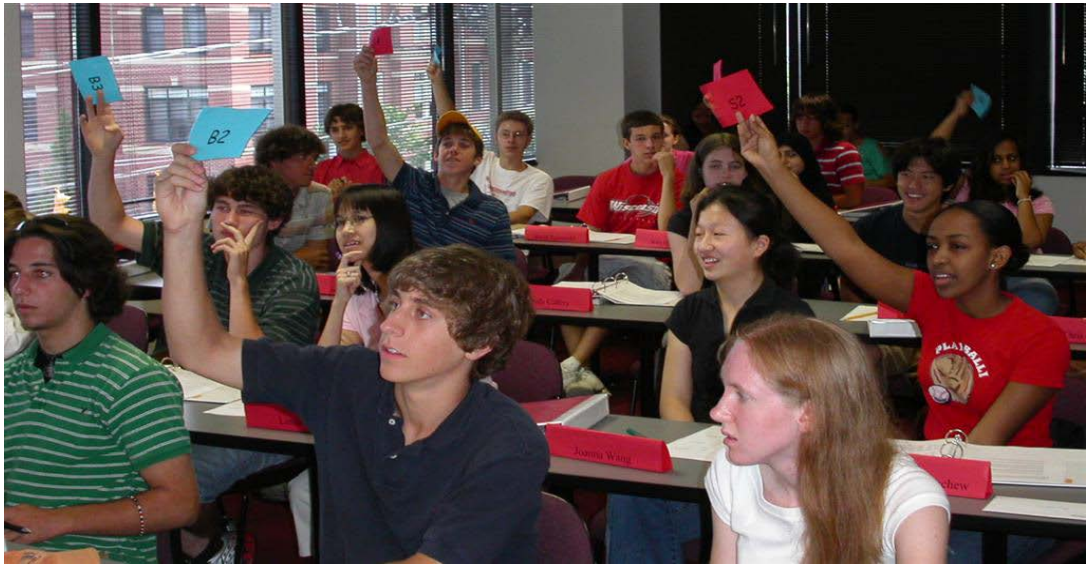
KONTEXTUALE ÖKONOMIK und ökonomische Bildung

ZÖBIS Zentrum für ökonomische Bildung in Siegen

UNIVERSITÄT SIEGEN

Grundlagen der

Fachdidaktik I



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Zentrum für ökonomische Bildung in Siegen

Teil I: Leitbildentwicklung

- Was ist professionelles Lehrerverhalten?
- Was ist guter Unterricht?
- Wozu brauchen wir ökonomische Bildung?

Teil II: Unterrichtsplanung

- Lernziele und Schulen der Didaktik
- Lerntheorien und Didaktische Analyse
- Lernphasen und Unterrichtsmethoden

Teil III: Aufgabenorientierung

- Lernaufgaben und Leistungsaufgaben
- Wirtschaftsdidaktische Forschung **- Exkurs BK**
- Klausurtraining

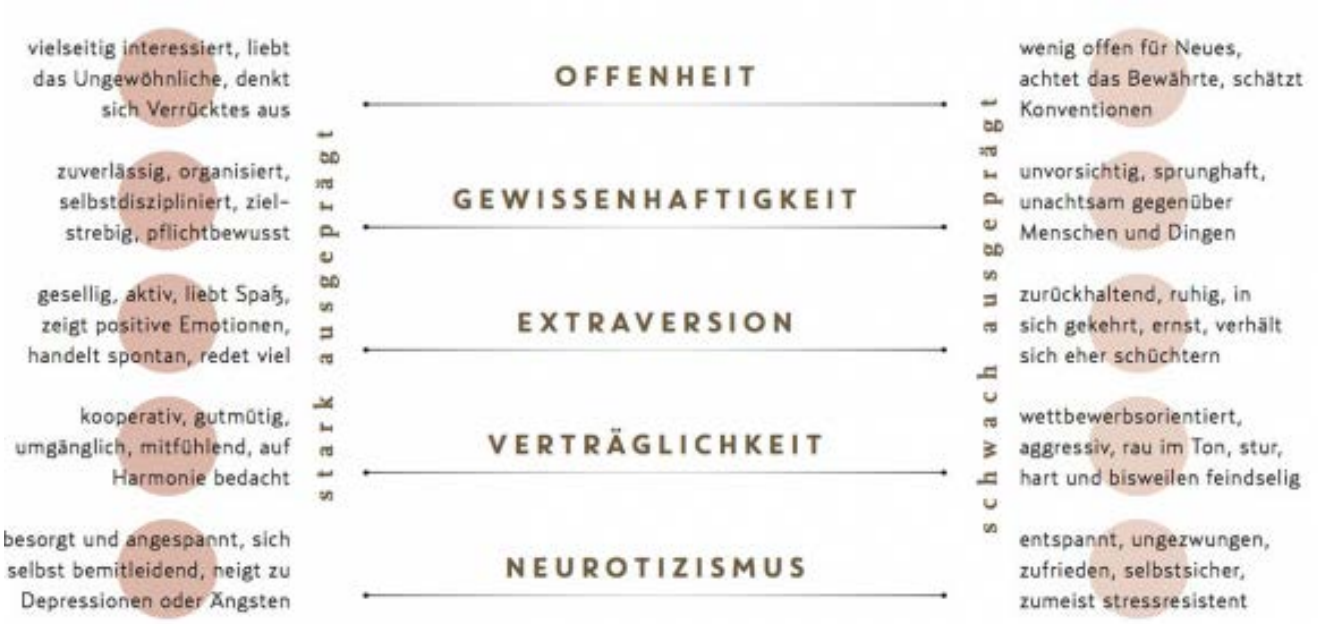
Leitfrage: In wie weit beeinflusst die Wahl des Bildungsganges die Persönlichkeit von Schülern?

