

Personal Finance Pedagogy: Moderator's Guide

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Introductions (5 minutes)

Thank you for participating in this study today. My name is _____, and I work with the Consumer Financial Protection Bureau (CFPB), a federal government agency that was created to help consumers. Our goal today is to gather information to help us understand teachers' experiences in teaching personal finance in their classrooms.

Today I would like your thoughts about something new that the CFPB has created for teachers. I will ask you a series of questions so I can gather your thoughts about the materials. I would like you to honestly share your thoughts about whether the materials are helpful for teachers that teach personal finance. I am not the author or creator of these materials - I am interested in both your positive and negative reactions and feedback.

The entire session should last approximately 60 minutes. Do you have any questions so far?

Let's cover a couple things before we get started.

I will be taking notes of this session and recording only the audio. Only those of us associated with this project will see the notes and have access to the audio recordings, and we will not share your name or personal information with anyone outside the project. The notes will be primarily used as a memory aid for me so I can go back later to recall what happened during each session. Your participation is voluntary and you can withdraw at any time. Your name and other directly identifiable personally identifiable information will be removed from the notes before sharing and you will not be associated with any particular comment or statement.

I am interested in your thoughts and reactions as we proceed. I'd like you to act as you normally would if I was not here, but I would also like you to share anything you find noteworthy or confusing. You don't have to read everything aloud to me, but please tell me if you are looking for something and what it is and whether you can find it or not. I will ask questions along the way.

Your candid feedback will be very valuable, so please speak openly about your opinions and experience. There are no right or wrong answers, and your comments and opinions will only be used in combination with the feedback that we get from other people. Any questions so far?

A. Participant's Background and Expectations (10 minutes)

To get us started I would like to hear a little about your experiences as a teacher.

1. How would you describe your classroom and students [*iterate that they do not need to provide any identifying details about their students*]?
2. What has been your biggest challenge as a personal finance teacher? Why?

3. Are there elements that are required to be part of your lesson plans (standards/competencies addressed, student interactions, lecture notes)? If yes, can you identify what they are?
4. Can you tell me about a personal finance lesson you recently planned and what that experience was like? Feel free to show me any related materials you used or reference in your planning.
 - a. What standards/competencies did you address in that lesson?
 - b. What was your method for planning and preparing the lesson?
 - c. What did you use as resources or guidance for building your lesson? Why?
 - d. How much time and effort did it take? Is that typical?
 - e. Were there any costs associated with it?
5. At what point do you turn to resources? Why? When?
6. What else do you use? How did you find it? What resources do you go back to the most?
7. What do you expect from the resources you use or seek out?

B. The Pedagogy Suite: First Impressions (5 minutes)

[Hand over all three documents in order to the participant.]

Please take a look at these and review them however you see fit. I want you to do your best to think about these documents from your own point of view and avoid imagining how others would use them. Feel free to flip through the documents and think or ask questions aloud while you do so. I will not answer right away, but will make note of your comments for us to discuss after a few minutes.

1. What are you seeing here?
2. What is catching your attention? Why?
3. What questions do you have?
4. What would you call these documents?
5. Who is this for? Why?
6. Does this feel familiar or like anything you have seen or used before?

Let's go through each document separately and talk about your thoughts and feedback.

C. A Research Based Model Explainer (10 minutes)

Initial Response

1. What's your initial impression of this?
2. What is the most valuable information here? Why?

Comprehension

3. What is this telling you?
4. In your own words, how would you describe this content?
5. Do you have any questions about this content?

Course of Action

6. What would you do with this information?

7. What would you do with this document?
8. Is there a particular scenario you can think of in which you would use this? Why?

Value Proposition

9. How does this information apply to what you do as a teacher?
10. How would you apply this information in your classroom?

Overall Impressions

11. Is there anything you found confusing or unclear? Why or why not?
12. What questions do you have after reviewing this?
13. Is there anything missing? If so, what?
14. In your opinion are there changes (additions, removal or clarifications) that could be made to improve the document?

D. Using the Teaching Tool document (15 minutes)

Initial Response

1. What's your initial impression of this?
2. What is the most valuable information here? Why?
3. What part did you read first? Why?
4. In your own words, how would you describe this document?
5. Do you have any questions about this document?
6. What is this? [*Point to the graphic*]

Comprehension of the Teaching Wheel

7. What is this [*point to the teaching wheel*] telling you?
8. What part did you read first? Why?
9. In your own words, how would you describe this content?
10. Do you have any questions about this content?

