

Editorial

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Keywords: Financial education, racism, Social Studies, digitalisation, development education, socio-economic education

The current issue of the *Journal of Social Science Education* offers a range of very interesting research which is, however, not contributing to a single featured topic. Two articles of this miscellaneous issue deal with financial literacy and financial education (for an overview see the paper of Lauren Willis, [Finance-Informed Citizens, Citizen-Informed Finance: An Essay Occasioned by the International Handbook of Financial Literacy](#), in JSSE 4-2017).

In *Ideology, Education and Financial Literacy*, Thomas Jekel and Sandra Stieger take tests of financial literacy in Austria as an example to analyse the ideological framework assessments of financial literacy are based on. Their content analysis shows that concepts of financial literacy strongly refer to neoclassical economics, to neoliberalism as a political project and to the strategy of individualising economic and especially financial risks and relieving the state from the problem of old-age provisions. Moreover, they reveal that these concepts assume a causal chain from an individual's financial knowledge to his or her financial action, financial performance and well-being. Jekel and Stieger argue that the approaches of financial education present the economy as an autonomous system isolated from the political and social system, push the learners to think and behave like entrepreneurs of their own life, prefer a mechanistic model of free markets, and are therefore "clearly embedded in the neoliberal project". In consequence, the authors criticise, they suppress economic plurality and controversy thus preventing students from critical thinking.

Mattias Björklund starts from the observation that a uniform concept of financial literacy is missing and, therefore, interviews social study teachers in upper secondary schools in Sweden about their understandings of financial literacy, content and pedagogical content knowledge and teaching aims. In *Teaching Financial Literacy: Competence, Context and Strategies among Swedish Teachers* he compares knowledge and preferred approaches of novice and experienced teachers. Both suffer from weak content knowledge. Björklund's study shows that most senior teachers perceive financial literacy as a private matter of personal life drawing on their own financial experience. They are convinced of the impact of financial literacy in improving one's future life. In contrast to experienced teachers and to the conceptual papers analysed by Jekel and Stieger, novice teachers relate private financial issues more strongly to the economy, "both in terms of economics as well as politics". For teaching financial literacy, however, the two teacher groups advocate the intrinsic aims of the social studies subject as well as the extrinsic aim of "supposed future benefits for young people and society".

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The next paper turns the attention from teachers to students and their practice of handling digital techniques of presentation. In *"I mean, everybody is kinda racist"*, PowerPoint presentations in social-studies classrooms in Germany Sören Torrau presents a case study which reconstructs the process of negotiation of knowledge as a social process. His research focuses on the transformation of knowledge which is done by the students themselves through working with content in preparing and performing presentations for the classroom. Thus, students are doing didactics – understood as pointing – and, therefore, act as teachers. Moreover, they learn that social science knowledge is “constituted through communicative and social actions between themselves and others”. The study analyses in detail a student’s presentation on racism and police violence which constructs a direct link from racism in society and the everyday life of the classmates. In sum, the author highlights, students can experience and understand a key concept of the construction of knowledge.

The following two papers deal with the impact of digital media use (see JSSE 1-2016, [Digital Tools and Social Science Education](#)). While the practice of digitalised presentation seems to foster students’ understanding of the very character of knowledge, students’ use of the internet apparently promotes conventional or alternative forms of participation. The paper *On the Digital Lane to Citizenship? Patterns of Internet Use and Civic Engagement amongst Flemish Adolescents and Young Adults* of Jessy Siongers, Gil Keppens, Bram Spruyt and Filip Van Droogenbroeck presents results from a representative sample of young people on their aims and forms of Internet use and its relationship to political participation. They show that a pleasure-centred Internet practice is related with alternative forms of political participation whereas internet use focused on information fosters both forms of participation. The authors also find a strong impact of the educational background on participation. The attitude towards conventional participation becomes more positive with increasing age and voting experience. In the end, however, the findings show that a lot of the relationship between Internet use and participation can be explained by *general* media preferences of the youth. Therefore, the impact of the Internet on political participation seems to be often overestimated.

Thomas Nygren, Fredrik Brounéus and Göran Svensson examine the prevailing scepticism about the quality of news read by young people and the danger of misinformation as expressed in buzz words like echo chamber or filter bubble. Their paper *Diversity and credibility in young people’s news feeds: A foundation for teaching and learning citizenship in a digital era* gives new insights into “what, where and how useful and biased information is accessed and shared” by the youth in Sweden. The authors use a citizen science project approach involving teachers and students into the research on their own use of news feeds. Against the aforementioned public excitement, the study shows that “girls and boys in all age groups primarily encounter hard news (politics/economy/social issues and crime/accidents) in their news-feeds”. Young people mostly make direct use of the news offered from established news media sites and reviewed by journalists and, in principle they are able to appraise the credibility of the news. In the end, education should support and enhance this practice and, in addition, overcome wrong information by focusing on the facts.

At a closer look, apparently footloose programmes of “education for ...” like development education or global education turn out to be closely intertwined with the history of the country in which they do take place (see JSSE 4-2012, [Educations for ... in French Language Context: What Contribution of the Social Sciences?](#)). For the example of Portugal, Isabel Menezes, João Caramelo and Dalila P. Coelho discuss the challenge of integrating a postcolonial perspective into development education. Their paper *Mapping the field of Development Education in Por-*



tugal: narratives and challenges in a de/post/colonial context emphasises its conflict laden character, its institutional, political, conceptual and financial embeddedness in the field of developmental NGOs and the confusion caused by the diversity of approaches like global education, development education or global citizenship education. The authors raise the key question whether “the field can generate counter-hegemonic views” on the past and the present and “alternative imagined futures”. They stress the need of decolonising education and of unlearning efforts which should aim at leaving the still prevailing Northern epistemic stances.

In this issue’s book review, Tim Engartner comments *The Socioeconomic Curriculum / Das Soziooekonomische Curriculum* of Reinhold Hedtke.

