

# TELLING ACTIVE LEARNING PEDAGOGIES APART:

## FROM THEORY TO PRACTICE

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### ACTIVE LEARNING PEDAGOGIES

#### 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)

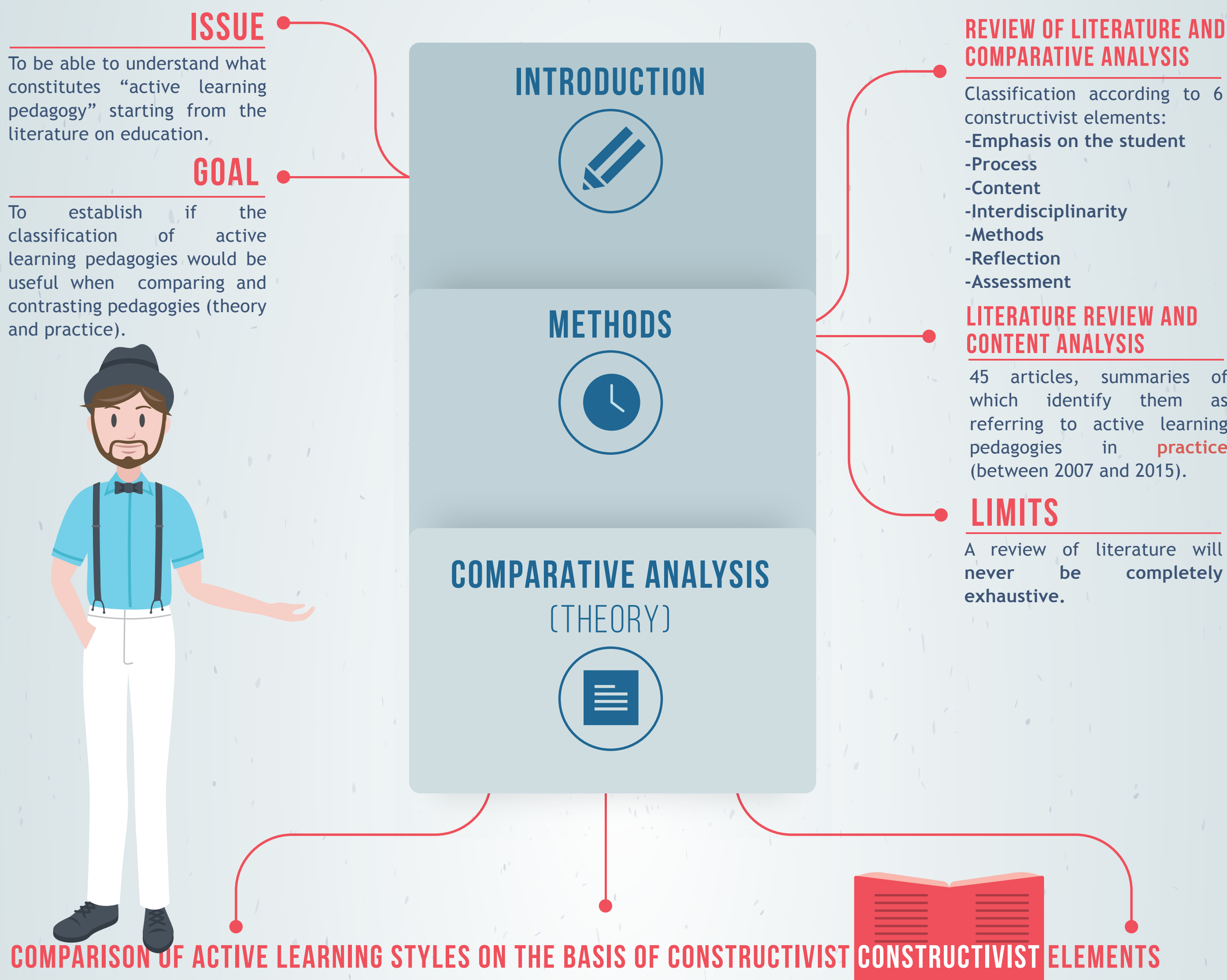
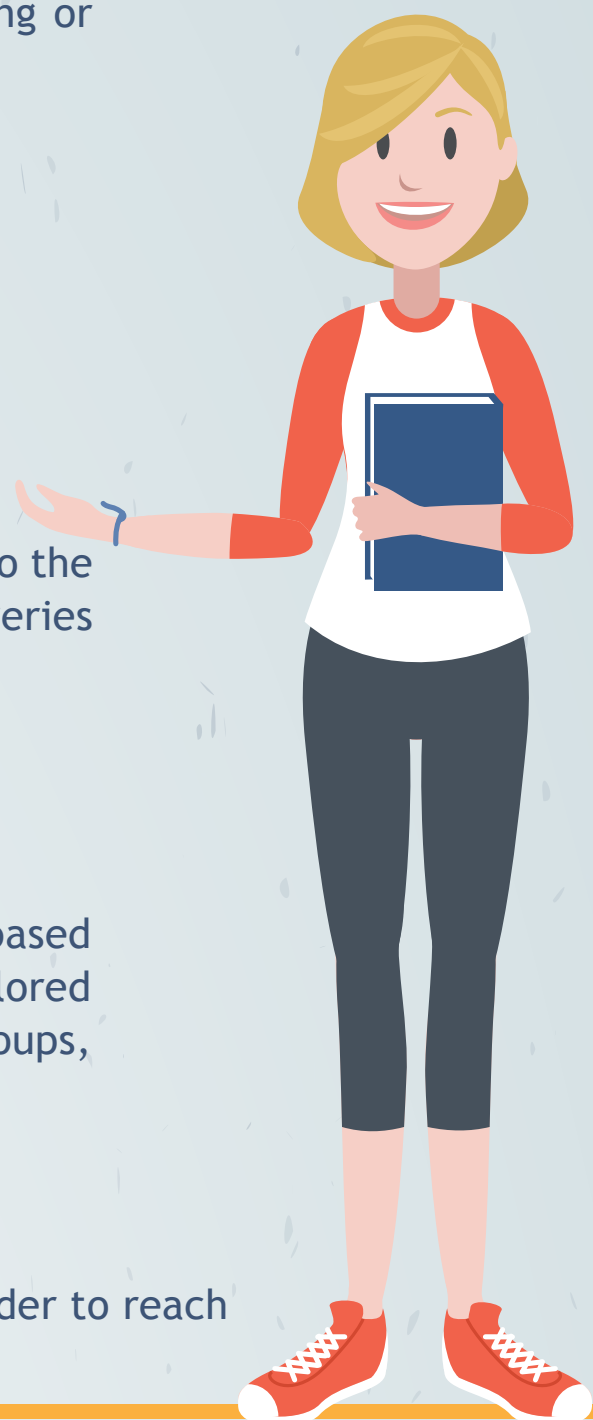
The starting point of these activities is to address an issue and to research in order to find solutions to it, also the creation of new knowledge as information is collected and understood, followed by a debate about discoveries and experiences, and a reflection on the newly acquired knowledge.

