



## Problem-Based Teaching vs. Programmed Teaching: Challenges for the Future Of Education

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Contemporary teaching practice is oriented towards the student who, through different forms of active learning, acquires appropriate competences which enable her/him to participate efficiently in different life situations. The goal of contemporary curriculum is to enable the student for efficient learning and lifelong learning, as well as to ensure that she/he acquires procedural knowledge and essential competences. Problem-based teaching and programmed teaching are didactic systems which have the qualities that can considerably help the realization of the above mentioned educational goals.

The central point of problem-based teaching is experiential learning. This form of teaching provides a significant shift from learning focused on memorization and reproduction of facts towards learning focused on implementation of the acquired knowledge. Its aim is examination and solving of real, complex problems. Since in this form of teaching (didactic system) students are naturally motivated to solve problems, their effort, independence and activity in knowledge acquisition become emphasized. It is realized in small groups and the teacher acts as facilitator or guide. As opposed to that, programmed teaching provides material structured in a logical, concise manner, broken down into small units and systematically arranged in steps of gradually increasing complexity. Student masters the material by her/himself, determining her/his own learning tempo, and after solving a question is given the correct answer – the result which becomes basis for her/his further independent learning. This form of teaching is realized according to differentiated programming models, with previously prepared programmed material put together by a team of experts in a certain field. Both, problem-based teaching and programmed teaching, aim to improve the process of learning and its efficiency and to help talented students as well as students with learning disabilities. Moreover, they incite student's independency, i.e. development of her/his learning competence and realization of didactic principles. However, in spite of all these assets, both problem-based teaching and programmed teaching also have their liabilities.

Through descriptive and comparative analysis this paper compares problem-based teaching practice and programmed teaching practice, problem-based and programmed assignments in educational material (textbooks), and determines their main properties, as well as their assets and liabilities. On the basis of theoretical analysis the paper also provides advice and suggestions on the usage of problem-based and programmed assignments in connection with attainment of goals and objectives of contemporary teaching practice oriented towards student's competences as important precondition for the affirmation of contemporary education in the future.