

ECONOMICS REVIEW QUESTIONS

By Yoftahe H

In Addis Ababa University

Unit one review questions

1. Define economics from perspective of wealth, welfare, scarcity and growth. Which definition more suits for economics? Why?

Wealth perspective

- Economics is accumulation of valuable economic resource by producing goods and services to generate income.

Welfare Perspective

- Economics studies about efficient allocation of scarce resources to satisfy unlimited human want and studies about income distribution and how this affects social welfare.

Scarcity Perspective

- Economics studies about how people use limited resources efficiently to satisfy unlimited human want.

Growth perspective

- Economics studies about how people use scarce resources efficiently and increase the production of goods and services of the economy.
- ✓ More suit for Economics is **scarcity**, because Economics study, about efficient allocation of scarce resource to attain maximum unlimited human wants.

2. Why we study economics? Have you gained anything from this chapter? Would you discuss them please?

- We study economics to know how to manage and efficiently allocate our scarce resources to get the maximum satisfaction of our unlimited want.

3. Define scarcity, choice and opportunity cost. Can you link them in your day to day lives?

- **Scarcity:** is the limitation of resources to satisfy unlimited human want.
- **Choice:** is an alternative (option) we choose because of scarcity or limitation of resource.
- **Opportunity cost:** is the next best alternative that is sacrificed or forgone to obtain one more unit of a product.

4. What do you understand by positive economics and normative economics?

- **Positive Economics:** is concerned with analysis of facts and attempts to describe the world as it is out any value judgement or it gives scientific explanation is out any value judgment.

Ja Economics Study Guide Answers For Teachers

Yi-Tong Ma



Ja Economics Study Guide Answers For Teachers:

International Handbook on Teaching and Learning Economics Gail Mitchell Hoyt, KimMarie McGoldrick, 2012 The International Handbook on Teaching and Learning Economics is a power packed resource for anyone interested in investing time into the effective improvement of their personal teaching methods and for those who desire to teach students how to think like an economist It sets guidelines for the successful integration of economics into a wide variety of traditional and non traditional settings in college and graduate courses with some attention paid to primary and secondary classrooms The International Handbook on Teaching and Learning Economics is highly recommended for all economics instructors and individuals supporting economic education in courses in and outside of the major This Handbook provides a multitude of rich resources that make it easy for new and veteran instructors to improve their instruction in ways promising to excite an increasing number of students about learning economics This Handbook should be on every instructor s desk and referenced regularly Tawni Hunt Ferrarini The American Economist In delightfully readable short chapters by leaders in the sub fields who are also committed teachers this encyclopedia of how and what in teaching economics covers everything There is nothing else like it and it should be required reading for anyone starting a teaching career and for anyone who has been teaching for fewer than 50 years Daniel S Hamermesh University of Texas Austin US The International Handbook on Teaching and Learning Economics provides a comprehensive resource for instructors and researchers in economics both new and experienced This wide ranging collection is designed to enhance student learning by helping economic educators learn more about course content pedagogic techniques and the scholarship of the teaching enterprise The internationally renowned contributors present an exhaustive compilation of accessible insights into major research in economic education across a wide range of topic areas including Pedagogic practice teaching techniques technology use assessment contextual techniques and K 12 practices Research findings principles courses measurement factors influencing student performance evaluation and the scholarship of teaching and learning Institutional administrative issues faculty development the undergraduate and graduate student and international perspectives Teaching enhancement initiatives foundations organizations and workshops Grounded in research and covering past and present knowledge as well as future challenges this detailed compendium of economics education will prove an invaluable reference tool for all involved in the teaching of economics graduate students new teachers lecturers faculty researchers chairs deans and directors

The Social Studies Professional ,1995 **Teaching Economics** Joshua Hall, Kerianne Lawson, 2019-08-07 This book looks at a number of topics in economic education presenting multiple perspectives from those in the field to anyone interested in teaching economics Using anecdotes classroom experiments and surveys the contributing authors show that with some different or new techniques teaching economics can be more engaging for students and help them better retain what they learned Chapters cover a wide range of approaches to teaching economics from interactive approaches such as utilizing video games

and Econ Beats to more rigorous examinations of government policies market outcomes and exploring case studies from specific courses Many of the chapters incorporate game theory and provide worked out examples of games designed to help students with intuitive retention of the material and these games can be replicated in any economics classroom While the exercises are geared towards college level economics students instructors can draw inspiration for course lectures from the various approaches taken here and utilize them at any level of teaching This book will be very useful to instructors in economics interested in bringing innovative teaching methods into the classroom

Teacher Knowledge and Practice in Middle Grades Mathematics, 2008-01-01 This book presents a coherent collection of research studies on teacher knowledge and its relation to instruction and learning in middle grades mathematics The authors provide comprehensive literature reviews on specific components of mathematics knowledge for teaching that have been found to be important for effective instruction Based on the analysis of video data collected over a six year project the chapters present new and accessible research on the learning of fractions early concepts of algebra and basic statistics and probability The three sections of the book contain chapters that address research on the development of mathematics knowledge for teaching at the undergraduate level instructional practices of middle grades teachers and the implications of teacher knowledge of mathematics for student learning The chapters are written by members of a research team led by the Editor that has been working for the past six years to develop practical and useful theories and findings on variables that affect teaching and learning of middle grades mathematics Mathematics knowledge for teaching is a topic of great current interest This book is a valuable resource for mathematics education researchers graduate students and teacher educators In addition professional developers and school district supervisor and curriculum leaders will find the concrete examples of effective teaching strategies useful for teacher workshops

Resources in Education, 1999

Economics of Education Dominic J. Brewer, Patrick J. McEwan, 2010-01-26 A collection of short stand alone chapters divided into five sections including overview of the field private and social returns to human capital investments production costs and financing of education teachers and teacher labor markets and education markets choice and incentives The collection provides international perspectives that describe the origins of these subjects their major issues and proponents their landmark studies and opportunities for future research The 70 contributors are each well regarded economists whose research has advanced the topic on which they write and this book fulfills an undersupplied niche for a text in the economics of education The chapters come from the acclaimed International Encyclopedia of Education 3e 2010 edited by Eva Baker Barry McGaw and Penelope Peterson The Encyclopedia contains over 1 350 articles in 24 sections that stretch from educational philosophies and technologies to measurement leadership and national systems of education This single volume textbook presents a cohesive view of this increasingly important area of economics Superb contributions from well regarded economist convey unique and useful perspectives Chapters contain an extensive bibliography and further readings to enable interested researchers to extend their knowledge

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Deposit of Two Copies in the Office Library of Congress. Copyright Office,1969 *Teaching for Learning* Claire Howell
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