

Editorial

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Special issues have been and continue to be characteristic of this journal. They cover a broad range of topics and combine a systematic and multi-perspective approach to relevant research issues of the field of social science education. In future, the editors will publish an open topic issue of the JSSE at least once a year and allow authors to address a variety of research objects and current problems beyond a frame of questions and content predefined by a call of papers. We hope that the audience will enjoy an even broader range of articles, approaches and findings. The journal's scope remains social science education but we hope to be surprised by new and innovative research on key problems of our field.

This open issue presents three papers on economic education. The article *Financial literacy as citizenship education – a viable prospect?* explores the potential of a critical approach to finance and financial issues which allows addressing them as issues of citizenship education. *Mattias Björklund* and *Johan Sandahl* analyse Swedish students' current understandings of financial issues from the perspective of citizens and discuss the options to transform the relationship between financial literacy, models of citizenship and citizenship education. In the students' essays they find four patterns of thought about the responsibility of a personal financial situation which are characterised by referring to the personal sphere only, the financial system as a natural phenomenon, the option of redistribution within the existing system and the system's changeability aiming at social justice. They understand these patterns as steps of a complex process of progressive learning which requires the understanding of some threshold concepts. The authors argue in favour of a social studies approach to financial literacy which integrates economic, political and social perspectives as a source of powerful knowledge for the discussion on the proper relationship of the political and the financial system in a democracy. Thus, finance and financial literacy are also a matter of democratic dialogue.

How are economic schemes of interpretation passed on in higher education? The paper *Reproduction, deconstruction, imagination – On three possible modi operandi of economic education* draws on existentialist educational philosophy and also considers sociological and methodological approaches to answer this question. *Lukas Bäuerle* presents reproductive, deconstructive and imaginative pedagogy as types of addressing interpretation schemes and applies these to analyse current teaching of economics.

JSSE

Journal of Social Science
Education
Vol. 19, No. 2 (2020)
DOI 10.4119/jsse-3859
pp. 1-3

Reproduction relies on an unconscious, collective repetition of the unquestionable, e. g. the myth of 'The Market', deconstruction takes the form of "productive degradation" resulting in the up-coming of a "post-dogmatic higher education" confronting the individual explicitly with increasing complexity, uncertainty and diversity, thus fostering pluralist thinking. In contrast, the imagination type is related to productive educational communities which commonly constitute themselves and their interpretation schemes. Here, education is a dialogical process referring to the real world and opening it by imaginative practice. This approach is illustrated by examples of teaching economics in an imaginative modus.

The paper *Components of a financial education technology for micro-entrepreneurs in Brazil* presents a virtual trainer technology and educational programme which addresses the specific needs of a special type of learners far away from schooling: the owners of small enterprises. In a functional problem-oriented approach, *Nathaniel Lawrence* analyses the socioeconomic context and technological practice these entrepreneurs are embedded in and presents key elements of "dialogue education" as "learning through conversation" based on different forms of internet communication. Referring to a broad range of empirical research, the author recommends focussing on three components of an appropriate education technology as the basis for an educational dialogue on financial issues with micro-entrepreneurs: content utility, communication intelligibility and material interactivity. Again, the dialogue is in the centre of interest.

Discussion and dialogue are among the key features of democratic education and the deliberative model of democracy, classroom discussion is a frequently used method of teaching and learning. In her paper *Preparing to teach democracy – student teachers' perceptions of the 'Democracy Cake' as a set of teaching materials in social science education*, *Nora Elise Hesby Mathé* combines a focus on conceptual understandings of democracy from the social sciences (concepts) with the learners' perspectives on democracy. The Democracy Cake exercise involves Norwegian students in founding a democracy, deciding about its key characteristics ('ingredients') and comparing the different democracies they have built. The author analyses the theoretical framings of democracy used by the students, their awareness of a conceptual bias in the material and a missing or weak link from the concepts to a critical analysis of democratic reality. The assessment of teaching material and reflection on one's own beliefs on teaching about democracy, both based on social science knowledge, should be part of teacher education.

