



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Leaving Certificate Business

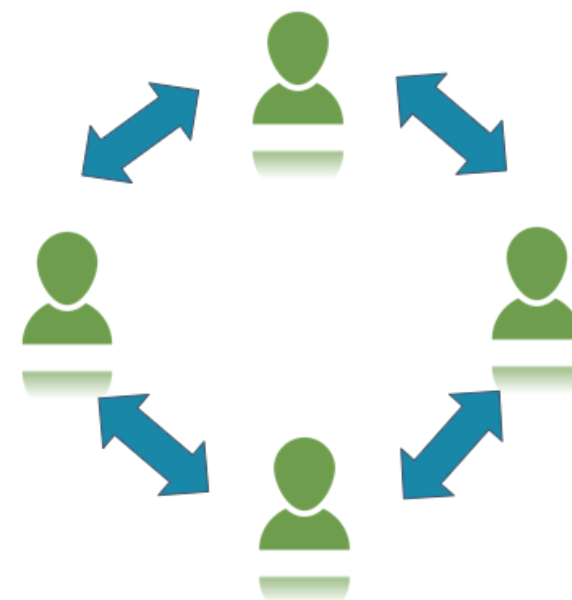
Collaborative: Incorporating Digital Transformation
into the Business Classroom





Welcome

Leaving Certificate Business Collaborative





Professional Learning Supports

Professional Learning Experiences

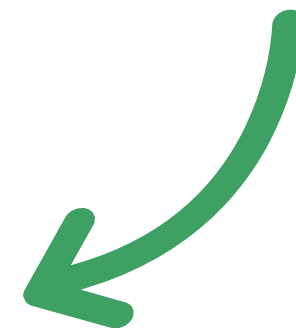
Webinars

Collaboratives

Website

School Visits

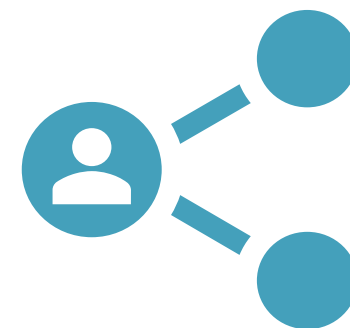
Mailing Lists





Purpose of this Collaborative

- To provide a **forum** for collaborative discussions on the cross-cutting theme of Digital Transformation
- To provide an opportunity to share, engage and reflect on **approaches** that support effective student engagement with stimulus material related to Digital Transformation

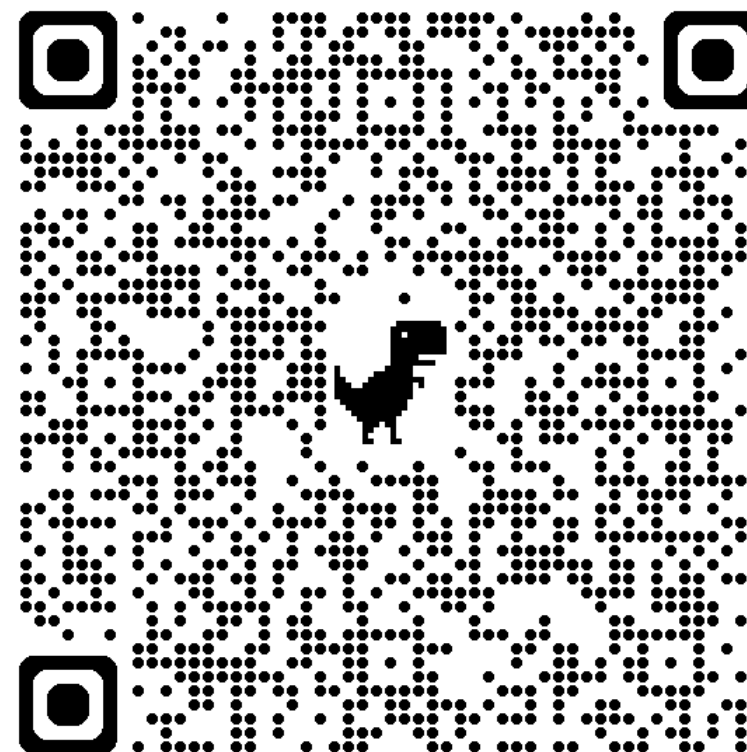




Support Materials



padlet



Oide Mailing Lists



Session Intentions

In this session we will...

