

Exploring Collective Learning Conversations in Economics Education: A Social Change Narrative Inquiry Approach

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ABSTRACT Scholars of critical learning theory believe that, central to critical pedagogy, schools and lecture rooms can be places where critical communities can be started. These scholars argue that for critical pedagogy to have an impact, transformative learning is an important space in which discourse can change the way an individual reaches a new understanding of something that causes a fundamental paradigm shift. This paper explores the collective learning conversations of student teachers by drawing on their experiences and challenges while teaching Economics in a culturally diverse setting. The researcher follows an ethnographical approach, rethinking experiences and drawing from diverse Postgraduate Certificate in Education (PGCE) student voices (n=349) through a reflective assignment. In summation, practical strategies are provided for building collective community learning spaces within and beyond the classroom.