

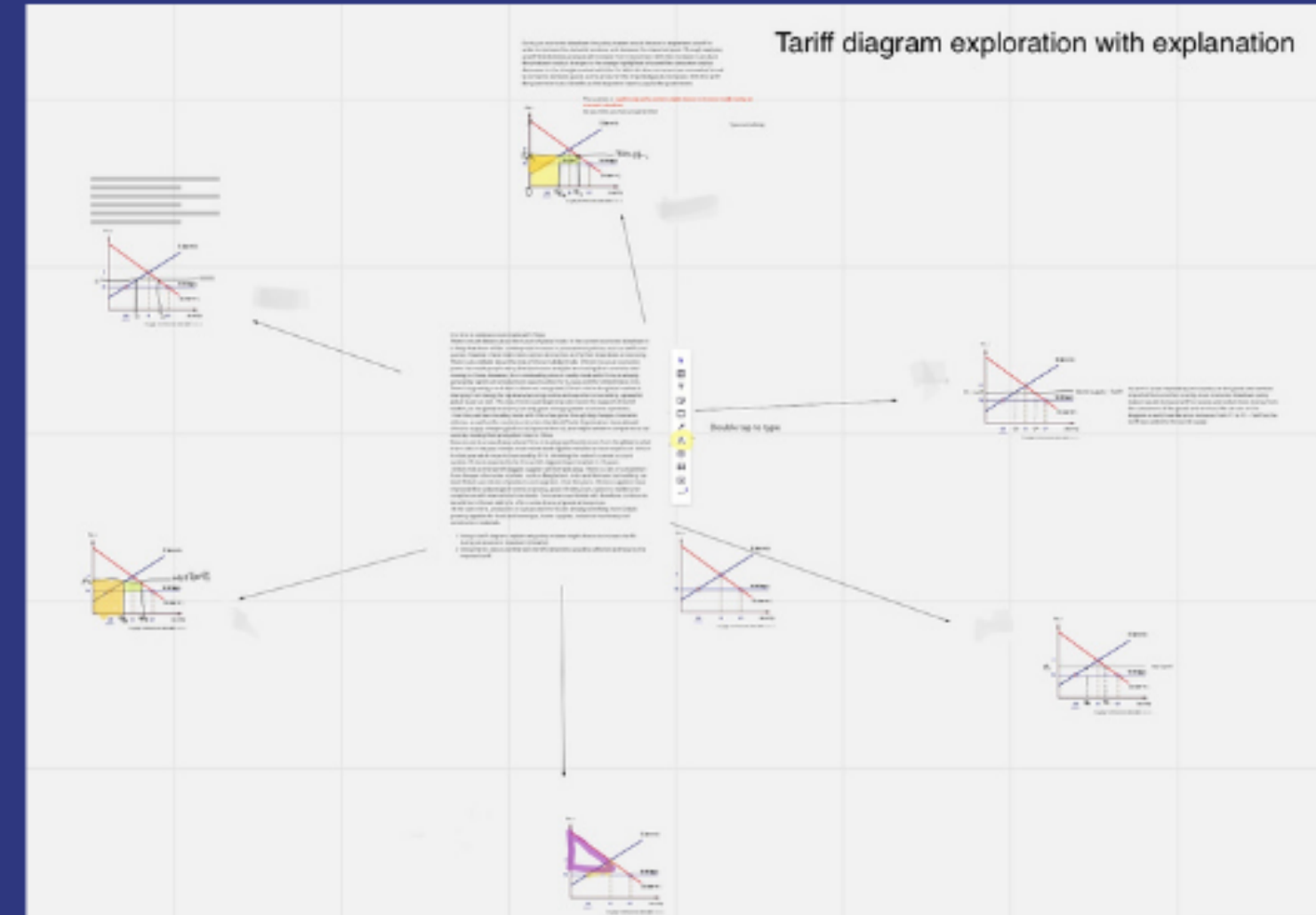
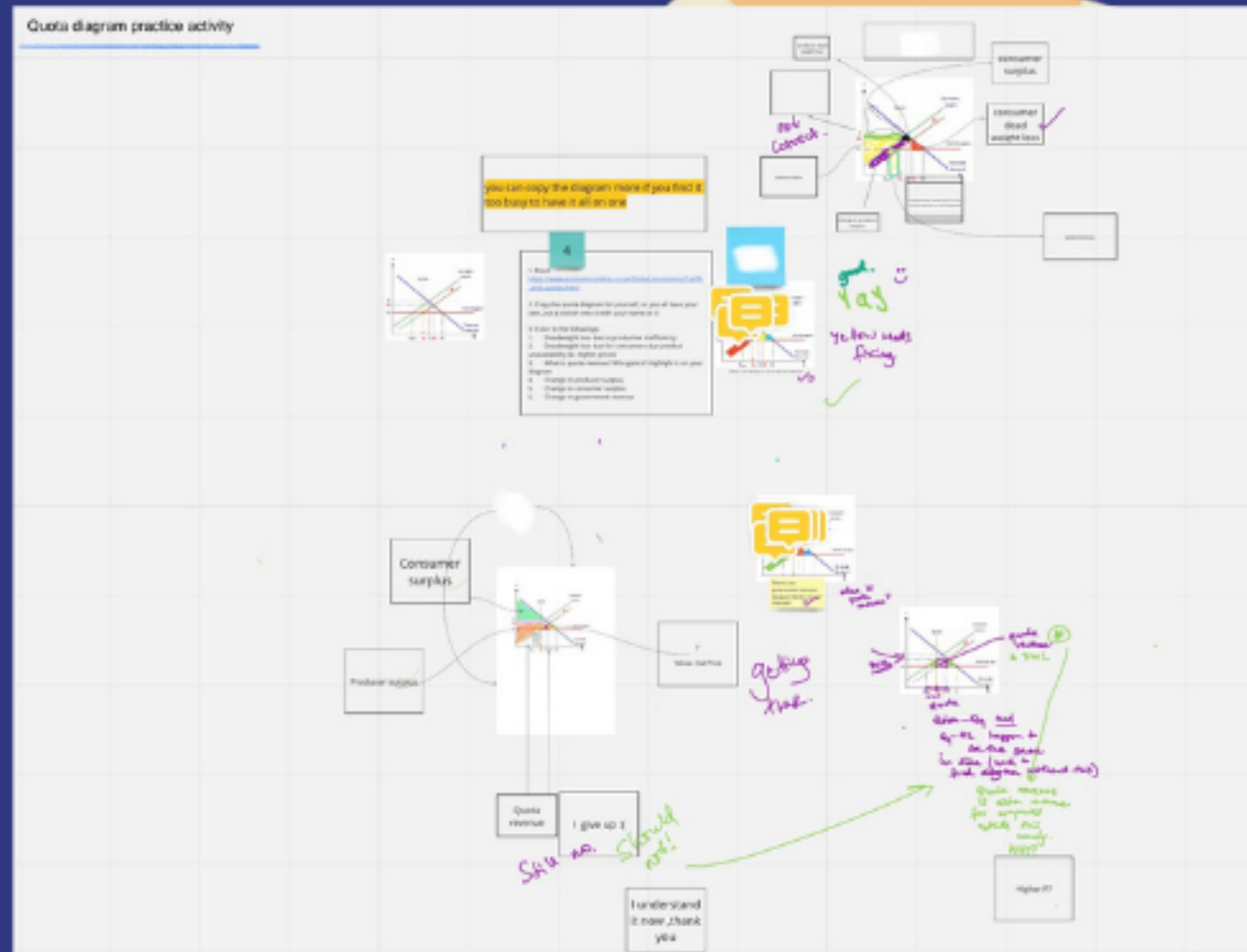
Effective hybrid teaching and learning