- Develop our knowledge of the cross-cutting theme of **digital transformation** and its integrated nature across the Business Specification
- Consider effective approaches to engaging with learning related to **digital transformation**
- Reflect on how engaging with this collaborative will inform our classroom practice



Business Specification Overview

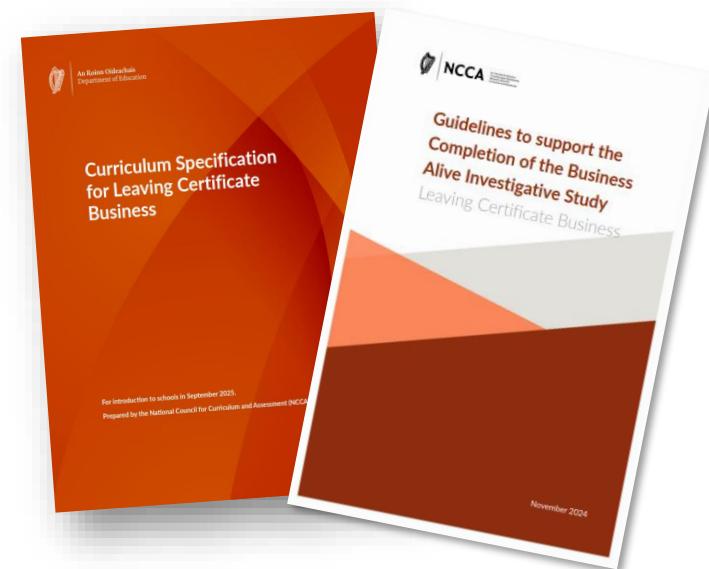
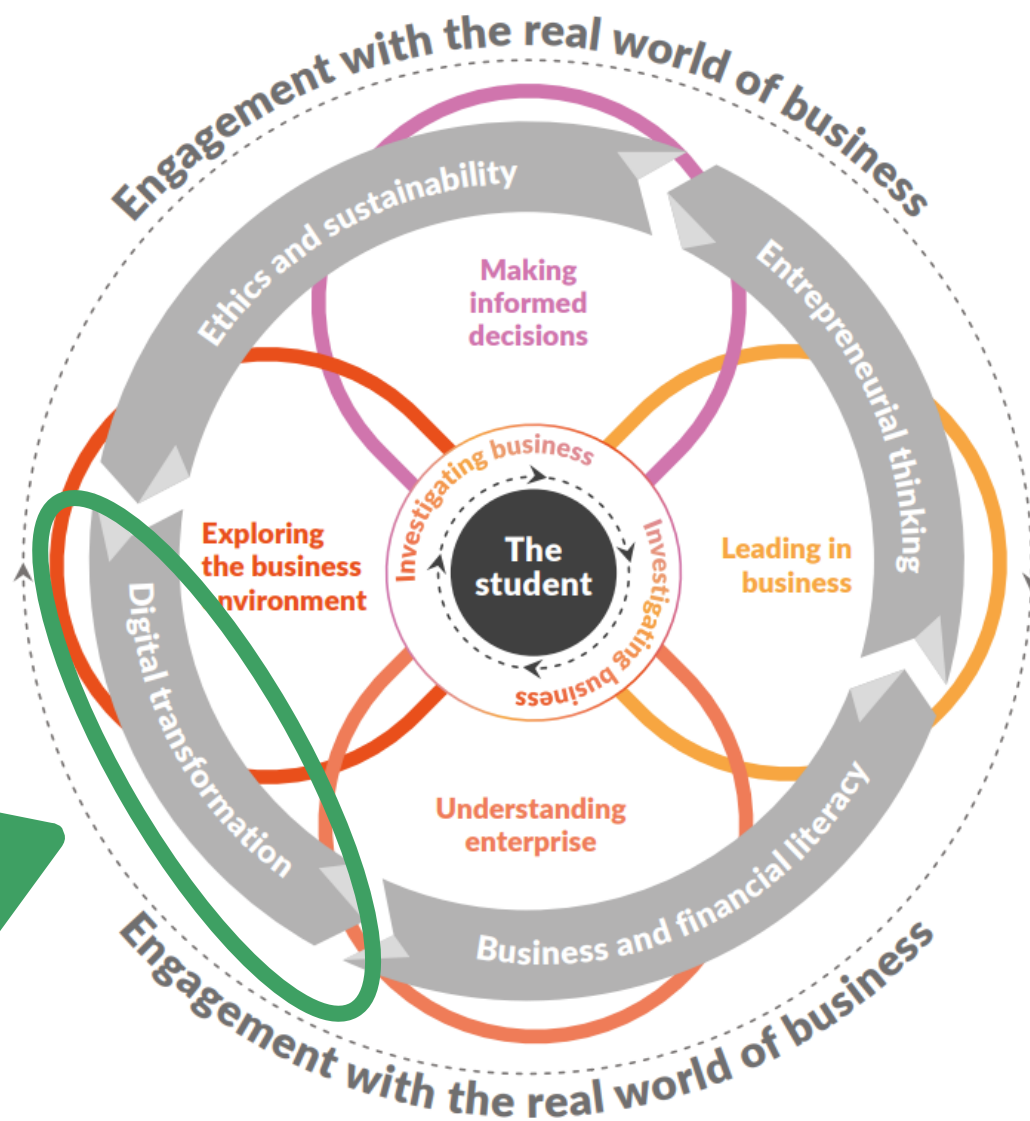


