

Economics Teachers' Content Knowledge and Teaching Strategies Used to Teach Economics in Selected South African Schools

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Abstract

Economics is a subject offered at the Further Education and Training (FET) section in South Africa, the subject has recorded performance that is not impressive, and the low enrolment and statistics of pass rate are of major concern. Therefore this paper explores the teachers' content knowledge and strategies used to teach Economics in some selected schools in South Africa. The paper adopts a qualitative approach to phenomenological research design. Purposive sampling techniques were used to select 12 teachers from six schools, two teachers from each school in Buffalo City Municipality in East London, South Africa. A semi-structured interview was used to elicit information from the respondents. The findings among others revealed that Economics is very useful to be a better citizen and to make rational life decisions, the use of the right pedagogy can improve performance, and the content knowledge with adequate on-the-job training will be a match in delivering the content of the subject. It is concluded that a low level of understanding of the basic Economics concepts could be attributed, to less professional development training of Economics teachers in content knowledge and pedagogy. It is recommended among others that the Economics teacher have to strike a balance between theory and practice. Teachers should be innovative and improvise by using technological skills, they should move towards the use of technology as a tool to enable learners to become creative, empathetic and high-order thinkers in this digital world.

Keywords: content knowledge, economics, pedagogy, professional development technology

1. Introduction

In post-apartheid South Africa, the government and education officials attempted to address and redress the educational inequalities of the past education system. However, to date education system in South Africa remains a challenging and argumentative subject to many. Amnesty International South Africa (2020) revealed that the South African education system, is marked by disintegrating infrastructure, overloaded classrooms, and relatively poor educational outcomes and this perpetuates inequality and thus fails many of its children (learners). Early in 2021, in a press release, Amnesty International announced that the COVID-19 pandemic has plunged South Africa into further crisis, exposing the country's education system continues to be shaped by the apartheid legacy declaring that "a child's experience of education in South Africa is still dependent on where they are born how wealthy they are, and the colour of their skin".

The fact of the matter is that the world we are living in is exposed to multifarious economic challenges. Teaching Economics in South Africa is a viable solution to addressing these challenges. Because Economics aims at educating people (learners) on how to competently and efficiently utilize scarce public and private resources to satisfy their needs. Apart from this fact, it has to teach our learners how to manage their monies and resources, (Ojo & Jeannin, 2016). In this regard, van Wyk (2015) insists that teaching economics in schools should create responsible citizens and effective decision-makers. However, it is an important subject that many of our nation's schools tend to overlook, (Vandeyar & Swart, 2015). The importance of Economics in education goes far beyond the goal of improving an understanding of the basic principles of supply and demand, and how the economy works, (van Wyk, 2015), creating responsible citizens who will become effective decision-makers. This emphasizes the prominence of Economics pedagogy in teaching and learning Economics in schools on improving an understanding of Economics in schools and also how can new knowledge be generated to expose learners to real-life learning environments and experiences.

Teaching Economics Content And Strategies

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Teaching Economics Ronald A. Banaszak, Dennis C. Brennan, 1983 **International Handbook on Teaching and Learning Economics** Gail Mitchell Hoyt, KimMarie McGoldrick, 2012

The International Handbook on Teaching and Learning Economics is a power packed resource for anyone interested in investing time into the effective improvement of their personal teaching methods and for those who desire to teach students how to think like an economist. It sets guidelines for the successful integration of economics into a wide variety of traditional and non traditional settings in college and graduate courses with some attention paid to primary and secondary classrooms. The International Handbook on Teaching and Learning Economics is highly recommended for all economics instructors and individuals supporting economic education in courses in and outside of the major. This Handbook provides a multitude of rich resources that make it easy for new and veteran instructors to improve their instruction in ways promising to excite an increasing number of students about learning economics. This Handbook should be on every instructor's desk and referenced regularly.

Tawni Hunt Ferrarini, The American Economist. In delightfully readable short chapters by leaders in the sub fields who are also committed teachers, this encyclopedia of how and what in teaching economics covers everything. There is nothing else like it and it should be required reading for anyone starting a teaching career and for anyone who has been teaching for fewer than 50 years.