Miro example booklet

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Diagram use



These types of activities are aimed at focusing on confident diagram use in explanation various subject relevant theories and ideas. Here a Case study about the impacts of i tariff imposition. Students are required to illustrate these on a suitable diagram.

The activity is suitable as an individual or pair work using voice chat platforms (discord, Teams, Google classroom etc) to encourage collaboration. Both screenshots show a 'zoom-out' to illustrate the ability of teachers to have a quick overview of the activity of students.

Revision activity design

Syllabus sections																					
Microeconomic subtopics	Demand	Supply	Market equilibrium	The role of price mechanism, Resource allocation	Market efficiency, surplus	Elasticity, PED, XED, YED, PES	Government intervention, taxation	Government intervention, subsidies	Market failure, failure to allocate resources efficiently	Types of externalities, common access resources	Types of externalities, asymmetric information	Types of externalities, abuse of monopoly powers	TOY: Production and costs	TOY: Revenue	TOY: profit	TOY: goals of firms	TOY: perfect competition	TOY: Monopoly	TOY: Monopolistic	TOY: Oligopoly	Notes - extra
Relevant past paper question(s)																					
Diagram that could be used with the given essay question																					
Mini plan outline																					

This is a topic revision material; students were given essay questions from different sections of the syllabus. For each they had to put the questions into the relevant sections, add diagrams they would use with that essay. They also had to create a mini plan they are encouraged to do before attempting to write the essay answer. The yellow speech bubbles represent teacher comments

This activity shows a whole class revision activity.