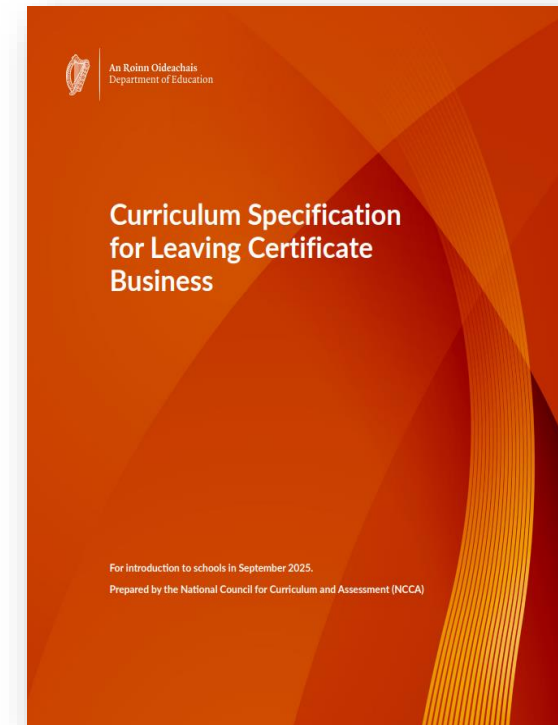
Figure 1: *Business Specification, 2024, p.11.* Leaving Certificate Business: Specification Overview.



Teaching for Student Learning

“ The use of digital technology in the classroom and beyond can also play a role in enhancing learning, teaching and assessment and can help to enhance opportunities for students to develop their key competencies. ”

(Business Specification 2024, p.30)





Digital Technology in the Classroom

How have you used digital technology in the classroom to enhance learning, teaching and assessment?

How can digital technology help to create opportunities for students to develop their key competencies?

