School of Education

EDST6716
Economics Method 1

Term 1 2022

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IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6716 Economics Method 1 (6 units of credit)
Term 1 2022

2. STAFF CONTACT DETAILS

Course Coordinator:	Greg Duggan
Email:	g.duggan@unsw.edu.au
Availability:	Email to make an appointment

3. COURSE DETAILS

Course Name	Economics Method 1
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	EDST E 2022 Class Utilisation Summary (unsw.edu.au)

SUMMARY OF COURSE

This course is designed to inculcate and infuse the student with a theoretical and practical understanding of the current BOSTES Economics curriculum, pedagogy and assessment strategies. Complementing this is recognition of the need to honour the concepts of differentiation, equity, cultural diversity and the various forms of literacy within planning, organising, leading and controlling of classroom practices and activities.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Board of Studies Economics Syllabus and the depth of subject knowledge required to implement the syllabus.	1, 2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds.	2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment.	1, 2
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities.	1, 2
5	Design and evaluate formative assessment strategies and use assessment information to improve learning.	1, 2
6	Practise the ethical and professional values expected of teachers.	1, 2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1, 2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2
2.2.1	Organise content into an effective learning and teaching sequence.	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1, 2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1, 2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	1, 2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1, 2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1, 2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	2, 4-5, 7	1, 2
C	Information and Communication Technologies	1, 3-6, 10, 12	1, 2
D	Literacy and Numeracy	1, 3-5, 8-12, 18-19	1, 2
E	Students with Special Educational Needs	7	2
F	Teaching Students from Non-English-Speaking Backgrounds	4-5	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course aims to develop and foster a capacity for each student to effectively teach economics that meets the syllabus content and skills outcomes. The lectures and tutorials will emphasise and deliver content knowledge, where the delivery will be demonstrated through a range of strategies where the primacy is on understanding- a capacity to take knowledge and expressed it in different forms or mediums i.e., written, verbal, and or visual. The focus will be on the use and appropriateness of teacher centred and student focused strategies, but these are set against a background of differentiation, equity and social inclusion.

5. TEACHING STRATEGIES

- Explicit teaching- lectures, where content will be delivered
- The use of cooperative or collaborative strategies where the emphasis on teamwork and student-centred learning
- Visual thinking strategies and visual tools
- Formative assessment strategies
- Peer assessment and teaching
- The use of ICT
- Thinking routines
- Peer tutoring and reciprocal peer tutoring

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	• Overview of Stage 6 Economics and where Economics fits into the learning continuum. • Quality Teaching Framework and other pedagogical frameworks **Topic: The Nature of Economics**	• Personal and course Goals • Roles and responsibilities of an Economics teacher • A closer look at the Quality Teaching Framework • Structure of the Economic Syllabus • Linking understanding and thinking strategies in relation to syllabus topic areas.
2	**Teaching strategies for Economics** • Physical, social, and intellectual development of students and how this affects their engagement in learning • Importance of matching teaching strategies to individual needs **Topic: Consumer and Business**	• Research on how students learn • Workshop to explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes • Contextual knowledge
3	**Lesson planning** • Using outcomes to set learning intentions • Setting challenging learning goals in lesson planning **Topic: Markets**	• Setting high expectations for learning • Strategies for making learning goals explicit for students • Review of sample lesson plans and discussion of strengths and limitations

4	**Co-operative learning**
	• Promoting inclusive student participation and engagement in the classroom
	
	Demonstration of microteaching
	
	Topic: Markets (continued)
		• Embedding formative assessment:
		  ○ Thinking strategies
		  ○ Questioning
		  ○ Mind/concept maps
		  ○ Feedback
		• Importance of ethical and respectful behaviour
		• Self and peer assessment in relation to microteaching

5	**Organisation of classroom activities** • Providing clear directions • Activities to support learning in Economics **Topic: Markets (continued)**	• How to structure instructions, questioning and transitions between activities

6	**Planning a unit of work**
	• Sequencing subject content across lessons within a unit of work
	  ○ Pedagogical framework
	  ○ Rationale
	  ○ Goals setting
	  ○ Differentiation
	  ○ Strategies for formative assessment
	
	Topic: Labour market
		• Programming and the development of a unit of work to meet selected outcomes.
		• Content selection and scope of content for effective lesson sequences for Stage 6
		
		Microteaching
		
		N.B. Assessment 1 due

7	**General Capabilities** • Literacies used in the teaching of Preliminary Economics • Numeracy and ICT in Economics • How culture, cultural identity, and linguistic background impact Aboriginal and Torres Strait Islander students **Topic: Financial Markets**	• How to use ICT to engage students with subject content • Importance of visual literacy • Developing culturally responsive teaching strategies and resources **Microteaching**
	Method Break	**Method Break**
9 (To be decided – online or asynch)	**Strategies for differentiation** • What is differentiation? • How is it implemented in the classroom to meet student needs? **Topic: Interest rates**	• Application of differentiation to teaching, units of work and lesson plans reflecting intellectual and cultural diversity cultural present in the classroom.
10	**Strategies for inclusion, participation, and engagement** • Scaffolding to promote learning • Timely and appropriate feedback **Topic: Government intervention in the Economy**	• Application of visual literacy • Thinking tools for teaching, learning and assessment **Microteaching**
11	Writing and Feedback in Economics **Topic: The role of government**	**Professional Experience Expectations** • Writing exercise • Becoming a reflective teacher through the feedback cycle • MyExperience course evaluation completed in tutorial **N.B. Assessment 2 due**
Professional Experience		

7. RESOURCES

Essential Documents

- NESA (2009) Economics Stage 6 Syllabus and supporting documents. https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics
- Australian Professional Standards for Teachers https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf

Required Readings

- Riley, T. Year 11 Economics 2021
  OR
- Dixon, T. and O'Mahony, J. The Market Economy 2021
  Accompanying Workbooks are also very useful.