Essay writing activities

This activity focuses on teaching essay structures. An exemplar piece is shared, on which students have to highlight each required element of an essay (definition, diagram and explanation, analysis and evaluation) using different colors. Student can later see each other's answers (along with teacher feedback) that also supports peer teaching. Students continue to have access to this activity after the lesson is over.

Question 4

a) Explain why firms in perfect competition can only make economic (accounted) profit in the short run.

b) Discuss the view that perfect competition is more desirable than monopoly.

Answer

Perfect competition is a larger theoretical ideal structure which exists under the following conditions: There are a large number of small firms in the industry where each firm is an insignificant fraction of the total market supply so that no firm can influence the market. Each firm produces an identical or homogeneous product. There are no barriers to the entry or exit of firms in perfect competition in the long run. There are no artificial barriers to entry or exit of firms in perfect competition in the long run. The short run is the period when at least one factor of production is fixed and cannot change. This means that new firms are not able to enter the industry in the short run. In the long run, however, the economic profit will attract the entry of new firms and as they enter the market supply will begin to increase causing market price to fall and this decreasing the level of economic profit. The process will continue until there is no further incentive for new firms to enter because only normal profit is being made. This occurs when supply has increased to Q_2 and price has fallen to P_2 . Long run equilibrium will be established at P_2 until all firms making just normal profit at output Q_2 where $MR = AC$ and $MC = AC$.

Perfect competition is a theoretical ideal that there are no barriers to entry of potential competitors means that economic profit cannot be maintained in the long run.

Allocative efficiency is achieved when the consumer pays the exact opportunity cost of production and this occurs when price is equal to MC. Productive efficiency is achieved when the firm produces at the lowest point on its AC which reflects MC equals AC. Diagram 1a is part of a diagram that in long-run equilibrium both firms are efficient. In contrast, since the monopolist faces a downward sloping demand, which is a pure monopoly in the market demand, it is impossible for the efficiency criteria to be achieved because MR is always below AR so where $MC = MR$, AR is above MC. This is evident from diagram 3 which shows a profit maximizing monopolist earning economic profit.

Diagram 1a

Diagram 1b

Diagram 2

Diagram 3

Diagram 4

Diagram 5

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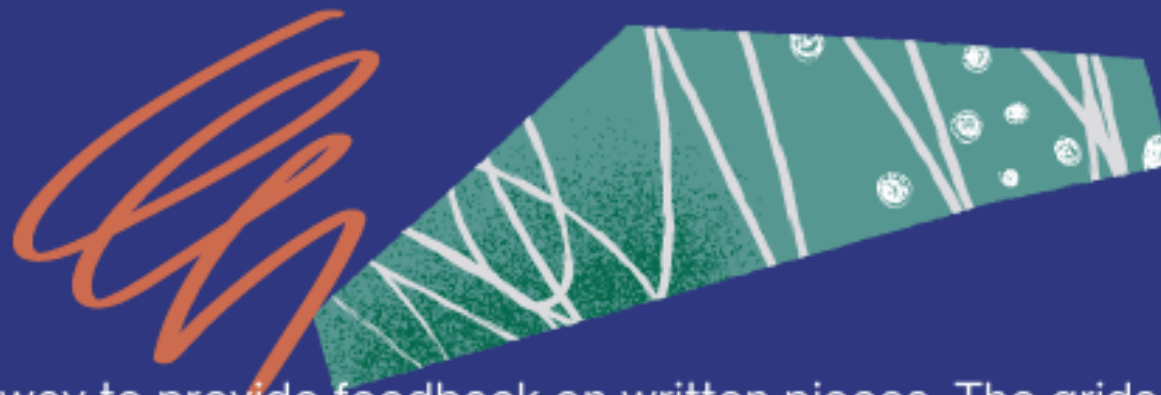
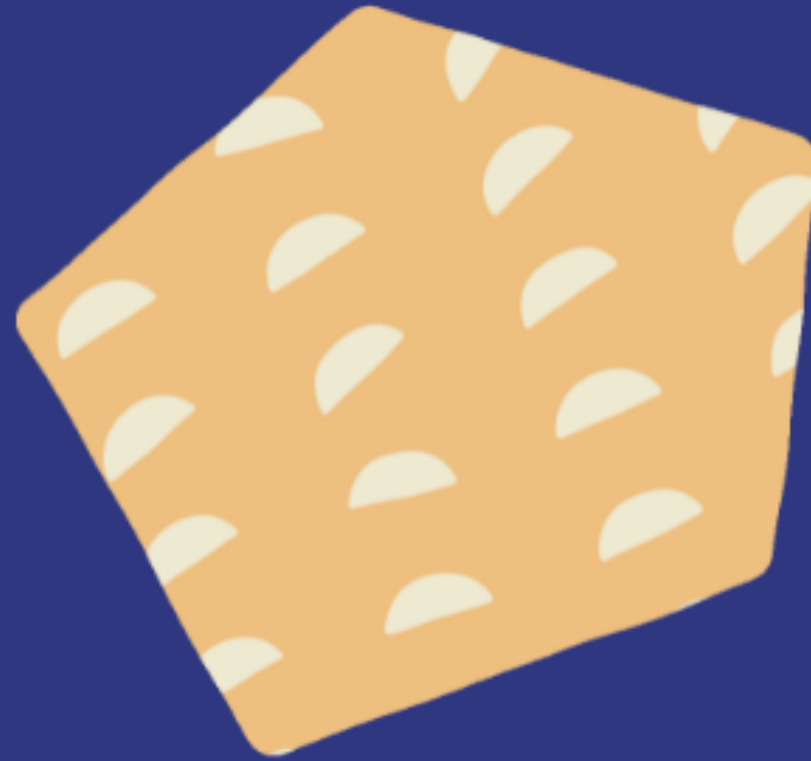
Students continue to have access to this activity after the lesson is over.

