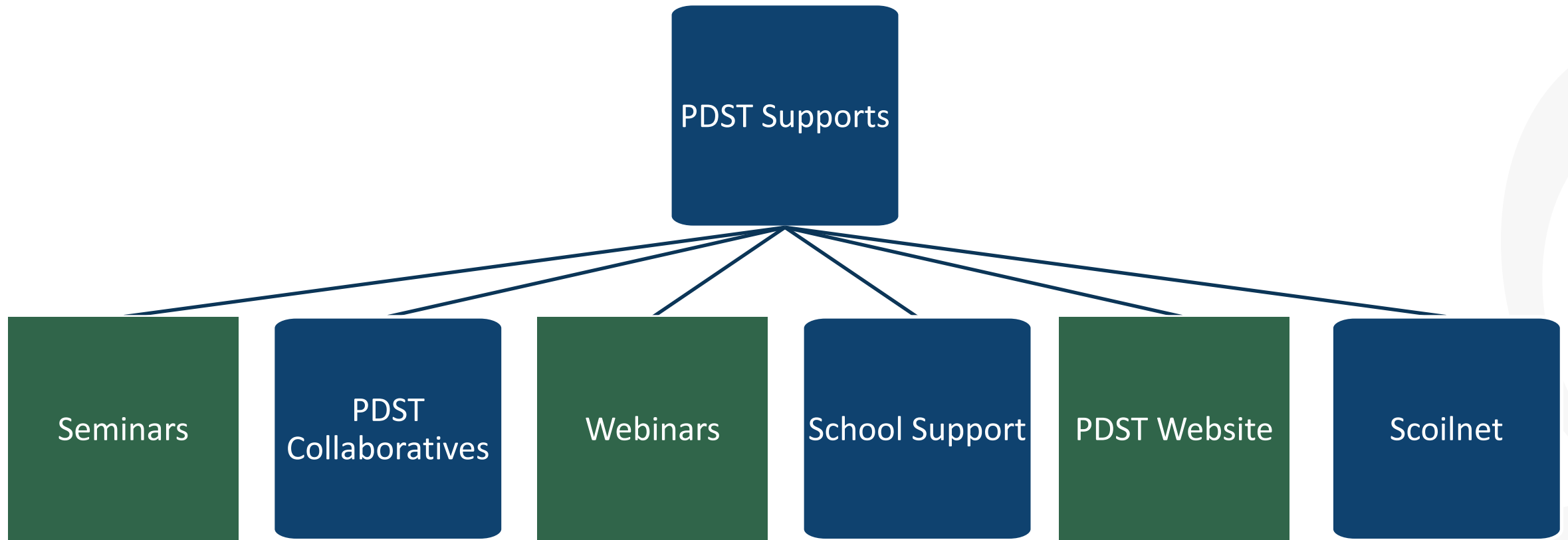




Introduction to Economics Day 4

Session 1

Professional Development Support



Support Materials



<https://tinyurl.com/econjan23>



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

