

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

Emmanuel Okeada Adu^{1,*}

¹University of Fort Hare, South Africa

*Corresponding author: University of Fort Hare, South Africa. E-mail: eadu@ufh.ac.za

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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

Matheson, Victor A., Fenn, Aju J.



Teaching Economics Content And Strategies:

Teaching Economics Ronald A. Banaszak, Dennis C. Brennan, 1983 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

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 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 *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 **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

Educational Innovation in Economics and Business Administration: Wim H. Gijssels, Dirk T. Tempelaar, Piet K.

Keizer, Jos M. Blommaert, Eugene M. Bernard, Hans Kasper, 2013-03-09 During the last few years economics and business education have emerged as one of the largest fields of study in higher education At the same time the pressing concern for improving the quality of higher education has led to a definite need for more knowledge about effective instruction and innovation in economics and business education The book brings together many examples of reform in economics and business education Special attention is paid to the problem based learning approach which over the past ten years has developed as a very important innovation in higher education The book contains contributions from a variety of institutions on the necessity of curriculum reform the choice of instructional methods assessment and testing and management of change It is of interest for teachers in higher education educational psychologists and any person interested in educational innovation in economics and business administration **Economics: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources, 2015-06-30 Organizations governments and corporations are all concerned with distributing their goods and services to those who need them most consequently benefiting in the process Only by carefully considering the interrelated nature of social systems can organizations achieve the success they strive for Economics Concepts Methodologies Tools and Applications explores the interactions between market agents and their impact on global prosperity Incorporating both theoretical background and advanced concepts in the discipline this multi volume reference is intended for policymakers economists business leaders governmental and non governmental organizations and students of economic theory **Data Book of Social Studies Materials and Resources**, 1984 Cases on Economics Education and Tools for Educators Scott, Brad, Fox, Melanie E., 2023-11-09 Cases on Economics Education and Tools for Educators is a comprehensive resource that addresses the challenges faced by K 12 educators who are expected to teach economics without adequate resources or support This book provides case studies and practical examples that can help educators effectively integrate economics education into their broader curriculum The materials are written with current and future practitioners in mind and cover a range of topics including teaching methodologies best practices and pedagogical approaches that can engage all learners including those from underrepresented groups in economics This book is an essential resource for education students planning to teach economics in K 12 classrooms as well as practitioners and curriculum design professionals The book covers a variety of subjects that can be used to create engaging lesson plans such as pop culture music social media movies poetry major entertainment corporations TV shows team based learning active learning computer based learning alternative pedagogy and effective use of technology in the classroom Additionally the book provides guidance on how to find and validate additional resources making it a valuable tool for any educator looking to improve their teaching practices The SAGE Handbook of African American Education Linda C. Tillman, 2008-07-17 This Handbook received an honorable mention at the 2009 PROSE Awards The PROSE Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books journals and electronic content in over 40

categories This volume fills the tremendous void that currently exists in providing a much needed lens for cultural leadership and proficiency The approach provides a wide divergence of perspectives on African American forms of leadership in a variety of diverse leadership settings Len Foster Washington State University The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning PK 12 school leadership higher education current issues and education policy The purpose of the Handbook is to articulate perspectives on issues affecting the participation and leadership of African Americans in PK 12 and postsecondary education This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group Key Features Promotes inquiry and development of questions ideas and dialogue about critical practice theory and research on African Americans in the United States educational system Makes significant contributions to the scholarship on African Americans in the broad context of U S education and society Addresses the central question in what ways do African Americans in corporate private and public positions influence and shape educational policy that affects African Americans The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning Pre K 12 school leadership higher education current issues and education policy TEACHERS OF COLOR A wise scientist once argued that to doubt everything or to believe everything often results in the same solution set both eliminate the need for reflection This handbook provides an intellectual space for those interested in true reflection on the human ecology of the African American experience in schools communities and society The Handbook of African American Education is a repository of information developed to advance the human service professional William F Tate IV Washington University in St Louis This handbook represents the most comprehensive collection of research on African Americans in education to date Its breadth spans the historical the political institutional and community forces that have shaped educational opportunities and attainment among African Americans The review of extant research on a range of topics from the role of culture and identity in learning teacher preparation educational leadership to higher education and educational policy is far reaching and cutting edge This volume has historic significance and will become a classic collection on African American education for scholars and practitioners alike Carol D Lee Professor Northwestern University Vice President Division G American Educational Research Association This handbook is needed as a basic reference for professors and graduate students conducting research on the education of Blacks in America Frank Brown University of North Carolina at Chapel Hill [Teaching Principles of Microeconomics](#) Mark Maier, Phil Ruder, 2023-01-06 Abundant with practical advice and ready to use teaching examples this dynamic guide will help both new and experienced instructors of Principles of Microeconomics to reconsider and refine their courses Mark Maier and Phil Ruder assemble the wisdom of 25 eminent scholars of economic education on how best to introduce students to the

