

Observing teaching quality in economics within social science education

Michael Walkert
Karlstad University

Teaching quality is a concept that has received increased attention in recent years, but there are few studies of what takes place in classrooms (Tengberg, 2022). This is also true for research on social science education (SSE) in Sweden. Swedish SSE is an interdisciplinary school-subject resting most firmly on political science, economics and sociology with a research-interest mainly directed towards political science (Sandahl et al., 2022). Hence, little is known about the quality of teaching economics inside SSE-classrooms. The aim of my PhD project is to contribute to new knowledge about the typical patterns of teaching quality that characterize teaching economics in SSE. In this paper I present parts of the project that I have worked on to fulfil this aim. I have collected data in terms of video-recorded observations about economics-teaching during 44 SSE-lessons in 11 Swedish classrooms

in grade 9. To analyze the data, I have used the Protocol of language arts teaching observation (PLATO) which was developed for English language arts (Grossman et al., 2013) but is also used in other subjects (Klette, et al., 2017). The paper discusses this observation-method and some preliminary results from the analysis. The results indicate that there are significant differences in the quality of teaching observed in the classrooms, which means that students in different classrooms systematically receive different types of teaching about economics and thus different opportunities to learn economics as an essential part of the SSE-subject and to understand and act in a complex and changing society.