

## **Training Needs Analysis in Economic Teaching.**

### **On the suitability of the Test of Economic Literacy (TEL)**

**50th Annual Financial Literacy and Economic Education Conference  
des Council for Economic Education  
Chicago, October 2011**

**Prof. Dr. Thomas Retzmann**

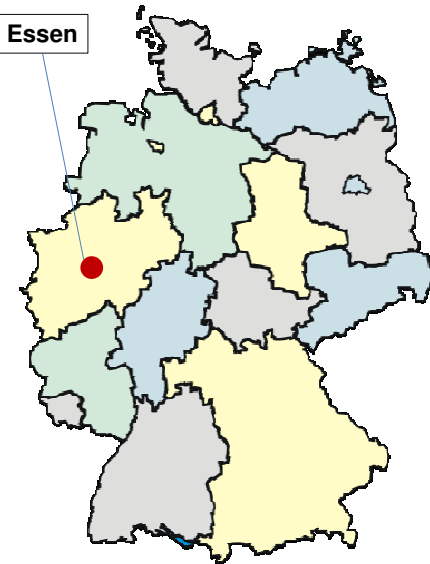
**Chairman of the German Society of Economic Education**

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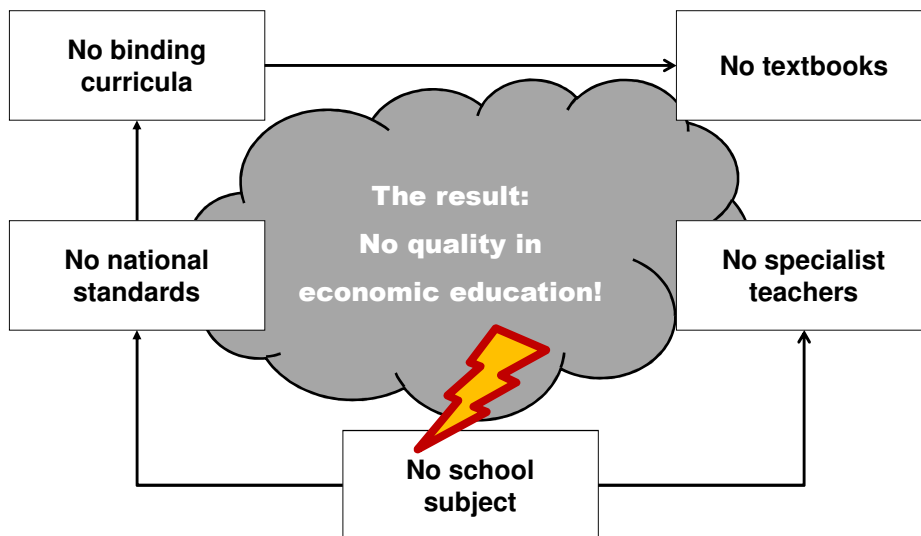
- Economic Education in the Federal Republic of Germany: only heterogeneous or simply terrible?
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**Economic Education in the Federal Republic of Germany:  
16 “Bundesländer”**

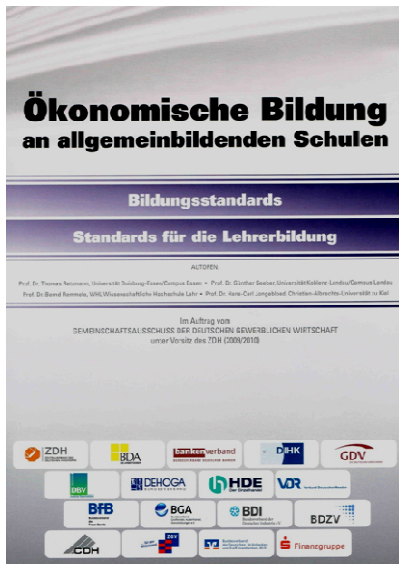


- no national curriculum for economic education,
- no school subject in all parts of the republic,
- sometimes combined with law, or with political sciences, or with technology studies and sometimes a subject for its own,
- sometimes integrated into Geography, History or Social Sciences.

**No subject – no quality in economic education?!**



## National Standards for Economic Education



Retzmann, Thomas / Seeber, Günther / Remmele, Bernd / Jongebloed, Hans-Carl (2010):

**Educational Standards for Economic Education at All Types of General-education Schools in Germany**

Essen / Lahr / Landau / Kiel 2010.

Download:

[www.wida.wiwi.uni-due.de/downloads/publikationen/](http://www.wida.wiwi.uni-due.de/downloads/publikationen/)

[http://www.wida.wiwi.uni-due.de/fileadmin/fileupload/BWL-WIDA/Publikationen/Educational\\_Standards\\_for\\_Economic\\_Education.pdf](http://www.wida.wiwi.uni-due.de/fileadmin/fileupload/BWL-WIDA/Publikationen/Educational_Standards_for_Economic_Education.pdf)

## Competence areas: The ABC of Economic Education

A	<p><b>Decision and rationality</b></p> <p><i>(of the individual)</i></p>	<ul style="list-style-type: none"> <li>- decisions between given alternatives,</li> <li>- pursuit of their own legitimate interest to the best extent,</li> <li>- evaluation of utility and cost by their preferences,</li> <li>- ability to make rational economic choices.</li> </ul>
B	<p><b>Relationship and interaction</b></p> <p><i>(with others)</i></p>	<ul style="list-style-type: none"> <li>- economic action in a social context,</li> <li>- engaged in beneficial economic relationships,</li> <li>- impact on others,</li> <li>- consideration of the preferences of others.</li> </ul>
C	<p><b>Order and system</b></p> <p><i>(of the whole)</i></p>	<ul style="list-style-type: none"> <li>- beyond the individual or inter-subjective perspective,</li> <li>- economy as an abstract system of aggregated actions,</li> <li>- economic system is politically shapeable,</li> <li>- economic system requires a political order.</li> </ul>

