

Forum

Added on: 2016-05-11 04:55:51

Re: Activity 1: Reflection on the IB learner profile

Reflection on the IB Learner Profile

Question 1:

a) The two IB Learner Profile attributes that I believe apply the **most** to me are: Reflective, and Communicator. I believe I am a very reflective person by nature, partly because of my growing up in theatre and dance where we always had to reflect on our own performance and see where we can grow further or improve. I have a blog where I publish a lot of my reflections on my teaching:
<https://mrmoteachingportfolio.com/>

Secondly, I believe my communication skills are essentially my biggest strength as a teacher and even as a member of my social groups. My verbal and non-verbal communication skills are truly some of my biggest strengths, and I believe my actor's training and experience has also contributed a lot to that, and also because I am a Gemini!

b) While I wouldn't say that they 'don't apply' to me, but they are two attributes I would like to develop more in myself: Balanced, and Inquirer. I believe I need to do a better job at balancing all aspects of my life: I work hard, and I try to stay fit, but sometimes my social life suffers and I find myself isolated from my social groups, so I need more balance in this area.

Secondly, I would like to develop an interest in a wider range of topics, and inquire more about them, I feel like I have a very focused and somewhat narrow range of interests that I read about and inquire about, and would like to broaden those up a bit.

Forum

Added on: 2016-05-11 07:04:57

Re: Activity 2: Embedding the learner profile and international-mindedness in the curriculum

My reflection for 'embedding the learner profile and international-mindedness':

My chosen topic is 'market failure' in the microeconomics unit. I will zoom in specifically on the 'threats to sustainability' sub-topic, because it is one I really enjoy teaching.

Primarily, this sub-topic allows lots of room for **inquiry** and **international-mindedness** as students can be assigned to research and find some examples of threats to sustainability from around the world (developing as well as developed countries, from different continents, with different resource endowments etc...). Students can collaborate and come up with a number of high-quality 'questions' and 'sub-questions' to drive their inquiry-based learning. This enhances the attributes of '**thinkers**' as well as '**communicators**', and also being '**knowledgeable**' '**inquirers**'.

Students can be assigned tasks to create awareness campaigns regarding those issues with 'threats to sustainability', and maybe work together to build an ethical fundraising campaign for a specific area or cause, which enhances the attributes of '**caring**' and '**principled**'. Students can also be asked to get creative and create advertising campaigns to raise awareness and convince donors, which enhances the attributes of being '**risk-takers**' and '**open-minded**' due to the pressure to be innovative and to seek and evaluate a range of points of view.

All throughout the process, students can be encouraged to blog or vlog or screencast about what they're learning and how they feel about those issues, and what they view as their role in helping to contribute to possible solutions, which enhances being '**communicators**' as well as '**reflective**'.

All together, this process will hopefully allow students to see how interdependent we all other with the world we live in and with other people, which enhances the attribute of being '**balanced**'.

Forum

Added on: 2016-05-11 08:00:29

Re: Activity 3: Reading - reflection- discussion

- My biggest strength when it comes to teaching the curriculum is that I am myself an Economics graduate and I did IB Economics too as a teenager! Moreover, I am very very passionate about economics as a science and as a way of thinking/seeing the world. Other strengths I have in teaching this curriculum: I love integrating technology to give students a voice and to build a library of useful resources: articles, blogs, revision notes, instructional videos, online quizzes etc... as well as my passion for economics (which is quite infectious!)

- Some of my weaknesses in teaching this curriculum is that I sometimes fall into the trap of too much direct instruction and chalk-&-talk as I focus too much on finishing the content and helping the students build revision notes for the final, which is also fueled by me being a control-freak who wants to always check their revision notes, and I need to place more trust in the students and give them more control and ownership over their own learning.

- I am **alone** in the teaching of Economics, so unfortunately I do not have colleagues whose strengths might counter-balance my weaknesses and vice versa.

- Our school has a very small number of staff but we are all very supportive and there is a lot of collegiality. Plus I use Twitter and social media to network with other IB Economics teachers around the world to offer me more opportunities for collaboration and bouncing ideas/resources off each other!

