

## **Active Learning versus Traditional Teaching**

Azzalis, L.A.<sup>1</sup>, Sato, S.N.<sup>1</sup>, de Mattos, M.M.<sup>1</sup>, Fonseca, F.L.A.<sup>2</sup>, Giavarotti, L.<sup>1</sup>

<sup>1</sup>Universidade Anhembi Morumbi, São Paulo, SP, Brazil;

<sup>2</sup>Laboratório de Análises Clínicas, Faculdade de Medicina do ABC, Santo André, SP, Brazil.

In traditional teaching most of the class time is spent with the professor lecturing and the students watching and listening. The students work individually, and cooperation is discouraged. On the other hand, active learning changes the focus of activity from the teacher to the learners, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate during class; moreover, students work in teams on problems and projects under conditions that assure positive interdependence and individual accountability. Although student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, the literature regarding the efficacy of various teaching methods is inconclusive. The purpose of this study was to compare the student perceptions of course and instructor effectiveness, course difficulty, and amount learned between the active learning and lecture sections in Health Sciences' courses by statistical data from Anhembi Morumbi University. Results indicated significant difference between active learning and traditional teaching. Our conclusions were that strategies promoting active learning to traditional lectures could increase knowledge and understanding.