LEARN IT - SHARE IT

Florence Gabriele

gabrielef@Emmanuel.edu
WHO I AM...

FLORENcia gabrielle
**Audience**

- This project is can be used in high schools, community colleges and college programs.
- Can be used in traditional settings, flipped classrooms, and online classes.
- The idea is to make this project useful for themselves and their friends in the same age group.
**WE NEED TO TEACH PERSONAL FINANCE**

**SURVEY OF THE STATES BY THE NUMBERS**

<table>
<thead>
<tr>
<th>ZERO</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since 2016, not one single state added personal finance to their K-12 standards.</td>
<td>States require high school students to take a course in economics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>States require high school students to take a course in personal finance.</td>
<td>There has been no change since 2014 in the number of states that require standardized testing of economic concepts. The number remains at 16.</td>
</tr>
</tbody>
</table>
Gen Z and Millennials’ Problems

• Have inadequate financial knowledge
  When tested on financial concepts, only 24% demonstrated basic financial knowledge.

• Worry about student loans
  When asked about their ability to repay their student loan debt, more than 54% of Millennials expressed concern.

• Debt crosses economic and educational lines
  Among college-educated Millennials (80%), a staggering 81% have at least one long-term debt.

• Are financially fragile
  Nearly 30% of Millennials are overdrawing on their checking accounts.

• Sacrifice retirement accounts
  More than 20% of Millennials with retirement accounts took loans or hardship withdrawals in the past year.

• Don’t seek professional financial help
  Even with inadequate knowledge, only 27% of Millennials are seeking professional financial advice on saving and investment.
Millennials and Gen Z are unprepared for an emergency

- 53% carried overall credit card balance in the last 12 months
- 50% of Millennials don’t believe they could come up with $2,000 if an unexpected need arose within the next month
- 30% of Millennials are overdrawing on their checking accounts
Millennials have high debt

Credit Card use

- Pay minimum only: 43%
- Charged for a late fee: 20%
- Charged an over-the-limit fee for extending credit line: 13%
- Used the cards for a cash advance: 15%
- Engaged in any form of expensive credit card behavior: 51%
WE NEED TO HELP OUR STUDENTS
GOAL

• Foster group interaction
• Learn Personal Finance concepts
• Guide student through the planning process
• Steps through collecting data
• Learn how to incorporate feedback
• Peer to peer instruction
WE LEARN...
10% OF WHAT WE READ
20% OF WHAT WE HEAR
30% OF WHAT WE SEE
50% OF WHAT WE SEE AND HEAR
70% OF WHAT WE DISCUSS
80% OF WHAT WE EXPERIENCE
95% OF WHAT WE TEACH OTHERS

WILLIAM GLASSER
**Benefits**

- Active Learning
- Project based Learning

Students must:
- Control their own learning
- Communicate with others
- Teach others
- Choose how to present data
- Develop metacognitive skills
Seven Principles of Good Practice in Education That Are Still a Cornerstone of Pedagogy.

1. Encourage contact between students and teachers
2. Develop reciprocity and cooperation among students
3. Encourage active learning
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning
Constructivism

- Learning is an active process
- Knowledge is constructed from (and shaped by) experience
- Learning is a personal interpretation of the world

- Emphasizes problem solving and understanding
- Uses authentic tasks, experiences, settings, assessments
- Content presented holistically - not in separate smaller parts
LEARN IT - SHARE IT

This semester long project will help students to learn about personal finance, foster group work, plan & delivery, do research on topics, & what have learned from their peers.

SET your GOALS
1. Set your goal.
   a. Set the goals in your group

RESEARCH
2. Research.
   a. What is the financial tool?
   b. Which projects to choose?
   c. How to make?

UNDERSTAND your ISSUE
3. Understand the issue.
   a. Break-down your ideas to make them more logical
   b. Understand the process

PLAN your PROJECT
4. Plan your project.
   a. What are the resources that you require to complete your project with

Present your POSTER
5. Present your poster.
   a. Create a poster with your findings.
   b. Present your poster to the members of your team.
   c. Talk about your findings at the end of your group.

