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Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

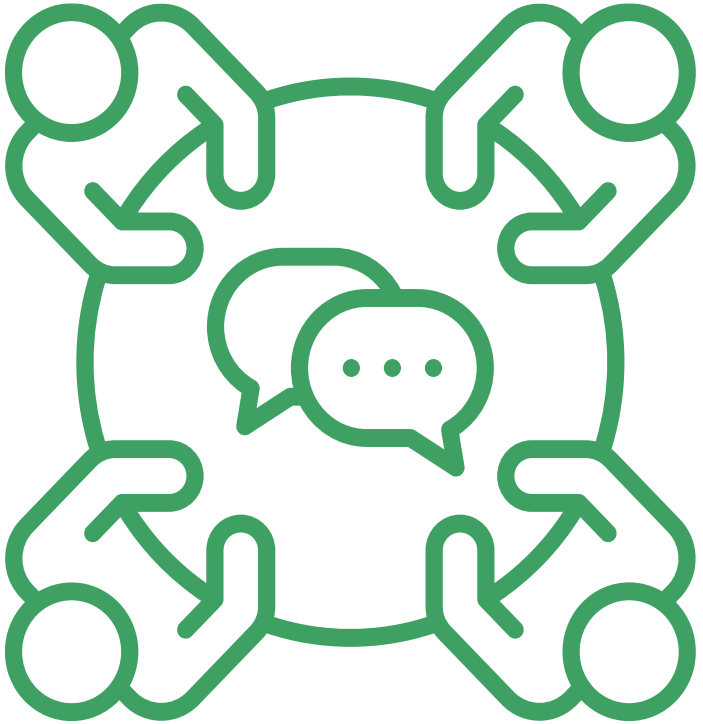
# Leaving Certificate Business

## Investigating Business: Developing Students' Investigative Research Skills

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# Welcome

## Leaving Certificate Business Webinar



# Support Materials

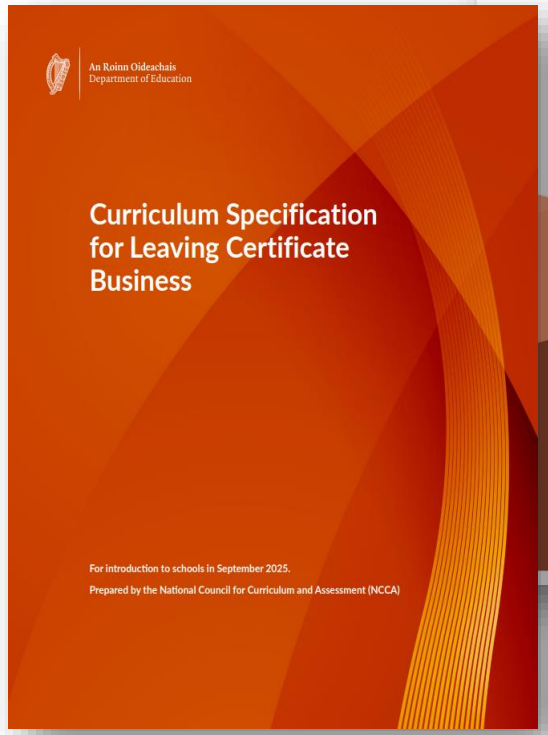
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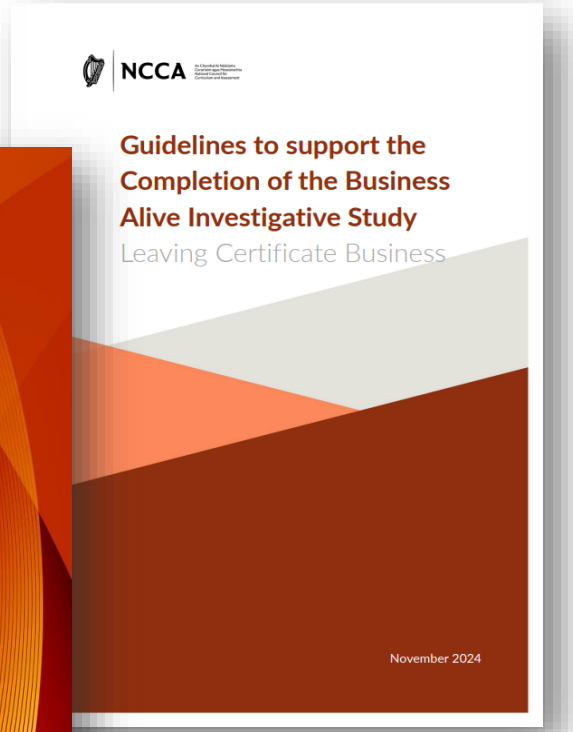
Oide Mailing Lists

# Key Documents

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# Business PLEs

## 2024/2025

- PLE Day 1
- Collaborative on Ethics and Sustainability
- Webinar on the Business Specification
- SEC Webinar on Sample Examination Papers

## 2025/2026

- PLE Day 2
- Webinar on Financial Literacy
- Collaborative on the Unifying Strand
- Webinar on Analytical Tools
- Collaborative on Digital Transformation

## 2026/2027

- PLE Day 3
- Webinar on Design Thinking
- Collaborative on Entrepreneurial Thinking
- Webinar on Investigative Skills
- Collaborative on the Unifying Strand and linking the AAC

# In this Webinar, we will be...

- Considering how classroom practices can develop students' research skills
- Exploring strategies to support students in selecting and critically evaluating information from a range of sources and perspectives
- Engaging with practical approaches in the Business classroom which embed investigative learning.