The image displays three examples of student work on the topic of 'Teamwork', arranged in a grid. Each example is a hand-drawn poster or presentation page.

- Example 1 (Top Left):** Titled '1', it features a central yellow box with the text 'Teamwork is the ability to work together towards a common goal or objective'. To the left is a small bar chart with three bars of increasing height. To the right are several horizontal bars of different colors (purple, blue, green, yellow) and a small diagram of a team structure.
- Example 2 (Top Right):** Titled '2', it features a central yellow box with the text 'Teamwork is the ability to work together towards a common goal or objective'. To the left is a small bar chart with three bars of increasing height. To the right are several horizontal bars of different colors (purple, blue, green, yellow) and a small diagram of a team structure.
- Example 3 (Bottom):** Titled '3', it features a central yellow box with the text 'Teamwork is the ability to work together towards a common goal or objective'. To the left is a small bar chart with three bars of increasing height. To the right are several horizontal bars of different colors (purple, blue, green, yellow) and a small diagram of a team structure.

Miro helps creating engaging activities to practice exam requirements. Two students work is seen above and a 'zoom-out' view of the teacher to see all students' work and provide help and feedback as and when necessary. If Miro is Used on a tablet device, there is a possibility to give written comments using a stylo (purple hand-written comments) instead of the yellow speech bubbles (seen above)

Essay feedback activities



Essay structure practice with detailed feedback

Grade this answer using the mark scheme
What is good?
What is missing?

They have no real world examples to support their points
They're addressing all of the determinants that may affect the PED and revenue