Course of Action

11. What would you do with this information?
12. What would you do with this document?
13. Is there a particular scenario you can think of in which you would use this? Why?

Value Proposition

14. What value does this information have to you?
15. How would you apply this information to what you do as a teacher in the classroom?

Overall Impressions

16. Is there anything here you found confusing or unclear? Why or why not?
17. What questions do you have after reviewing this?
18. Is there anything missing? If so, what?
19. In your opinion are there changes (additions, removal or clarifications) that could be made to improve the document?

Exercise in using the Teaching Tool

Earlier you recalled a lesson plan you taught recently. Looking at the **Teaching Tool**, which Building Block do you think you “developed” in that lesson? Did you use any of the teaching techniques and/or learning strategies identified on the teaching tool in that lesson? If so, which one(s)?

1.

■ [If no]

- a. Why do you think the teaching technique and/or learning strategy you used could be listed on the teaching tool?
2. Can the teaching tool help you in lesson planning? Why or why not?
3. How would you use it?
4. Is there anything unclear, confusing or missing?

E. Teaching High School Students Guide (10 minutes)

Initial Response

1. What’s your initial impression of this document?
2. What is most valuable information here? Why?

Comprehension

3. What is this telling you?
4. In your own words, how would you describe this content?
5. Do you have any questions about this content?
6. What’s the purpose of this document?
7. What part did you read first?
8. In your own words, how would you describe the content on this document?
9. Do you have any questions about the content on this document?

Value Proposition

10. How does this information apply to what you do as a teacher?
11. How would you apply this information in your classroom?

Course of Action

12. What would you do with this information?
13. What would you do with this document?

Overall Impressions

14. Is there anything here you found confusing or unclear? Why or why not?
15. What questions do you have after reviewing this?
16. Is there anything missing? If so, what?
17. In your opinion are there changes (additions, removal or clarifications) that could be made to improve the document?

Exercise in using the Teaching High School Students Guide

18. I would like you to think of the students in one of your classes. Look at the **Teaching High School Students Guide**, read through the Financial Habits and Norms building block “Watch for a student to demonstrate” section.

19. Do *all, most, a few, or none* of your students demonstrate positive financial habits and norms?

20. **[If ALL or MOST]**

21. Complete the same exercise using the Executive function building block.

22. Read over the “To develop these skills you can” section. Are these suggestions helpful to teachers in classrooms where students do not have this skill?

23. **[If FEW or NONE]**

24. Read over the “**To develop these skills you can:**” section. Are these suggestions immediately useable in the classroom or would they take time to incorporate into your classroom activities and lessons?

25. Do these suggestions seem relevant? Why or why not?

26. Is there anything unclear, confusing or missing?

[Complete the same review using the financial knowledge and decision-making skills building block.]

27. Is there anything that makes using the Teaching high school students guide difficult? Why or why not?

F. Overall Impressions (5 minutes)

1. I’ve shown you three separate documents, can you tell me what you would call them individually?

2. What would you call these documents as a whole?

3. Do these documents meet your needs as a personal finance teacher?

[If yes]

a. Tell me more, why does it meet your needs?

[If no]

b. Tell me more, why not?

4. Based off the titles and content of the documents, are they what you were expecting? Does it match with what you expect from teaching resources?

5. Think about your experiences planning lessons for your classes. Would you use these documents once, or repeatedly?

6. Is there a particular scenario you can think of in which you would use these documents either as a whole or individually? Why?

7. In its current form, where would you store it?

8. Would you prefer a digital format? What would you ideally want?

9. Did this information feel unique or different from other resources you have used? Why?

10. Think about a teacher new to teaching personal finance. Share your thoughts on whether this information is beneficial to them. If not, what else do they need?

11. Is there anything else you would like to discuss that we have not touched on? Is there anything you would like to revisit for discussion?

12. Does this information feel like it solves any problems you currently have?

13. Do you think you have an understanding of how these work and how they can be used?

14. Have you ever been asked for or given advice for finding resources for personal finance lesson planning?

15. Going back to the resources you mentioned at the beginning of the interview, do you feel like you trust the information it provides? Why?

16. Are there any criteria for whether or not you trust a particular resource and decide to use it?

17. Would you consider any of these a tool? Why?

██████████ [If no]

a. What would it need to have in order for you to consider it a tool?

██████████ [If yes]

b. How would you use it as a tool? What parts of it feel like a tool?

Thank you for taking the time to talk with me today. Those are all of the questions I have for you; do you have any questions for me?