

Praxis Plan (Draft) - Brian Turner

Group 1: Academic Staff - Lecturers / Tutors / Educators (Classroom work)

Plan for Integration of GCDE into your teaching, research, projects or practice.

Discipline: Economics

Department and School: Department of Economics, Cork University Business School

Pedagogy

Title of Teaching Module and Book of Modules Code: EC4215 - Business Econometrics I

Module Description: The module introduces econometrics to students. Econometrics is essentially a way of mathematically/statistically modelling economic phenomena using data.

Learning Outcomes: On successful completion of this module, students should be able to:

- Formulate, estimate, test and interpret suitable models for the empirical study of economic phenomena;
- Recognise why empirical analysis of economic relationships requires specific methods and why an econometrician needs a far larger tool-box than classical regression analysis;
- Develop the ability to evaluate the performance of alternative econometric models through the appropriate use of tests.

Assessment details: Total Marks: 100. In-class exam - 40 marks. Project (3,000 words) - 60 marks.

Existing GCDE practice (e.g. themes, theory, skills, values, student actions, teaching methodologies, global/local links, root causes of injustice): None

Plan for integration of GCDE approach to your teaching:

1. Global Citizenship and Development Education Learning Objectives.
 - Introduce concepts relating to global citizenship through the use of examples of regression analysis, using datasets on relevant indicators and also existing research in this area.
2. How will you assess what students have learned?
 - There would be scope to assess this using a regression relating to global citizenship for the project. However, the scope to assess this may be limited as students will be

answering questions on the regression rather than the wider topic per se.

3. Methodologies: What methodologies will you use in the classroom?
 - The nature of the module limits possible methodologies, but I would propose to use GCDE-related examples rather than more generic economic examples when presenting ideas related to regression analysis. This would be a more subtle exposure of students to GCDE concepts than in a more qualitative module.
4. Curriculum: what GCDE themes or knowledge will you cover in your module?
 - This would depend on the availability of datasets and previous research, but would likely relate to SDGs 1, 3, 8 and 9.
5. Framing/Positioning: what GCDE themes, theories, philosophical underpinning, framing or knowledge will you cover in your module?
6. Local/Global: how can you make local and global connections, from a global justice perspective, with these themes?
7. Values / Ethics: What values or ethical approaches to their studies/life, do you want your students to reflect upon or develop?
8. Action: what action/s do you want your students to take as a result of their GCDE learning?
 - I would hope that, by using GCDE-related examples in class, this would encourage students to develop an interest in these issues and research these further themselves.
9. Skills: What skills do students need to achieve the GCDE learning outcomes?
10. Practical considerations: e.g. what resources do you need? How many classes can include a GCDE theme or approach? In those classes can you outline the different sections of the class using a class planning template?