of this workshop, participants will have:

- Explored the 2023 Research study brief in a collaborative manner
- Discussed different methods of providing formative feedback to students during the research process and how this supports deep student learning
- Considered a range of approaches and resources which may be useful for the research process

The Research Study

What opportunities and challenges does the research study present for students?



ACTIVITY

The role of the teacher

“The research study will assess the students’ ability to use the knowledge, concepts and skills developed in their study of economics to evaluate information and data and make informed conclusions.” (Economics Specification, page 29)

“It is envisaged that teachers will guide, support and supervise throughout the process.” (Guidelines to Support the Research Study, page 14 & 15)



Supporting the Research Process

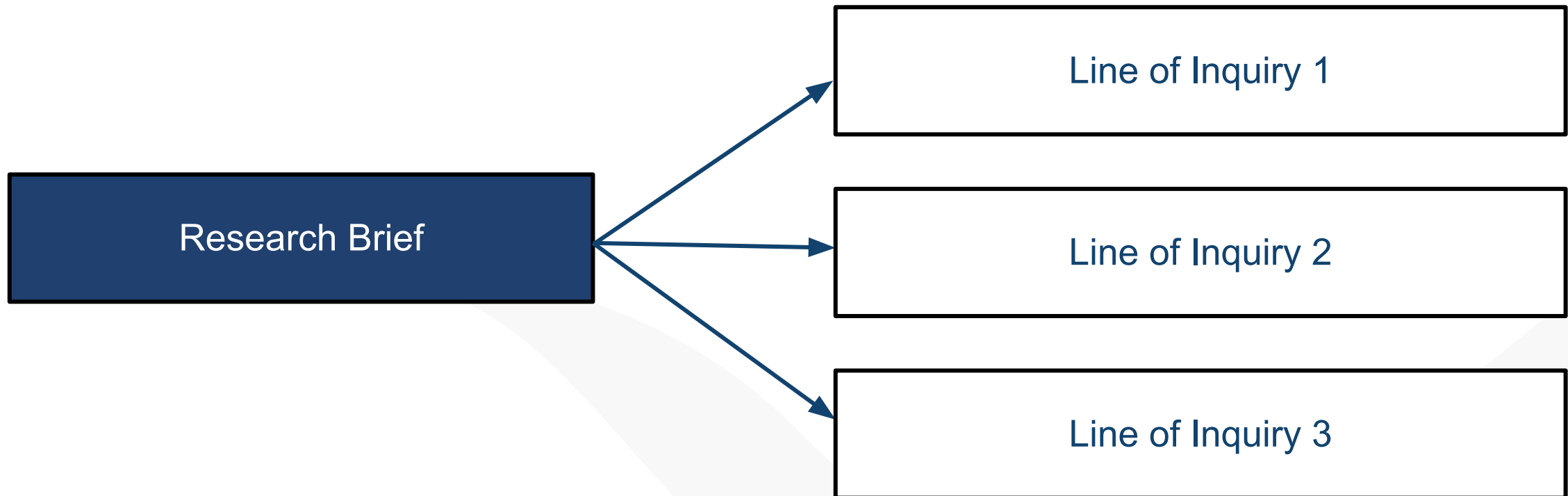


An Roinn Oideachais
Department of Education



The Research Process

Develop Lines of Inquiry



The Research Process

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?

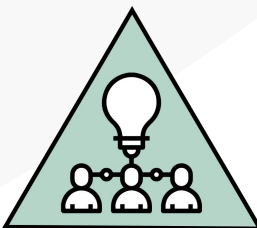


Sources of Information and Data

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.

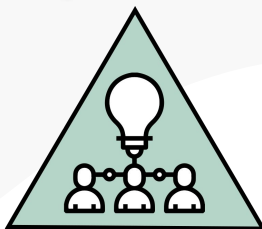


ACTIVITY

The Research Study Process

How can we support students during this phase of the process?

- What approaches have you used that facilitate students in forming their own lines of inquiry?
- How can we as teachers help students to refine their lines of inquiry in line with the parameters of the research study?
- What challenges do students encounter when beginning to source information/data? How can these challenges be overcome?
- What approaches have you found effective in helping students identify and apply relevant economic concepts?



ACTIVITY

The Research Process

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?

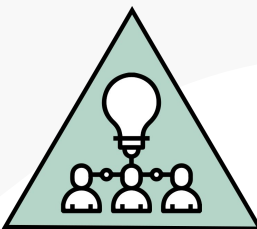
What skills have I developed?

How might they be useful in the future?

The Research Study Process

How can we support students during this phase of the process?

- What strategies/approaches do your students use to analyse and interpret data and information ?
- How do your students evaluate the findings as part of the research process and link this information to specific economic concepts?
- How do you support students to bring their overall conclusions back to their original aims and specific line of inquiry?
- Can your students identify what the data does/does not tell them and use this as part of the research process?
- How do students engage with reflecting on this new knowledge as they work with data and information?



ACTIVITY

General Considerations

Checklist for Research Study

1	I have read the research study brief carefully and selected one topic	
2	I have stated my line of inquiry as an economic issue, problem or question	
3	I have consulted my teacher regarding my line of inquiry	
4	My research study relates directly to the learning outcomes of the specification	
5	The aims of my line of inquiry have been outlined in the context of the learning outcomes in the specification	
6	I have referenced at least two sources of reliable information including at least one quantitative source	
7	I have referenced and explained at least one economic concept relevant to my line of inquiry	
8	I have evaluated my sources of evidence	
9	My conclusions are based on my research and findings and relate to my line of inquiry, the aims of my study and the economic concepts and theory underpinning my line of inquiry	
10	I have reflected on the insights gained from my engagement with this research study considering how it relates to my own life and how my attitudes/opinions/behaviour have/have not been influenced	
11	This research study is my own work	
12	My research study report has been completed in the digital completion booklet	
13	My research study report does not exceed 1500 words (excluding references, diagrams, graphs etc.)	
14	I have performed a spell check on my research study report and corrected any errors shown	

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.

© Original Artist
Reproduction rights obtainable from
www.CartoonStock.com

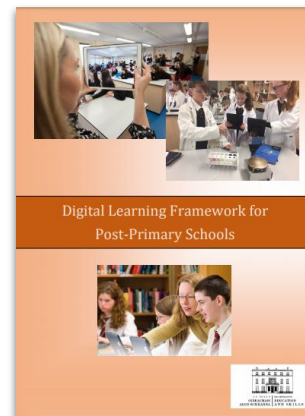


search ID: aba0983

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

Using Digital Tools for Research

Google Apps for Education



Office 365 apps



By the end of this workshop, participants will have:

- Explored the 2023 Research study brief in a collaborative manner
- Discussed different methods of providing formative feedback to students during the research process and how this supports deep student learning
- Considered a range of approaches and resources which may be useful for the research process

Now what?



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



End of Workshop

Thank you for your participation this evening!