

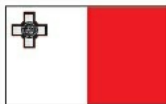


Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

Economics

educators feedback



Operational Programme II - Cohesion Policy 2007-2013
Empowering People for More Jobs and a Better Quality of Life
Project part-financed by the European Union
European Social Fund
Co-financing rate: 85% EU Funds; 15% National Funds

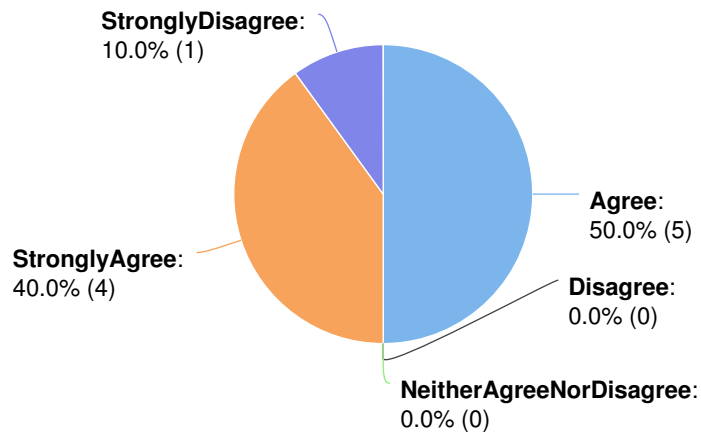


Investing in Your Future

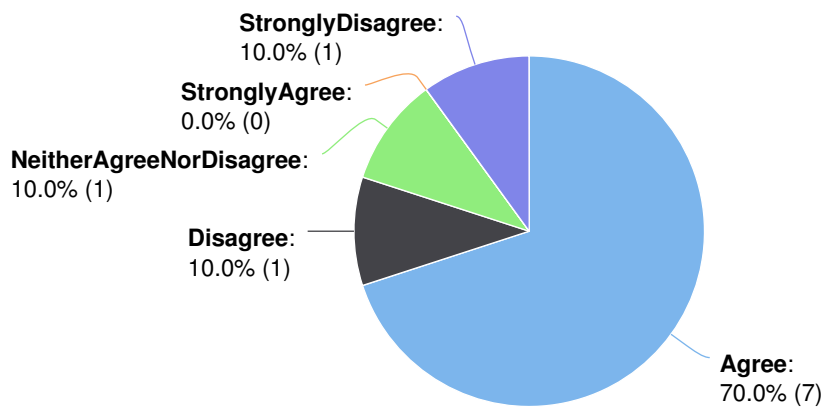
Number of respondents

Education Officers	0
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	0
Inclusion Coordinators	0
Learning Support Assistants	0
Other	0
Subject Specialists	1
Teachers	7
University Lecturers	0
Vocational Education Training Lecturers	0