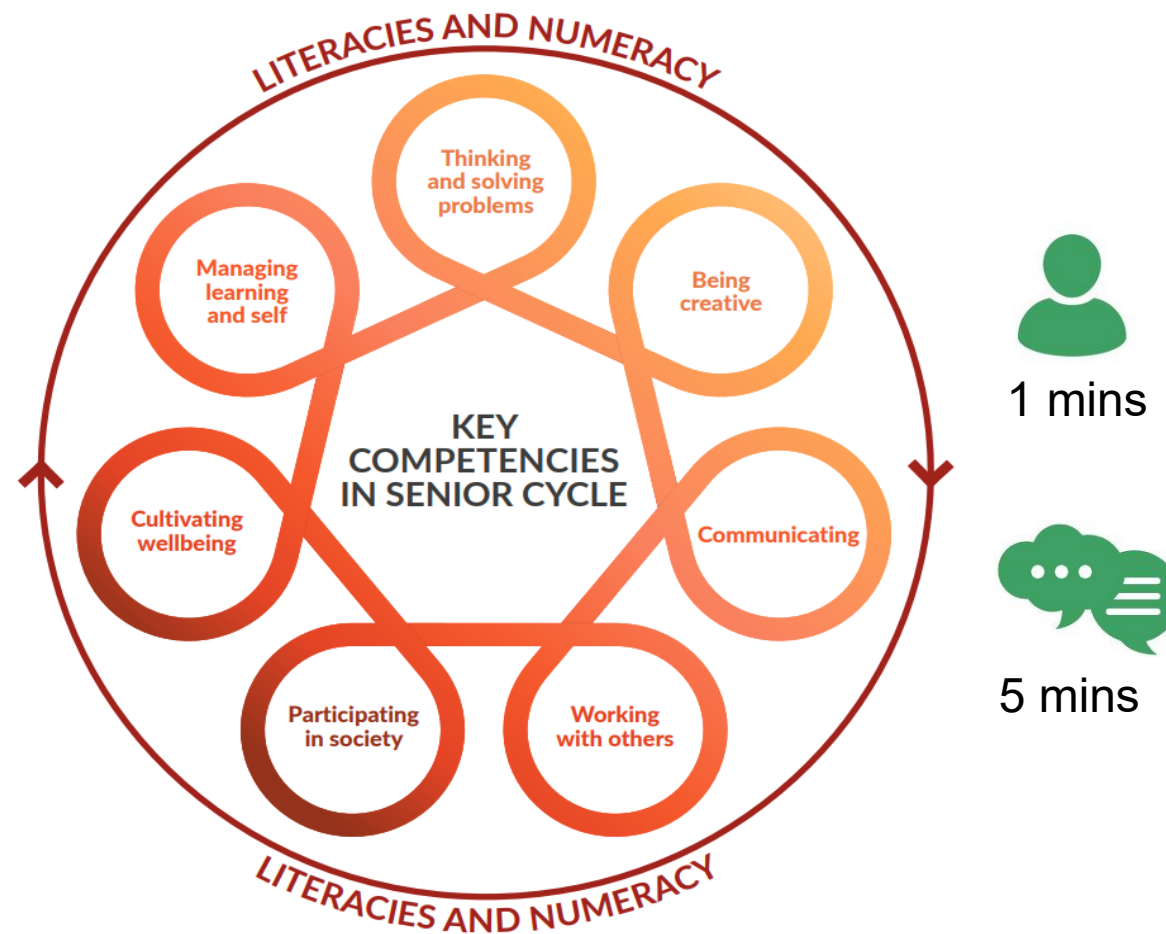


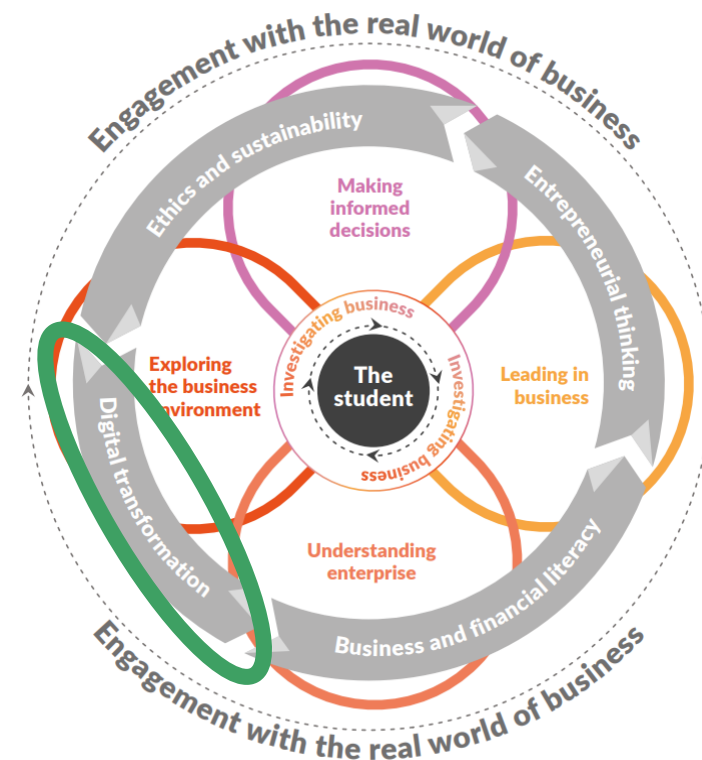
Figure 2: Key competencies in senior cycle, 2024, p.2.
Key Competencies in senior cycle, supported by literacies and numeracy.



