

Teachers' Rationales for Using Active Methodologies: Differences According to Sociodemographic Variables

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INTRODUCTION & AIM

Introduction

Active methodologies have become one of the most widely promoted pedagogical approaches in contemporary education. However, teachers may use them for different purposes depending on their personal and professional characteristics. Understanding these differences can provide valuable insights for teacher training and educational innovation.

Aim

To explore **the main rationales underlying teachers' use of active methodologies** and identify differences according to:

- Sex
- Age
- Educational level
- Area of knowledge

METHOD

Design

Qualitative study based on a descriptive-phenomenological approach.

Participants

- N = 1,067 teachers
- 70.7% women
- 29.3% men
- Different **age groups**
- Multiple **educational levels**
- Five **areas of knowledge**

Instrument

Open-ended questionnaire administered through Google Forms.

Main questions:

- Why do you use active methodologies?
- What effects do they produce?
- What aspects do they improve?

Data Analysis

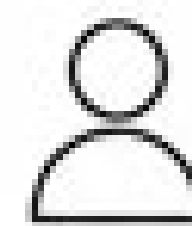
- ✓ **Inductive qualitative** content analysis
- ✓ **NVivo** software
- ✓ **12 categories** grouped into one meta-category
- ✓ Comparative **matrix** according to **sociodemographic variables**

RESULTS & DISCUSSION



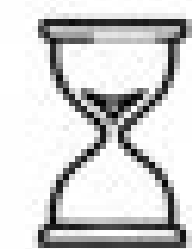
MAIN RATIONALES IDENTIFIED

- | | |
|---------------------------|--------|
| ➊ Motivation & engagement | 20–27% |
| ➋ Learning improvement | 18–24% |
| ➌ Student participation | 8–18% |
| ➍ Competence development | 8–17% |
| ➎ Inclusion & diversity | 5–11% |



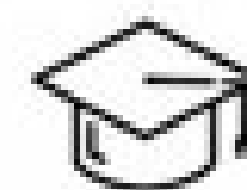
DIFFERENCES BY SEX

- **Women:** greater emphasis on inclusion, participation, contextualization and educational innovation.
- **Men:** greater emphasis on learning outcomes, competence development and ethical risks/limitations.



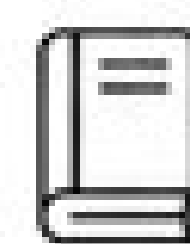
DIFFERENCES BY AGE

- **Younger teachers (<35 years):** innovation, student protagonism and contextualized learning.
- **Older teachers (>55 years):** learning outcomes, competence acquisition and student autonomy.



DIFFERENCES BY EDUCATIONAL LEVEL

- | | | |
|------------------------|---|--|
| • Primary education | → | Inclusion and holistic development |
| • Secondary education | → | Academic achievement and contextualization |
| • Vocational education | → | Employability and professional competences |
| • Higher education | → | Motivation and personalization |
| • Language schools | → | Participation and real-world communication |



DIFFERENCES BY AREA OF KNOWLEDGE

- | | | |
|-------------------|---|--|
| • Humanities | → | Participation, reflection, ethics |
| • Health sciences | → | Professional relevance and real-world application |
| • Engineering | → | Competence development and performance orientation |
| • Sciences | → | Personalization and balanced pedagogical profile |
| • Social sciences | → | Mixed and holistic approach |

CONCLUSION

1. **Motivation and learning improvement** emerged as the most common rationales for using active methodologies across all teacher groups.
2. Teachers' pedagogical rationales **vary according to sex, age, educational level and disciplinary area, revealing distinct educational priorities.**
3. These findings highlight the **need for teacher training initiatives** that acknowledge the diversity of pedagogical perspectives and **professional contexts.**

REFERENCES

