

EXPLORING VIRTUAL ECONOMICS

TIME FRAME: 60 minutes

MATERIALS (1 per participant):

- Computers (connected to the Internet, if possible)
- *Virtual Economics* CD-ROM or USB Flash Drive
- Scavenger Hunt Worksheet

STEP 1: 10 minutes

Load *Virtual Economics* CD-ROM: Have the participants place the CD into the CD-ROM drive on their computers. If auto-play is enabled on the computers, the CD will automatically start. If the CD does not automatically start, tell them to double-click on the *VE4.exe* (Windows) or *VE4* (Macintosh) icon. The CD may take between 20 seconds and one minute to load.

Load *Virtual Economics* USB Flash Drive: Have the participants insert the Flash Drive into a USB port on their computers. Have them open the *LAUNCH VE4 - Windows* or *LAUNCH VE4 - Mac* folder, and double-click on the *VE4.exe* (Windows) or *VE4* (Macintosh) icon. The first time you launch the application it will take between 30 seconds and two minutes to load depending on your computer system.

Explain that there is no installation required with *Virtual Economics*. As long as a computer meets the minimum system requirements, the application will run directly from the CD or flash drive and is not dependent on software on the computer, except for Adobe Reader.

STEP 2: 40 minutes

Scavenger Hunt: To provide the teachers with a broad overview of the tool, have them examine it. Give them the *Scavenger Hunt worksheet* to complete. The purpose of this activity is to have the participants work through the process of answering the questions, not so much identifying the answers themselves. By searching *Virtual Economics* for the answers, they will become familiar with the various functions and features of the tool.

STEP 3: 10 minutes

Debrief the Scavenger Hunt: Ask questions such as the following:

- What are the various ways you can search for lessons in Browse Economics Lessons?
By keyword, publication, national and state standards
- Can you find lessons by Browsing Economics Concepts or only by Browsing Economics Lessons? *Both*
- Which method for searching for lessons works best for you? *Why? Answers will vary*
- How would you use the teaching Tips? *Answers will vary*
- How would you use the Concept Videos? *Answers will vary*
- What are two ways you can access the Glossary? *Go to Browse Economics Concepts and click on the tab on the right-hand corner of the screen or click on the underlined terms in the Concept Overviews.*
- Which feature of *Virtual Economics* are you most likely to use? *Why? Answers will vary*

SCAVENGER HUNT - PAGE 1

If your computer is online, complete the process of registering your copy of *Virtual Economics* now.

PART I - BROWSING ECONOMICS CONCEPTS

1. What are the two major Browse components?
 - a.
 - b.
2. List the five categories of Economics Concepts.
 - a.
 - b.
 - c.
 - d.
 - e.
3. Select one of the International Economics Concepts and examine the screen. What is the purpose of the Overview?
4. What Related Concepts are linked to the concept of Price Ceilings and Floors? Why are Related Concepts included in *Virtual Economics*?
5. How many teaching Tips are given for the concept of Inflation? What is the purpose of the teaching Tips?

SCAVENGER HUNT - PAGE 2

6. What options are given when you click on the word *print*?

7. Play the Concept Video for the concept of Productive Resources. What other task is the user asked to complete? How many did you answer correctly?

8. Go to the concept of Compound Interest. How many terms are highlighted? What happens when you click on the term *save*? View the Concept Video for this concept. Describe the hands-on task.

PART II - BROWSING ECONOMICS LESSONS

The database of economics lessons may be searched in four ways: by publication, keyword, national standards and state standards. Use these search functions to answer the following questions.

9. How many lessons are in the publication *The Wide World of Trade*? What is the title of Lesson 4?

10. How many print lessons are available on the topic of *corporation*?

11. How many high school print lessons are available to teach economics in world history?

SCAVENGER HUNT - PAGE 3

12. What is Georgia's Grade 2 standard which is numbered *SS2E1*? How many CEE Featured Lessons are displayed for this standard?

