



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6716

Economics Method 1

Semester 1

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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 Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6716 Economics Method 1 (6 units of credit)
Semester 1 2016

2. STAFF CONTACT DETAILS

Course Coordinator: George Barris
Email: g.barris@unsw.edu.au
Availability: By 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	
Lecture	Mon 17 (w1-4, 5-10,N4, JGoodsLG19)
Tutorial	Mon 18-20 (w1-4, 5-10,N4, JGoodsLG19)

Summary of Course

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

Aims of the Course

This course aims to:

- Increase awareness and understanding of BOSTES Economics outcomes based curriculum
- Raise awareness of and appropriate use of a range of pedagogical strategies
- Understand the nature of formative and summative assessment as an effective means of feedback
- Integrate and acknowledge the need for differentiation as a primary means of acknowledging the principles of equity and fairness operating in the classroom
- Integrate a range of literacies – written, numeracy, ICT, verbal and visual.

The main way in which the course has changed since last time as a result of student feedback:

Using feedback sheets included in the course outline for assignments.

Important information

Assessment: Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate knowledge and understanding of the NSW Board of Studies Economics Syllabus for stage 6 and various Department of Education policies, particularly those relating to ICT, Literacy, Aboriginal Education and Cultural Diversity.	1
2	Plan and implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes.	1,2
3	Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning.	2
4	Demonstrate knowledge and understanding of learning outcomes and classroom practice related to teaching ICT.	1,2
5	Use the internet and web-based Learning Management Systems to deliver curriculum to students.	2
6	Plan for and implement a range of literacy strategies to meet the needs of all students.	1,2
7	Discuss classroom strategies that recognise students' different approaches to learning.	2
8	Analyse specific strategies for teaching Aboriginal and Torres Strait Islander students, students with Special Education Needs, Non-English Speaking Background students, Students with Challenging Behaviours.	1,2
9	Develop appropriate and engaging resources for the Economics classroom that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students.	2
10	Investigate and discuss a variety of strategies to develop rapport with students, create a positive classroom learning environment and manage student behaviour.	1,2

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.	2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2
2.2	Organise content into an effective learning and teaching sequence.	1,2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2
3.1	Set learning goals that provide achievable challenges for students of	1,2

	varying characteristics.	
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2
3.3	Include a range of teaching strategies.	2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	2
6.3	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	4, 5, 7	2
B. Classroom management	1, 4, 5	1, 2
C. Information and Communication Technologies	1, 3, 4, 7	2
D. Literacy and Numeracy	1, 4, 5, 6 12, 14	1, 2
E. Students with Special Educational Needs	2, 4, 6, 7	2
F. Teaching Students from Non-English Speaking Backgrounds	7, 9	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

Week	Lecture Topic	Tutorial Topic
1 (29 February)	<p>Understanding Stage 6 Economics Outcomes based Syllabus/ Concepts Pedagogical Frameworks. Teaching for Understanding, Understanding by Design and the Quality Teaching Framework</p> <p>Topics: <i>The Nature of Economics</i> <i>The operation of the economy</i> <i>Economies: similarities and differences</i></p>	<p>Personal and Course Goals in doing the course Teaching strategies in relation to the Preliminary Economics course.</p> <p>VAK- Inventory and Multiple Intelligences</p> <p>Linking understanding and thinking strategies in relation to syllabus topic areas</p>
2 (7 March)	<p>Teaching strategy philosophies: Teacher Directed Student Centred Discussion Co operative</p> <p>Topic: <i>Consumer and Business</i></p> <ul style="list-style-type: none"> • The role of consumers in the economy • The role of business in the economy 	<p>Designing a unit of work</p> <ul style="list-style-type: none"> • Pedagogical framework • Rationale • Goals setting • Teaching strategies • Differentiation • Formative and summative assessment <p>Programming and the development of lesson plans and their construction in relation to achieving the course's outcomes.</p>
3 (14 March)	<p>Literacies used in the teaching of the Preliminary Economics Course. Examples: oral, reading, visual written and informational</p> <p>Topic: <i>Markets</i></p> <ul style="list-style-type: none"> • The role of markets • Demand and supply • Alternative to market solutions 	<p>The integration and application of these literacies into teaching strategies and practices relevant to Economics.</p>
4 (21 March)	<p>Teaching strategy: Co-operative learning</p> <p>Topic: <i>Markets</i></p> <ul style="list-style-type: none"> • Price elasticity of demand • Price elasticity of supply • Variations in competition 	<p>Project based learning Differentiation</p> <p>The use and application of differentiation to teaching, units of work and lesson plans reflecting intellectual and cultural diversity cultural present in the classroom.</p>
Mid-Semester Break		
5 (4 April)	<p style="text-align: center;">Assessment</p> <p>Its link to teaching and learning The role of evaluation Scope and sequence of assessment – Economics The planning of assessment tasks</p>	<p>Assessment for and of learning</p> <ul style="list-style-type: none"> • Process • Product • Thinking strategies • Questioning • Jigsaw

