**Peer Assessment: Behavioural Economics**

Total:

/25

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| --- |
| Lesson: Utility theory / Imperfect Information / Biases / Behavioural policy (please circle)  Names of your student teachers: |
| **Give each statement below a score out of 3 on the following scale:**   |  |  |  |  | | --- | --- | --- | --- | | 0 | 1 | 2 | 3 | | Strongly disagree | Disagree | Agree | Strongly agree |   *A01: Knowledge and understanding*   |  |  | | --- | --- | | The group explained the key concepts clearly and I feel reasonably comfortable with this area of economics by the end of the lesson | /3 | | The notes they produced are clear, accurate and I think I will find them easy to revise from | /3 | | The notes included a bibliography with a book from the reading list, a textbook (or reputable website equivalent) and a subscription database, and a list of further reading | /3 | |
| *A02: Knowledge in context*   |  |  | | --- | --- | | The lesson included interesting and relevant **examples** of the principles being explained | /3 | | The lesson included an interesting, well-planned and relevant **activity** to illustrate the principles being explained | /3 | |
| *A03: Analysis*   |  |  | | --- | --- | | The group guided an interesting and thoughtful discussion relating to the inquiry question[[1]](#footnote-1) from the perspective of their topic area, considering the impact on economic agents | /3 | |
| *A04: Evaluation*   |  |  | | --- | --- | | Following discussions, the group evaluated the statement that “knowing we are irrational helps us make more rational decisions” supplying evidence to make an informed judgement from the perspective of their topic area | /3 |  |  |  | | --- | --- | | Finally, give the group a mark out of 4 for how successfully you feel they worked as a team to present a lesson that you found enjoyable, engaging and helpful | /4 | |
| Additional comments or questions: |

1. “Does knowing that we are irrational help us to make more rational decisions?” [↑](#footnote-ref-1)