



Problem-Based Learning: an Instructional Model in Teaching Training Courses

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The incorporation of Spain to the European Space for Higher Education is producing a substantial change in the conventional approaches to University Education in our country. From this new framework the focus is on learning, the students must acquire advanced learning strategies and the teaching methodologies are to be active. However, University teaching staff still tends to use traditional methodologies based on the mere transmission of knowledge and with few methodological innovations.

As professors involved in the instruction of future educators we aimed to use the Problem-Based Learning (PBL) methodology for developing and promoting general and specific competences. By carrying out a teaching innovation project in different Grades of Primary Education and Early Childhood Education Courses, we show that the PBL may provide us with many advantages as a teaching strategy for the integral training of future teachers. In this paper, we describe some of the conclusions arising from the implementation of this project. Our results show that students under PBL curricula are more highly motivated as well as better problem solvers and self-directed learners. In addition, we found students to improve their abilities to transfer and integrate concepts.