#### 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)

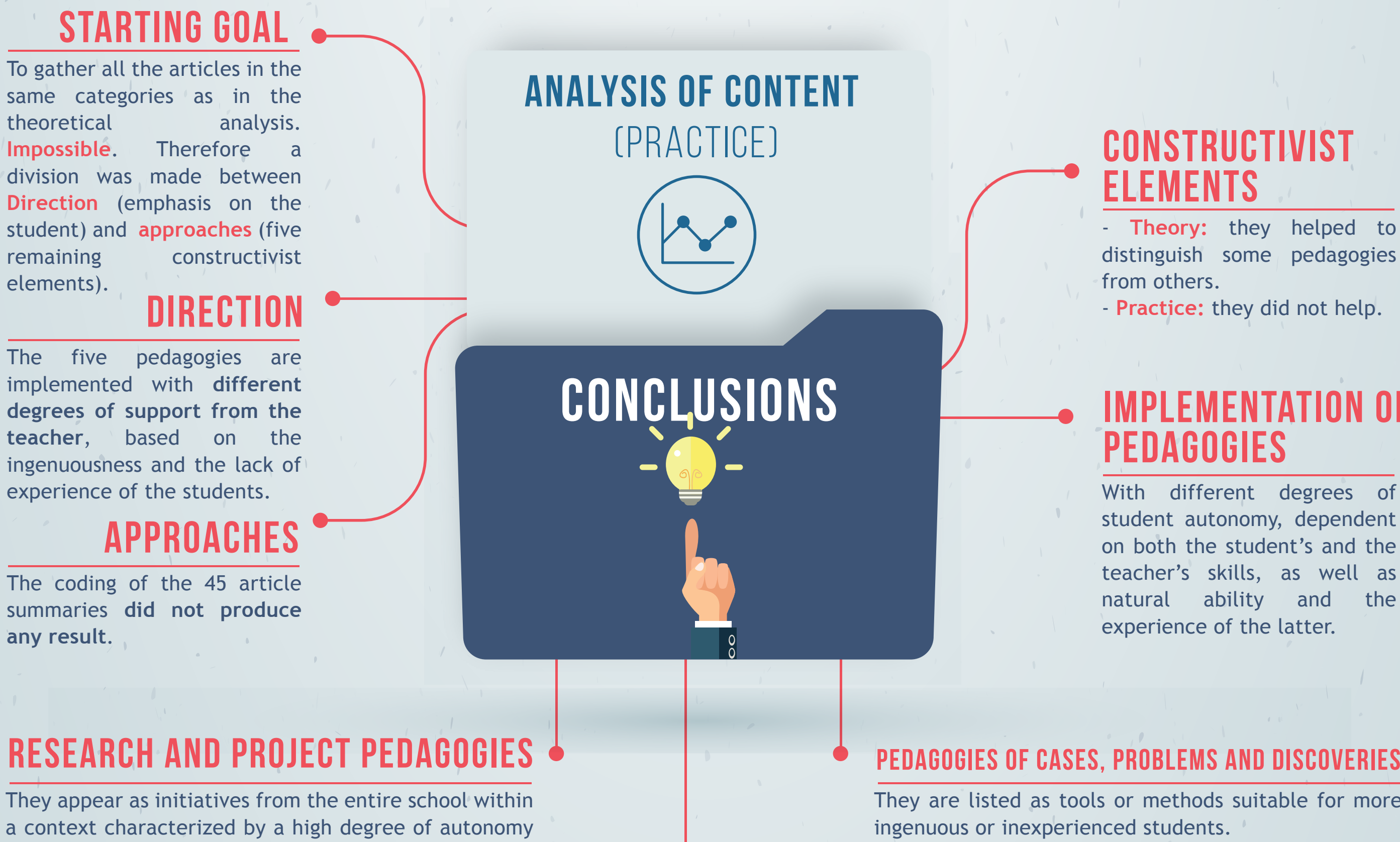
A type of pedagogy that involves investigating, identifying, solving problems and repeating the process in order to reach a precise understanding.



### 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
<b>TOTAL</b>	<b>19</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>13</b>

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



**THIS WORK IS USEFUL WHEN COMPARING AND CONTRASTING PEDAGOGIES AND ALSO TO ACKNOWLEDGE THEIR LIMITS WHEN IT COMES TO MEETING THE NEEDS OF THE STUDENTS.**