Digital Technology in Leaving Certificate Business

“ In their engagement with Leaving Certificate Business, students develop an understanding of the importance of business in society and develop an understanding of how digital technology has transformed business practices. ”

(Business Specification 2024, p.9)



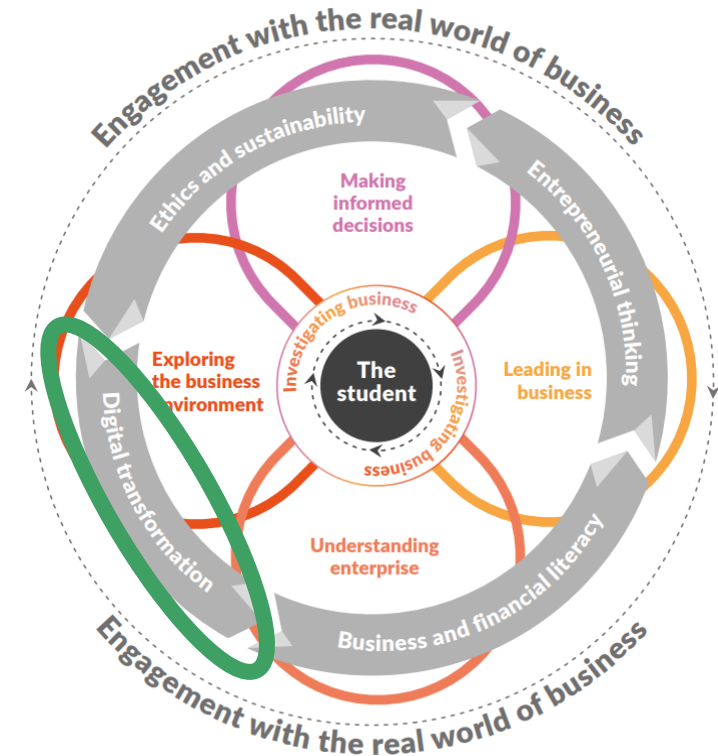


Digital Technology in Leaving Certificate Business



Ongoing developments in digital technology have revolutionised the business landscape and disrupted how business operates. Examples of this include (but are not limited to) **digitalisation**, **Artificial Intelligence (AI)** and **big data** which all **impact on businesses** themselves, how **customers engage** with business, **the world of work** and **how decisions are made...**”

(Business Specification 2024, p.10)





Examples of Learning Outcomes

2.4.5

demonstrate an understanding of the disruptive impact* and influence of digital technology on market research and marketing.

3.2.3

evaluate how digital technologies influence the process of recruitment and selection.

4.2.8

describe Central Bank Digital Currency and examine the potential impact of digital currency on consumers and businesses



Learning Outcome in Focus - The Disruptive Impact of Technology

Learning Outcome: Strand 2.4.5

Students learn about

- how technology changes market research and marketing.

Students should be able to

5. demonstrate an understanding of the disruptive impact and influence of digital technology on market research and marketing.

Disruptive impact

Disruptive impact is often used to describe how digital technology can change the way in which businesses operate (including within the workplace) and how consumers interact with business. It can be both positive and negative.

(Appendix 2 Glossary of terms p.39)

Can you think of an example of a positive and a negative disruptive impact of digital technology in relation to marketing?



3 mins



Digital Transformation – Big Data



- Individually, read the stimulus from RTÉ News
- Share your own experiences of using loyalty cards and your opinions on how firms gather and use "big data".
- Consider the digital format in which the stimulus itself was presented. Does anything strike you as interesting about it?

Loyalty fee: The price of retailers' reward cards

Updated / Wednesday, 22 Feb 2023 17:44



Maguire, A. (2023) Loyalty fee: The price of retailers' reward cards. *RTÉ News*, 22 February 2023. Available at: <https://www.rte.ie/news/business/2023/0222/1358247-loyalty-card-rewards/> (Accessed 28 November 2025).



5 mins



15 mins



5 mins





Reflection – Adapting my Practice

Consider:

From my collaboration with colleagues, what learning will I take away and how might I adapt my practice in light of this learning?