- The aspect of the Guide that is most difficult for me is the Internal Assessment, I find that the process is quite tricky and the paperwork is cumbersome and the process needs to be more stream-lined and simplified, and when I read that part I always feel there is an information overload (which I feel with all IBO Documentation anyway!)

Forum

Added on: 2016-05-12 06:01:59

Re: Activity 4: What is IBDP economics?

My chosen bullet point is: [problems of measuring development]...

I really enjoy critical thinking and embedding TOK in my Econ classes. This topic lends itself automatically to a very large number of interesting and challenging questions, that encourage thinking critically.

Before actually teaching the 'content' under this section, which is teaching the problems associated with measuring development, I actually encourage students to ask questions that might challenge the whole idea of 'progress' and 'development'. Is better education and better health really 'development'? Who decides that? Why is having a more educated and therefore more productive population really 'progress' and development? Who decides that? We unpack through socratic circles and debates all the underlying assumptions and ideas that may be taken as 'set in stone' for many people...

I find that simulations and socratic circles and jigsaw grouping and class debates really work wonders with such topics!

I got a lot of really cool ideas from this book called 'The Illusion of Progress in the Arab World' written by my undergrad Economics Professor 'Galal Amin', where he critiques a lot of what he calls 'misconstructions' like democracy, capitalism, development, and so on... While I may not agree with a lot of what he says, I love the way he justifies his views and analyzes these concepts. I try to play devil's advocate with my students and ask them things like 'is a more educated and healthier population a happier population?' and 'why do 'developed countries' often have a higher rate of suicide when compared to developing ones?' and so on...

Forum

Added on: 2016-05-12 08:56:52

Re: Activity 5: Blogging on the web

My absolute favorite blogs for my IB Econ students, though they may actually be 'obvious' but I'm the first to post on this thread so I get first dibs!

1- <http://marginalrevolution.com/> => great instructional videos and unpacking of economics concepts as well as analysis/discussion/application in real-life situations.

2- <http://welkerswikinomics.com/blog/> => I'm a huge fan of Jason Welker and his textbook as well as his instructional videos and tips for teachers/students of IB Econ.

3- <http://ibeconomist.blogspot.ae/> => great analysis and discussion/application of economics concepts to real life scenarios with global mindedness too!

Forum

Added on: 2016-05-12 10:41:42

Re: Activity 6: Using the OCC for Economics teaching

"How, and to what degree, can the OCC help me get up to speed on areas of concern and weaknesses, as I prepare to teach this course?"

Well, primarily my biggest concerns or areas for improvement in teaching IB Econ are 'internal assessments' (IAs), 'extended essay' (EE) as well as the 'mark-schemes for exam questions.'

There are lots of great resources on the OCC, some published by the IBO to support teachers through assessment, IAs and extended essay, and many others contributed by other teachers.

I find the support resources on IAs and EEs very useful, especially discussions of the process/timeline as well as the assessment criteria, and many samples from previous students can be very eye-opening as well and can help with assessment/supervision/moderation.

I also really appreciate the markschemes published for past papers, as they really help in seeing how the best or 'model answers' are structured and give an insight to what examiners are looking for. I like sharing those mark schemes directly with students and teaching them to peer-assess and self-assess their exam responses so that they too can be trained to think like the examiner.

Forum

Added on: 2016-05-12 18:50:27

Re: Activity 7: Using your Diigo account

My username for Diigo: Moash245

Forum

Added on: 2016-05-14 09:19:53

Re: Upload your cheat sheet here

Here is my cheat sheet in PDF format to preserve the formatting and stay within the one page limit as I used 'Pages' instead of Microsoft Word. I am happy to share the Word doc too if required.

Forum

Added on: 2016-05-14 09:21:16

Re: Activity 8: Creating a Cheat sheet or Reference sheet

This was truly a great summarising activity! I uploaded my cheat sheet in the forum where it is supposed to be submitted.

Forum

Added on: 2016-05-19 05:47:15

Re: Activity 1: Prior Knowledge Quiz

Yes, I was surprised by some of them. Multiple choice questions require a very high level of skill in order to actually be well-written, and many of these were clunky and unclear or poorly written, I'm glad the IBO ditched multiple choice.

Many of the questions were very misleading and tricky, which is not what 'good' multiple choice questions are supposed to be about.

