

# Planning using Learning Outcomes

Using local contexts in planning for  
teaching, assessment and learning in  
Junior Cycle Business Studies

*‘Achieving learning outcomes should be planned in a way  
that is active, stimulating and genuinely responds to  
students’ real-life experience.’*

Business Studies Specification Pg. 11

The Business Studies Specification encourages us to use our own local context to make the learning relevant for our students. Using learning experience that are relevant to our students lives also supports the core principles of formative assessment that is that the learning should start from where the student is at and in a context they can relate to in order to develop their knowledge and understanding.

The focus of this resource is to demonstrate how you can make learning outcomes relevant in a local context and we have chosen to focus in this instance on learning outcome 2.1 to demonstrate this and set out how two Business Studies teachers chose to approach this from their own context. - Identify different types of financial, cultural and social enterprise and appreciate the role each plays in society

Below you will find a resource created by our associate teachers that uses learning outcome 2.1 as its focus. Firstly we will look a little closer at learning outcome 2.1.

2.1 - **Identify** different types of financial, cultural and social **enterprise** and **appreciate** the role each plays in society

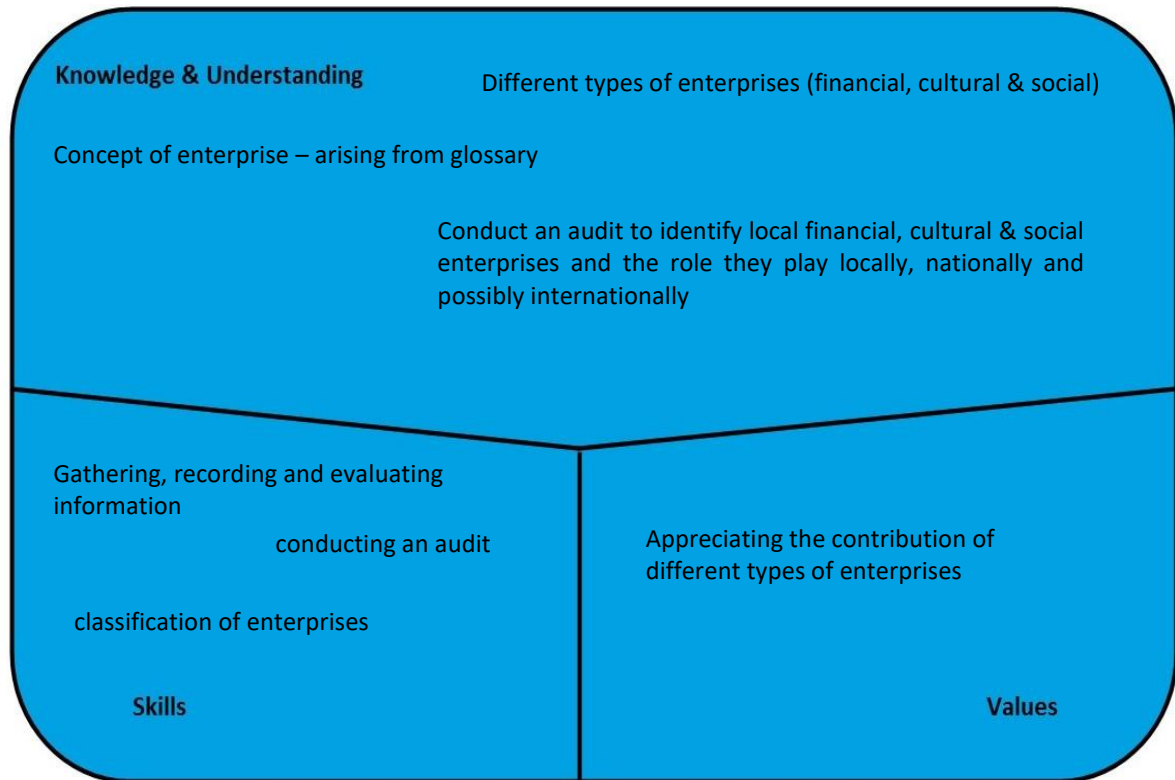
The definitions of action verbs and business terms and from the glossaries are as follows:

**Identify:** recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

**Appreciate:** recognise the meaning of, have a practical understanding of

**Enterprise:** The ability of a person, acting independently or with others, to creatively generate and build ideas, to identify opportunities for innovation and turn them into practical and targeted actions.

Remember, Learning Outcomes are statements that describe the knowledge, understanding, skills and values that students should be able to demonstrate after a period of learning. This is how one Business Studies department unpacked learning outcome 2.1.



Having unpacked our learning outcome, we now plan for our teaching, assessment and learning. Since the learning outcomes are statements detailing the learning that students should be able to demonstrate, we therefore need firstly to consider how we will assess the learning (what students could say, make, write or do) and then plan our teaching and learning experiences to support this.