16%

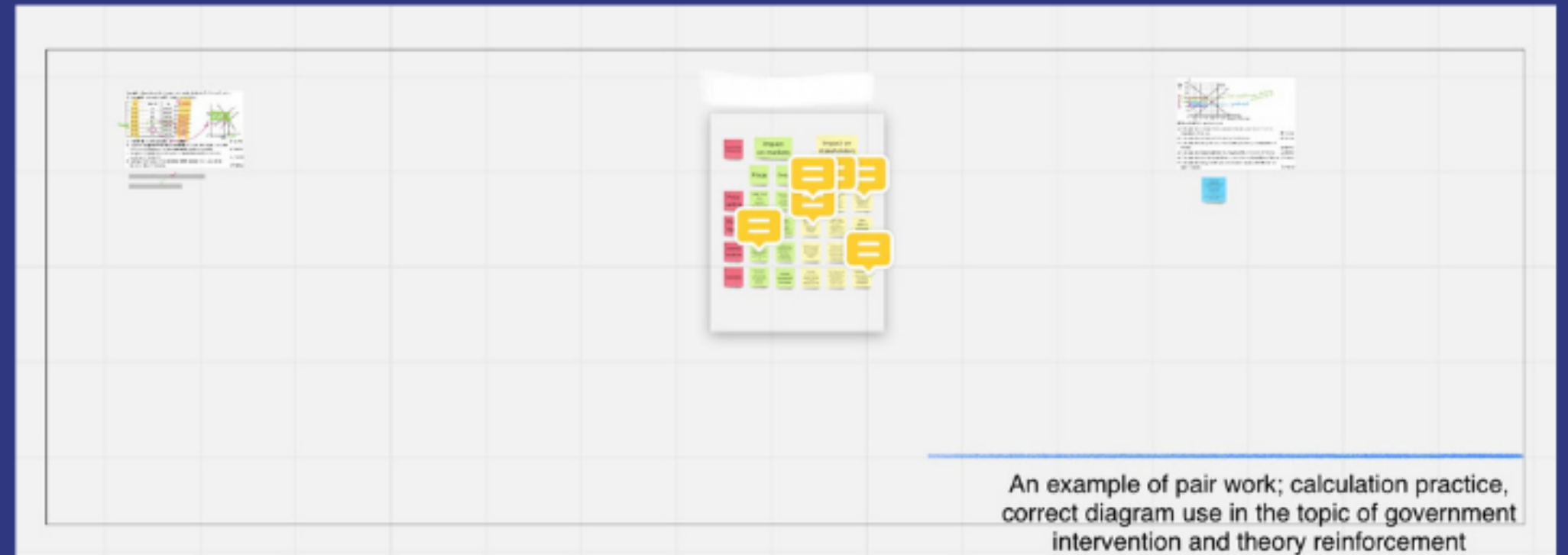
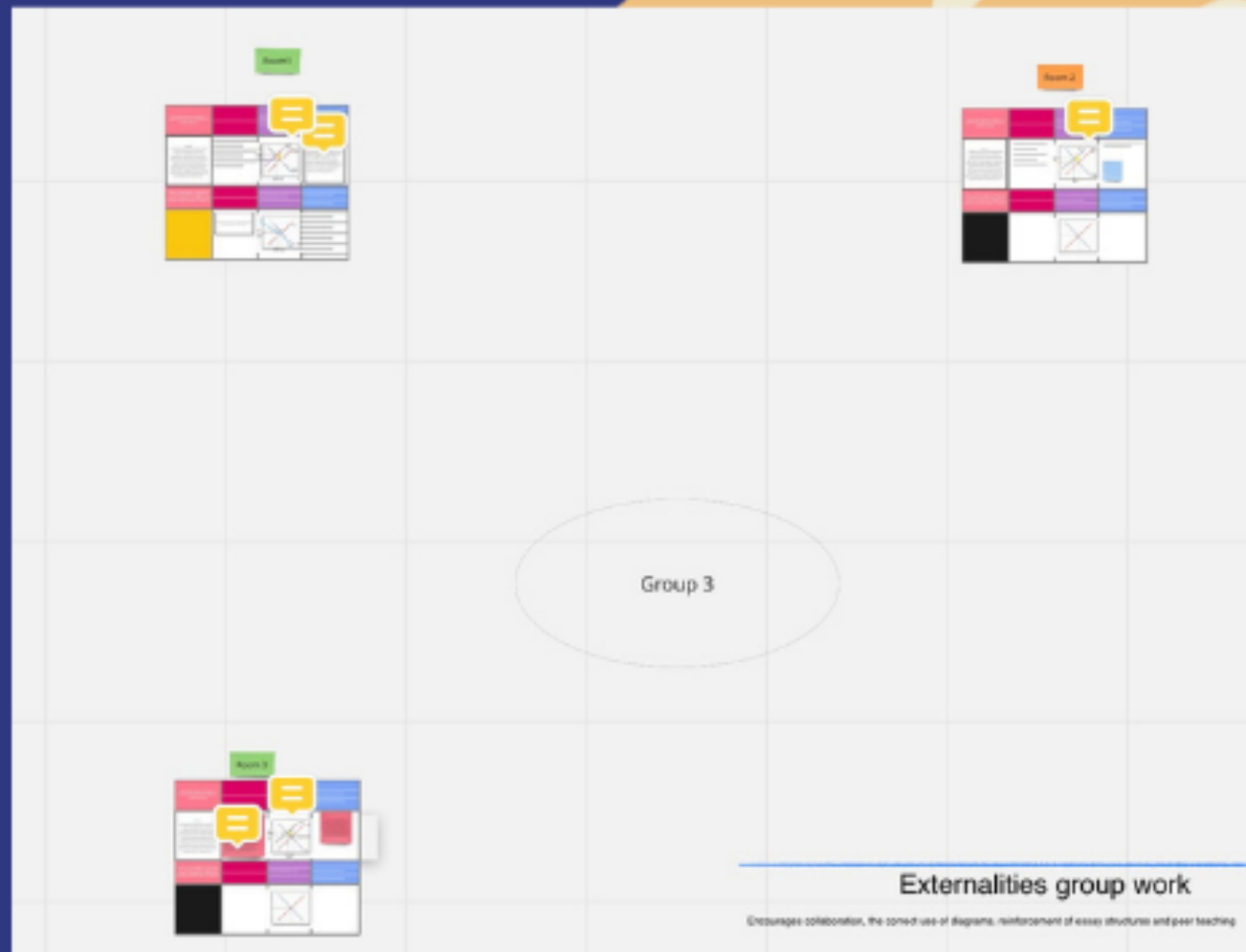
The image shows a digital workspace for essay feedback. It features a central text area with a sample essay on 'The impact of the PED and revenue' and a graph. Surrounding this are several grids of colored squares (yellow, green, blue, red) representing achievement levels for different criteria. A yellow sticky note with a list of criteria is also present. The interface includes a zoom control at the bottom right showing '16%'.