- Oder übersetzt in die Perspektive der Lehrer: In wie weit beeinflussen wir durch unseren Unterricht die Persönlichkeit der Sus?
- Vorüberlegungen: *„Constructs such as the Big Five personality traits and vocational interests are moderately stable over relatively long periods of time […] In addition, personality traits tend to develop toward greater maturity in young adulthood, complementing this relative stability.”*
- *individual differences in personality development depend on specific life experiences such as relationship factors, stressful life events and work experiences.*
- *Here, we used a longitudinal study design and PSM [propensity score matching] to test* ***whether the important common life experience of choosing either a vocational or an academic pathway is associated with personality change.***

Jessika Golle, Norman Rose, Richard Göllner, Marion Spengler, Gundula Stoll, Nicolas Hübner, Sven Rieger, Ulrich Trautwein, Oliver Lüdtke, Brent W. Roberts, and Benjamin Nagengast: School or Work? The Choice May Change Your Personality. In: Psychological Science 2019, Vol. 30(1) 32–42

Vorgehen

- *We compared the Big Five traits and vocational-interest orientations of two groups of students at the end of the intermediate track, which is at the end of Grade 10 in Germany (before they entered one of the pathways), and 6 years later.*
- Big 5 personality traits:



Jessika Golle, Norman Rose, Richard Göllner, Marion Spengler, Gundula Stoll, Nicolas Hübner, Sven Rieger, Ulrich Trautwein, Oliver Lüdtke, Brent W. Roberts, and Benjamin Nagengast: School or Work? The Choice May Change Your Personality. In: Psychological Science 2019, Vol. 30(1) 32–42

Vorgehen

- *students from a representative sample of 46 intermediate-track schools in Baden-Württemberg, Germany, were assessed twice: shortly before the end of Grade 10 (in 2006–2007) and 6 years later. Typically, two classes from each intermediate track were randomly selected for the TOSCA-10 study.*
- *2,095 students participated in this study and filled out the questionnaire in class. […]*
- *the sample of **continuers** (N = 660) was younger, had better school grades, showed higher achievement test scores, and reported a higher selfconcept in mathematics, lower risk behavior, and lower norm-violating behavior than students who dropped out.*
- *There **were no meaningful group differences on the Big Five personality traits** or vocational-interest measures*
- *In the second survey, participants reported what they had done during the prior 6 years. On the basis of their answers to this questionnaire, we divided students into two groups: the academic-track group or vocational-track group.*

Hypothesen

- For the Big Five, we expected that people who decided to enter a **vocational pathway would report being more conscientious, agreeable, and emotionally stable** because of an earlier investment in the new roles of adulthood (e.g., being a reliable coworker and trainee) compared with **students who continued school and entered a higher academic track.**
- We expected that staying in school versus entering vocational training would be associated with **higher investigative interests** because of more stimulating investigative activities, encouraging scientific competencies and rewarding people for the display of scientific values and attitudes.