Retzmann / Seeber / Remmele / Jongebloed 2010, p. 19

### Competence areas and domain specific subcompetences

Competence areas		Subcompetences: Students ...
A	<b>Decision and rationality</b>	A 1 Analyse situations A 2 Evaluate alternative actions A 3 Shape possible actions
B	<b>Relationship and interaction</b>	B 1 Analyse constellations of interests B 2 Analyse, evaluate and shape co-operations B 3 Analyse relationship structures
C	<b>Order and system</b>	C 1 Analyse markets C 2 Analyse economic systems and orders C 3 Judge on politics and shape them economically

Retzmann / Seeber / Remmele / Jongebloed 2010, p. 19

### Aims of the pilot study

#### Final goal:

Development of a tool for self-assessment  
in further training needs for teachers in Economic Education

#### Approach:

Does the TEL fit?  
Status of teachers' knowledge: Is there any measure for it?  
Is further teacher training required at all?

## The Tool

### Test of Economic Literacy (TEL/ WBT)

originally designed by J.C. Soper & W. B. Walstad (1987)  
for high school student assessment

adapted by K. Beck und V. Krumm (1998),  
carried out in a number of studies

requires some adaptations (GDP – GNP, € - DM etc.):  
no substantial changes (problem of representation)

## The content categories / clusters of the TEL

Forms A and B: 46 items (MC); 15 common items)

- **Fundamental economic concepts:** scarcity, productivity, opportunity costs, ...
- **Microeconomic concepts:** prices, supply & demand, competition, income distribution ...
- **Macroeconomic concepts:** GDP, unemployment, inflation, monetary and fiscal policy, ...
- **International economic concepts:** comparative advantages, exchange rates, ...

## The Sample

N = 176      male: 51,7%, female: 48,3 %      Form A/B: 50% each

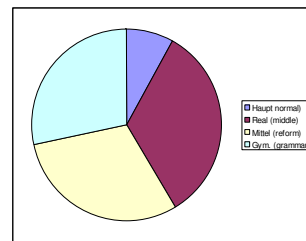
3 regions: Chemnitz (76), Essen (73), Kiel (27)

Teachers without any specific vocational experience: 85,2%

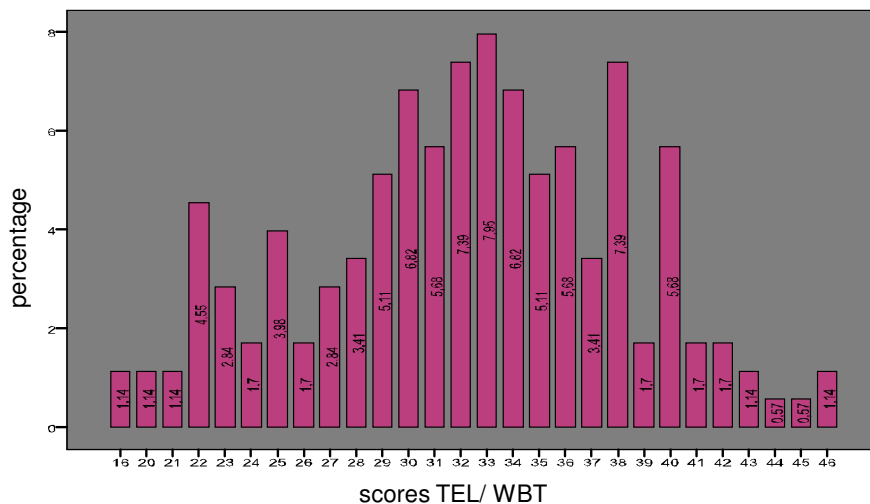
Teachers without economics further training: 58,5%

Distribution to schools:


- Hauptschule (main)      8,0%
- Realschule (middle)      32,4%
- Mittel/Regional/  
Stadtteilschule (reform)      29,5%
- Gymnasium (grammar)      27,8%



## Frequency Distribution of Correct Answers




Correct Answers in Distinct Clusters			
Cluster of economic concepts	Form A	Form B	A+B
	correct answers in %		
Fundamental economic concepts	71,3	75,7	73,5
Microeconomic concepts	69,2	78,2	73,7
Macroeconomic concepts	65,1	70,5	67,8
International economic concepts	64,6	59,3	61,95



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Taxonomy of Educational Objectives (Bloom)			
Level	Form A	Form B	A+B
	correct answers in %		
I: Knowledge	78,8	80,8	79,8
II: Comprehension	69,4	74,6	72,0
III: Application	68,6	72,4	70,5
IV: Analysis	60,3	69,3	64,8
VI: Evaluation	56,3	54,8	55,55



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## Correlations between Test Score and Independent Variables

independent variables:

gender (2fold nominal scale)

topic of studies (4fold – nominal scale)

studies in pedagogy (2fold nominal scale)

participation in further teacher training (3fold nominal scale)

professional experience (4fold – ordinal scale)

age (3fold ordinal scale)

subjects taught (4fold – nominal scale)

place of enquiry (3fold nominal scale)

Thank you for your attention!

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<http://www.wida.wiwi.uni-due.de/en/>