

The Effectiveness of Problem-Based Learning (PBL) Approach in Educational Psychology

Thet Mon Myat Myint Thu¹ and Aye Aye Myint²

Abstract

The objective of the study is to investigate the effectiveness of problem-based learning approach in educational psychology. The mixed design of qualitative and quantitative data was collected throughout the study. The experimental research method was used in this study. The instruments used in this study are intervention activities, pre-test and post-test, classroom observation checklists, interview questions, audio and videotape records, students' log, teacher's journal, students self-evaluation with rating scale and post attitude questionnaires. To implement the objective, 264 student-teachers who were attending BEd Third Year Course at Yangon University of Education were selected as the participants. Out of them, 129 student-teachers were randomly chosen as an experimental group and 135 student-teachers were chosen as a control group. According to the results, there was a statistically significant difference in the achievement of developmental psychology between the experimental group that studied educational psychology employing PBL approach and the control group that traditionally studied with lecture method.

Key words: Problem-Based Learning Approach.

1. Assistant Lecturer, Department of Educational Psychology, Yangon University of Education
2. Rector, Yangon University of Education