ECONOMICS IN THE SCHOOLS

Collaborative Workshop between the Departments of Economics and Education on Developmental Needs and Best Pedagogy for Young Adolescents
If the balloons popped, the sound wouldn’t be able to carry since everything would be too far away from the correct floor. A closed window would also prevent the sound from carrying, since most buildings tend to be well insulated. Since the whole operation depends upon a steady flow of electricity, a break in the middle of the wire would also cause problems. Of course, the fellow could shout but the human voice is not loud enough to carry that far. An additional problem is that a string could break on the instrument. Then there could be no accompaniment to the message. It is clear that the best situation would involve less distance. Then there would be fewer potential problems. With face-to-face contact, the least number of things could go wrong (Bransford and Johnson, 1972).
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Schema

A mental structure that provides a framework for new knowledge and helps us make sense of (organize) information.

Examples….

- Pictures
- Drawings
- Graphic Organizers
- Simulations
- Comparisons
- Prior Knowledge and Experiences
- Concrete objects
Concrete to Formal Operational Thinking

Ability to Form Concepts

- Executive Branch
- Government
- Resources
- Scarcity

Time and Space Perspective

Warning: Teaching children empty abstractions can delay or prevent the development of formal operational thinking
Concrete

So they won’t get in trouble and get put in jail. Because you’re supposed to obey the law.  
Because if people keep on stealing, more people will be mad at you

Mixed Concrete to Abstract

So taxes and stuff won’t be so high. Because taxes go up when crime rates go up  
So you’ll have more peace and less trouble

Abstract (formal thought)

Because you are taking away someone else’s rights when you break the law  
People need laws so they can live together.
1. Choose **one** concept to teach

2. **Introduce** the concept inductively so students “discover” The concept themselves. Let them define it in their own words.
   - Do a simulation
   - Draw on prior knowledge/experiences
   - Use concrete objects
   - Create a comparison

3. **Teach** about the new concept
   - Use a graphic organizer or other means for grouping new information

4. Have students **show** their learning
   - Create a symbol for the new concept
   - Describe a book, movie, or real-life situation that uses the concept
   - Create a short story using the concept or a diary entry
Construct Meaning

Organize New Knowledge

Store in Long-Term Memory
Direct Experiences
- Primarily Inductive (student discovers term or process)
- Real
- Simulated

Indirect Experiences
- Primarily Deductive (teacher gives students definition/information)
- Demonstration
- Lecture
- Presentations
- Film
- Readings
Organizing New Knowledge

- Graphic Organizers
- Pictographs
Opportunity Cost
As the price of oil climbs, alternative energy gets more appealing.

Crude oil per barrel

Note: Crude oil prices ending September 20. Source: oil-price.net
# 100 Years of Change

<table>
<thead>
<tr>
<th>Seasons</th>
<th>Pioneer Farming 1800</th>
<th>Horse-powered Farming 1900</th>
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</thead>
<tbody>
<tr>
<td>Spring</td>
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<td>Winter</td>
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</table>
Lewis & Clark
- Sextant
- Flint
- Frock
- Lancet
- Whetstone

Hats
Food
Water
Books
Soup

My Family
- Laptop
- Sunscreen
- Swimsuit
- Cell phone
- Map or GPS
- Mosquito repellent
Factual/Descriptive
Keep it simple
Store in Long-Term Memory

- Students can:
  
  Create a symbol
  Write a diary entry “as if” they were…
  Find real-life examples (newspapers, on-line)
  Create an acronym
  Reorganize information in a new way
  Review