# Specification Overview

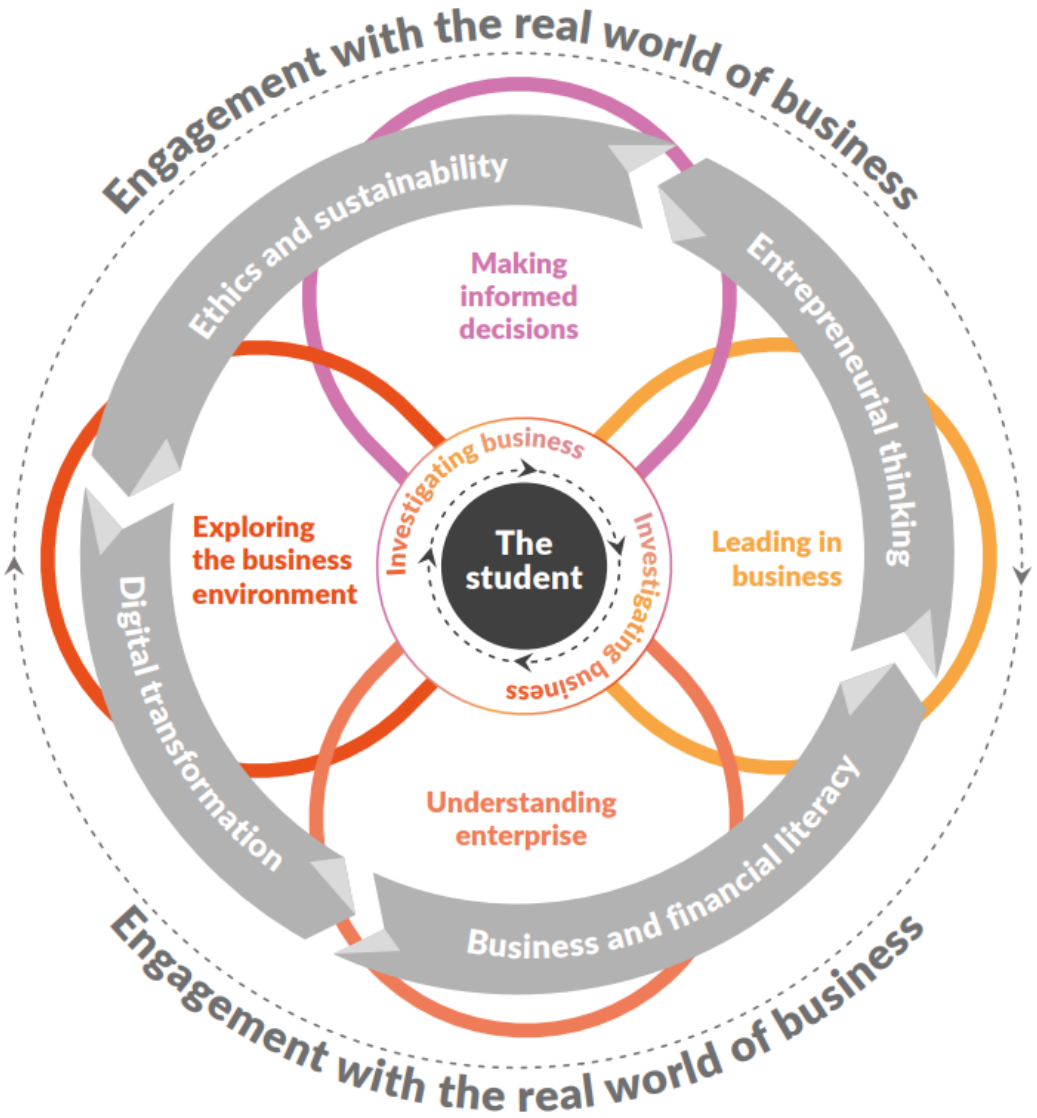
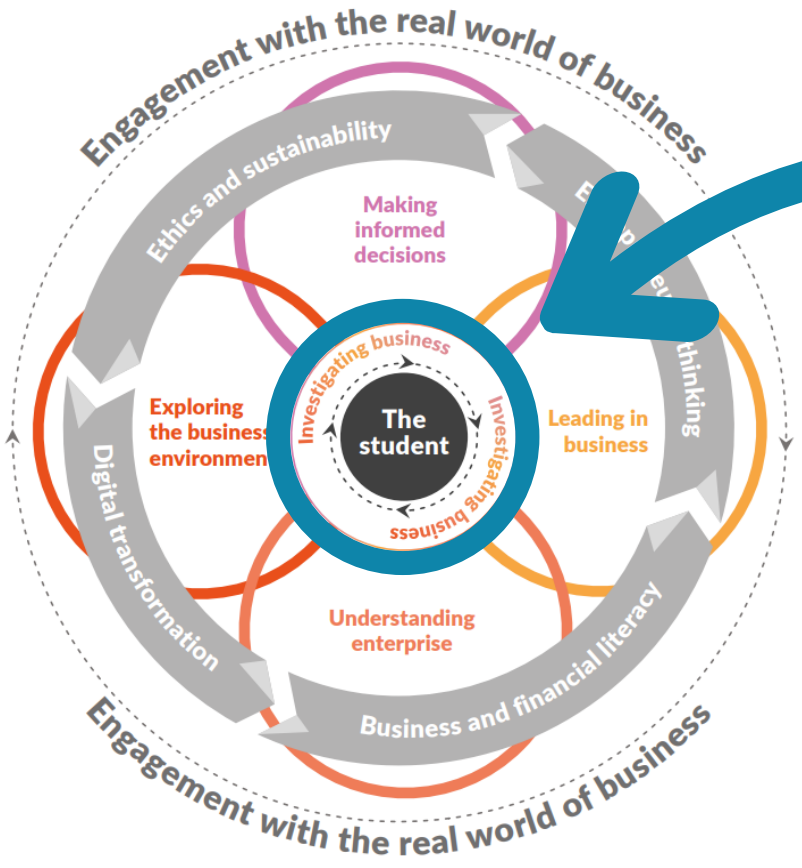



**Figure 1:** *Business Specification, 2024, p.11.* Leaving Certificate Business: Specification Overview.

# Unifying Strand: Investigating Business




"The unifying strand is designed to be woven throughout the contextual strands as appropriate."

(*Business Specification*, 2024, p. 10)

# The Investigative Folder 

"This may be supported through students maintaining an **investigative folder** across the two years of study in which they compile a collection of information from the media and other appropriate sources upon which they reflect …"

"…developing an **investigative folder** will support students in applying their learning to the real world of business, in developing informed perspectives, and in gathering resources which they may draw upon as they complete their AAC."

