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## Editorial

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This year, the JSSE starts with an open topic issue which allows authors to address a variety of research objects and current problems beyond a frame predefined by a call of papers. We hope that the readership will welcome the variety of a thematically open issue.

The paper *Active Citizenship: Participatory Patterns of European Youth* analyses stability and change of personal patterns of civic and political participation in eight European countries over the period of one year. The study of *Ekaterina Enchikova, Tiago Neves, Mai Beilman, Shakuntala Banaji, Vassilis Pavlopoulos and Pedro D. Ferreira* focuses on young Europeans, defines their most typical styles of participation, examines how they have developed from one year to another and identifies common patterns of change. Making use of a categorical and dynamical approach, the research results reveal six patterns of participation, differentiated by type and number of actions, which the authors call the indifferent, online, backer, volunteer, activist and fighter pattern. With regard to stability, it was found that the volunteer and activist patterns are more volatile than the others which “represent more of a lifestyle”. Moreover, the analyses of countries showed country-specific profiles which may be related to the political situation in the survey year, e. g. elections or referenda. Furthermore, the authors discuss the impact of variables like political interest, religiosity or life satisfaction on a pattern change.

In Europe, economic education is organised in a broad variety of school subjects and teachers are educated in rather different courses of study. Like similar subjects in other countries, the Austrian subject in secondary schools, Geography and Economics, is taught by teachers who have studied the subject and by teachers without a formal subject certificate. The paper *Teaching Economics outside one's own subject area at lower secondary level in Austria – enriching or embarrassing?* of Christian Fridrich compares the two groups. Starting with the finding that lessons given by teachers not trained for the subject are widespread, the author examines a variety of reasons for this.

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His research focuses on the impact on the popularity of economics or economics education, attitudes towards economy and the self-image of the subject teachers. The analysis reveals significant differences in the popularity of sub-areas like traditional regional studies, human geography or economics and in economic attitudes. A worrying finding: the quality of subject-specific teaching in New Secondary Schools, mainly attended by students from disadvantaged families, is poorer than in Academic Secondary Schools. The paper finishes with some policy recommendations.

The next paper changes from the consequences of teacher education in economics to the impact of tools on teaching economics. *Ann-Sofie Jägerskog* presents the results of an intervention study in Swedish economics classrooms of upper secondary schools. In *The affordance of visual tools – the potential of visual representations of pricing facilitating an epistemic practice in economics teaching* she examines the learning opportunities offered by a causal loop diagram compared to traditional supply/demand graphs. Jägerskog refers to a practice theory framework and the epistemic practices approach and analyses introductory lessons and small group discussions. Her results show that teaching and learning with these tools establishes different practices which she calls “describe logics – explain cause and effect practice” and “explain cause and effect – elaborate on complex relationships practice”. These are related with the small group practices of “not understand – decode – confirm” and “discuss pricing practice”. In sum, the causal loop diagram seems to facilitate a more qualified understanding of pricing among novice learners and to foster epistemic practices in the classroom. Moreover, the paper contributes to the research on the relevance of artefacts and materiality in teaching and learning.

Despite the prevailing policy of a strong Turkish nation state, Turkey is also characterised by a diversity of cultural, linguistic and religious groups which recently has even increased due to the large influx of refugees. Multiculturalism in education, therefore, has gained public and scholarly attention in Turkey, too, and is dealt with in the paper *Multicultural Competencies of Social Studies Teachers: A Qualitative Study*. The authors, *Yıldırım Karadağ, Alper Kesten and Döndü Özdemir Özden*, interviewed Social Studies teachers in a Turkish province about their own cultural identity, their understanding of the classroom culture and its impact on learning. In addition, they explore the organisation of multicultural activities and its administrative support. The findings show a low personal level of knowledge and consciousness of the teachers’ own cultural identity which they seem to assess as not relevant. In contrast, the authors found a good understanding of a multicultural classroom culture and a willingness to create a culture of diversity in the classroom, mainly in form of preventing discrimination by communication of different perspectives and experience and by practising empathy. Overall, however, the implementation of the multicultural approach in Turkey is judged as being still in its infancy.

In a lot of European countries, education for democracy is a natural part of schooling which is, however, often not much more than a fuzzy target formula. Taking the Netherlands as an example, *Saro Lozano Parra, Cok Bakker and Lucien van Liere* present a frame analysis of Dutch documents critically assessing neoliberalism and quantification of education as challenges. In *Framing democracy as response to neoliberalism in Dutch education*, they identify good

education, culture of measurement, neoliberalism and democracy as key concepts and show that measurement and neoliberalism are seen as undermining good education. The authors differentiate four meanings of democracy: democracy as organisational structure of schools, governmental policy, knowledge and skills, and democracy as practice. Finally, they request to construct and foster a meaning of democracy “as a counter-terminology to the concepts of neoliberalism and the culture of measurement”. They propose an understanding of democracy as a practice embracing plurality, difference and freedom.

Finally, the first issue of 2021 presents two book reviews: Simona Szakács. 2020. *Europe in the Classroom. World Culture and Nation-Building in Post-Socialist Romania*, reviewed by Stephan Benzmann, and a review of Alistair Ross. 2019. *Finding Political Identities: Young People in a Changing Europe*, written by Olga Bombardelli.