Create a VIDEO
6. Create a video.
   a. Share the video in which you communicate your findings and how you have learned

PRESENT in front of your class
7. Present in front of your class.
   a. Present all your findings in front of your class
SET A GOAL
THE NEED FOR A GROUP CONTRACT

GROUP PROJECTS HELP ME UNDERSTAND WHY BATMAN WORKS ALONE.
CONCEPT MAP

• Helps students brainstorm and generate new ideas
• Encourages students to discover new concepts and the propositions that connect them
• Allows students to more clearly communicate ideas, thoughts and information
• Helps students integrate new concepts with older concepts
• Enables students to gain enhanced knowledge of any topic and evaluate the information
VIDEOS

https://www.youtube.com/watch?v=duC6RJQiaNw&t=258s
Pedagogy of Students Creating Videos

- Clear learning goals
- Encourage exploration
- Embedded assessment
- Intrinsic and extrinsic motivation
- Support autonomy
- Productive failure
I had to integrate technology into my classroom.
Technology has many advantages

TEACHER

• Focus on content and more application of material to new context
• Just in Time Teaching
• Improved feedback

STUDENT

• Prepare for the future workplace
• Motivation/more collaboration
• Flexibility
• Customization
• Multiple points to entry to every concept
Why Videos?

• Videos are 4 x times more engaging than static content
• Video combines auditory & visual sense
• The average viewer remembers 95% of a message when it is watched, whereas only 10% when read
• Has the ability to encompass all the other types of content. A video can include text, music, photographs, links, and even podcasts. No other medium has this ability
### What is your major?

- Film/Video
- Writing/Editing and Publishing
- English Literature and Writing with a minor in management
- Communications
- Psychology
- English
- Communication and Media studies
- Communication and Media Studies
- History/Pre-Law
- Communications
- International Studies
WHAT YEAR ARE YOU IN?
On average, how many hours have you spent preparing this project?
The project help me identify the most important concepts taught in personal finance.
Doing the project taught me a new way to study.
The LISI Project helped me identify concepts I should study for the exams.
THE PROJECT HELPED ME LEARN INFORMATION THAT I WILL USE IN MY LIFE
The project made me aware of the patterns and behaviors that I have in when it comes to managing my finances.
THE PROJECT WAS ENGAGING, EDUCATIONAL, AND POSITIVE.
Creating and presenting a poster helped me learn about personal finance.
Creating a video helped me learn about personal finance.
WHAT ELSE WOULD YOU LIKE TO ADD ABOUT THE PROJECT?
**BEST PRACTICES**

- **Key: 2 minutes**
- The best engagement on videos that are roughly 2 minutes in length.
- The longer a video, the lower its retention.
- Videos under 1 minute enjoy 80% viewer retention up to the 30-second mark, while videos 2-3 minutes in length still enjoy 60% retention. 5-10 minute videos still see over 50% viewer retention halfway through.
Best Practices

• Give feedback at each stage
• Help students to do the project in small bits so it is not overwhelming
• Emphasize the creation of short videos
• Engage the community (invite your other classes, your peers, administrators)
**WHY THIS WORKS: INCREASES RETENTION**

- The project uses teaching techniques that the literature recommends to increase information retention such as
  - Concept Maps
  - Posters
  - Connect
  - Practice
  - Group work
Survey Says…

• “The project was a great opportunity to show the groups creative and knowledgeable side.”
• “I feel like I'm learning practical knowledge that I've been wanting to know for a while.”
• “The course with the most real world applications I've taken”
• “Helped me prepare for the future”
• “I think this project offers crucial information in terms of having a healthy financial future.”
• “We learned some practical tips about personal finance.”
Acknowledgments:

Big Thank You to:
Misty Wood
Steve DeMasco
Lenore Martin
Marina Gabriele
Rebecca Moryl
Kim Holder
Coqui Andreani
My students in MGMT 2111 - Personal Finance
Management and Economics Department
WHERE TO FIND ME

✉️ gabrielef@Emmanuel.edu

🐦 Florboston

Florenciagabriele.com

📸 https://www.instagram.com/figabriele/