(*Business Specification*, 2024, p. 30)

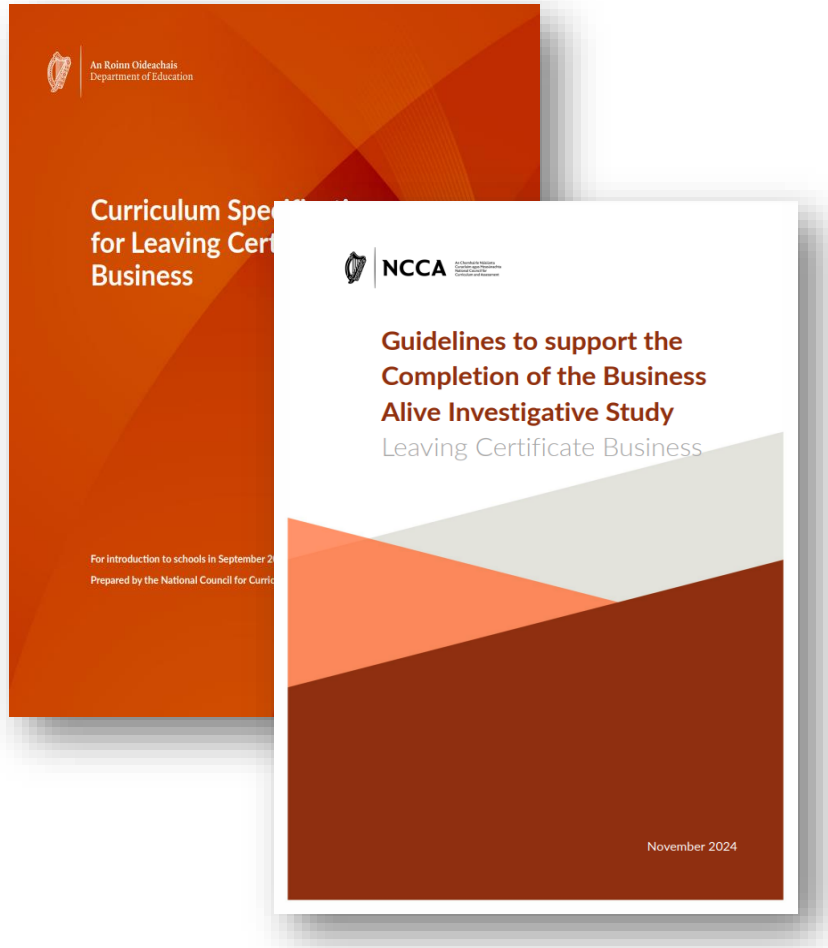
# Reflection on Practice

- How do you support students to develop research skills in business and apply the learning set out in the Unifying Strand?
- How have you supported students to record and store their investigative research?



# Investigating Business

> The investigation requires students to… investigate an aspect of business and apply the skills developed primarily through their engagement with the Unifying Strand to reach informed conclusion(s), recommendation(s) and/or perspective(s).




*(Business Specification 2024,* p.33; *Guidelines to support the Completion of the Business Alive Investigative Study Leaving Certificate Business 2024, p.10)*

# Business Alive Investigative Study (AAC)

## 6. Business Alive Investigative Study Report Structure

The structure of the Business Alive Investigative Study Report should consist of the following section headings, **each with a suggested word count**. You should include these headings in your Report. Suggested indicative content for each heading is given below.

**2. Investigation and Findings** **approx. 400 words**

- Explain the purpose and relevance of the different research methods and sources used appropriate to your research question
- Present your research findings in appropriate formats
- Consider a variety of perspectives

**Figure 4:** *Business Alive Investigative Study Brief 2027, p.7.* Business Alive Investigative Study Report Structure.

# Descriptors of Quality

## Descriptors of Quality for the Business Alive Investigative Study

The descriptors below relate to the learning achieved by students in the Business Alive Investigative Study. In particular, the investigation requires students to:

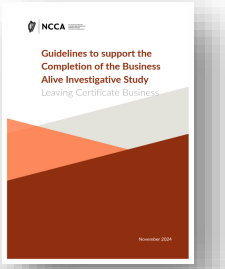
- plan their investigative study, apply, and demonstrate project management skills, and their capacity to monitor and evaluate progress
- investigate an aspect of business and apply the skills developed primarily through their engagement with the Unifying Strand to reach informed conclusion(s), recommendation(s) and/or perspective(s)
- apply the relevant cross-cutting theme(s) within the Leaving Certificate Business Specification to their Investigative Study, and relate the study to the world of business
- communicate their findings.

| Students demonstrating a high level of achievement | Students demonstrating a moderate level of achievement | Students demonstrating a low level of achievement |
|---|---|---|




**Figure 2:** *Guidelines to support the Completion of the Business Alive Investigative Study Leaving Certificate Business , 2024, p.10.* Descriptors of quality for the Business Alive Investigative Study.

# Appendices




| SMART |
|---|
| Specific |
| Measurable |
| Achievable |
| Relevant |
| Timebound |

| | |
|---|---|
| Objectives | • Source of information:<br>• Date accessed:<br>• Key information |
| My role | • |
| Resources | • Source of information:<br>• Date accessed:<br>• Key information |
| Time schedule | • |
| Possible risks | • Source of information:<br>• Date accessed:<br>• Key information |
| Ongoing monitoring and evaluation | • |

| Examples of in-text Citations for different types of sources |
|---|
| **Book:**<br>(p. 57, McLeskey, 2013) |
| **Newspaper/magazine article:**<br>(Hearne, J., 30/08/2024) |
| **Text/image accessed online:**<br>(thelatinlibrary.com/101/RhetoricalDevices) |
| **Audio accessed online:**<br>(Ep. 10, rte.ie/radio/podcasts/22093250) |
| **Video accessed online:**<br>(3:20 to 5:45, youtu.be/yCv4iyPqZKQ) |
| **AI Tools (with shareable url):**<br>(chat.openai.com/share/f45a1e23-2217-4443-a244-d56ab26ae940) |
| **AI Tools (without shareable url):**<br>(OpenAI (2023) ChatGPT, 20/10/2023) |

**Figure 3:** *Guidelines to support the Completion of the Business Alive Investigative Study Leaving Certificate Business , 2024, pp.16-22.* Appendices.

# Activity: Searching vs Researching

**Question 1**: What is the most popular supermarket in Ireland?

**Question 2:** Why are discount supermarkets becoming more popular in Ireland, and what impact is this having on Irish consumers, employees and local businesses?



