strengths and weaknesses in the process of learning. By working in a group, the students had the opportunity to develop the skill of appreciating the opinions of others and value their own contribution to the results achieved by the group. Active use of information will facilitate their storing in the long-term memory.

Based on the experience gained in the conducted research, it can be concluded that in geography teaching it is not of primary importance to single out and solve only a few “right problems” in the course of one school year. Quite contrary, everyday teaching practice should create such situations in which students will be engaged in working both individually and in the group, to be able to apply the acquired knowledge, and to be constantly in search of new information, as well as the cause-effect relationships between geographical phenomena and concepts.

The quantitative evaluation results clearly indicate that the use and implementation of the PBL procedure in a single course as part of a traditional curriculum has been a success. We may conclude that the outcome of this learning process is indeed better. The students have not only obtained competence within the traditional curriculum, but also additional inter-personal and intra-personal teamwork skills.

References


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