

Economic education from the perspective of students attending the upper level of academic secondary school (AHS)

There has been a long and intense debate revolving around general economic education. By now, the consensus has been reached that economic subjects urgently need to find their place in general schools. Transparent dissent can be found wherever the specific contents are discussed, mostly within the relevant subject-specific didactics. Until now, scientifically sound studies on the expectations, wishes and thoughts regarding economic education from the perspectives of the students have been scarce.

The project seeks insight into this perspective, focusing on the question to what extent students feel empowered to actively determine their lives in terms of the objectives of economic education beyond the protected sphere of their schools. The participation of those concerned is supposed to complement the expert view when it comes to assessing the specific problem awareness of future generations.

The upper level of academic secondary school in Austria serves as the subject of this evaluation. The study employs a mixed-methods design combining qualitative and quantitative methods. First, the students' individual thoughts on economy and especially their experience with and expectations from economic education are assessed in the course of problem-centred interviews. In a second step, questionnaire items will be generated from the qualitative assessment of these guided interviews and distributed as a standardised online survey to the target persons of the sample. This will be the first time that the implications for students and their assessment regarding the practical use of the teaching and studying contents of economic education will be surveyed and consolidated. An extensive study of how students view economic education will stimulate the further development of subject-specific didactic theories, but will also serve as input for textbook writers, content developers or teachers.