# Activity: Searching vs Researching

| Searching | Researching |
| --- | --- |
| What year was TikTok launched? | How has TikTok changed marketing for Irish businesses? |
| What is the minimum wage in Ireland? | Do minimum wage increases help or harm Irish businesses? |

# Activity: Searching vs Researching

| | | |
|---|---|---|
| 01 | How many Penneys stores are in Ireland? | |
| 02 | What is remote working? | |
| 03 | Why is Zara successful despite sustainability criticism? | |
| 04 | What is AI? | |
| 05 | Can fast fashion businesses ever be sustainable? | |
| 06 | What is Penneys? | |
| 07 | What is influencer marketing? | |
| 08 | How is inflation affecting Irish businesses and consumers differently? | |

**Choose one identified as "searching" and adapt the question so it is considered "researching"**

5 mins

# Activity: Searching vs Researching

Consider:

- What differences emerged between searching and researching?
- Why is this distinction important for the AAC?
- How can we help students move from: “Googling answers” towards “investigating business issues”?

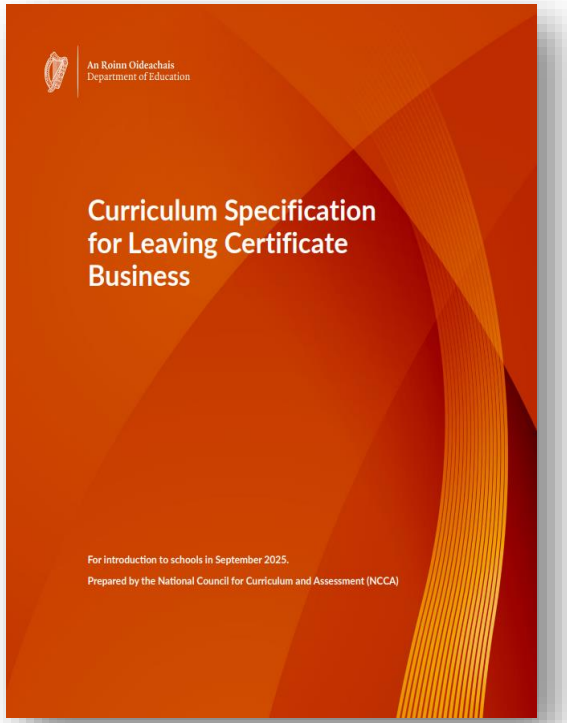


5 mins

# Choosing Sources

> “It is important for students to **choose sources most relevant** to their question, to consider a variety of perspectives and to record the sources of all the information gathered to ensure the sources of information used can be appropriately referenced in their report.”

*(Business Specification 2024, p. 6)*



# RADAR Framework

- **Rationale:** Why does this information exist?
- **Authority:** Is the person/organisation qualified?
- **Date:** Is it current?
- **Accuracy:** Is it supported by evidence?
- **Relevance:** Is it appropriate?

**Adapted:** Mandalios, J. (2013). RADAR: An approach for helping students evaluate Internet sources

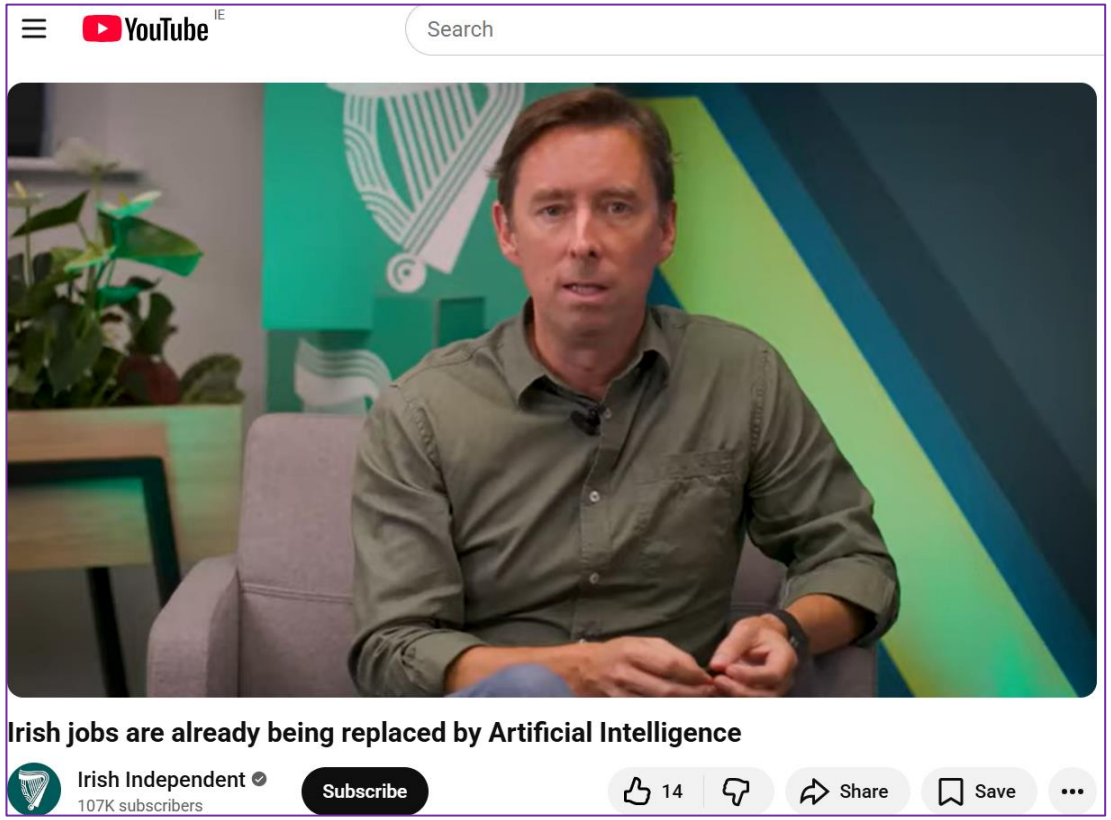
# Activity: Investigating Business

*"What impact is the adoption of artificial intelligence having on the Irish labour market?"*

