



UNSW
AUSTRALIA

Arts & Social
Sciences

School of Education

EDST6716

Economics Method 1

Semester 1, 2017

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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 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 2017

2. STAFF CONTACT DETAILS

Course Coordinator: George Barris
Email: g.barris@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 | |
| Lecture | Mon 17:00 – 18:00 (w1-7, 8-10, N4) Vallentine Annexe 121 |
| Tutorial | Mon 18:00 – 20:00 (w1-7, 8-10, N4) Mathews 302 |

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.

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

1. Clearer guidelines have been set for assessments.
2. There is greater use of Moodle as an interactive tool to ensure feedback is available throughout the course on a shared platform.

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 | 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 | 1, 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, 3 |
| 4 | Select appropriate resources, including ICT, to engage students and expand learning opportunities | 1, 2, 3 |
| 5 | Design and evaluate formative assessment strategies and use assessment information to improve learning | 2 |
| 6 | Practise the ethical and professional values expected of teachers | 1, 2, 3 |

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 varying characteristics. | 1,2 |
| 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 | 1, 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 Feb 27 | <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>Gardner: Multiple Intelligences are not learning styles</p> <p>Linking understanding and thinking strategies in relation to syllabus topic areas</p> |
| 2 March 6 | <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 • Backward mapping • 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 March 13 | <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> <p>Digital Literacy</p> <p>Using OneNote as a programming tool</p> |
| 4 March 20 | <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> |
| 5 March 27 | <p>Assessment Its link to teaching and learning The role of evaluation Scope and sequence of assessment – Economics The planning of assessment tasks Literacy in Economics</p> | <p>Micro teaching presentations</p> <p>Assessment for, of and as learning</p> <ul style="list-style-type: none"> • Process • Product • Thinking strategies • Questioning • Jigsaw • Mind mapping |

| | | |
|---------------|--|---|
| 6 April 3 | 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 April 10 | Thinking Routines Topic: Financial Markets <ul style="list-style-type: none"> • Types • Borrowers • Lenders • Regulation of financial markets | Micro teaching presentations Application of thinking routines to teaching, learning and assessment |

Mid-semester break

| | | |
|---------------|---|--|
| 8 April 24 | Topic: Interest rates Peer Evaluation | Peer Evaluation strategy using a variety of literacies Micro teaching presentations |
| 9 May 1 | Topic: Government intervention in the Economy Ethical and professional values expected of teachers | The use of diagrams and current statistics Micro teaching presentations |
| 10 May 8 | Topic: The role of government Topic: Federal budget and influences on government policies in Australia | The construction of assessment tasks On-line course evaluation |

Professional Experience

| | | |
|---------------|--|---|
| N4 June 19 | Review of Professional Experience 1 and goals for PE2 | Writing and reading literacies in economics |
|---------------|--|---|

7. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed | National Priority Area Elaborations | Due Date |
|-----------------------------------|-------------|--------|------------------------------------|---|-------------------------------------|-------------|
| Assessment 1 (lesson planning) | 2 500 words | 40% | 1,2, 3, 4, 5, 6 | 1.2,2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.4 | B, D | March 27 |
| Assessment 2 (unit outline) | 3 500 words | 60% | 1,2, 3, 4, 6 | 1.2, 1.3, 2.4,2.5,2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 6.3 | A, B, C, D, E, F | April 24 |
| Assessment 3 (micro-teaching) | 10 min. | S/U | 3, 4, 6 | | | Weeks 5 - 9 |

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

Assessments 1 and 3 – 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 SED template**, including a statement of expected learning outcomes. The part of one of the lessons 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 3. This will be returned with comments on the suitability of the proposal. Microteaching presentations begin week 5.

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 as satisfactory 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.

Microteaching Feedback Form for Pre-service Teacher



| STUDENT TEACHER | | |
|--|-------------|----------|
| Name: | zID: | Date: |
| 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 were 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

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FEEDBACK SHEET
EDST6716 ECONOMICS METHOD 1

Assessment Task 1: Lesson Planning and microteaching reflection

| 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: /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**

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. 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)**. **Note: The unit of work can only be based on topics 3-6.**

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** 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 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.

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
5. 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
6. Provide an accompanying **marking scheme** which reflects the outcomes to be assessed

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 on 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.

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FEEDBACK SHEET
EDST6716 ECONOMICS METHOD 1

Assessment Task 2: Unit Outline

| 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. | | | | | |
| <p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p> | | | | | |

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**

Feedback

| Assessment Task | Feedback Mechanism | Feedback Date |
|------------------|---------------------------|-----------------------------|
| Assessment One | <i>Written via Moodle</i> | April 17 |
| Assessment Two | <i>Written via Moodle</i> | May 15 |
| Assessment Three | <i>Written and oral</i> | One week after presentation |

8. 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.

Required Readings

Tim Riley Economics Preliminary Course

Tim Dixon Economics Preliminary Course

Recommended Reading

- Marsh, C. (2004) *Becoming a Teacher*, (5rd 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
- Wiliam, 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](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
- Jordan A et al. (2008), *Approaches to Learning: A Guide for Teachers*, Open University Press, Berkshire

Professional Association

Economics Teachers Association

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

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