When I did my O'levels at the GCSE, we had multiple choice questions (a whole paper in fact) in o'level economics and they were very well-constructed. Even in the early years of my teaching career, when I taught IGCSE economics, I used a lot of multiple choice questions from the exams to formatively assess the students' learning, and they were very useful in identifying gaps in knowledge and understanding.

Forum

Added on: 2016-05-19 17:16:50

Re: Wiki : Macroeconomics group.

I think that's a good idea Jannes.

Since there are four people in the group and the sub-sections are 2.1 - 2.6, why don't we divide them into parts and let people choose what they would like to focus on...

I think 2.1 + 2.2 is enough for one person

2.3 is BIG so it can be shared by two people

2.4 + 2.5 is together are enough for one person

AND We all kind of contribute together and build 2.6...

What do you guys think of this division? Is it fair?

I'm happy to do 2.1 + 2.2...

Forum

Added on: 2016-05-21 05:35:23

Re: Activity 4: Economics glossary.

I have added two definitions under 'B': 'Business Cycle' and 'Basic Economic Questions'; and one definition under 'M': Merit Goods.

Forum

Added on: 2016-05-21 05:37:40

Re: Activity 2 : wiki groups

Our group started by identifying main sub-sections and attempted to divide it between us.

As the 'Macroeconomics' group, we are responsible for Unit 2.

I summarised main concepts under sub-sections 2.1 and 2.2.

Jannes is summarising sub-sections 2.4 and 2.5.

Forum

Added on: 2016-05-22 05:59:24

Re: Activity 3: Considering timetable constraints.

At my new school next year, I have asked and been informed that Economics is only offered as HL and it is assumed all students will do HL. If any students are struggling, we recommend that they drop to SL, and usually these are students who will not do the 'Diploma' but only IB Courses.

The school timetables IB Econ for 4 sessions a week, each session is 60 minutes.

So basically I get 4 hours a week with my students and the HL syllabus (including IAs) is supposed to be 240 hours...

This means $240 / 4 = 60$ weeks to teach the course and do the IAs and prepare the students for exams!

Ideally, I want to finish Micro + Macro in the first year and get at least one whole IA commentary done and finalized. Then pick up the second year with the 2nd IA and cover International + Development, and finish 3rd IA. I would generally like to devote most of the 2nd term in the 2nd year to revision, in an ideal scenario!

Forum

Added on: 2016-05-22 06:37:22

Re: Activity 5: Revision sites

Regarding exam-taking skills, I am very big on teaching study skills.

Initially, I always train my students on how to read the mark-scheme for different questions. I model the thinking process involved in assessing a written response to an exam question, and I give them opportunities to read and peer-assess each other's work using the mark-scheme, and also to self-assess their own work using the mark-scheme. This shows them that ultimately assessment is subjective and you should always aim for the highest mark-band.

Secondly, I model writing short concise sentences. Students who want to say a lot often cram a lot of writing in their written responses and they write very very very long sentences that just do not make much sense (because they write as they think, or as they would speak). I always tell my students to think first, pause and then write it in short concise sentences using full-stops, as opposed to one really long sentence.

Thirdly, I teach students the importance of getting the 'definition' right, as it is the foundation for correctly understanding and explaining the concept.

Fourthly, I spend a lot of time modeling to students how to construct sentences in their written responses, especially starting off their response by borrowing a part of the question to focus their answer. There are lots of mini-literacy tips like that, and I constantly reinforce them in my class to remind them regularly of what a good exam question response is.

Forum

Added on: 2016-05-22 07:50:27

Re: Activity 6: Producing a scheme of work.

My very hypothetical scheme of work for next year at my new school in USA. By the way, all the students have iPads and I have created the scheme of work for an iPad classroom (which is my specialty as an Apple Enthusiast/Worshipper).

Wiki

Added on: 2016-05-22 09:54:01

Jigsaw Wiki – recap the four syllabus sections

[Microeconomics group](#)

[Macroeconomics group](#)

[International economics group](#)

Forum

Added on: 2016-05-23 17:31:25

Re: Activity 6: Producing a scheme of work.