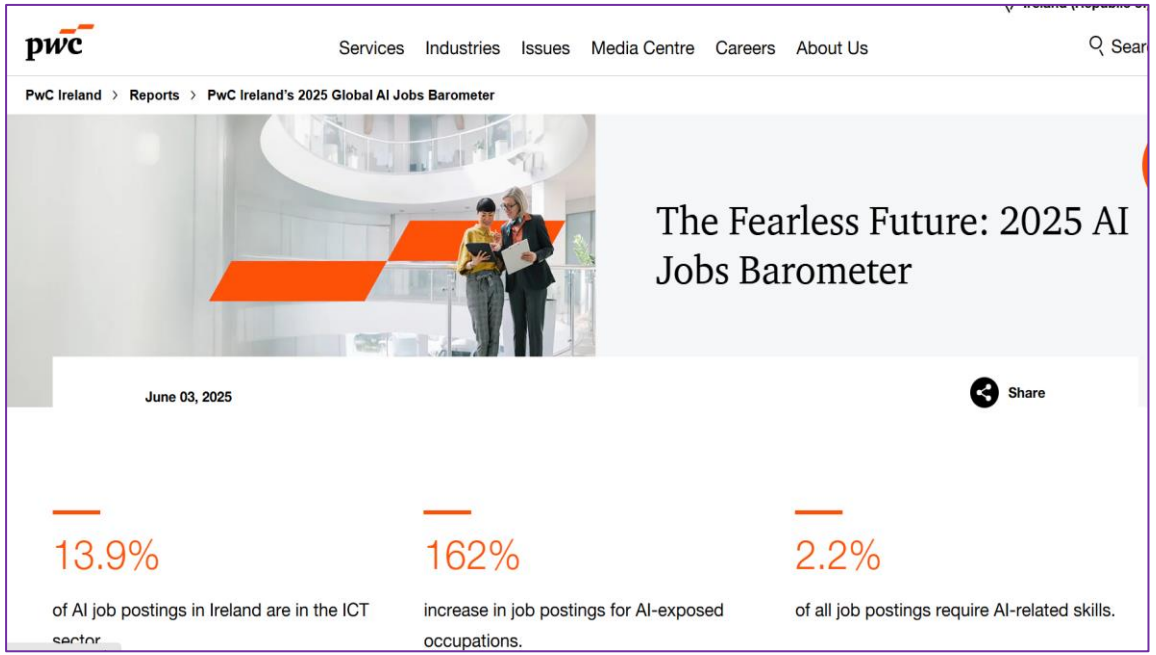
**Question 1 :** Is this a reliable source of information?

5 mins

**A**




**B**



# Activity: Investigating Business

*"What impact is the adoption of artificial intelligence having on the Irish labour market?"*

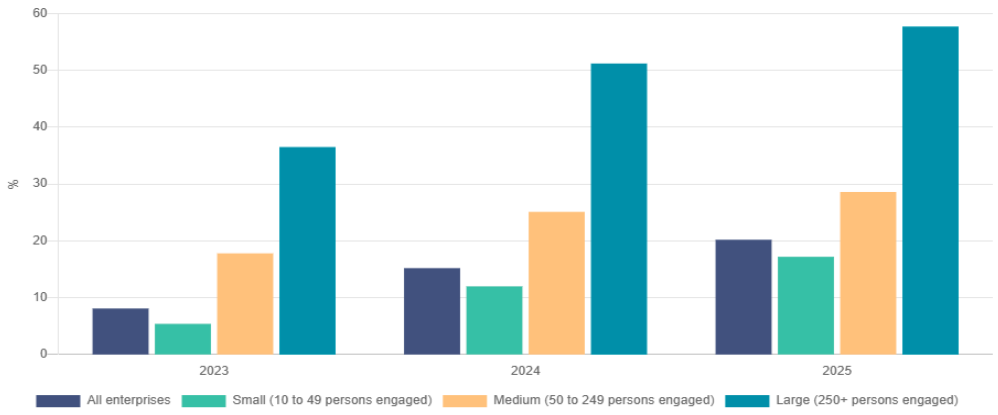
**Question 1 :** Is this a reliable source of information?

5 mins

C

An Phríomh-Oifig Staidrimh Central Statistics Office

**Figure 4.1 - Enterprise use of artificial intelligence by size, 2023-2025**




February 06, 2026 11:00:00 UTC

© Central Statistics Office, Ireland
https://data.cso.ie/table/ICA237

D

THE IRISH TIMES

Business

## Ireland and younger workers 'most exposed' to AI impact on jobs

AI may have already influenced employment patterns in Ireland, with 'at risk' sectors experiencing weaker employment growth

