

Learning Design for: What is money? Corporate Finance to our Arts Dealer Foundation (previous LS in the same project)

Context

Topic: Economics

Total learning time: 4 hours

Designed learning time: 4 hours

Size of class: 11 students

Description: This lesson teaches Grade 11 students (15-16) what money is, where it comes from and how is it created nowadays. First, as a flipped classroom, they will review content coming from different multimedia resources at home. Then, they will teamwork at school to create their own content throughout a learning diary. Finally, they will make a presentation to showcase the work done so far and to assess their peers' work.

Mode of delivery: Blended

Aims

Students will be able to:

Identify the nature of money over time

Understand the uses of money

Understand companies' need for financing

Create a learning diary highlighting the most relevant learnings

Communicate to the classmates how money is created

Assess peers' work

Outcomes

Knowledge: Learners will gain knowledge on the history of money and Eurozone countries

Comprehension: Learners will gain an understanding of the most relevant uses of money

Application: Learners will produce a learning diary in small groups

Evaluation: Learners will give feedback on their peers' presentations



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Teaching-Learning activities

Before in-school learning activities (at home).

Read Watch Listen 45 minutes 11 Students Teacher not present Online

Using genially, the teacher creates a didactic unit about the historical process of the emergence of money, the main functions of money today as well as the process of money creation nowadays through loans.

Subsequently, students can use videos and readings on the subject provided by the teacher and hosted on different websites.

All these resources will be available on the school's moodle platform.

During this process students will take notes on the most relevant aspects of the topic.

Linked resources

 [European Central Bank](#)

 [Khan Academy](#)

Collaborate 30 minutes 11 Students Teacher not present Online

Each student will have to add the information of the currency used in three countries of the European Union. In this way they will make an interactive map with the Thing Link tool and highlight the member countries of the Eurozone. This is a collaborative activity to be carried out by the students asynchronously, each at their own pace.

Linked resources

 [Thing Link tutorial](#)

Discuss 15 minutes 11 Students Teacher not present Online

Through a Padlet created by the teacher, students will interact and comment on the fundamental aspects of money creation through loans. They will also discuss the possible consequences if all savers decided to withdraw their money from banks at the same time.

Linked resources

 [Padlet tutorial](#)



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Notes

Take a look at our moodle platform!

TLA linked resources

 [Moodle platform](#)

In-school learning activities (classroom)

<i>Collaborate</i>	<i>30 minutes</i>	<i>11 Students</i>	<i>Teacher present</i>	<i>Face to face (not online)</i>
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Take a quiz with Kahoot on the contents of the didactic unit. Split the class into four groups of two students and one group of three.

Revise the weakest content depending on the results of the quiz.

Linked resources

 [Kahoot](#)

<i>Read Watch Listen</i>	<i>15 minutes</i>	<i>11 Students</i>	<i>Teacher present</i>	<i>Face to face (not online)</i>
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Afterwards, we will watch a video on the creation of money as a review of the contents. The aim is to consolidate knowledge on the subject.

Linked resources

 [Money creation](#)

<i>Produce</i>	<i>15 minutes</i>	<i>11 Students</i>	<i>Teacher present</i>	<i>Face to face (not online)</i>
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Make a group learning diary using the Sutori tool. The aim is to highlight the most important aspects of their learning using a timeline. A video tutorial to start with Sutori has been included.

Linked resources

 [Sutori Tutorial](#)



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In-school learning activities (classroom)

Produce *1 hour* *11 Students* *Teacher present* *Face to face (not online)*

Class in the computer classroom dedicated entirely to the completion of the learning journal. The role of the teacher will be to guide the students in the completion of the task as well as to increase their motivation.

An example has been included to help students to complete their assignments.

Linked resources

 [Rafael Climent](#)

After in-school learning activities

Collaborate *30 minutes* *11 Students* *Teacher present* *Online*

Once each group has uploaded their homework to the school's Moodle platform, they will have to present it to their classmates. They will have five minutes per group. Moreover, they will do it in the presentation mode of the Sutori tool or they can also do it by converting the file to a pdf format. This peer assessment activity will be carried out following the rubric provided by the teacher.

It can also be an example of synchronous learning activity carried out online if the current circumstances require it.

Notes

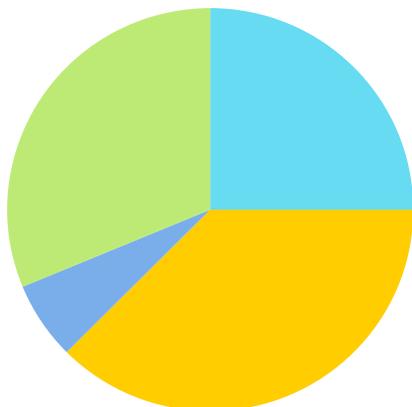
IT classroom/Cisco Webex (tool commonly used in our school) depending on the place to be carried out.



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Representations of the learning experience



Learning through	minutes	%
Acquisition (Read, Watch, Listen)	60	25
Investigation	0	0
Discussion	15	6
Practice	0	0
Collaboration	90	38
Production	75	31

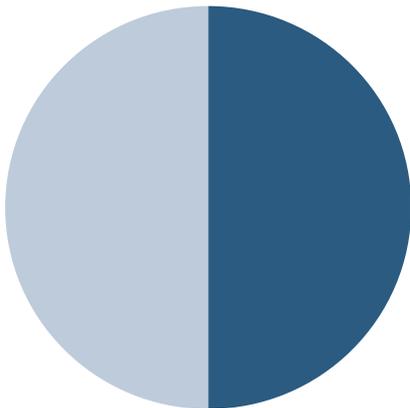


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	minutes	%
Whole class	0	0
Group	240	100
Individual	0	0

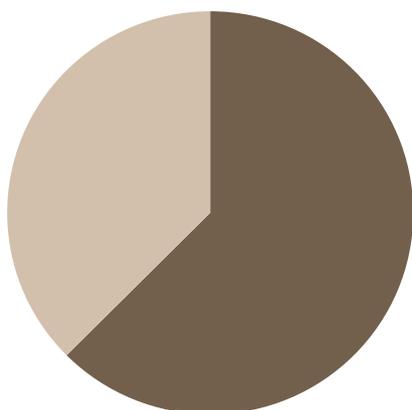


	minutes	%
Face to face (not online)	120	50
Online	120	50



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	minutes	%
Teacher present	150	63
Teacher not present	90	38



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