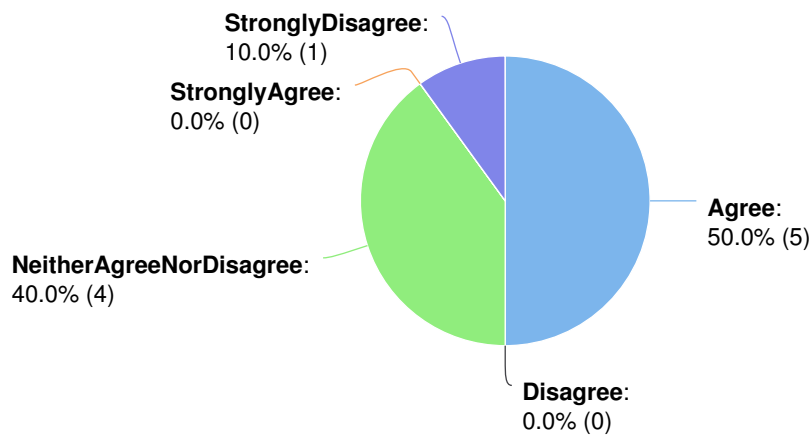
Focused on the learner



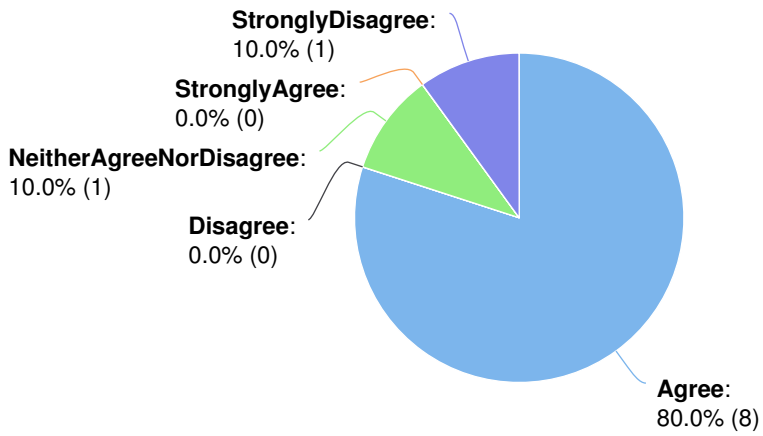
Comprehensive



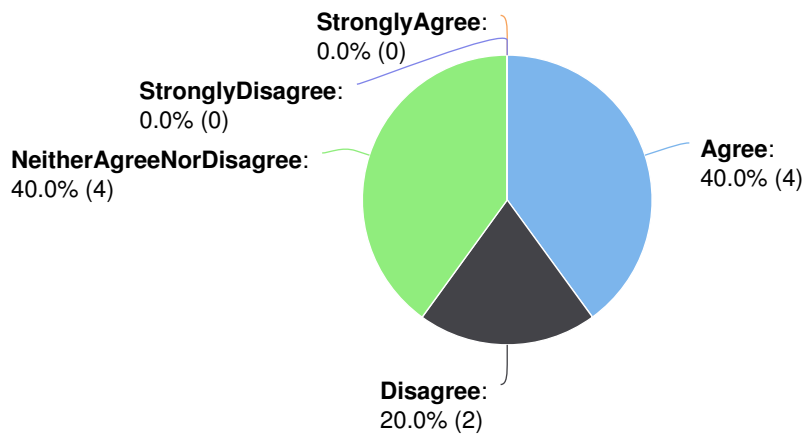
Clear



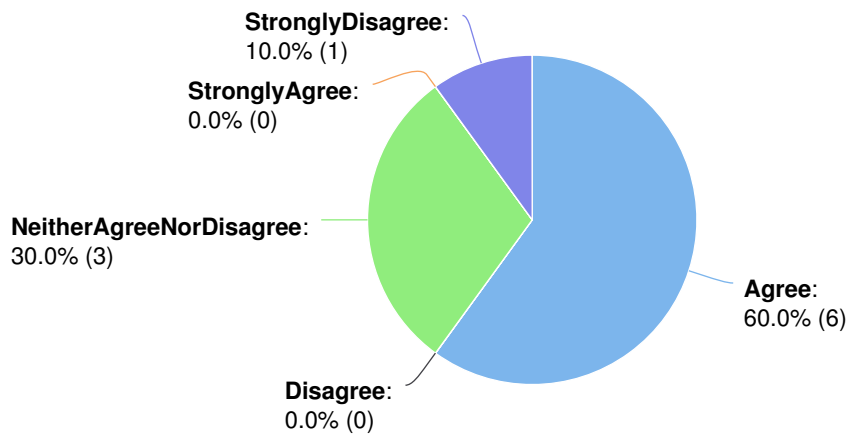
Articulate



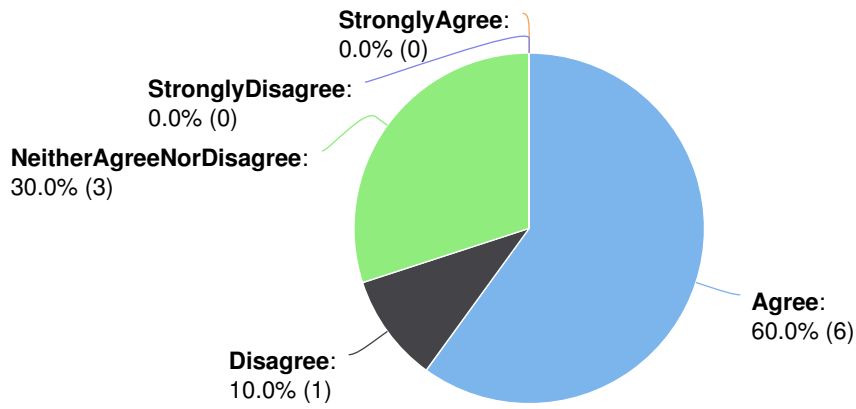
Good for providing direction for learning activities



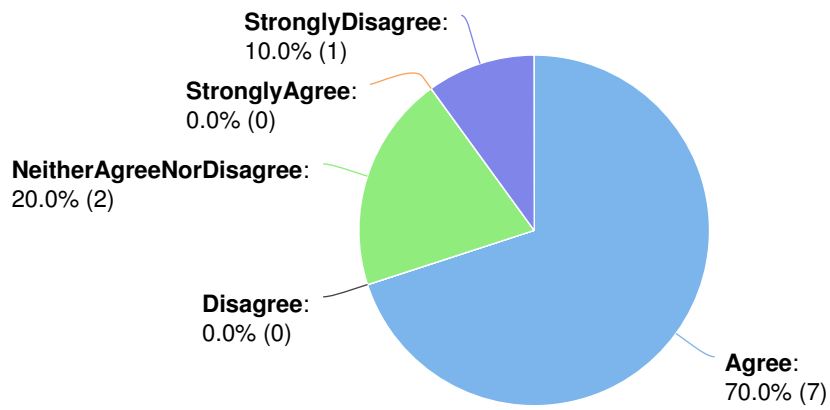
Good guidelines for teaching and assessment



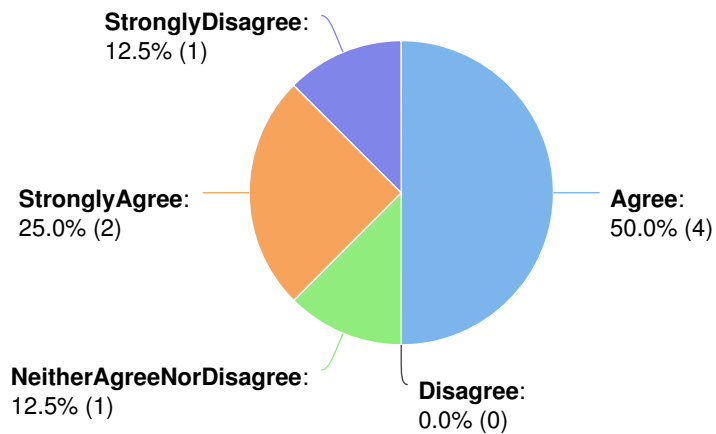
Measurable



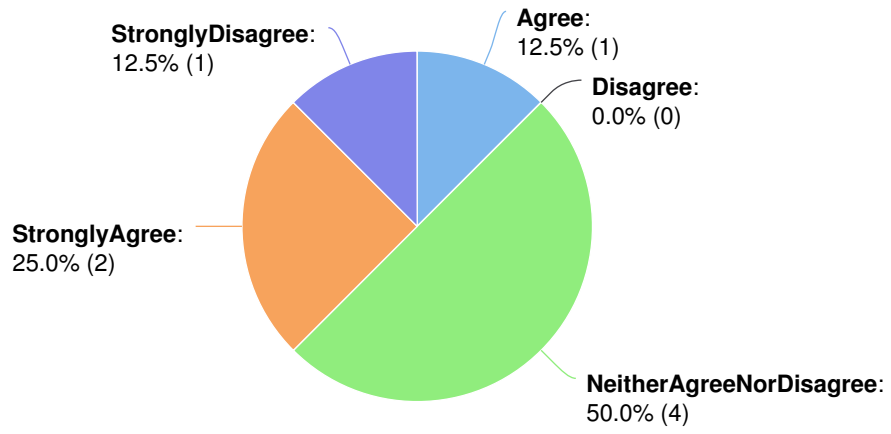
Suitable for providing progression



I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



Feedback

#50

teacher

economics

church_school

General comments or concerns about the subject:

I feel that up till now, the Economics Matsec syllabus has been overloaded with a lot of theory. We have to keep in mind, that at O Level stage, we should give a taste of the subject and encourage them to ask for more; rather than overwhelm them with too much theory that discourages the majority of the students. So I was pleased that the content of the LOF is much less than the Matsec syllabus to date.

