

DETAILS

Surname: *Mbana*

Name: *Luthando*

Institution: *Nelson Mandela University & Institute for Economic Justice*

Faculty & Department: *Business and Economic Sciences*

Topic: *Rethinking the Pedagogical Front: Reforming Undergraduate Economics Education*

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Rethinking the Pedagogical Front: Reforming Undergraduate Economics Education

The undergraduate economics classroom remains one of the most resistant spaces to pedagogical transformation in higher education. Dominated by lecture-driven instruction, abstract theoretical frameworks, and standardised assessments, conventional economics teaching continues to privilege passive knowledge transmission over meaningful student engagement, critical thinking, and real-world economic reasoning. As higher education institutions grapple with calls for transformation, decolonisation, and humanising pedagogy, the discipline of economics cannot remain insulated from this necessary reckoning.

The paper will interrogate the current pedagogical landscape of undergraduate economics education and advance a constructive case for deliberate, evidence-informed reform. Drawing on economics education literature, pedagogical theory, and the scholarship of learning and teaching, the argument is that reforming how economics is taught is not merely a technical exercise but a fundamentally humanising and transformative act. It challenges the notion that rigour and accessibility are mutually exclusive, proposing instead a reformed pedagogical framework built on active learning, contextual and locally relevant case studies, inclusive instructional practices, and assessment designed to develop students as critical economic thinkers rather than passive recipients of disciplinary knowledge.

Attention is given to the undergraduate context within the African higher education landscape, where foundational economic literacy is shaped and where pedagogical choices carry profound consequences for how students understand and engage with economic and social realities. The paper ultimately calls for a paradigm shift, one that positions innovative, humanising pedagogy as essential to the future vitality of economics education.