Learning Outcomes in Focus - Recruitment and Selection

Learning Outcome: Strand 3.2.3

Students learn about

Students should be able to

2. Leading and managing people

- how digital developments change the process of recruitment and selection

3. evaluate how digital technologies influence the process of recruitment and selection.

Share your understanding of how digital technology can be used in the process of recruitment and selection.



3 mins



Digital Transformation – AI in Recruitment and Selection

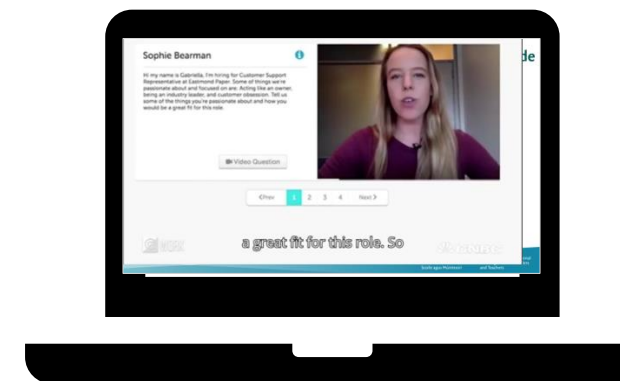


While watching the video, consider...

How can AI be used to support the process of recruitment and selection?



3 mins



Sophie Bearman



Hi my name is Gabriella, I'm hiring for Customer Support Representative at Eastmond Paper. Some of things we're passionate about and focused on are: Acting like an owner, being an industry leader, and customer obsession. Tell us some of the things you're passionate about and how you would be a great fit for this role.

Video Question



<Prev

1

2

3

4

Next >



a great fit for this role. So





Digital Transformation – AI in Recruitment and Selection



Following your viewing of this clip consider the opportunities and challenges to using AI for recruitment, consider it from both the applicant and potential employers' perspectives.



15 mins



5 mins



Reflection – Enhancing my Practice

Consider:

From my collaboration with colleagues, what learning will I take away and how might I adapt my practice in light of this learning?





Learning Outcomes in Focus - Central Bank Digital Currency

Learning Outcome: 4.2.8

Students learn about

- the advantages and disadvantages of Central Bank Digital Currency (CBDC)* as an electronic equivalent to cash, and how it differs from stablecoins and crypto assets.

Students should be able to

- describe Central Bank Digital Currency and examine the potential impact of digital currency on consumers and businesses.



What comes to mind when you hear digital currency?



3 mins



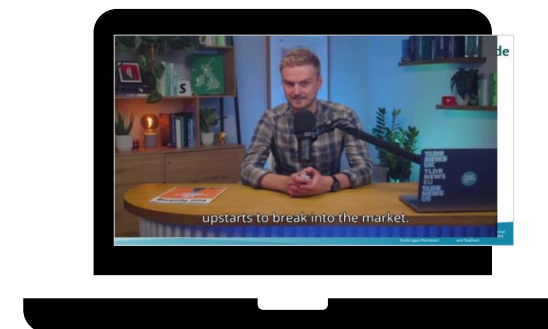
Digital Transformation – Central Bank Digital Currency



- Watch the video on the introduction of a digital euro.
- Note an interesting or new point relating to the Central Bank Digital Currency (CBDC)



3 mins





upstarts to break into the market.



Digital Transformation – CBDC and Engaging with a Stimulus using the Unifying Strand



15 mins



5 mins

- Examine the potential impact of digital currency on consumers and businesses.
- Consider how learning from the Unifying strand can be enhanced when engaging with stimuli material.



Reflection – Enriching my Practice

Consider:

From my collaboration with colleagues, what learning will I take away and how might I adapt my practice in light of this learning?