Content related argumentation is – or should be, at least – an important part of discussions on democracy and political issues. *Janine Sobernheim* analysed the structure of collective argumentation as expressed in students' role play related to key questions of democracy. In *Structuring arguments in civic education – an explorative mixed-methods study*, she focuses on the association of discursive moves and complexity levels to be found in the argumentation of students in a Swiss vocational school. The main findings are that propositions are more frequent than conclusions, that students' argumentations mostly reach the first three levels of complexity only and that the method of fishbowl discussion fosters controversy instead of integration or consent. The author concludes that learners should be trained how to argue before role-plays begin and reflect afterwards the type of arguments and ways of argumentation and the relation to the content discussed.

Thaís de Almeida Santos and *Carlos César Barros* criticize the common concentration on students' acquisition of predefined content and argue for an educational practice that recognizes children's right to be heard, to participate actively in their social spaces and "to be protagonists of their own lives". Their programmatic paper *Walter Benjamin and William Corsaro's Contributions to a Human Rights Education Approach with Children* draws on the sociology of childhood and highlights children's agency, social engagement and cultural contributions which are often ignored in favour of the adult's role as "transmitter of experience". For them, the ethnographic researcher has to recognize political socialization as an everyday process which is actively and creatively interpreted and shaped by children who build playful communities and peer cultures. The authors understand Human Rights Education not as a set of content and goals which has to

be imparted to the learners but as a space for children's autonomy, agency, social participation and for *their* discourse on violations of human rights and options of counteracting. Today, Brazil's authoritarian turn is threatening the educational culture of participation and human rights.

Autobiographic story-telling is interpreting one's own experience and corresponding to reality as a social construct. In her research report *What can be learned about antisemitism from holocaust survivor testimonies? A narrative inquiry approach*, Katalin Eszter Morgan presents an analysis of videotaped interviews focusing on the different meanings of Jewishness and explanations of continuing antisemitism. Based on interviews with five witnesses, she argues that antisemitism displays "a self-image of an antisemitic subject and his or her own idealisation as a religion, as a nation, or as a human being" depending on a negative counter-image. Students may gain this insight by interpreting the personal stories documented in the video testimonials as a starting point for discussing them against other general concepts from social sciences. In terms of methods, they learn to make use of elements of thematic narrative inquiry and produce knowledge on the relationship of autobiography, narration, social science concepts and reality which may be transferred to other objects of research.

Finally, Hinrich Kindler reviews Katarina Blennow, *The emotional community of social science teaching* (2019), a book which analyses the often ignored relationship of strong emotions and conflict as a key concept of social science education.

Farewell to Ian Davies – and hello again

After a decade as an editor of the Journal of Social Science Education, [Ian Davies](#), professor at the Department of Education of the University of York, is leaving the group of editors this year. On behalf of the team, the authors and the audience, I would like to thank Ian for his outstanding contribution to the JSSE. We are very grateful for the enormous amount of time and effort, Ian has invested in the JSSE. And we highly value his great support for the continuous improvement of the journal's standing and quality.

Ian's last big work as an editor is JSSE 2-2020, *Research and impact in social sciences education*, edited together with [Andrea Szukala](#), an excellent and innovative issue which is expected to have a sustainable impact by stimulating and enhancing the discipline's theoretical and methodological reflection. He edited a number of further JSSE issues and invited a range of co-editors: *Citizenship and Community* (3-2012), *Civic Activism, Engagement and Education: Issues and Trends* (4-2014), *Character Education and Citizenship Education* (3-2017), *Language and Citizenship Education: Discussion, Deliberation and Democracy* (4-2018). He also contributed to the journal as an author of research articles and book reviews.

The editors' team enjoyed a decade of scholarly excellent, extremely fruitful and innovative, constructive and pleasant cooperation with Ian. We are very grateful that Ian will not leave us completely alone and continue his work as a member of the journal's editorial board. We express our deep gratitude and appreciation to Ian Davies for his very valuable commitment to the JSSE and are looking forward to future cooperation with him.