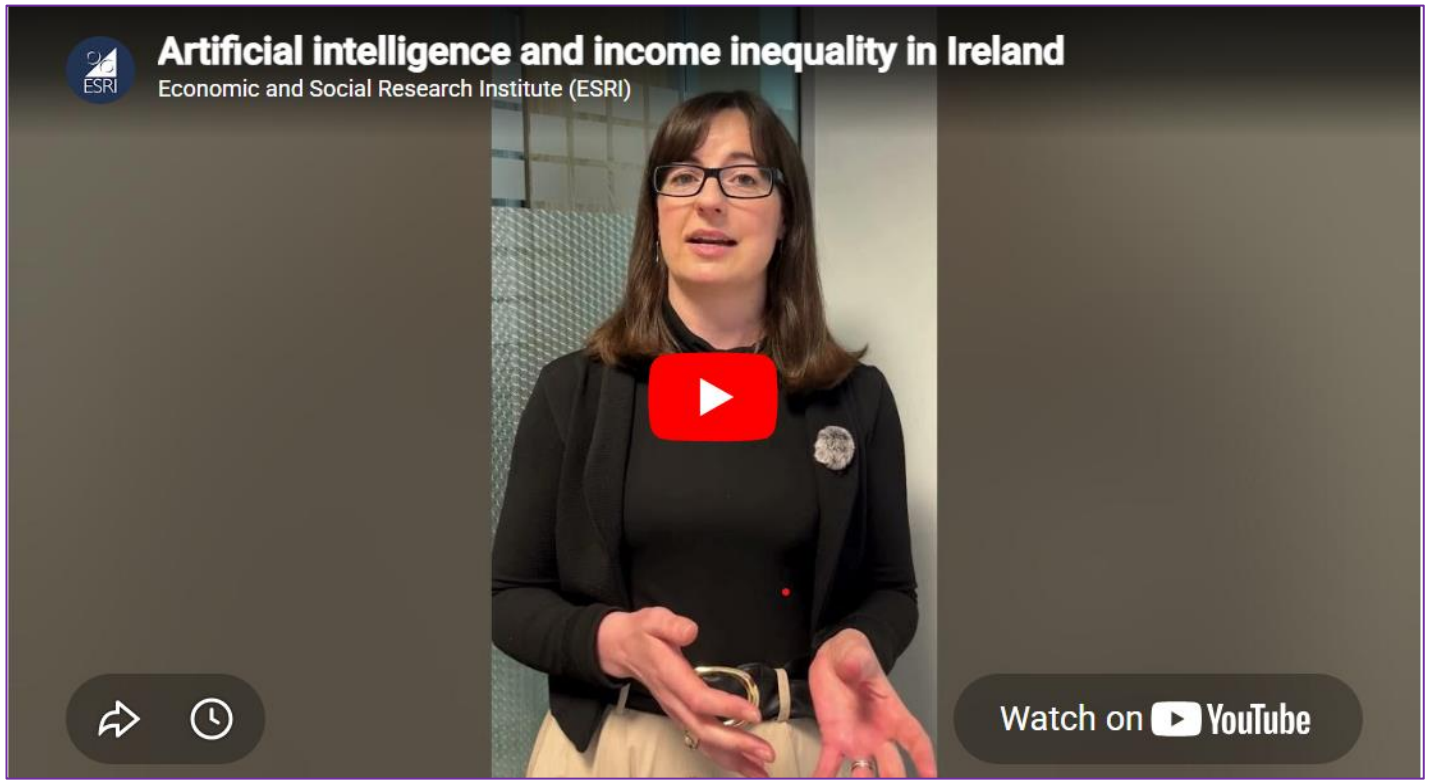
# Activity: Investigating Business

*"What impact is the adoption of artificial intelligence having on the Irish labour market?"*

**Question 1 :** Is this a reliable source of information?

5 mins

E




| Letter | Source |
|---|---|
| A | YouTube- Irish Independent |
| B | Report-Price Waterhouse Coopers |
| C | Graphic- CSO |
| D | Article- The Irish Times |
| E | YouTube- ESRI |

**Rank 1-5**

# Activity: Investigating Business

*"What impact is the adoption of artificial intelligence having on the Irish labour market?"*

**Question 2** : How valuable is this information?

In your breakout rooms, individually read/watch your assigned sources of information and discuss:

- Is the source *not useful*, *somewhat useful* or *highly useful* for this particular question?
- Consider the relevance, reliability, perspectives and limitations of this source of information.

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10 mins

5 mins

# How VALUABLE is this information?

**Question:**

**Source:**

## Usefulness

**For this particular question?**

- Not useful ☐
- Somewhat useful ☐
- Highly useful ☐

## Bias

**Is this facts or opinion?**

- Facts ☐
- Opinion ☐
- Both ☐

## Reliability

Is this a reliable source of information? Why?

## Perspectives

What perspectives are captured and which are missing?

## Relevance

How relevant is this data/evidence/information to my research question?

## Limitations

Are there limitations to the findings? What are they?

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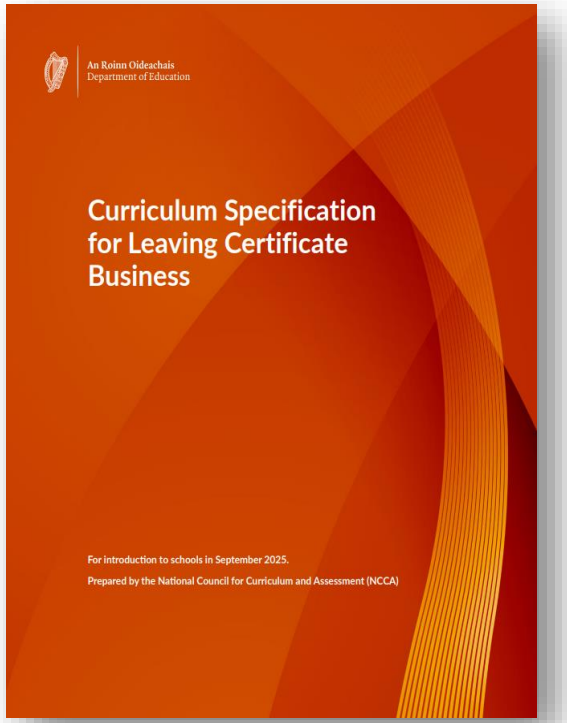
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# Perspectives

"…the Business Alive Investigative Study which will require students to demonstrate their capacity to conduct, analyse and evaluate research on a particular issue, using **a variety of sources and considering a range of perspectives,** while drawing on their ongoing engagement with the world of business."

*(Business Specification 2024, p. 32)*



# Activity: Different Perspectives

Should Ireland become cashless? Why?

Whose perspective is missing from our responses?





# Activity: Exploring Different Perspectives

In your breakout rooms:

1. Individually read the allocated stimulus piece
2. Collaboratively discuss and complete the grid

padlet

Considering:

- Identify the key points or ideas in the source
- Determine the importance of an issue for different individuals and/or groups.
- Whose perspective is captured?
- Whose perspective is missing?

