

Exploring Collective Learning Conversations in Economics Education: An Autoethnographic Perspective

Micheal M. van Wyk

*Department of Teacher Education, College of Education, University of South Africa,
Pretoria, 0003, South Africa*

KEYWORDS Collective Learning Conversations. Teacher-Student Relationships. Autoethnography Method. Economics Education

ABSTRACT Scholars of transformative learning theory believe that central to critical pedagogy is the idea that 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” for discourse to change the way an individual comes to a new understanding of something that causes a fundamental paradigm shift. This paper explores the collective learning conversations by drawing from culturally diverse student voices in Economics Education. This paper is a critical reflection of personal challenges encountered during the teaching of Economics in a culturally diverse setting. In applying an autoethnographical approach, I rethink my experiences and draw from diverse Postgraduate Certificate in Education (PGCE) student voices (n=7) through a reflective assignment. In summation, strategies are provided for building creative learning spaces within and beyond the classroom.