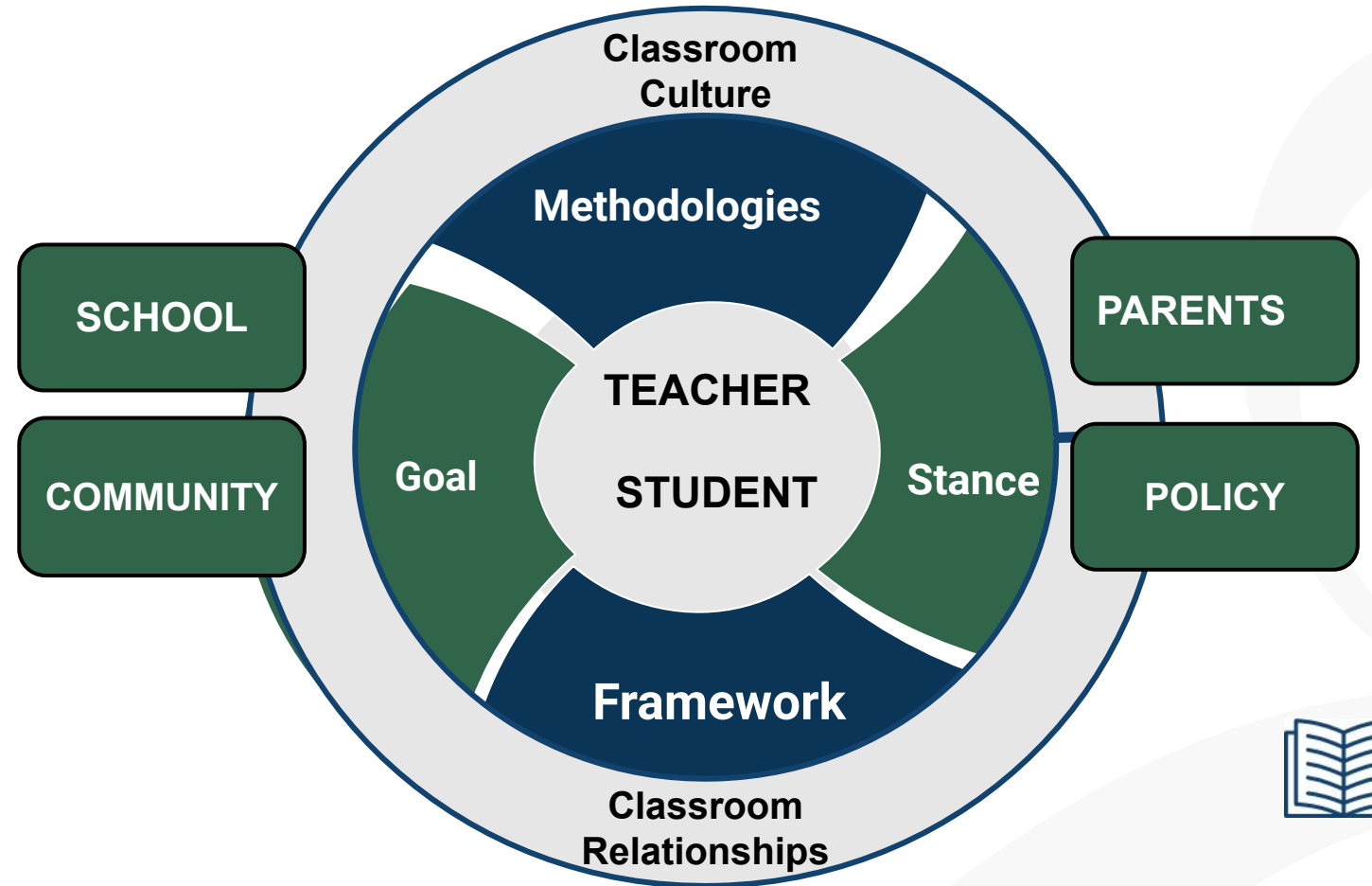
Strand 1 is a unifying strand, the themes of which permeate Strands 2-5 of the specification and will be progressively developed over the course of senior cycle