10 mins

7 mins

# Perspectives

**Information source and issue**

**Identify the key points or ideas in the source and identify any gaps in the information**

**Determine the importance of the issue for different individuals and/or groups**

**Whose perspective is missing?**

**Whose perspective is captured?**

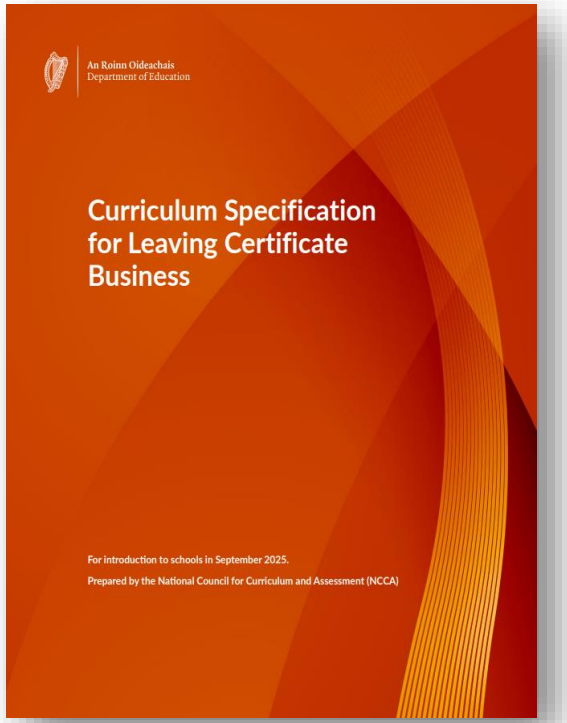
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# Recording Research

“It is important for students to choose sources most relevant to their question, to consider a variety of perspectives and to **record the sources** of all the information gathered to ensure the sources of information used can be **appropriately referenced in their report**.”

*(Business Specification 2024, p. 6)*



# Research Supports

| Examples of |
| --- |
| **Book:** (p. 57, McLeskey, 2013) |
| **Newspaper/magazine article:** (Hearne, J., 30/08/2024) |
| **Text/image accessed online:** (thelatinlibrary.com/101/Rhetc |
| **Audio accessed online:** (Ep. 10, rte.ie/radio/podcasts/2 |
| **Video accessed online:** (3:20 to 5:45, youtu.be/yCv4iy |
| **AI Tools (with shareable url):** (chat.openai.com/share/f45a1 |
| **AI Tools (without shareable url** (OpenAI (2023) ChatGPT, 20/1 |

| Source of information: | |
| --- | --- |
| **Date accessed:** | |
| **Key information** | **How and why this is relevant to my question for research?** |
| | |
| **Source of information:** | |
| **Date accessed:** | |
| **Key information** | **How and why this is relevant to my question for research?** |
| | |
| **Source of information:** | |
| **Date accessed:** | |
| **Key information** | **How and why this is relevant to my question for research?** |
| | |

## Leaving Certificate Business

**Investigative Folder** - Engagement with the Real World of Business

This template may be useful for recording information while engaging with stimulus material in the business classroom. This template is aligned with the learning outcomes of the Leaving Certificate Business Specification. Unifying Strand, U2 Managing information (p.13)

| | |
| --- | --- |
| **Area of learning:** (Relevance to the Business Specification) | |
| **Title of data/information:** | |
| **Date:**<br>• When was it published?<br>• When did you access it? | |
| **Source of information:** (Provide a link to sources where relevant)<br>• How do I reference this source?<br>• Who provided the information?<br>• Primary and/or secondary source?<br>• How and why this is relevant to my question for research? | |
| **Key Points/ Ideas:** | |
| **What individuals and/or groups perspectives are represented?**<br>• Did they give a range of perspectives? | |
| **My Personal Reflection on this piece:** | |

# Activity: Recording Research

- How have you supported students to record and store their investigative research?
- How have you made use of the Appendices in the AAC guidelines?

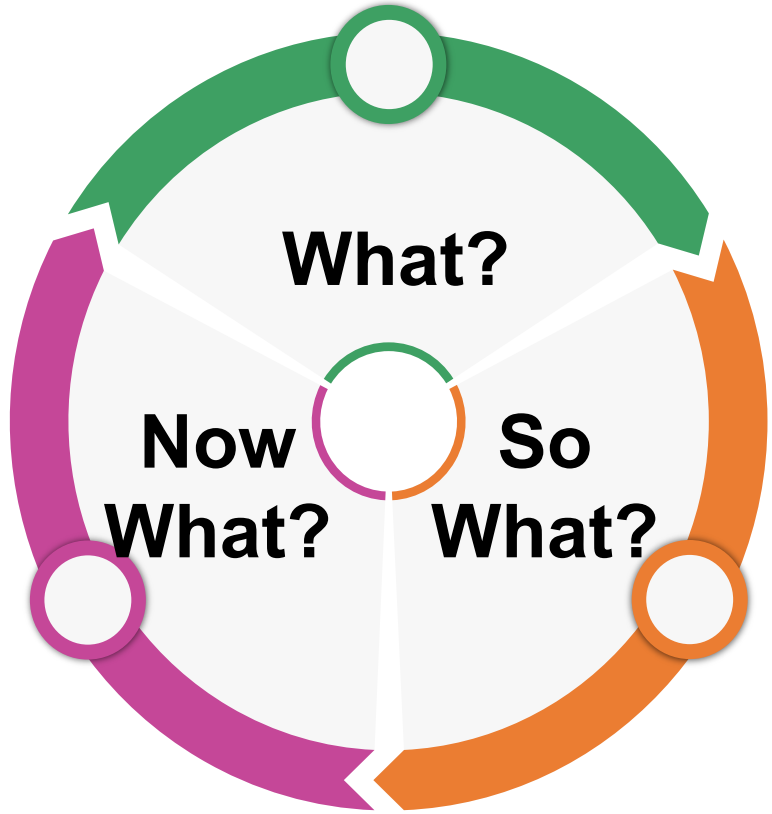


# What? So What? Now What?

What? What insights have you gained from this webinar?

So what? Which stimulus pieces, strategies or discussions resonated most with your own classroom practice?

Now what? What practical strategies could you introduce to develop investigative research skills in your classroom?

