

15. Who will teach economic and financial education at school?

Luca Refrigeri

Affiliation: University of Molise

Abstract:

For over a decade, Italy has engaged in an ongoing debate concerning the integration of financial education into the school curriculum. This discourse has led to the formal inclusion of financial literacy within the broader framework of Civic Education, although only a limited number of instructional hours have been allocated to the topic.

This paper contends that a fundamental misconception persists in this area: the assumption that it is sufficient for teachers to adopt new pedagogical strategies to incorporate economic and financial topics into their lessons. However, emerging research indicates that many Italian teachers lack the essential economic and financial knowledge required to effectively embed such content within their subjects in a cross-disciplinary fashion.

In light of this evident gap in foundational knowledge, the implementation of a transversal approach to financial education poses a significant challenge. Empirical studies conducted with secondary school teachers confirm that only by acquiring core economic and financial competences can educators meaningfully integrate financial education into their teaching practice.

This challenge is being addressed within the Bachelor of Primary Education programme, developed in collaboration with the Bank of Italy. Launched several years ago, this initiative is now being gradually extended to other Italian teacher education programmes, offering a promising model for broader national implementation.

Bio:

Luca is Professor of Social Pedagogy at the University of Molise. He has been working on economic and financial education for over a decade and has written several essays on these topics, both in Italian and English. He teaches Economic and Financial Education at the degree course in Primary Education at the University of Molise.

16. Pedagogical Content Knowledge in Economics Education: Teaching the Price Mechanism

Luciana Abdilla, Emanuel Mizzi

Affiliation: University of Malta

Abstract:

During this session, we explore pedagogical strategies that support students in grasping the economics topic of the Price Mechanism and its application to specific markets. This topic forms the basis of the discipline. During our discussion, we draw upon a dissertation that designed a resource pack aimed at supporting teachers by providing structured materials that can be adapted to meet the diverse needs of students.

The underpinning theoretical lens of this study is the idea of Pedagogical Content Knowledge (PCK), which emphasises the intricate interplay between subject knowledge and pedagogical practices.

Drawing on Tomlinson's insights about differentiated instruction, the session suggests approaches and strategies designed to engage students with different interests and needs. Economics education often overlooks the importance of values and the sustainability of resources. The study aims to integrate economic concepts with opportunities for fostering values and ethical decision-making.

Bio:

Luciana holds a Bachelor of Commerce degree in Economics and Banking and Finance from the University of Malta. She is currently in the final year of her Master's in Teaching and Learning (Business Education) course. Her ambition is to become a teacher who fosters inclusive and engaging learning environments. Her research interests include pedagogical content knowledge, differentiated instruction, and the infusion of values and ethics in the business education classroom. Beyond academia, she enjoys creative work with polymer clay, a craft that reflects her attention to detail and love for hands-on learning.

Emanuel is the Business Education co-ordinator and the Head of the Department of Technology and Entrepreneurship Education at the Faculty of Education at the University of Malta. His interests lie in the teaching and learning of economics and the other business education subjects, as well as entrepreneurship education and its infusion across these subjects.

17. Enhancing Online Learning Through Reflective Practice and Servant Leadership

~~Maria Randazzo-Davis~~

~~Affiliation:~~ SUNY Farmingdale State College

~~Abstract:~~

~~Integrating reflective learning into service leadership courses enhances students' ability to apply leadership principles in real-world settings. Servant leadership empowers students to address regional food insecurity while fostering collaboration and responsibility. Reflection strengthens leadership skills, engagement, and social impact in online environments by promoting active participation and the connection of theory to practice.~~

~~Bio:~~ ~~Maria is an Assistant Professor of Business Management at SUNY Farmingdale State College and serves as the Professional Development Chair of SIEC-ISBE. She holds a Ph.D. in Business Administration and an MBA in Management. With over 20 years of teaching experience and 15 years in management, Dr. Randazzo-Davis is a dedicated educator with a passion for student success. She designs engaging in-person and online courses that bridge theory and real-world business practice through innovative and experiential learning strategies. Committed to delivering impactful, real-world learning experiences, she was honoured with the Chancellor's Award for Excellence in Adjunct Teaching.~~

18. Quantifying Customer Engagement: A Biometric and Visual Analysis of Responses to Generated Digital Adverts

~~Maja Theuma, Daniela Castillo~~

~~Affiliation:~~ University of Malta