Hello everyone,

My tentative syllabus template for Fall 2016-Spring 2018

Forum

Added on: 2016-05-26 04:49:27

Re: Activity 2: 'what-why-how' mind map

I have decided to create a video of my mind-map/concept map. Here is the link: [what why how Mohamed Elashiry](#)

Hope it's clear enough!

Forum

Added on: 2016-05-26 05:49:25

Re: Activity 4: Writing examination style questions.

I have found an article about 'exchange rates' and created my exam style questions in this word document attached.

Wiki

Added on: 2016-05-26 06:55:11

Paper 3 HL

Summary of Paper 3 (HL only) contributed by Mohamed Elashiry:

- 1 hour
- weighting: 20%
- answer TWO Qs from a total of THREE Qs
- each Q is 25 marks
- Paper total is 50 marks
- Assessment objectives: AO1, AO2 & AO4 => no AO3 in this paper
- Paper covers all four sections of syllabus including HL extension topics
- Many questions parts require a calculator => only GCD calculators allowed
- markscheme for question parts worth 2 marks:
 - Level 0 => The work does not reach a standard described by the descriptors below => Marks: 0
 - Level 1 => There is limited understanding => Marks: 1
 - Level 2 => There is clear understanding => Marks: 2
- markscheme for question parts worth 4 marks:
 - Level 0 => The work does not reach a standard described by the descriptors below => Marks: 0
 - Level 1 => The written response is limited => Marks: 1-2
 - Level 2 => The written response is clear => Marks: 3-4

Forum

Added on: 2016-05-26 06:57:01

Re: Activity 5: Assessment wiki groups

I contributed a short summary of paper 3 HL but I'm not sure if I fully understand what exactly we are supposed to do? Is it just to summarise the external assessment components?

Forum

Added on: 2016-05-26 08:10:24

Re: Marking exercises

I marked SL Paper 1 and SL Paper 2.

I found that my marking of the questions that had a small number of marks like definitions or brief explanations to be quite accurate and spot-on/in line with the examiner's mark.

However, the questions that had a big number of marks like 10-15 marks, the evaluation questions, I found that in both papers I was too lenient and was about 1-2 marks higher than the examiner's mark.

This was a fun exercise and a good insight into the examiner's 'mind' especially reading their comment and it was a good confidence boost because I usually made the same judgment regarding the work but may have been more lenient with the mark awarded.

I find that those markschemes are very subjective and I am sure that the marks will differ from one examiner to the next, which highlights the importance of the moderation process (and IB are very big on moderation).

Forum

Added on: 2016-05-26 10:59:34

Re: Activity 8: Developing specific guidelines and tips

Mr Mo's 10 specific guidelines and tips for exams:

1- Practice, practice, practice!

The more you practice exam-style questions under test conditions and while timing yourself / sticking to the time limit, the better you get at taking exams.

2- Read every question, then paraphrase it in your head using one of the 5Ws1H (who, what, when, where, why, or how)

=> questions are written with the 'command term', make sure you can correctly paraphrase it so that you really understand the demands of the question.

3- Pay attention to the number of marks and visualise the markschemes your teacher will show you during class to help you peer-assess and self-assess exam practice responses.

4- Use your reading time wisely. Decide on which questions you will use and start visualizing a mind-map of the main ideas you will discuss and present.

5- Plan each response and visualize it as a mind-map or bullet-point summary in your head before writing it, or on scrap paper if you have time or if it is available.

6- Paragraph your written response, do not just write a big chunk of text.

7- Use connectives and signposts to emphasize the focus of each paragraph. Using words like 'However' or 'On the other hand' signals to the examiner that you're about to counter an argument; or 'in addition' or 'moreover' signals to the examiner that you're about to further elaborate/explain or present an additional argument. These sign-posts do help the examiner follow your extended responses.

8- Make sure each diagram is correctly labelled: have a title for your diagram, label the axes with what it is and how it is measured, so for example D&S, label the Y-axis as 'P / \$' not just 'P', same with X-axis label it as 'Q / kg/units' not just 'Q'. Label the curves themselves and the points on the X and Y axes. Just label everything and do not assume the examiner will just 'get it'.