13. What is the cost of a single copy of the high school publication *Economics in Action*?

14. How many national economics standards exist?

15. Locate the standards for your state and explore them. Write a statement summarizing your reaction to what you find.

16. Search for lessons to teach a standard that you want to teach. How many lessons did you find?

17. If you are online, select a standard for your state and find an online lesson. By clicking on the lesson title, you will automatically be taken to the EconEdLink website. Examine the lesson and find each of the following items:
 - Grade: _____
 - Date the lesson was posted: _____
 - Concepts: _____
 - _____
 - Has anyone shared this lesson on Facebook? _____
 - Has anyone shared this lesson on Twitter? _____
 - Are there any educator reviews? _____

18. Which feature of *Virtual Economics* seems most promising for meeting your needs as a teacher of economics?

SCAVENGER HUNT - KEY - PAGE 1

If your computer is online, complete the process of registering *Virtual Economics* now.

PART I - BROWSING ECONOMICS CONCEPTS

1. What are the two major Browse components?

- a. *Browse Economics Concepts*
- b. *Browse Economics Lessons*

2. List the five categories of Economics Concepts.

- a. *Fundamental Economics*
- b. *Macroeconomics*
- c. *Microeconomics*
- d. *International Economics*
- e. *Personal Finance Economics*

3. Select one of the International Economics Concepts and examine the screen. What is the purpose of the Overview?

The Overview gives a description of the concept with key terms highlighted.

4. What Related Concepts are linked to the concept of Price Ceilings and Floors?

Demand, Markets and Prices, Supply

Why are Related Concepts included in *Virtual Economics*?

*Economics concepts are inter-related. **Virtual Economics** helps teachers explore and understand relationships between and among concepts.*

5. How many teaching Tips are given for the concept of Inflation? 3 What is the purpose of the teaching Tips?

They give teachers quick ideas to use in class.

6. What options are given when you click on the word *print*?

The options are Overview, Lessons, Tips, Online Resource, and Quiz.

7. Play the Concept Video for the concept of Productive Resources. What other task is the user asked to complete?

To classify each of six resources by one of four categories

How many did you answer correctly?

Answers will vary

8. Go to the concept of Compound Interest. How many terms are highlighted? 5

What happens when you click on the term *save*?

*The definition of **save** appears on the right-hand side of the screen.*

View the Concept Video for this concept. Describe the hands-on task.

The user manipulates variables to determine the simple interest, compound interest and principal saved over time.

SCAVENGER HUNT - KEY - PAGE 2

PART II - BROWSING ECONOMICS LESSONS

The database of economics lessons may be searched in four ways: by publication, keyword, national standards and state standards. Use these search functions to answer the following questions.

9. How many lessons are in the publication *The Wide World of Trade*? 11

What is the title of Lesson 4?

Resources and Trade

10. How many print lessons are available on the topic of *corporation*? 5

11. How many high school print lessons are available to teach economics in world history? 13

12. What is Georgia's Grade 2 standard which is numbered *SS2E1*?

The student will explain that because of scarcity, people must make choices and incur opportunity costs.

How many CEE Featured Lessons are displayed for this standard? 20

13. What is the cost of a single copy of the high school publication *Economics in Action*?

\$29.95 NOTE: In searching for a publication, you must check the appropriate grade level or all grade levels.

14. How many national economics standards exist? 20

15. Locate the standards for your state and explore them. Write a statement summarizing your reaction to what you find.

Answers will vary

16. Search for lessons to teach a standard that you want to teach. How many lessons did you find?

Answers will vary

17. If you are online, select a standard for your state and find an online lesson. By clicking on the lesson title, you will automatically be taken to the EconEdLink Web site. Examine the lesson and find each of the following items:

Answers will vary for each item

18. Which feature of *Virtual Economics* seems most promising for meeting your needs as a teacher of economics?

Answers will vary