TELLING ACTIVE LEARNING PEDAGOGIES APART:

FROM THEORY TO PRACTICE Cattaneo, H. (2017). Telling Active Learning Pedagogies Apart: from theory to practice. New Approaches in Education Research, 6(1), 144-152. doi: 10.7821/naer.2017.7.237

PROBLEM-BASED LEARNING (PBLBL)

Students use the problem-solving process through an autonomous and/or group research aimed at exploring or solving different types of problems that need to be managed.

DISCOVERY-BASED LEARNING (DBL)

It is a process that creates knowledge specifically towards students who set their own limits.

RESEARCH-BASED LEARNING (RBL)

The starting point of these activities is to address an issue and to research in order to find solutions to it, also the creation of new knowledge as information is collected and understood, followed by a debate about discoveries and experiences, and a reflection on the newly acquired knowledge.

PROJECT-BASED LEARNING (PBL)

It is an active learning style focused mainly on a concrete response from the students: a project. Project-based learning focuses on issues and problems that affect students and their communities. These issues are explored from an interdisciplinary perspective, so that the transfer of knowledge is possible in small collaborative groups, with authentic assessments.

CASE-BASED LEARNING (CBL)

A type of pedagogy that involves investigating, identifying, solving problems and repeating the process in order to reach a precise understanding.



To be able to understand what

INTRODUCTION



constitutes "active learning pedagogy" starting from the literature on education.

GOAL

To establish if the classification of active learning pedagogies would be useful when comparing and contrasting pedagogies (theory and practice).

INIKUDUCIIUN

METHODS

COMPARATIVE ANALYSIS (THEORY)



Classification according to 6 constructivist elements: -Emphasis on the student -Process -Content -Interdisciplinarity -Methods -Reflection -Assessment

LITERATURE REVIEW AND CONTENT ANALYSIS

45 articles, summaries of which identify them as referring to active learning pedagogies in **practice** (between 2007 and 2015).

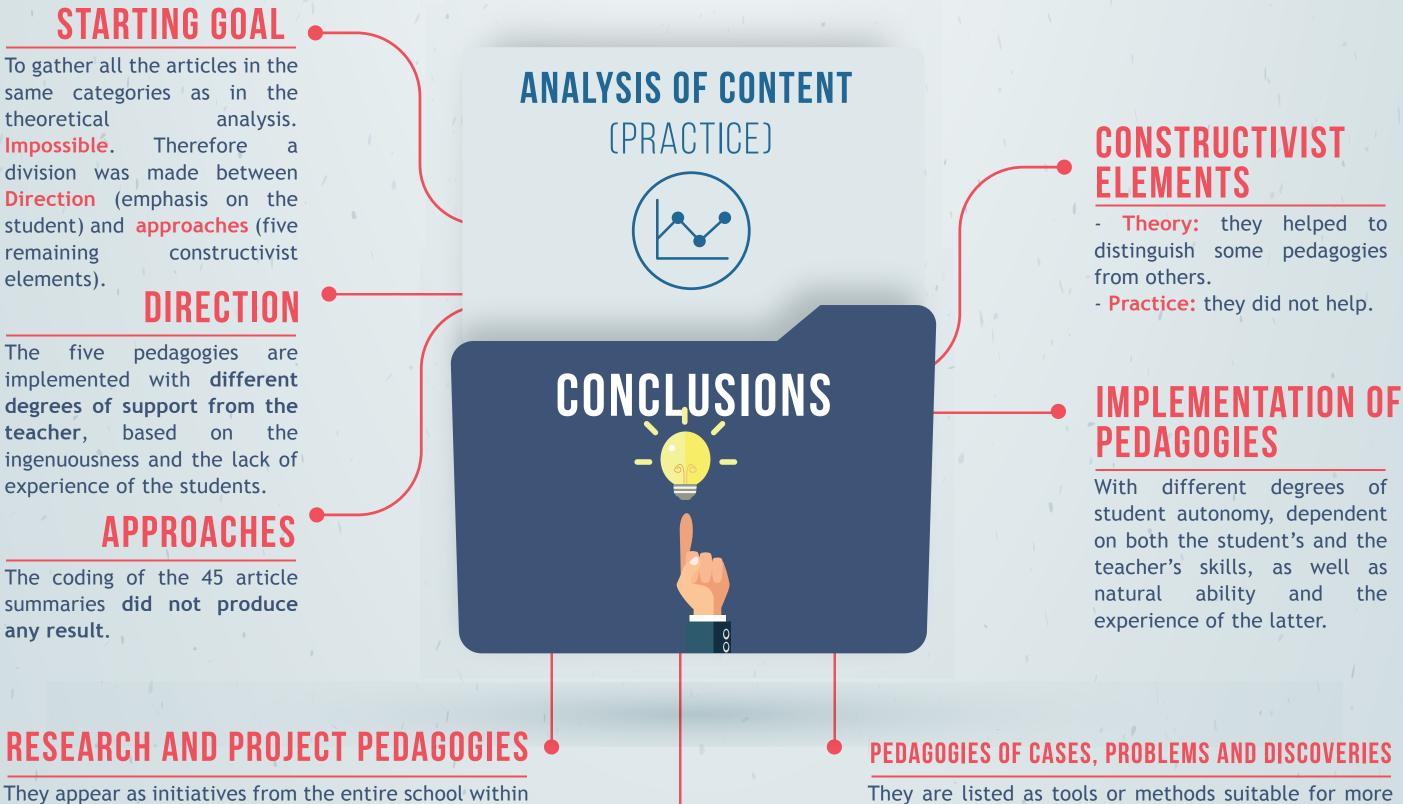
LIMITS

A review of literature will never be completely exhaustive.

COMPARISON OF ACTIVE LEARNING STYLES ON THE BASIS OF CONSTRUCTIVIST CONSTRUCTIVIST ELEMENTS

	CASES	PROBLEMS	RESEARCH	PROJECTS	DISCOVERIES
Emphasis on the student	Important	Important	Important	Important	Important
Process	Addressed	Important	Important	Important	Important
Content	Important	Unimportant	Addressed	Importante	Unimportant
Interdisciplinarity	Important	Unimportant	Unimportant	Unimportant	Addressed
Methods	Important	Important	Addressed	Addressed	Addressed
Reflection	Important	Important	Important	Important	Unimportant
Evaluation	Addressed	Important	Important	Important	Important
TOTAL	19	15	16	17	13

NOTE: FINAL FIGURES CALCULATED BY ASSIGNING A VALUE OF 3 TO "IMPORTANT", 2 TO "ADDRESSED" AND 0 TO "UNIMPORTANT".



They appear as initiatives from the entire school within a context characterized by a high degree of autonomy from the students.

C WORK TO HOFFILL WHEN COMPARING AND CONTRACTING DERACOOLEC AND ALCO TO

ACKNOWLEDGE THEIR LIMITS WHEN IT COMES TO MEETING THE NEEDS OF THE STUDENTS.

ER Journal of New Approaches in Educational Research http://naerjournal.ua.es

doi:10.7821/naer.2017.7.237.01

Editors: Dra. Rosabel Roig Vila and Dr. Santiago Mengual Andrés Paper design and adaptation: Àngel Vilaplana Camús Graphic content: Freepik.es

ingenuous or inexperienced students.