I have some doubts about the fact that the syllabus will be circular, i.e. the topics of level 8 are covered in Forms 3 & 4 and then covered again in Form 5 but at a higher level. At the moment, the majority of the Economics teacher cover each topic entirely during a particular year, without reverting back to it in later years.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I feel that any referral to Adam Smith's invisible hand is beyond O Level. With regards to F8.6, knowledge of exchange rates are much too abstract for 14/15 year old students. F9.7, comparative advantage, also is another abstract concept for such young students. I have some doubts about the fact that the syllabus will be circular, i.e. the topics of level 8 are covered in Forms 3 & 4 and then covered

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

I cannot imagine myself teaching Economics without mentioning factors of production. So I would include "illustrate knowledge about production and factors of production."

#216

economics

General comments or concerns about the subject:

My concern is that although Economics is a very useful subject, students still find the content very difficult. I teach in a mixed ability school and we have to face facts.

The subject should be made learner friendly as much as possible if we want learners to reap the full benefit of this subject.

Also, I think that the topic: Changes in the Macro economy should be transferred to level 9.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#217

teacher

economics

secondary

church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I would take out the knowledge between absolute advantage and comparative advantage. I find that students find this very difficult to understand.

I would like to point out that whatever we devise we must keep in mind students with mixed disability. Whatever is being devised this should be kept in mind.

Moreover, I would be in a better position to comment if I saw a specimen of the actual exam paper.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

subject_specialist

economics

General comments or concerns about the subject:

I teach A level Economics at Giovanni Curmi Higher Sec school. Am clarifying because there was no such option to tick for, in the box above.

I appreciate all the work done up till now but I believe that it requires further detail especially as regards breath (more topics) and logistics (eg. quality of Economics teacher-training).

As presented here, Levels 8 and 9 especially refer to several Marketing terminology such as: brand/advertising etc. I agree with this subject integration but this might require further teacher training. Common words such as 'brand' have several other theoretical aspects such as brand development; brand value;etc and which need to be grasped by the teacher if she/he is to teach these common concepts profoundly.

I would be glad to participate more actively in this interesting project.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Level 9: Section 2: point 3 -To my knowledge - Price ceilings are not used for the labour market minimum wage. It is only the price floors that are used.So clarification is required there as to what price ceilings are referring to, in that section.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Most important - I feel that the Learning Area of Ethics Education, for Economics, should also be a cross-curricular item. All my suggestions below are on this line of thought.

1. Level 8: Section 2: Point 13 - student should inquire about whether price is just the monetary value of a product or whether it involves other aspects such as the time taken to go and purchase the product; fuel used; the re-inforcement of brand satisfaction etc..

2. Level 9: Section 2: would include black market behaviour as regards a high price when a ceiling is legislated and a very low price when a flooring is legislated. The latter should get the student to reflect on the current abuse of foreign workers who are often denied their fair minimum wage payment. Student would easily identify in whose interest is this illegal behaviour.

3.(More ideas but no word count space. Sorry)

teacher

economics

secondary

church_school

General comments or concerns about the subject:

- Generally speaking, it has a less prescriptive style than other subjects such as Accounting or Geography.
- Some LOs are quite specific with clearly measurable and objective statements but others presume prior knowledge which is not specified.
- It introduces some Subject Foci that are more theoretical, such as Inequality.
- How will this impact on the Syllabus? Will the teacher be free to divide the topics per year group or will she be constrained to take a cyclical approach, teaching all the subject foci every year but at a different level of difficulty? This will require a dynamic shift in teaching style. I am not sure that the learners of a younger age will be able to handle some theoretical concepts well.
- I think it is a pity that some topics which are currently in the SEC syllabus and which students enjoy learning about such as Production, Population and Business Organisations have been left out of the LOF.
- The subject matter covered in Level 8 is much more vast and demanding than that in Level 9.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Scarcity #7:second part very vague.What exactly is the student learning?