## **Learning Outcome in focus**

2.1 - **Identify** different types of financial, cultural and social **enterprise** and **appreciate** the role each plays in society

### **Key Concepts:**

- Concept of enterprise – arising from glossary
- Different types of enterprises (financial, cultural & social)
- Conduct an audit to identify local financial, cultural & social enterprises and the role they play locally, nationally and possibly internationally

### **Learning Intentions:**

- To understand what is meant by enterprise and be able to identify different types of enterprises
- To be able to explain the role of these enterprises from their own local context

### **Learning Experiences:**

1. A prior knowledge white board activity around the concept of enterprise – further class discussion and pair work to further develop the concept. Recording of feedback and shaping of information by the teacher to achieve a shared understanding of the concept.
2. Using their understanding of enterprise, through a think, pair share or a brainstorm activity to generate examples of local enterprises – teacher then shaping this information to introduce the categories of Financial, Cultural & Social – seeking further ideas based on further understanding and providing examples where gaps exist.
3. Class discussion, pair & share work around the role and contribution of chosen enterprises, feedback and recording of information

### **Task:**

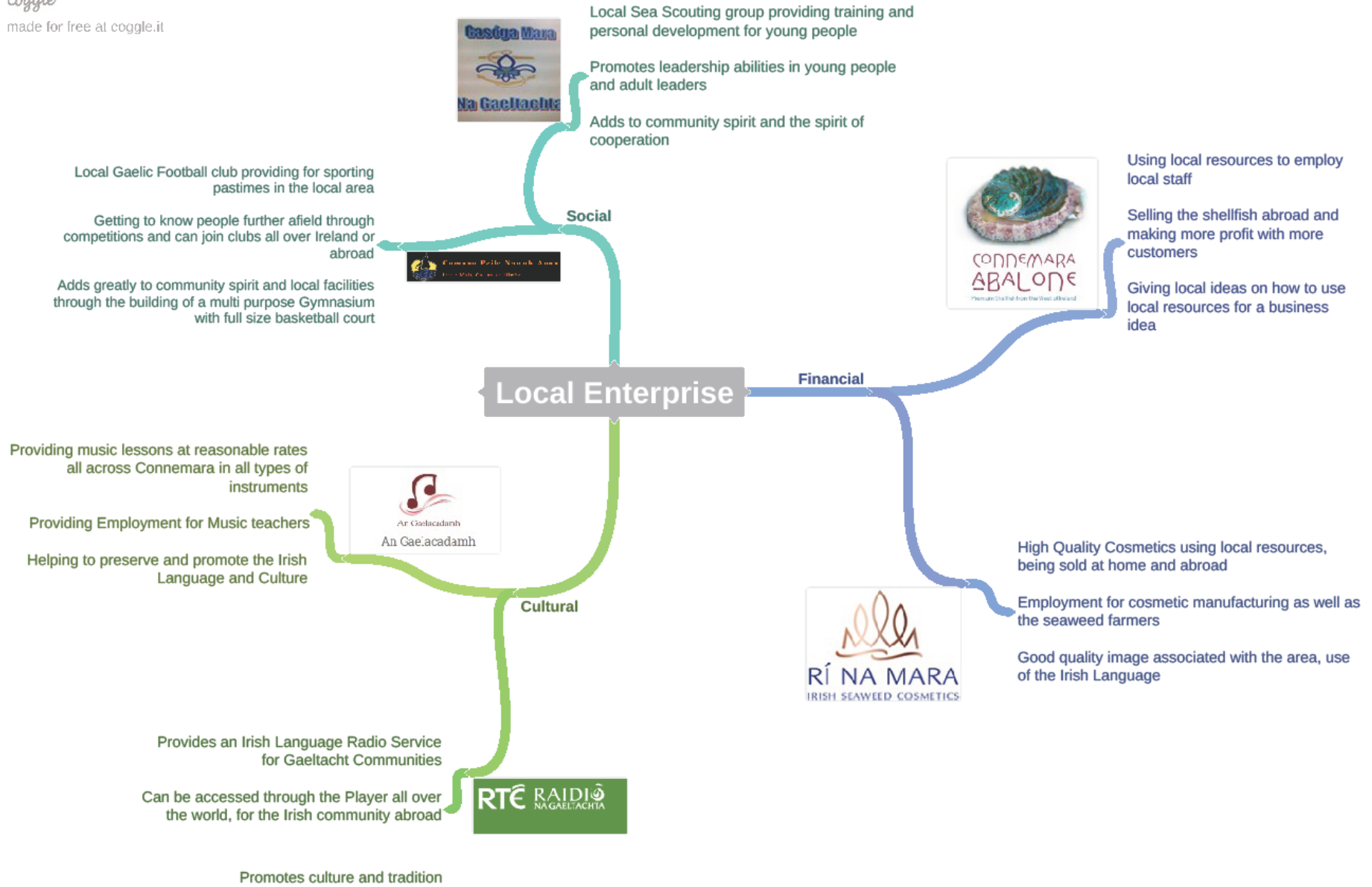
Complete an audit of your local community (defined by the geographical area covered within the class) identifying the Financial, Cultural and Social enterprises and highlighting the role and contribution of each. This is to be completed in a group (2-3 people) and the group will present their audit to the class.

**Success Criteria:**

- We have identified at least 6 local enterprises with at least two examples from each category
- We have discussed at least 3 ways each in which these organisations contribute at a local, national or perhaps international level
- We have presented our work using an appropriate presentation method of my choice

The coggle mindmaps attached are only to illustrate how financial, cultural and social organisations can differ depending on your local context and are not student task exemplars.

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