

Teacher Perceptions of Benefits and Constrains of Active Learning in the Primary School Context

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Abstract

While a segment of educators fervently embraces active learning as an effective means of engaging students in the classroom, a significant number of teachers still prefer sticking to traditional teaching methods. Many of these educators display hesitance toward adopting active learning techniques, primarily due to concerns about its practicality, especially when students possess limited prior knowledge of the subject. They perceive active learning as demanding considerable commitment from both teachers and students, and they believe that implementing these modern teaching approaches is hindered by institutional constraints. This scenario is particularly evident in Kosovo, where despite being endorsed by the current curriculum, effecting the necessary changes poses a considerable challenge. The objective of this research was to understand how teachers perceive the benefits and obstacles of utilizing active learning methods with elementary school students. Overall, respondents tend to view the advantages of active learning more favorably than its drawbacks. However, there is variation among respondents regarding its effectiveness and feasibility, underscoring the nuanced nature of active learning, where benefits are acknowledged alongside challenges.

Keywords: active learning, primary school, teachers' perspectives, teaching techniques, Kosovo education system