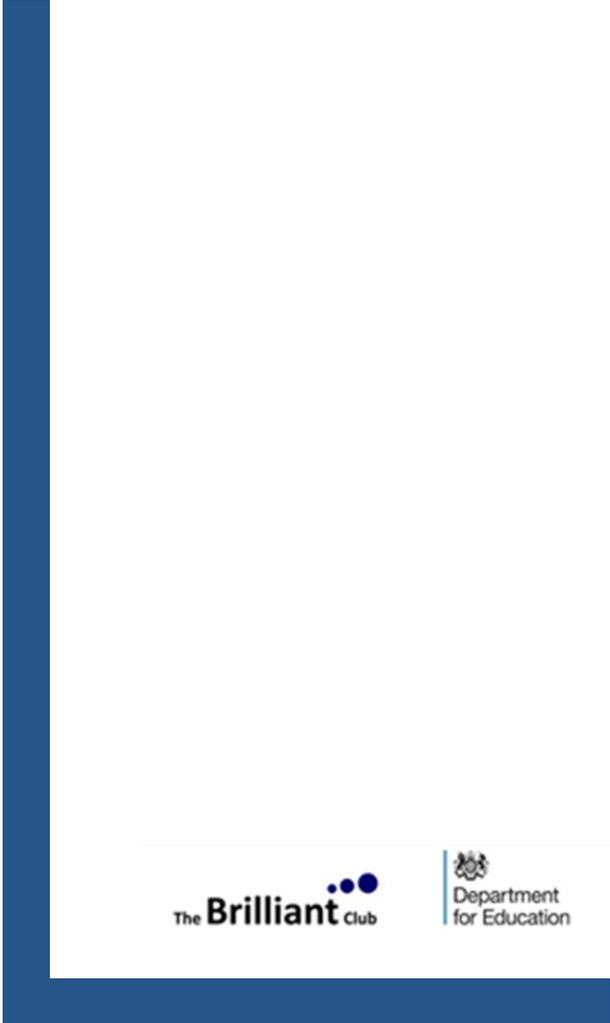


University Learning in Schools

ECONOMICS

Do I Need An iPhone?

Module Outline



University Learning in Schools

Module outline

<p>Title of Module: Economics: Theory vs. Practice Do I need an iPhone?</p>
<p>Teacher/researcher pair: Omar Henry / Natasha Rose</p>
<p>Module outline</p>
<p>1. What is the overall topic area? Exploring economics concepts with everyday applications. Allow learners in society to appreciate the value of money, understand their usage patterns of goods and services, understand changes around the world and the influence of their behaviour. It gives learners a broader understanding of economic principles and their practical value. The aim is not to teach facts or rules, but to inculcate a way of thinking.</p>
<p>2. How does it link to current research and why does the researcher think this is an important topic for pupils to get to grips with? By considering case studies drawn from the news and practical experience, the unit introduces learners to a global perspective and to a broader understanding of the practical value of economics. In addition it will ensure an appreciation of the differences experienced by children living around the world. There is an increasing focus on practice-driven scholarship.</p>
<p>3. How is this topic aiming to improve teacher subject knowledge? The unit begins by introducing principles of economics. It increases teacher's subject knowledge by encouraging a broader view of economics by making it more accessible to non-economists or those learners who will not pursue further education in economics. It develops the idea that learner's behaviour is influenced by the choices made. It also addresses the differences between locations.</p>
<p>4. What key texts/case studies/experiments/processes are being considered? Learners will complete activities that will allow them to understand the consequences of their actions and gain a deeper understanding of events around them. Learners will also have the opportunity to study from abridged scholarly journals and interact with real government data (e.g. GDP data and budgets). Specific case studies will be used to illustrate conditions that arise and the impact they may have. Exercises will be undertaken to emphasize practical applications in the context of their daily lives.</p>
<p>5. How is this topic aiming to enhance pupils' subject knowledge and improve pupil outcomes? The unit will help develop analysis and decision-making skills based on synthesis of available information. It will support learners' understanding of the impact of their actions and behaviours. It supports the National Curriculum aims of developing contextual knowledge of the location of globally-significant places. It also supports the development of geographical skills by building on learners' knowledge of locations. It ensures that pupils gain perspective by placing their growing knowledge into different contexts by understanding links between local, national and international contexts and between cultural, economic and political factors.</p>