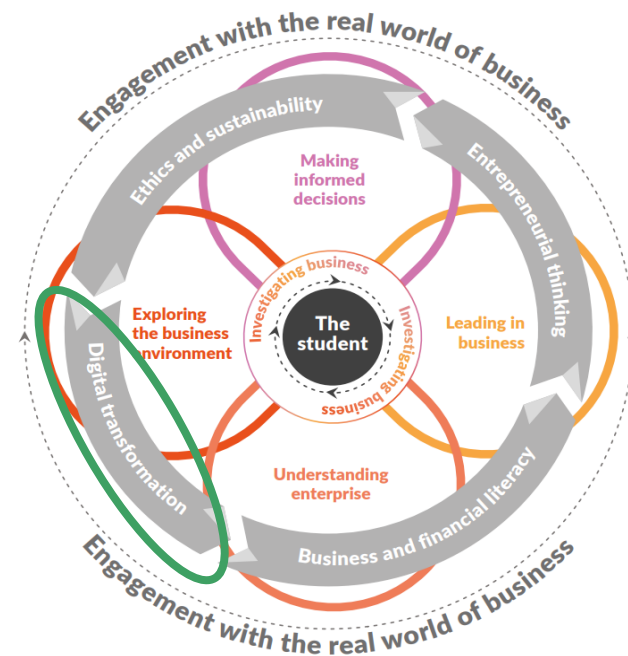


Cross-Cutting Theme: Digital Transformation



Choose a learning outcome that doesn't refer to **digital** but may still be relevant to the cross-cutting theme of digital transformation.

Consider how will you use digital transformation as a lens for the learning within this learning outcome.



