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Case Study-Based Pedagogical Strategy for Leveling in Mathematics and Language: Teachers' Perceptions

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Abstract

The objective of this study is to analyze teachers' perceptions regarding the application of the case study as a pedagogical strategy for leveling mathematics and language skills among students in evening technical programs at Universidad Arturo Prat, Chile. This approach responds pedagogically to the particular needs of adult learners who work and have interrupted educational trajectories, aiming to facilitate contextualized and relevant learning from the outset of their training. A mixed-methods methodology was employed. In the quantitative component, a questionnaire using a 5-point Likert scale measured aspects such as the clarity of the pedagogical guide, the effectiveness of the case study, its impact on student comprehension, and the interdisciplinary articulation. The qualitative component included open-ended questions analyzed through thematic analysis, which identified recurring patterns, salient perceptions, and emerging aspects relevant to understanding the phenomenon. Quantitative data were analyzed using descriptive statistics, while the thematic qualitative analysis allowed for deeper interpretation of teachers' responses. Results reveal a predominantly positive perception of the case study strategy, highlighting its capacity to foster collaborative work, active participation, and the connection between theory and practice. Challenges were also identified related to group diversity and the need to develop or reinforce students' reading comprehension skills.

Keywords: Adult, Case, Leveling, Pedagogy, Teachers