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

By the end of session one, participants will have

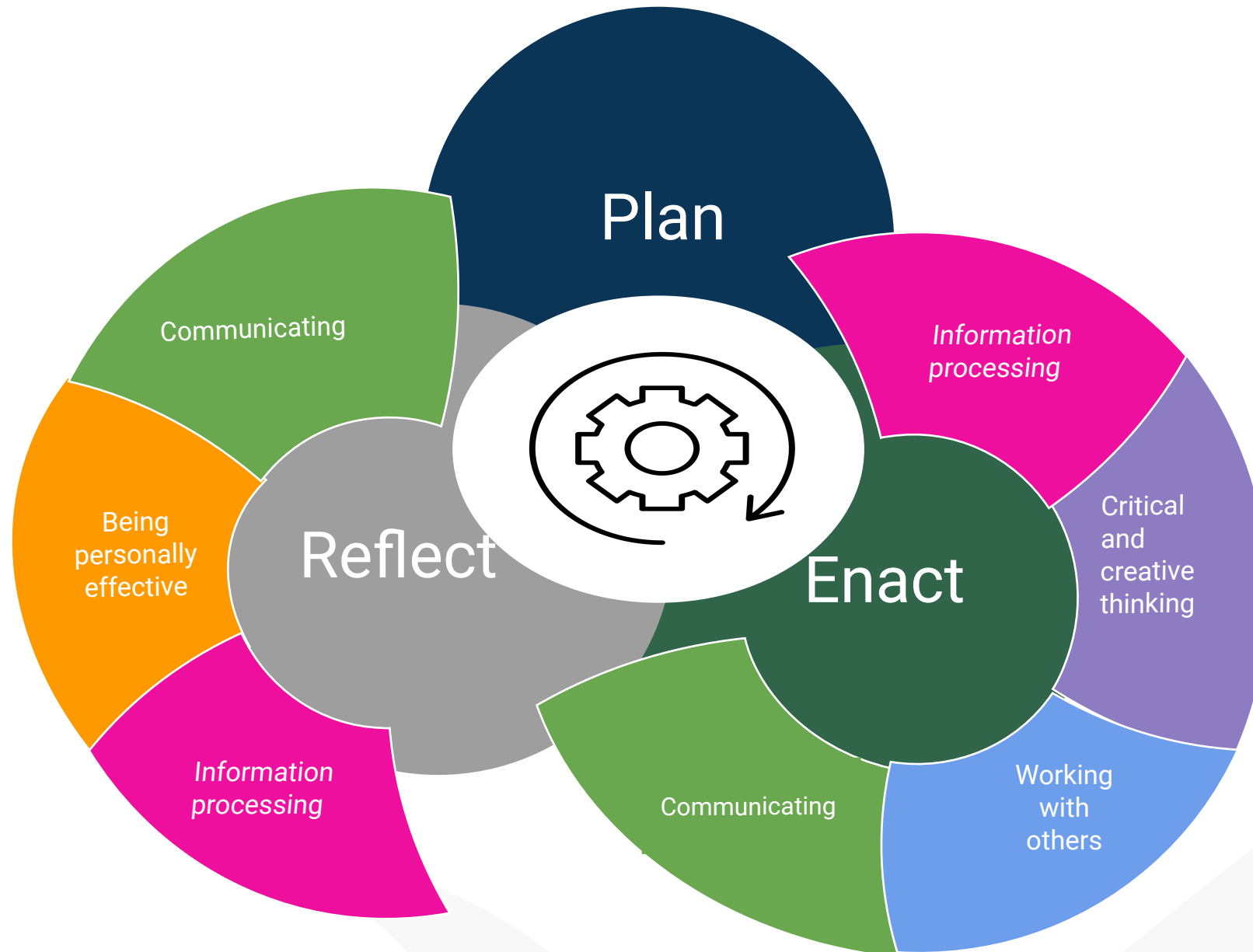
- Considered how the key skills in senior cycle can support students in appreciating different perspectives and develop justifiable opinions around economic decisions in the social and political context
- Considered how to approach and plan for contentious issues in the Economics classroom as they support students in their exploration of economic, social and political issues

Thinking about a contentious issue in the Economics classroom



Adapted from Emerson, Leslev (2010)