	Literacy in Economics	<ul style="list-style-type: none"> • Mind mapping Assessment of learning: using summative assessments for formative purposes
6 (11 April)	Digital and Visual literacy Topic: Labour market <ul style="list-style-type: none"> • Demand and supply of labour • Australian workforce • Labour markets 	Micro teaching presentations Application of digital and visual literacy to teaching, learning and assessment
7 (18 April)	Thinking tools Topic: Financial Markets <ul style="list-style-type: none"> • Types • Borrowers • Lenders • Regulation of financial markets 	Micro teaching presentations Application of thinking tools to teaching, learning and assessment

No class April 25: ANZAC DAY

9 (2 May)	Topic: Interest rates	Peer Evaluation strategy using a variety of literacies Micro teaching presentations
10 (9 May)	Topic: Government intervention in the Economy	The use of diagrams and current statistics Micro teaching presentations
11 (16 May)	Topic: The role of government	The construction of assessment tasks On-line course evaluation

Professional Experience

12 (20 June)	Topic: Federal budget and influences on government policies in Australia Review of Professional Experience 1 and goals for PE2	Writing and reading literacies in economics
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7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Priority Area Elaborations	Due Date
Assessment 1	1 500 words	40%	1,6,8,9	1.3,1.8,3.1, 4.2,5.4	B, D	4 April
Assessment 2	3 500 words	60%	1,3, 4.7.9	1.2,1.5, 2.1,2.2,2.3	A, B, C, D, E, F	9 May

Assessment Details

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 no longer need to use a cover sheet. 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.

HURDLE REQUIREMENT

Assessment 1 – Lesson Planning and microteaching

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. Two detailed and sequential **lesson plans using the prescribed template**, including a statement of expected learning outcomes. The part of the lesson used for Microteaching **must** have a literacy or numeracy focus suitable for the content of Economics. You must derive lessons from **HSC Preliminary Economics topics (See Stage 6 Economics Syllabus)**.
2. A 10 minute mini-lesson, including a self-reflection based on feedback from your lecturer and from peers.

Micro teaching lesson plan: Derived from one of the two detailed lesson plans. All students must submit to the method lecturer their proposed lesson plan in Week 4. This will be returned with comments on the suitability of the proposal. Microteaching presentations begin week 6.

Microteaching: This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade. This must be assessed before the student is permitted to visit the school to arrange PE1.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

STUDENT TEACHER

Name:	zID:	Date:
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Details	
Method	Topic/level

Standards	Comments
<p>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</p> <ul style="list-style-type: none"> Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1) 	
<p>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</p> <ul style="list-style-type: none"> Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) Were instructions, explanations and questioning techniques effective? (3.3.1) Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1) 	
<p>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</p> <ul style="list-style-type: none"> Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) Were activities well organised and direction clear? (4.2.2) Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1) 	

Comments

Lecturer: _____ **Date:** _____ **Satisfactory /Unsatisfactory (circle)**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6716 ECONOMICS METHOD 1

Assessment Task 1: Lesson Planning

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: 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**

ASSESSMENT 2

This assessment has two parts. Part A and Part B

Part A. Unit of work for HSC Preliminary course Stage 6 Economics

Part B. The construction of a differentiation matrix.

Due: 5 pm, 9 May 2016. Both to be submitted via Turnitin on Moodle.

60%

Part A

A unit of instruction devised for the HSC Preliminary Economics course.

Part A focuses on the **programming of ONE (1) of the HSC Preliminary Economics topics (See Stage 6 Economics Syllabus).**

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 percent 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** in which you:
 - State precisely what you want the students to learn i.e. concepts and why it is important
 - Justify your choice of teaching and learning strategies for this class
 - Detail the prior knowledge students must have to begin this unit
 - Outline your pedagogical stance

The rationale should be about **500** words in length.

The unit outline is a standard format explained and investigated during lectures and tutorials. You will receive a suggested template for the unit outline.