9- Timing for each question => Paper 1 is 1h 30 mins for TWO questions => each question should take no longer than 40 mins to answer with 5 mins to review => each question is 25 marks in 40 mins so 1 mark is worth 1 minute and about 30 secs

Therefore, a 4 mark question is worth $4 \times 1.5 \text{ mins} = 6 \text{ mins}$

an 8 mark question is worth $8 \times 1.5 = 12 \text{ mins}$ and so on.

Time yourself and pace yourself. Do not give more time for a question than what it is worth!

Paper 2 is worth 40 marks in 1h 30 mins

40 mins per question => 20 marks

Each mark is worth 2 mins maximum!

Paper 3 is worth 50 marks in 1 hour

Each mark is worth 1 minute with ten mins in the end to review!

10- Breathe and relax, get a good night sleep the night before and have a nice yummy nutritious breakfast!
Forum

Added on: 2016-05-26 11:08:15

Re: Activity 1: explaining the command terms

Good strategies Mohamed....especially the last line.

Forum

Added on: 2016-05-27 08:30:47

Re: Activity 10: Using Google Advanced Search.

I'm a very big fan of using Twitter and getting the students to use Twitter and follow the 'right' people/organisations/news media that tweet a lot of articles. The students are also asked to 'Favorite' or 'Retweet' articles that they read that they feel can be used for an IA.

I'm also a subscriber to the Economist.com and regularly bring articles from the magazine for us to read and discuss in class, and link to the concepts learned.

Now that I am using Diigo, I think I'll give that a shot in class too for 'social bookmarking' articles as a class and encouraging discussion of them.

The Google Advanced Search tips are great but I also encourage students to regularly read a variety of online news websites and scan for articles anyway like bbc.co.uk or Al Jazeera or CNN etc...

Forum

Added on: 2016-05-27 08:53:04

Re: Activity 11: Produce a commentary

I found this article on the BBC website, published on 25 May 2016 and thought it was brief and has a lot of potential for producing a commentary in Macroeconomics under 'austerity' and 'fiscal/monetary policy', but can also be used for 'Development' under 'debt relief' or even 'International' under 'regional trading blocs/economic integration'.

Here is the link: <http://www.bbc.com/news/world-europe-36375973>

Let me know what you all think? The IA is still the one area I have the lowest amount of confidence in as I only took over IB Economics last year from a teacher in Grade 12 so the girls had already done all three IAs, and I never really had much experience with it, so next year is my first time to actually supervise the process...

Wiki

Added on: 2016-05-28 06:07:55

Wiki - Teaching IB Economics

[Academic honesty](#)

This activity is for module 3 : week 3

Please post all your responses to Activity 13 of module 3 here using the 'edit' tab of this wiki.

Please type your name at the end of your contribution.

Then click on 'Save' tab.

Yes, our school has an Academic Honesty policy that is made very explicit to all students and teachers.

Three ways the policy promotes good practice:

- 1- It emphasises good practice and prevention rather than penalties (as the IBO stipulate).
- 2- Students receive multiple training at the beginning of the year on approaches to learning and 'core' study skills, and proper referencing is one of them. Students are shown many ways to reference a piece of work and credit an author. Students are shown how to keep a bibliography and a reference list too. And trained on using multiple tools to help with the referencing (for example: Microsoft Word has a referencing tool).
- 3- Teachers also receive a couple of 'Academic Honesty' PD sessions where they discuss multiple scenarios of Academic Dishonesty and how to avoid these or prevent them, rather than just respond to them when they happen.

Contributed by Mohamed Elashiry.

Forum

Added on: 2016-05-28 06:50:13

Re: *Activity 14: Applying the assessment criteria

Wow, I marked the first microeconomic IA (OPEC) and I ended up giving the student the same total number of marks, but disagreed with examiner regarding Criterion E, the examiner gave 1 mark, I gave 2 marks; while I only gave 1 mark for Diagrams (Cr. A) and examiner gave 2.

In the end, we both gave 6/14. It was a fun exercise actually. I thought I was too harsh initially.