The process of approaching a contentious issue in the Economics classroom



End of Session 1



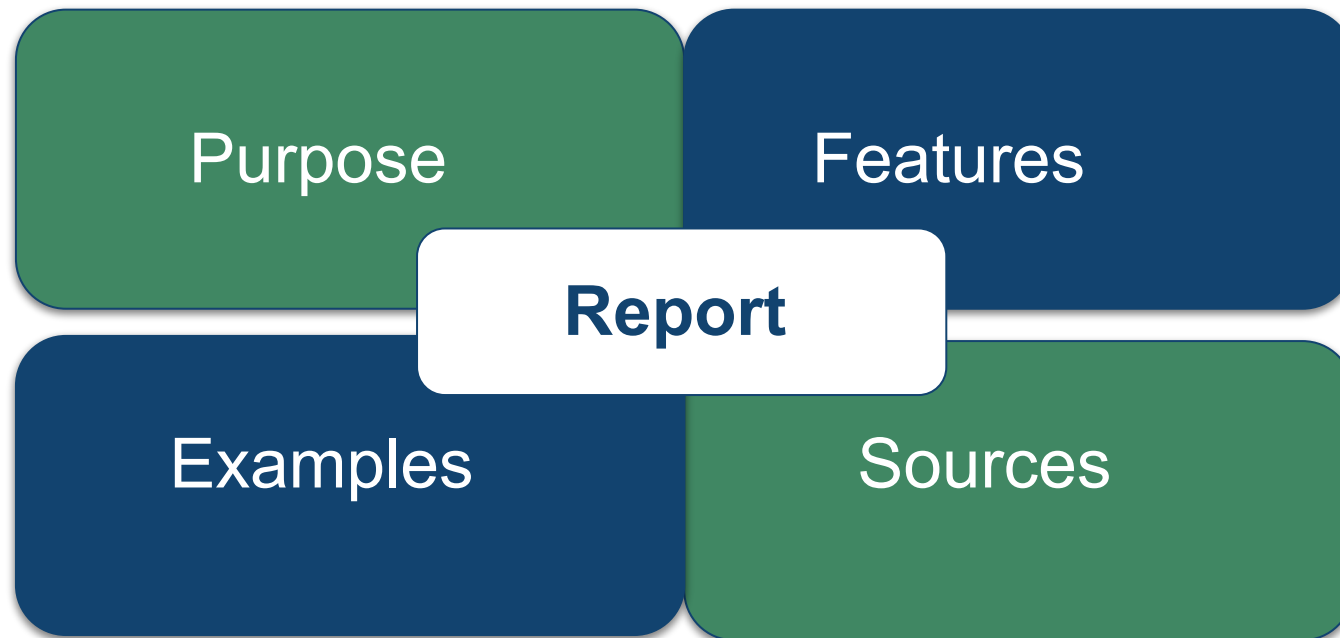
Introduction to Economics Day 4

Session 2

By the end of session one, participants will have:

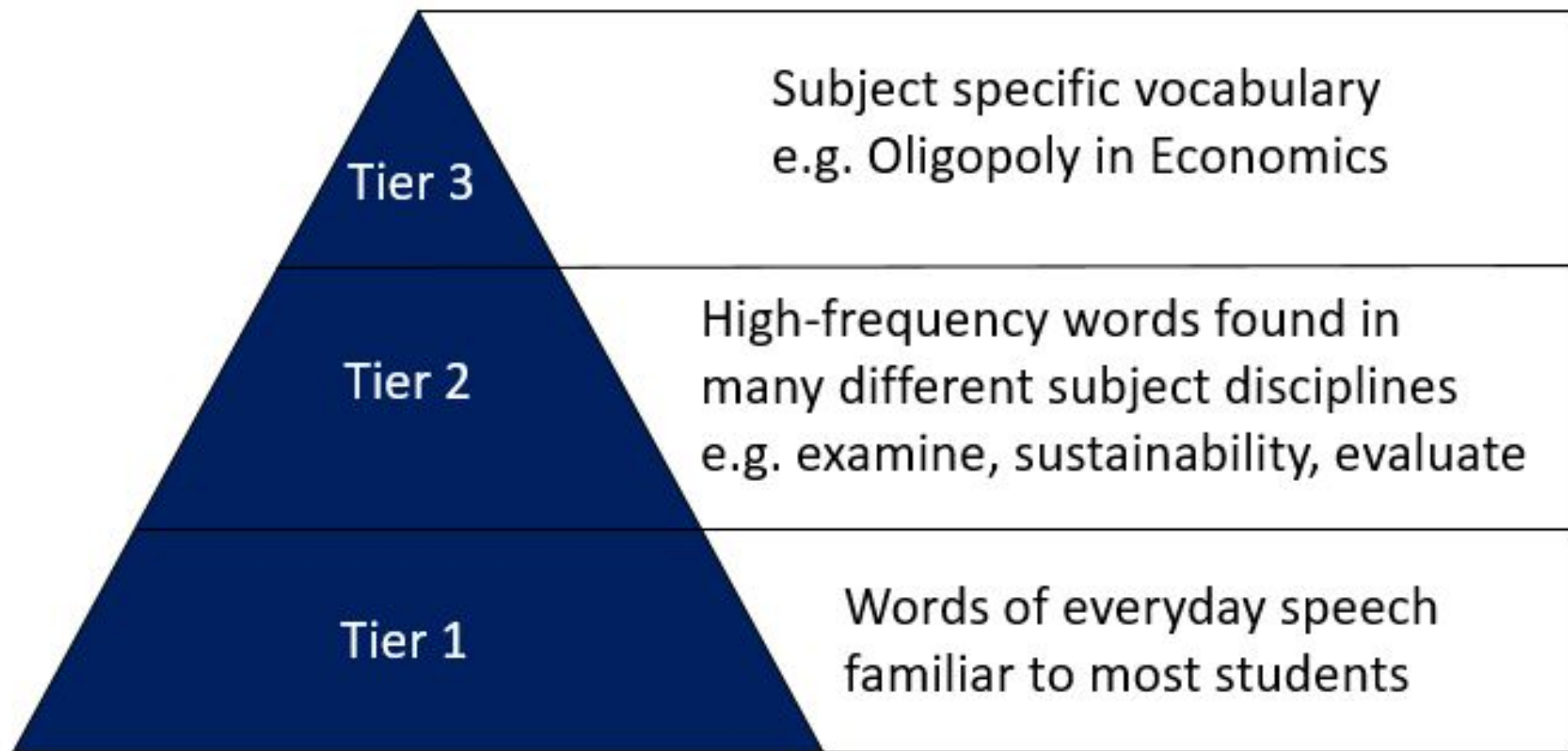
- Discussed the role, purpose and features of reports as sources of information and data in the Economics classroom
- Considered strategies and approaches that support students in accessing and critically evaluating reports
- Explored how students can be supported to engage in effective report writing through the use of focused formative feedback