	Klasse 10	Treatment	6 Jahre später
Gruppe 1	Eingangstest	Ausbildung + Beruf	Ausgangstest
Gruppe 2	Eingangstest	Gym + evtl. Studium	Ausgangstest

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Analysemethode

- Stichwort: propensity score matching (PSM) – „Ähnlichkeitsmatching“
- Problem: die Gruppen sind **nicht randomisiert entstanden**, d.h. die Gruppen haben wegen des *self selection bias* sowieso unterschiedliche Zusammensetzungen schon von Anfang an.

  -> Gruppenmittelwerte werden verschieden sein, weil die Gruppen unterschiedlich zusammengesetzt sind.
- Lösung: **Vergleich möglichst ähnlicher einzelner Personen** zwischen den Gruppen auf der Grundlage des **propensity scores**. Dieser bezieht zusätzliche Variablen mit ein, die hier auf die Big 5 neben der Bildungsgangwahl ebenfalls einen Einfluss haben.
- Heißt aber auch: man muss diese zusätzlichen Variablen ex ante kennen!

	Klasse 10	Treatment	6 Jahre später
Gruppe 1	Eingangstest	Ausbildung + Beruf	Ausgangstest
Gruppe 2	Eingangstest	Gym + evtl. Studium	Ausgangstest

- Mittelwertvergleich:

	Klasse 10	Treatment	6 Jahre später
Gruppe 1	**Eingangstest**	Ausbildung + Beruf	**Ausgangstest**
Gruppe 2	**Eingangstest**	Gym + evtl. Studium	**Ausgangstest**

- Propensity score matching:

	Klasse 10	Treatment	6 Jahre später
Gruppe 1	**Eingangstest**	Ausbildung + Beruf	**Ausgangstest**
Gruppe 2	**Eingangstest**	Gym + evtl. Studium	**Ausgangstest**

Ergebnisse

Table 3. Vocational-Path Effect (Pooled Across 20 Imputed Data Sets)

Dependent variable	Vocational path effect	*SE*	*t*	*df*	*p*	Effect size in SD_y
Big Five						
Extraversion	−0.05 [−0.21, 0.10]	0.08	−0.68	334.57	.495	−0.07 [−0.25, 0.12]
Agreeableness	0.02 [−0.18, 0.22]	0.10	0.18	627.96	.430[a]	0.02 [−0.22, 0.27]
Conscientiousness	0.15 [−0.02, 0.32]	0.09	1.69	838.59	.046[a]	0.24 [−0.04, 0.53]
Neuroticism	0.00 [−0.20, 0.20]	0.10	0.00	186.60	.499[a]	0.00 [−0.24, 0.24]
Openness	0.07 [−0.07, 0.20]	0.07	0.94	642.15	.346	0.09 [−0.10, 0.28]
Vocational-interest orientation						
Realistic	0.06 [−0.08, 0.20]	0.07	0.86	279.05	.388	0.07 [−0.09, 0.24]
Investigative	−0.22 [−0.39, −0.04]	0.09	−2.48	270.40	.007[a]	−0.28 [−0.50, −0.06]
Artistic	−0.02 [−0.18, 0.13]	0.08	−0.30	747.10	.763	−0.03 [−0.23, 0.17]
Social	−0.19 [−0.35, −0.04]	0.08	−2.51	304.37	.013	−0.22 [−0.39, −0.05]
Enterprising	−0.41 [−0.58, −0.24]	0.09	−4.74	302.71	< .001	−0.51 [−0.72, −0.30]
Conventional	−0.09 [−0.28, 0.10]	0.10	−0.89	252.18	.374	−0.11 [−0.36, 0.14]

Note: Values in brackets are 95% confidence intervals (CIs). The effect of choosing the vocational pathway relative to the effect of choosing the academic pathway is represented by the multiple regression coefficient of the group variable (0 = academic pathway, 1 = vocational pathway). To estimate the size of this effect, we standardized this coefficient with the average standard deviation of the dependent variable across all imputed data sets (effect size in SD_y). Lower and upper boundaries of the 95% CI of each effect size were calculated by dividing the boundaries of each regression coefficient by the average standard deviation of the dependent variable across all imputed data sets.
[a]This *p* value is one-tailed because the hypotheses were directional.

Diskussion

- Macht die kaufmännische Berufsschule die Schüler also unweigerlich zu pflichtbewussten, unselbständigen Buchungsrobotern??
- Wenn ja – ist das in Ordnung so?
- Wenn ja und es ist nicht in Ordnung so - was können oder müssen **wir** tun?