this is an easy way to provide feedback on written pieces. The grids are for each student and shows their achievements for each criterium (columns) Coloured sticky notes are teacher feedback.

IAN exemplary pieces is in the middle giving the opportunity to highlight key features and model correct answers to students (best used with voice chat))

Sticky note activities are easily designed from excel sheets

Collaborative pair work



Miscellaneous activity focusing on different skills - student work in pairs. Once the activity is designed, using Miro frames it is easy to replicate it.

The communication with student and among students can happen on Miro in a written form or using voice chats. In this activity, students work with their partners, discussing and agreeing on their answers. table represents work of student pairs.

Activities with differentiation



For this activity, after reading the case study, read it again and highlight both positive and negative effects in the text, using different colour. Explain each how those actually have an effect. This part of the activity helps you use the text!

2e. [8 marks]
Using information from the text/data and your knowledge of economics, evaluate the possible effects of China's increased role in global trade.

A worksheet for activity 2e. It features a large red diamond shape in the center. A speech bubble at the top right contains instructions. The text inside the diamond describes the task. At the bottom right, there is a small blue line of text.

For this activity, after reading the case study, read it again and highlight both positive and negative effects in the text, using different colour. Explain each how those actually have an effect. This part of the activity helps you use the text!

2e. [8 marks]
Using information from the text/data and your knowledge of economics, evaluate the possible effects of China's increased role in global trade.

Same activity, with differentiation based on needs

A simple way to differentiate is to create the same activity and add support information based on student needs (whether they work in smaller groups or individually)

A worksheet for activity 2d. It features a red rounded rectangle in the center. A speech bubble at the top right contains instructions. The text inside the rectangle describes the task. At the bottom right, there is a small blue line of text.

For this activity, do not forget to use the correct tariff diagram. As it asks you about policy makers, you might wish to think about what benefits tariff imposition brings to the economy to help you answer this question

2d. [4 marks]
Using a tariff diagram, explain why policy makers might choose to increase tariffs during an economic slowdown (paragraph [1]).

Activity with differentiation based on needs

Use this space to communicate important messages with people within businesses and offices. It can contain short messages and announcements, formatted according to a certain style that the company has determined.

If you're writing your own article, it's best to remember the purpose. It can be used to deliver information, make a request, respond to questions, propose solutions to problems, or present brief reports.

,A good guide is a simple three-part format: introduction, body, and conclusion. You can start by telling your audience what the article is about, then continue filling the next few paragraphs with your main thoughts. Summarize them, if needed, by the end of your message. Make sure the text is clear and easy to read. However, you can include a few relevant photos and captions. Another idea is to use your brand colors to align with your overall mission. Lastly, finalize your template so that it's ready to use anytime.

"Lifelong learning is critical to success. We upskill to get better at what we do."





ACKNOWLEDGEMENT AND CREDITS



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Erasmus+

A FRAMEWORK FOR EFFICIENT
AND ENGAGING HYBRID EDUCATION
IN LOWER-SECONDARY SCHOOLS



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