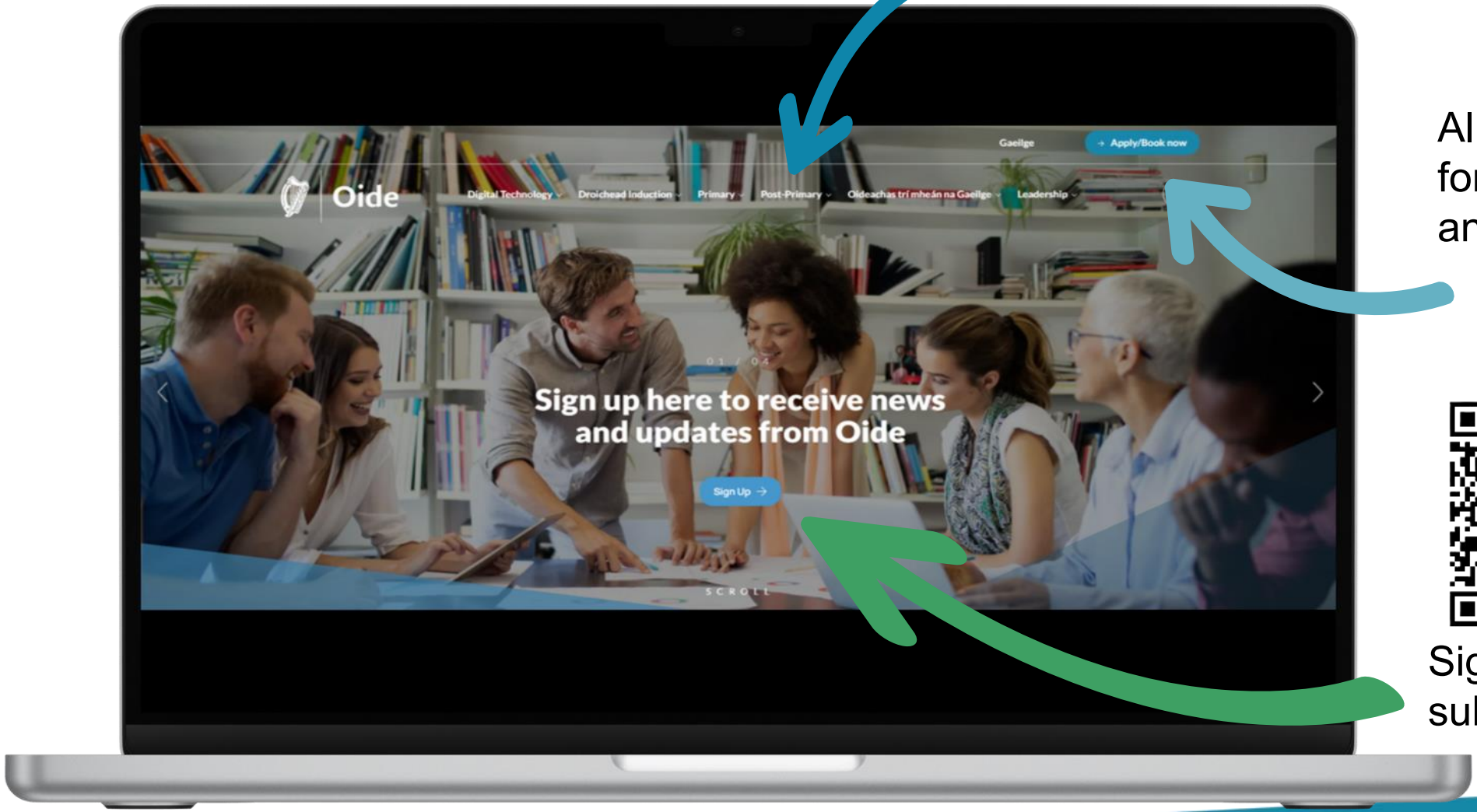


# In this Webinar, we have...

- Considered how classroom practices can develop students' research skills
- Explored strategies to support students in selecting and critically evaluating information from a range of sources and perspectives
- Engaged with practical approaches to embed investigative learning throughout the Business classroom.

# Connect with us

All Business Subjects: News, information and resources.

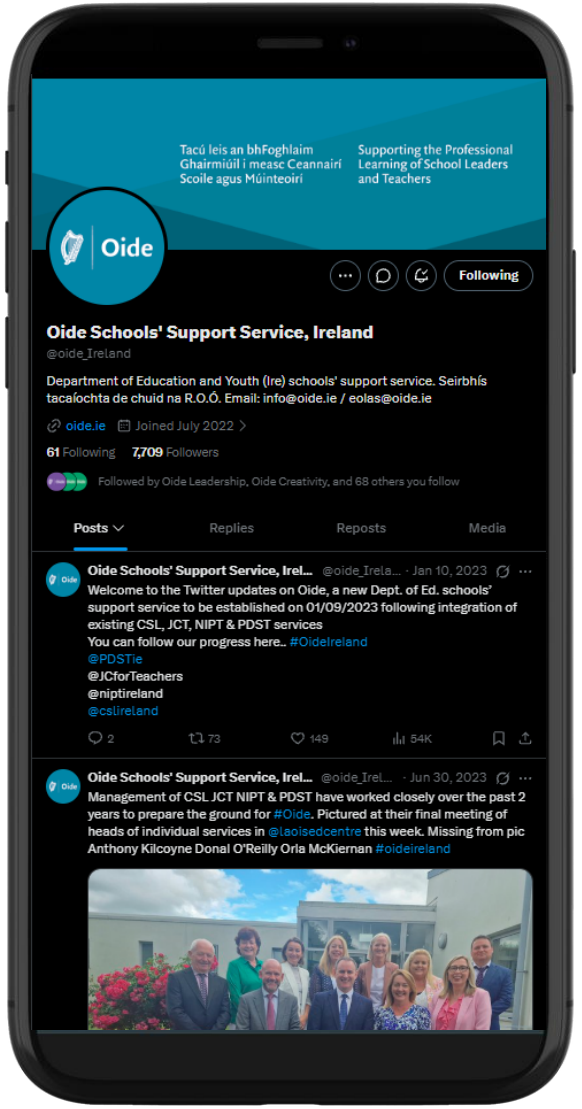



All bookings for teachers and schools.

Sign up for the subject mailing list.

# Connect with us




@Oide_Ireland

# References


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# Appendices

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

**Figure 2:** NCCA (2024). *Guidelines to support the Completion of the Business Alive Investigative Study, 2024, p.10.* Descriptors of quality for the Business Alive Investigative Study.

**Figure 3:** NCCA (2024). *Guidelines to support the Completion of the Business Alive Investigative Study, 2024, pp.16-22.* Appendices.

**Figure 4:** SEC (2026). *Business Alive Investigative Study Brief 2027, p.7.* Business Alive Investigative Study Report Structure.