

Jigsaw Pedagogy in Enhancing Economics Teachers' Learning in Free State Secondary Schools

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ABSTRACT The scholarship of teaching and learning the subject of economics, as a school subject is imperative to expose more learners and prepare them for world of work. This study explores how the jigsaw method as a cooperative learning approach impacts the Training of Economics Teachers (ToT) project. A quasi-experimental design was employed. Two hundred economics education teachers were selected and the Test of Economic Literacy (TEL), Economics Modular Test (EMT) and Attitude towards Economics Test (AET) were used to collect data. Findings revealed that statistical significant differences emerged amongst the pre-test and post-test scores of experimental and control groups. This implies that economics teachers in the experimental group, who were empowered in the jigsaw pedagogy as a teaching technique performed better in economics activities as compared to the control. Recommendations are formulated to empower economics subject teachers throughout the Free State province.