Forum

Added on: 2016-05-29 09:15:15

Re: Activity 15: IA outline

Here is the link to my article:

<https://www.diigo.com/annotated/8e13bd7b83a9578aa5611db870560b42>

My IA Commentary is going to take this approach:

- Defining and explaining 'economic integration' and 'monetary union'
- Brief account of Greek economic crisis: government borrowed too much and unable to repay
 - Diagram 1: Demand and Supply of 'money' with 'interest rates' being the 'Price' => supply of money has decreased because investors have panicked and so interest rates shot up
- Analyzing the eurozone request for 'austerity'
 - Defining 'austerity'
 - Evaluating and discussing effect of 'austerity' on Greek economy
 - Diagram 2: AD in Greece has decreased due to decrease in Gov. Spending => using Keynesian diagram maybe?
 - Discuss rising unemployment and other consequences of austerity
- Quick evaluation of economic integration/monetary union for members => effect on Greece (losing monetary policy as a tool) and effect on Germany maybe (fiscally responsible but not bailing Greece out?)
- Conclusion and wrapping up

Hope it's clear enough for everyone to understand! I actually want to write this commentary now :)

Forum

Added on: 2016-05-29 09:33:35

Re: Activity 16: Sample commentary analysis.

I was quite impressed with this IA. I thought the diagrams were well drawn and labelled but not very well explained, I was thinking of giving a 2/3 as well.

Regarding 'terminology', I do believe the student defined all economic terms clearly and briefly and deserved a 2/2, as well as applying the relevant economic theory I would have marked them at a 2/2 as well.

Regarding analysis, I was obviously more generous than the examiner and gave them a 3/3, but I was more stingy with the evaluation criterion and gave them a 3/4. I thought the examiner was stingy with the analysis criterion but too generous with the evaluation.

However, it's amazing how very little 750 words feels like when you're writing up an IA commentary, and you have to do all that in 750 words!

Forum

Added on: 2016-06-01 06:29:15

Re: Activity 1: The Use of Text Books

I think any good classroom needs to be well-resourced but needs to also have a diverse range of resources, as opposed to just one textbook.

I believe the textbook is important as it is a 'complete, thorough compilation', however, I am a bigger fan of eBooks which come with a variety of tools to highlight text and more importantly 'shares notes and discussions' about things in the eBook through various platforms like Twitter and Facebook.

As a teacher who teaches in iPad classrooms, I believe in the importance of giving students options as well. In my Econ classroom, students are asked to purchase two eBooks: the Course Companion by Blink and Dorton as an iBook from the iBookstore and the Tragakes textbook as well as an eBook from eBooks.com. I tell my students that the Course Companion is more concise and brief and visually appealing, while the Tragakes textbook is very detailed and thorough.

However, in addition to the textbook, we use a lot of other resources like Jason Welker's websites and his instructional videos, my own library of IB Econ screencasts and instructional videos, my self-created iTunes U course as well, and other websites like Tutor2u and many more. So, students have a lot of resources and references made available to them.

I think textbooks and ICT tools are **complementary goods** for sure, and I do not believe a teacher can fully let go of the textbook completely. But the textbook alone is not enough!

Forum

Added on: 2016-06-01 06:40:10

Re: Activity 2 : Recommend Texts and e-resources

For DP Economics, I use three main textbooks/eBooks all available as eBooks on iPads:

- [The Economics Course Companion by Dorton and Blink](#)
- [Economics for IB Diploma by Tragakes](#)
- [Economics for IB Diploma Revision Guide by Hoang](#)

I also definitely recommend econclassroom.com and welkerswikinomics.com

I am currently looking into the Jason Welker textbook as well as I have heard a lot of positive reviews about it too!

Not to self-promote or anything, but I too am currently working on building a full IB Economics library of instructional videos on YouTube (it's a weird fun hobby and creative project of mine, and also as I plan to fully flip my classroom next year):

Here are some playlists of videos in microeconomics:

[Market Failure](#)

[Elasticity](#)

[Demand & Supply](#)

[Government Intervention](#)

[Foundations of Economics](#)

Forum

Added on: 2016-06-03 07:30:53

Re: Activity 3: Learning about web 2.0 tools

- No, I'm not aware of all of these tools, but I am aware and use/have used many of them. I actually love this infographic. I guess my experience and my expertise is more iPad-apps related, and so most of the tools I use in my classroom are iPad-apps or iPad-friendly as we are a 1:1 iPad program (at my current school and my next school too).