Daniel S Hamermesh, University of Texas Austin, US. The International Handbook on Teaching and Learning Economics provides a comprehensive resource for instructors and researchers in economics, both new and experienced. This wide ranging collection is designed to enhance student learning by helping economic educators learn more about course content, pedagogic techniques, and the scholarship of the teaching enterprise. The internationally renowned contributors present an exhaustive compilation of accessible insights into major research in economic education across a wide range of topic areas including Pedagogic practice, teaching techniques, technology use, assessment, contextual techniques, and K-12 practices. Research findings, principles, courses, measurement factors influencing student performance, evaluation, and the scholarship of teaching and learning, Institutional administrative issues, faculty development, the undergraduate and graduate student and international perspectives, Teaching enhancement initiatives, foundations, organizations, and workshops. Grounded in research and covering past and present knowledge as well as future challenges, this detailed compendium of economics education will prove an invaluable reference tool for all involved in the teaching of economics: graduate students, new teachers, lecturers, faculty, researchers, chairs, deans, and directors.

Teaching Economics in the Primary Grades Yana Rodgers, Shelby Hawthorne, Ronald C. Wheeler, 2004. Primary grade students can gain exposure to the full range of economic concepts in state standards if teachers use reading based strategies that embrace children's literature with economic content. This approach allows teachers to simultaneously teach their students to read and to understand economics. Our state by state survey indicates that almost all states have content standards in economics beginning with kindergarten. However, only six states

have standards that earn an A in our State Grade for Completeness In evaluating reading based strategies to teach these standards we identify more than two hundred picture books and easy readers that focus on economics Despite the appeal of teaching economics through literature there is not enough assessment of reading based strategies and new assessments should be attempted in the early grades *Teaching Economics in Troubled Times* Mark C. Schug, William C.

Wood, 2011-01-03 *Teaching Economics in a Time of Unprecedented Change* is a one stop collection that helps pre and in service social studies teachers to foster an understanding of classic content as well as recent economic developments

Resources in Education, 2001 *Research in Education*, 1974 *Economic Literacy*, 1985 *Innovations in Economic Education* Mary Beth Henning, 2016-11-25 *Innovations in Economic Education* addresses the growing issue of financial illiteracy by showing how economics can be successfully integrated into classrooms from kindergarten through higher education Pre service teachers experienced educators curriculum leaders parents and school administrators will find practical ideas to improve economic understanding At the elementary level the book provides creative ways of introducing young students to the basic concepts of economics financial justice and social action For higher grade levels the book offers ideas to integrate economics into current history civics and math curricula The final portion of the book features recommendations by leading economic educators on how economics can play a greater role in teachers professional development The pedagogical tools presented in each chapter include lesson plans and practical insights and are designed to meet the NCSS C3 Framework and Common Core State Standards for Social Studies This book is a timely and valuable resource for all educators interested in improving their students economic literacy and financial decision making

Handbook of Research in Social Studies Education Linda S. Levstik, Cynthia A. Tyson, 2010-04-15 Introduction Linda L. Levstik and Cynthia A. Tyson Change and continuity in social studies curriculum Stephen J. Thornton Early elementary social studies Jere Brophy and Janet Alleman What happens in social studies classrooms research on K-12 Classroom practice Linda S. Levstik Knowing and doing in democratic citizenship education Walter C. Parker International political socialization research Carole L. Hahn and Theresa Alviar Martin Service learning Rahima Wade Controversial issues and democratic discourse Diana Hess Diversity and citizenship education historical theoretical and philosophical issues James A. Banks and Nguyen Diem Social justice and the social studies Kathy Bickmore Gender and sexuality in the social studies Margaret Smith Crocco Global education Guichun Zong Angene H. Wilson and A. Yao Guashiga Assessment and accountability in the social studies S. G. Grant and Cynthia Salinas Research on students ideas about history Keith C. Barton Research on K-12 geography education Avner Segall and Robert J. Helfenbein Recent research on the teaching and learning of pre-collegiate economics Steven L. Miller and Phillip J. VanFossen Technology and social studies Kathy Owings Swan and Mark Hofer The education of social studies teachers Susan Adler The professional development of social studies teachers Stephanie van Hover

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