Markets #1&6:Why is there a distinction between product&brand? #3&7-I prefer to use the wording movement of and movement along the curve.

Inequality:too theoretical.LOs in this area presume much more knowledge that is not mentioned in the LO e.g.to be able to evaluate why income is unevenly distributed between occupations you need knowledge of labour markets but this does not feature in these LOs. The LOs in this area should be moved to Level 9 or 10.

How the Economy Works: move #5 to Level 9.move #6 to Level 10.

Changes in the Macro Economy:The LOs in this area deal with subject matter which requires a certain amount of maturity. I think they are more appropriate for Level 9.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

- I would introduce LOs related to Production, Specialisation, Business Organisations and the role of SMEs in the economy. They are topics which students find interesting and which lend themselves well to inquiry based learning.
- I suggest including LOs that relate to Population as part of Subject Focus Changes in Macro Economy for Level 8. Population is a topic which can bring about changes in the macro economy. It is a subject which younger students can grasp and which can be very interesting for students because it highlights the economic implications of very human & relevant issues such as effects of migration, of ageing populations, of falling birth rates etc. It can also be used to explain inequalities between developed and less developed nations.

#309

teacher

economics

secondary

church_school

General comments or concerns about the subject:

I do not agree with having the same subject focus in Levels 8 & 9. I think it is more effective to have some subjects in level 8 and some others in Level 9.

I think the LOF is an opportunity to fine tune the subject and make it more relevant to students. I wish to see more time and space allotted to students learning skills rather than content material. However I think the LOs for Economics are still too vast and theoretical and so it will be difficult to improve students' learning experience which can be more effective if teachers have more leeway to use more student-centred pedagogy and more inquiry- based learning strategies.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Changes in the Macro Economy:I would remove #7 re comparative advantage because it is too advanced for students at this level. It can be inserted in Level 10.

Costs & Efficiency: #1 This LO is vast and unclear. What types of returns is it referring to? Is it referring to the Long Run Cost Curves? Returns to Scale usually refer to long run changes in production. However up till now students of economics up to SEC level were only required to know Short run cost curves. Or is it referring to the relationship between Product Curves and Cost Curves. This is a difficult concept for students at this level to grasp.

#2 This LO refers to economies of scale. Is it presumed that students will also learn about how firms grow and why firms grow? Do students need to know about internal and external economies of scale? What about the diseconomies of scale?

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Changes in the Macro Economy

- I can evaluate the possible advantages and disadvantages of a single currency such as the Euro. This LO can be included in Level 9 instead of Level 10.

#380

teacher

economics

secondary

church_school

General comments or concerns about the subject:

At a first glance the Economics syllabus has a good number of proposals, to which I agree. However, there are others which I do not agree entirely.

☒ Topics which learners like and understand have been left out completely: examples are population, barter, forms of money, nationalisation and privatisation.

☒ Topics which learners find very difficult to comprehend have been left there like credit creation and money supply.

☒ With great regret I as an educator didn't see topics included which are still relevant in today's world. Such as monopolistic completion and oligopoly.

☒ Furthermore the subject is very theoretical and leaves very little room for hands on approach.

☒ Topics which are of importance to understand other aspects of the subject have been left out. Examples are private and public sector.

☒ As an educator I couldn't understand why there is a distinction between a brand and a product.

☒ As an Economics educator I still found that the LOF hasn't as yet given any clear cut line as to where we should develop a theme with our learners.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#498

economics

secondary

church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#499

teacher

economics

secondary

church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#500

teacher

economics

secondary

church_school

General comments or concerns about the subject:

In my opinion this framework is a positive step towards a better education system. Although this framework offers a good guideline, I would be greatly appreciated if more detail is given with respect to the extent of depth we as educator should go through and which are the most important aspects that we should focus on.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.