I'm keen to try out these tools in the infographic: Creately for creating online diagrams I see a lot of potential there; Carrotsticks.com for practicing algebra for HL equations; I've heard a lot about iRubric but never actually tried it yet, keen to try it out.

- I believe any and all of these tools can be placed anywhere on the Taxonomy depending on **how they are being used**. Evernote for example, can be used to remember, understand, apply, analyse, evaluate and create...

- A stepped exercise for my students incorporating a variety of iPad-friendly tools:

- Students access iTunes U course through **iTunes U app at home**
- Students watch the lesson's instructional video uploaded on **YouTube and link is embedded in iTunes U course**
- Students take some summary notes in their workbooks and then add to their collaborative **Evernote Shared Notebooks or their collaborative note-taking Wiki => I still believe in the importance of handwriting and note-taking in a physical exercise book so that's their first summary or 'draft' before they build notes together in a digital format**
- Students come to class and answer a quick quiz on **Socrative** or **Google Forms** to help teacher assess knowledge and understanding and to help place them in groups based on who is ready to start the worksheet/practice questions and who is still struggling with the concepts (differentiating based on who needs more support to understand lesson's concept/s)
- Students are assigned a digital worksheet with practice questions and exercises. Teacher uses **Classkick iPad app** to monitor progress of each student on their iPad. Classkick is great because it allows students to help each other and give each other feedback too
- Students then assigned an inquiry-based exercise in groups where they have to research and produce something, either a **blogpost** or a **screencast** or **mind-map** or **many other tools** depending on the nature of the concept and exercise and the desired learning outcome (and variety so as to keep them engaged)
- All digital creations are then linked and embedded in the iTunes U course to help with revision in the future
- Teacher holds a class debate or role-play simulation or discussion to review and discuss and apply concept/s or for making TOK connections!

Forum

Added on: 2016-06-04 06:01:18

Re: Activity 4: Producing a lesson plan.

Here is my lesson plan attached.

Cheers!

Forum

Added on: 2016-06-04 06:18:24

Re: Activity 5: Add economics websites here

This activity is very difficult because the Module Notes have already added almost all of my fav websites!

My fav websites for economics issues:

<http://freakonomics.com> => great commentary on many social issues and analysis through economic concepts and tools, just to help students see how economics applies to everyday life

<http://www.economist.com/sections/economics> => the Economist magazine may have long complex articles not suitable for IA commentaries, but these articles are still of value

Frankly, I'm a big fan of YouTube channels too, because I'm a video-learner!

Some of my fav YouTube **Playlists** of videos:

https://www.youtube.com/playlist?list=PL-uRhZ_p-BM4XnKSe3BJa23-XKJs_k4KY By Marginal Revolution University

<https://www.youtube.com/playlist?list=PLhQpDGfX5e7DDGGEQvLonjDQsbclAF2N-t> By Open University
=> 60 Second Adventures in Economics

https://www.youtube.com/playlist?list=PL8dPuuaLjXtPNZwz5_o_5uirJ8gQXnhEO By CrashCourse => I love crash-course economics and crash-course history videos

I hope you all find these useful!

Forum

Added on: 2016-06-04 06:43:04

Re: Activity 6: Watch student films

Absolutely! Being a drama teacher who has been teaching drama and theatre for about 6 years in the middle school (something I do alongside Economics and Business teaching), it always amazes me how students enjoy making films! Whenever I assign a film-making project, the levels of engagement are astounding, and classroom management becomes much easier, because well they're fully engaged so no one is causing any trouble!

I always ask my econ students to create instructional videos to explain certain concepts to each other and add them to a class wiki; but also to create videos where they 'apply' economic concepts to everyday issues. A good example is this video I found on YouTube that I offer my students as an example:

<https://youtu.be/yReZ4xdg5bw>

This video explains marriage and why the age of marriage is rising and women are delaying their marriage through applying the concepts of scarcity, choice and opportunity costs. I think it's genius and very entertaining!

The students love finding everyday issues that they can relate to and then creating a video where they have to put on an 'economics lens' and analyse this everyday issue.