Reports in the Economics Classroom



Adapted from Frayer (1969)

Accessing subject-specific informational texts



Student Research Report

“It is important to note that students are not assessed on the research study itself, but on their report on the research study”

(NCCA, 2019, Guidelines to support the Research Study for Leaving Certificate Economics, p.6)



End of Session 2



Introduction to Economics Day 4

Session 3

By the end of session three, participants will have:

- Discussed how the themes of economic, social and environmental sustainability can be incorporated into teaching, learning and assessment in senior cycle economics
- Explored a selection of websites which will be of use when sourcing reliable information about economic, social and environmental sustainability
- Reflected on how themes from the original vision for learning aligns with contextual classroom experience to date and identify the opportunities and aspirations that can be gained from this moving forward.

Economic, Social and Environmental Sustainability

1.3 Economic, social and environmental sustainability

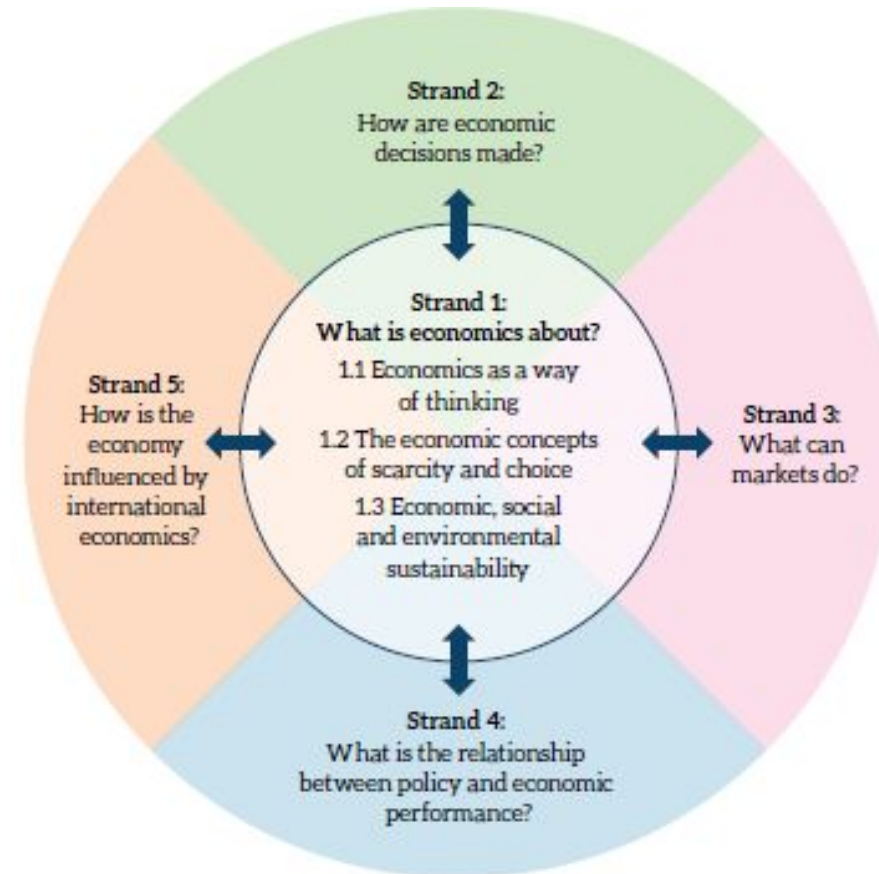


- ▶ outline the concepts of economic, social and environmental sustainability and explain their interconnections
- ▶ identify indicators of economic growth, social cohesion, inequality, and environmental sustainability; examine relationships between the indicators
- ▶ consider potential implications of sustainable development for individual behaviour, choice, habits and values; business decisions; government policy.