discipline and inspire a long lasting passion for microeconomics

Agarwal, 2022-07-04 This book discusses the importance of teaching fundamental economic concepts as part of the middle school social science curriculum in India. It examines the status of economics in Indian schools and the issues faced in teaching it at the middle school level and emphasizes the need for increasing the economic literacy of students. It offers valuable recommendations to curriculum planners and educators to help them bolster economics education in Indian schools. The author presents an extensive curriculum framework with the intention of developing intellectual and social skills in students. The book also features classroom-tested lessons, content guidelines, and a comprehensive teaching plan for grades 6, 7, and 8. A crucial contribution to the study of school education in India, this book will be of interest to teachers, students, and researchers of education, economics education, and economics. It will also be useful for policy planners, professional economists, administrators, school boards, and research institutions.

Teaching Sports, Economics, and Using Sports to

Teach Economics Matheson, Victor A., Fenn, Aju J., 2022-04-19 There is a dire need for a comprehensive pedagogical resource both on diverse approaches to teaching sports economics and the use of sports to teach broader principles of economic concepts This book does exactly that The contributions from leading scholars and teachers in both fields will help all instructors looking to raise their teaching game **The Elgar Companion to Social Economics, Second Edition** John

B. Davis, Wilfred Dolfsma, 2015-05-29 Social economics is a dynamic and growing field that emphasizes the key roles social values play in the economy and economic life This second edition of the Elgar Companion to Social Economics revises all chapters from the first edition and adds impo **Economic Education Mandate** California. Department of Education, 1991

This handbook provides valuable information for educators to use in developing a one semester high school course on economics. The volume includes activity outlines, a model for assessment, and a list of resources to enhance instruction in economics. The handbook identifies methods to enrich instruction using the state mandated economic component of the California high school curriculum. Chapter 1 reviews the basic components of microeconomics, macroeconomics, economic systems, and international trade as part of the course content. Chapter 2 describes issues-oriented activities to enliven economic concepts. Ten modules provide opportunities to encourage students to study economics through the application of basic concepts. Chapter 3 identifies the conceptual, semantic, and attitudinal hurdles that can interfere with a student's learning of economics. Chapter 4 illustrates a model for the assessment of student learning in a high school economics course. An appendix identifies 53 resources and addresses for further information to enhance high school economics instruction. CK

More Like Life Itself Cory Wright-Maley, 2018-10-01 John Dewey wrote in multiple places that education should be an experience of the content and processes of life itself Too often social studies is taught in a way that tells students about real life but fails to engage them in the process of life for which Dewey advocated The core purpose of simulations is to reflect the processes events and phenomena expressed in a variety of real life domains They engage students in these reflections of real

life meaningfully as active agents who have the power to make decisions that impact the direction of events and that lead to both intended and unintended consequences Because of the nature of simulations students who participate in them are able to build their capacities to think in complex and critical ways Today despite the growing evidence that simulations have an important role to play in the teaching of social studies they remain an underutilized and undervalued approach to the discipline One of the key obstacles to their widespread adoption is the limited availability of training resources available to social studies teachers Teachers need support to develop a new vision of social studies teaching and learning coupled with practical guidance necessary to implement simulations effectively This volume provides teachers with both When teachers are able to weave simulations effectively into the fabric of social studies teaching and learning they help to promote social studies experiences that are both powerful and purposeful They offer students an experience of the discipline that is indeed More Like Life Itself

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