Recommended Reading

- Marsh, C. (2004) *Becoming a Teacher* (5th Edition). Longman, Frenchs Forest
- Barry, K. and King, L. (1998) *Beginning Teaching and Beyond,* (3rd Edition). Social Science Press, Katoomba.
- Hattie, J. (2013) *Visible Learning for Teachers: Maximizing Impact on Learning,* Taylor and Francis, London
- William, D (2014), *Formative assessment and contingency in the regulation of learning processes,* http://www.dylanwiliam.org/Dylan_Wiliams_website/Papers_files/Formative%20assessment%20and%20contingency%20in%20the%20regulation%20of%20learning%20processes%20(AERA%202014).docx.
- Yenawine, P. (2013), *Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines,* Harvard Educational Publishing Group, Cambridge
- Ritchhart R et al. (2011), *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners,* John Wiley and Sons Ltd, Chichester
- Tomlinson, Carol Ann. How to Differentiate Instruction in Academically Diverse Classrooms, Association for Supervision & Curriculum Development, 2017. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=4829767
- Jordan A et al. (2008), *Approaches to Learning: A Guide for Teachers*, Open University Press, Berkshire
- The Flipped Classroom, http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html
- Reflections of pre-service teachers, http://www.ttf.edu.au/psts-talk.html; this series of video clips shows the reflections of several pre-service teachers each of whom trialed one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class.
- Student teachers are encouraged to set up their own blog (It is free) at Edublog http://edublogs.org/ to create and share resources and lessons they create.

Professional Association

- Economics Teachers Association http://www.ebe.nsw.edu.au/

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
Task 1: Lesson plan	c. 2000 words	40%	1,3-6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A4, 7 C1, 3-5 D1, 3-5, 8-10 F4	Tuesday 22nd March 2022 by 5pm
Task 2: Unit outline	c. 3500 words	60%	1-6	1.2.1, 1.3.1, 1,5,1, 2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A2, 5 C6, 10, 12 D11-12, 18-19 E7 F5	Tuesday 26th April 2022 by 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.
https://education.arts.unsw.edu.au/students/courses/course-outlines/
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Assessment Details

Assessment 1: Lesson plan for mixed ability Year 11 Economics class
(c. 2000 words, weighting 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 6 Preliminary class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full <u>one</u> activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment 2: Unit of work for HSC Preliminary Economics course
(c. 3500 words, 60% weighting)

This assessment focuses on the **programming of ONE (1) of the HSC Preliminary Economics topics** (**See Stage 6 Economics Syllabus). Note: The unit of work can only be based on topics 3-6.** The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

Context of the unit of instruction

This class is a mixed ability, co-educational group of students in a comprehensive public/private high school. Thirty per cent of the students are from a non-English speaking background. There are several Indigenous Australian students in the class and students from the Pacific Islands.

A diverse range of religious and cultural groups are represented in this class. A small number of students in this class demonstrate challenging behaviours.

You must write **a rationale for the unit** (600 – 800 words) in which you:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

The unit program is a standard format explained and investigated during lectures and tutorials. You will receive a suggested template for the unit of work in class and this will be available via Moodle.

Include in your unit outline:

- the learning intentions for each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

In the unit you design, you will be assessed on your ability to:

1. Choose appropriate resources for the class
2. Use the appropriate unit plan format, including:
    - **A lesson sequence** with the key concepts to be taught identified
    - **A teaching and learning sequence** which identifies key concepts, links to syllabus (students learn about, students learn to), teaching strategies and formative and summative assessment strategies for each lesson.
3. Clearly identify **links to the syllabus and syllabus outcomes** and identify which outcomes will be assessed in the unit.
4. Include **differentiation** strategies

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FEEDBACK SHEET
EDST6716 ECONOMICS METHOD 1

Student Name: Student No.:
Assessment Task 1: **Lesson planning**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question • Understanding of the task and its relationship to relevant areas of theory, research and practice. • Clarity and accuracy in use of key terms and concepts. • Demonstrates knowledge of resources that will engage and extend all students. • Shows evidence of critical analysis and reflection. • Clear statement of syllabus outcomes. • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies. • Effective use of individual and group activities to address teaching and learning goals.					
Depth of analysis and/or critique in response to the task • Ability to plan and assess for effective learning by designing detailed lesson plans on the given template, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act. • Rationale linked to outcomes in the syllabus. • Reasons for the choice of teaching and learning strategies effectively explained.					
Familiarity with and relevance of professional and/or research literature used to support response • Reference specifically to material, research and ideas presented in Economics method lectures, readings from the prescribed text and other sources.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**

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FEEDBACK SHEET
EDST6716 ECONOMICS METHOD 1

Student Name: Student No.:
Assessment Task 2: **Unit outline**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice. • Clarity and accuracy in use of key terms and concepts. • Demonstrates knowledge of resources that will engage and extend all students. • Shows evidence of critical analysis and reflection. • Clear statement of syllabus outcomes. • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies. • Effective use of individual and group activities to address teaching and learning goals.					
Depth of analysis and/or critique in response to the task • Ability to plan and assess for effective learning by designing a detailed unit of work on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act. • Rationale linked to outcomes in the syllabus. • Reasons for the choice of teaching and learning strategies effectively explained. • Demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.					
Familiarity with and relevance of professional and/or research literature used to support response • Reference specifically to material, research and ideas presented in Economics method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity.					
Structure and organisation of response • Appropriateness of overall structure. • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: **/20 (FL PS CR DN HD)** **Weighting:** **60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**