Economic, Social and Environmental Sustainability

“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.”

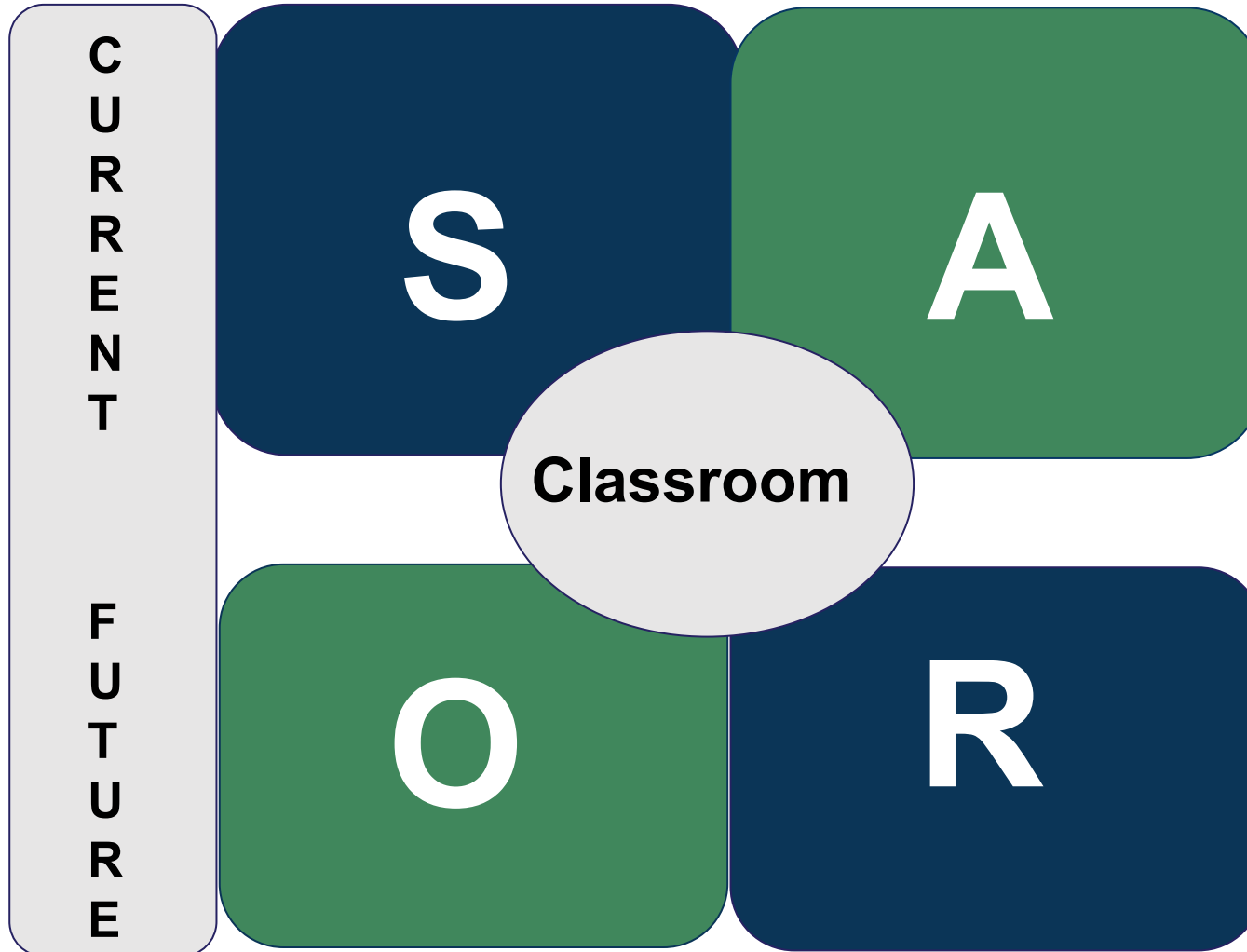
(Economics Specification Page 17)



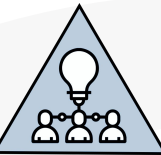
Vision for Learning Themes



Reflecting on those themes using the SOAR Framework



Stavros, J, Cooperrider, D. & Kelley, L (2003)





End of Seminar

Thank you for your participation today!