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

- Choose appropriate resources for the class
- Write a clear, logically argued rationale
- Use the appropriate unit plan format
- Make appropriate links between outcomes, content, assessment and teaching and learning strategies in the unit outline.
- Include a range of interesting and engaging learning strategies
- Include differentiation strategies
- Indicate **formative assessment strategies** used within the lesson plans

- Use material and ideas presented in Economics Method lectures.
- Create a **summative assessment task** reflecting Blooms Taxonomy. This means choosing a hierarchical set of directive verbs (see NSW Board of Studies web site) which is initially aimed at letting all students into the task and then using additional series of verbs as means of discriminating on the quality of answer produced by the student
- Provide an accompany **marking scheme** which reflects the outcomes to be assessed

Lesson Plans.

- You are to write 10 lesson plans.

You must include in **each** lesson: The emphasis should be on fostering understanding

- An objective for each lesson. In other words what do you want the students to learn by the end of each lesson
- Syllabus outcomes, including the relevant content statements, written in full from the stage 6 syllabus document
- Formative assessment activities- “how do you know, they know”
- Teaching and learning strategies – pedagogy
- Acknowledgement of ACARA capabilities within the lessons
- Copies of any worksheets to be given to students- these are ones developed by you
- A list of resources used within the lesson

In these detailed lessons, you will be assessed on your ability to design lessons:

- That use ICT to enhance student learning and achieve syllabus outcomes
- Are interesting and engaging for students
- Clearly linked and are designed to develop understanding, knowledge and skills
- That are differentiated
- Have formative assessment strategies embedded within them
- Plans that thoroughly detail all stages of the lesson
- To be presented in the correct format and expressed in clear, accessible, standard English. This will be provided in the lecture
- To demonstrate an understanding of material and ideas presented in Economics Method lectures, and in the Professional Experience lectures.

ASSESSMENT 2

Part B: Differentiation

Requires the construction of a product matrix using of Multiple Intelligences and Blooms Taxonomy

The aim of this task is to construct a matrix of activities based upon the use and application of Multiple Intelligences and Blooms Taxonomy as a means of fostering and recognizing levels of cognitive development (differentiation).

- Multiple Intelligences (modalities of learning - verbal/ linguistic, oral, visual/ spatial)
- The topic comes from the one chosen from Part A (Stage 6 HSC Preliminary Economics syllabus)
- Blooms Taxonomy – see hand out levels of cognition

Criteria for assessing the task

- Range of tasks for all the multiple intelligences used
- Quality of the 3 specific tasks
- Matching of the outcomes to the actual tasks
- Transparency of the assessment criteria
- Quality of the information provided in assessing the task

A template of the matrix will be handed out in the lecture.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6716 ECONOMICS METHOD 1

Assessment Task: Unit of Work

SPECIFIC CRITERIA	(-)	—————>	(+)
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • 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. 			
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • 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. 			
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • 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. 			
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure. • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 			
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. 			
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME			

Lecturer:

Date:

Recommended: 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**

HURDLE REQUIREMENT

Creating a Contemporary Classroom - Hands on with Digital Technologies

Active participation in a 1.5 hour session taken by a specialist in technology enabled learning and teaching to help prepare student teachers to understand and use digital technologies in their contemporary classrooms.

These technologies will include:

- Presentation tools and classroom equipment including interactive whiteboards;
- Online sites, tools and communities including blogs, wikis, iTunesU, icourses etc;
- Web based enquiry learning resources, including webquests;
- One– to-one technologies including ipads, netbooks and notebooks and the technologies which support shared learning on individual devices; and
- Resources to create contemporary lessons see: [Flipped classroom](#)

Resources

The Flipped Classroom,

<http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

S A M R (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

Rural & Distance Education NSW: A local resource presenting both frameworks, <http://rde.nsw.edu.au/tpack-samr>

Teaching Teachers for the Future - What is TPACK? , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.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 trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

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.

8. RESOURCES

Required Readings

Tim Riley Economics Preliminary Course

Tim Dixon Economics Preliminary Course

Recommended Reading

- Cowley, Sue *Getting the Buggers to Behave*
- Wiggins, G and McTighe, J (1998) *Understanding by Design*. Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD)
- Marsh, C (2004) *Becoming a Teacher*, Longman: NSW, Frenchs Forest (5rd Edition).
- Barry, K. and King, L. (1998) *Beginning Teaching and Beyond*, (3rd Edition). Social Science Press: Katoomba.
- John Hattie, Visible Learning
- John Hattie and Gregory Yates, Visible Learning and the Science of How We Learn
- John Hattie, Visible Learning for Teachers
- Dylan Wiliam, Formative Assessment
- David Hylere, Visual thinking Tools
- Philip Yenawine, Visual Thinking Strategies
- Ron Ritchart and Mark Church, Visual Thinking Routines
- Anne Jordan et al, Approaches to Learning

Professional Association

Economics Teachers Association

<http://www.ebe.nsw.edu.au/>

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