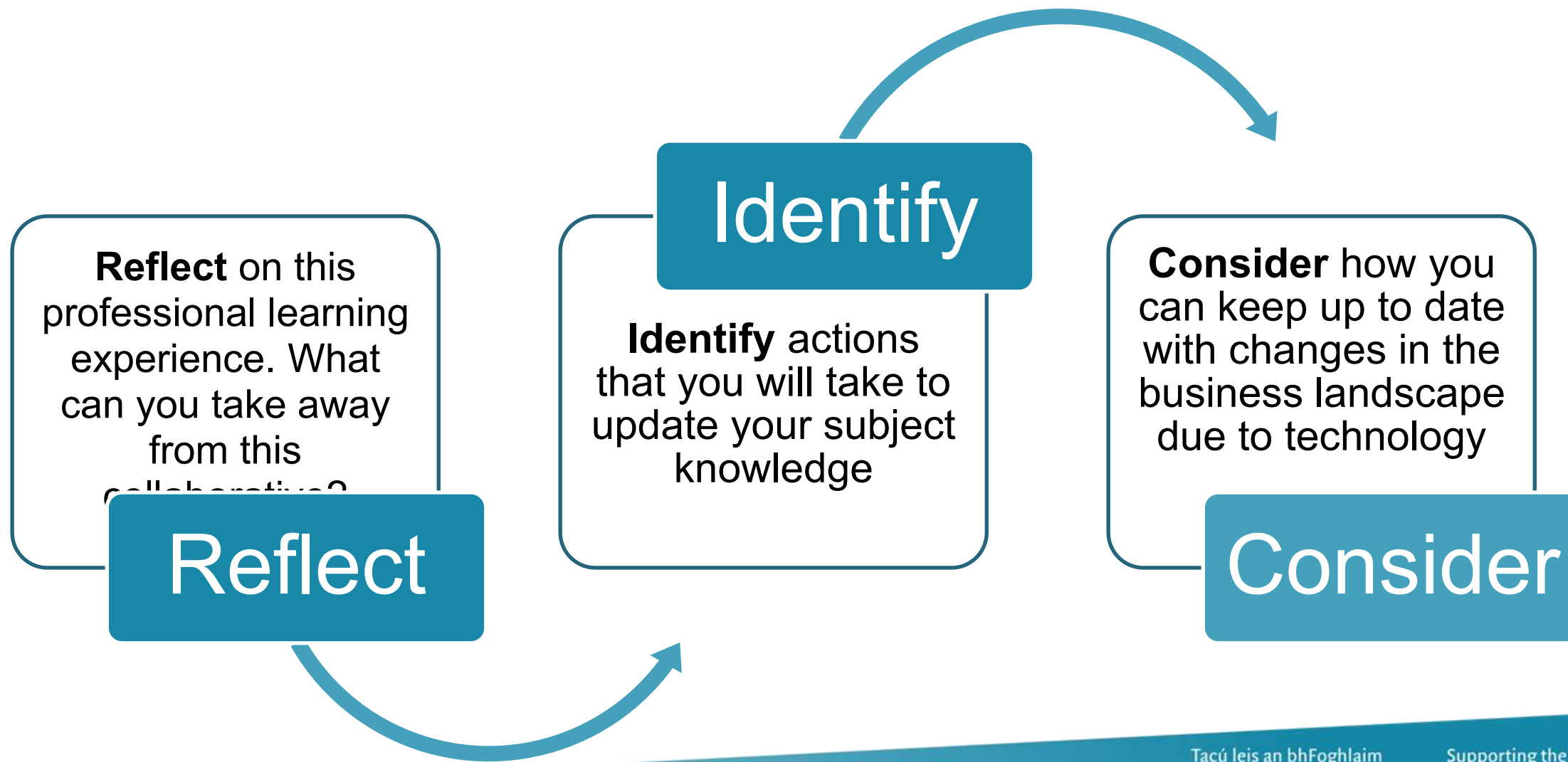
5 mins



5 mins



Reflection: What next?





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- Considered effective approaches to engaging with learning related to **digital transformation**
- Reflected on how engaging with this collaborative will inform our classroom practice

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All Business Subjects:
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and resources.



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All bookings
for teachers
and schools.

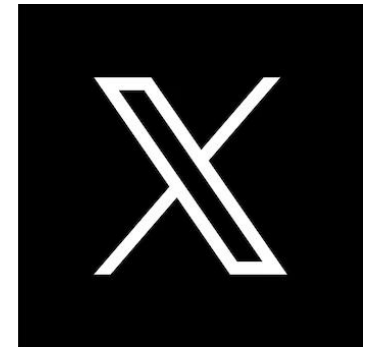
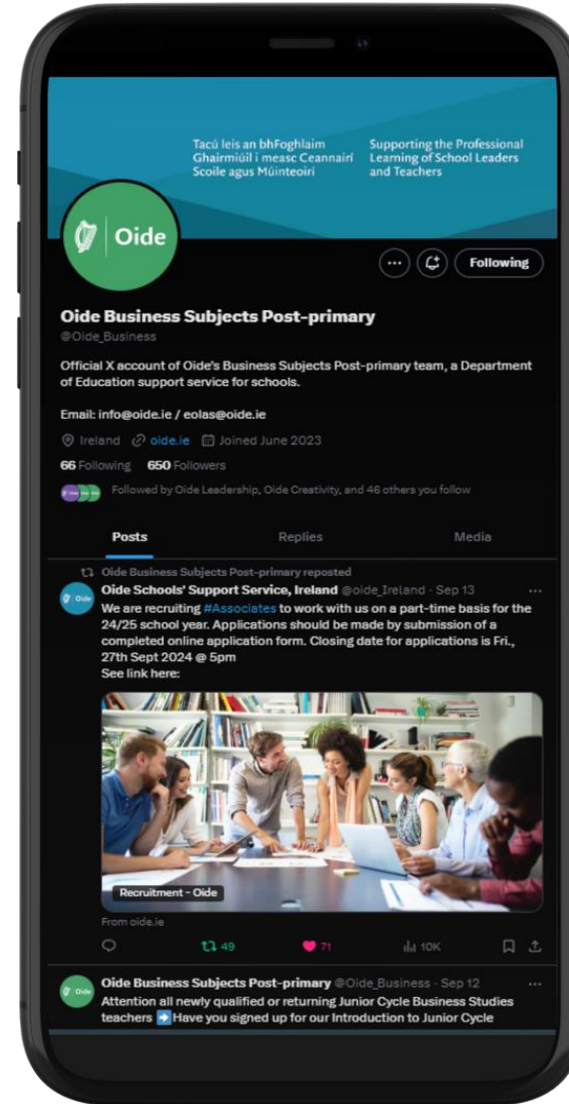


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References

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Maguire, A. (2023) Loyalty fee: The price of retailers' reward cards. *RTÉ News*, 22 February 2023. Available at: <https://www.rte.ie/news/business/2023/0222/1358247-loyalty-card-rewards/> (Accessed 28 November 2025).

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NCCA (2024). *Guidelines to support the completion of the Business Alive Investigative Study*

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Appendices

Figure 1: NCCA (2024). *Business Specification, 2024, p.11*. Leaving Certificate Business: Specification Overview.

Figure 2: NCCA (2024). *Key competencies in senior cycle, 2024, p.2*. Key Competencies in senior cycle, supported by literacies and numeracy.