


Chapter 3

Didactic Strategies for Meaningful Learning

José G. Vargas-Hernández

 <https://orcid.org/0000-0003-0938-4197>

Posgraduate and Research Department, Tecnológico Mario Molina Unidad Zapopan, Mexico

Adlet D. Kariyev

Kazakh National Women's Pedagogical University, Kazakhstan

ABSTRACT

This work aims to analyze and explain the didactic strategies used to achieve meaningful learning. If students are given freedom and confidence, they can find their own answers and develop their knowledge, both in the classroom and in practical life. The method used is the analytical-descriptive one of the reviews of the literature of the main authors who have given rise to this approach, its elements, and the didactic strategies used. It is concluded that the design and implementation of didactic strategies focused on meaningful learning with the application of active didactic methodologies and strategies in meaningful learning processes depending on the context in which it takes place obtains better results in the training of professionals.

INTRODUCTION

Changes in the historical evolutionary process of education are relevant factors that influence the economic, social, political, and environmental development of peoples. In the evolution of educational models, the constant is the characterization of the need to give meaning to values and attitudes that guide the generation and development of ideas, projects, strategies and programs that allow the reproduction and preservation of the material and social conditions that they facilitate the contemplation and incorporation of the human being to his concrete reality from a comprehensive perspective of inclusive and meaningful learning.

The dynamic forms and processes of learning have undergone transformations over time at the service of human development (Apodaca-Orozco, et al. 2017) that have resulted in significant learning

DOI: 10.4018/978-1-6684-5053-6.ch003

advances that attribute responsibilities in a shared way for the achievement of goals based on the self-care of people and with a clear tendency of protagonist recognition of the beneficiaries of these processes (Lillo, 2014). The rote learning of disciplinary concepts with traditional approaches have been exceeded by the expectations that students have, and the demands made by the economic, labor, social, political, cultural reality, etc.

The methodological approaches that support the didactic strategies applied in learning have always been under the traditional approaches to teaching as absolute models in university systems, which, to be implemented, repress culture, language, history, traditions, customs, and the practices of the peoples. These types of learning have not been significant because there is no correspondence with the cultural traits of the peoples (Arnold & Yapita, 2000).

Over time, the development of higher education has been perfected in all fields of knowledge, but mainly in health, with the implementation of curricular reforms based on pedagogy and science related to education that are necessary and indispensable to confront the paradigms. In meaningful learning, different paradigms are presented because the teacher goes from being the person in charge and protagonist of the students' learning to whom their process is planned and organized in the form of self-regulation so that they choose and decide on their behavior, as promoters and architects of their own learning (Garrote Rojas, et al. 2016). Through essential changes in study plans and programs, progress is made in achieving curricular flexibility, meaningful learning, the incorporation of new ethical values and new technologies (Vergara, Travieso & Crespo, 2014).

The different pedagogical and didactic models are relevant to the extent that they promote a vision in which the student is considered the center of active and meaningful learning (Espejo Leupin, 2016, p. 17). There are several meaningful learning models that use creative learning and that define all forms of learning methods that involve students in meaningful teaching-learning processes (Bonwell, & Eison, 1991).

For meaningful learning to be guaranteed with the significant results of the experiences that students have that requires their motivations, interests and actions as a subject with their own content, a permanent relationship with the content of previous knowledge and the link with new knowledge in their environment connected with local problems and global trends, in such a way that opportunities and solutions to problems are identified (Beck, et al. 2015). Part of the meaningful learning experiences are the involvement of students in discursive and disciplinary activities instead of just being receptive (Almulla, 2020).

Over the past two decades we have heard an historically unprecedented volume of talk about and praise of democracy, and many governmental, non-governmental, and international organizations have been engaged in democracy promotion. Democracy is a subject that crosses the boundaries in political science, and within my own field of political theory there has been a major revival of democratic theory.

In political theory, argument about "democracy" is usually now qualified by one of an array of adjectives, which include cosmopolitan, agonistic, republican, and monitory. But the new form that has been by far the most successful is deliberative democracy. By 2007 John Dryzek could write that "deliberative democracy now constitutes the most active area of political theory in its entirety (not just democratic theory)." Not only is there an extremely large and rapidly growing literature, both theoretical and empirical, on deliberative democracy, but its influence has spread far outside universities (Pateman, 2012).

There are few studies focused on strengthening the training processes of teachers, to improve the teaching-learning processes through the design and implementation of didactic strategies in environments focused on meaningful learning.

24 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/didactic-strategies-for-meaningful-learning/313726

Related Content

Theater as the STEAM Engine for Engaging Those Previously Disengaged

Paul C. Jablon (2017). *Cases on STEAM Education in Practice* (pp. 118-153).

www.irma-international.org/chapter/theater-as-the-steam-engine-for-engaging-those-previously-disengaged/177510

Learning About Sustainability in a Non-Formal Laboratory Context for Secondary Level Students: A Module on Climate Change, the Ozone Hole, and Summer Smog

Nicole Garner, Maria de Lourdes Lischke, Antje Sioland Ingo Eilks (2018). *K-12 STEM Education: Breakthroughs in Research and Practice* (pp. 663-681).

www.irma-international.org/chapter/learning-about-sustainability-in-a-non-formal-laboratory-context-for-secondary-level-students/190125

Saudi Arabia's Vision 2030 and Its Impact on STEM Education

Holly Nicole Babineau (2023). *STEM Education Approaches and Challenges in the MENA Region* (pp. 74-90).

www.irma-international.org/chapter/saudi-arabias-vision-2030-and-its-impact-on-stem-education/327906

Cases on STEAM Education in Practice Catapults and History of Catapults

Warren James DiBiase, Judith R. McDonald and Kellan Strong (2020). *Cases on Models and Methods for STEAM Education* (pp. 224-243).

www.irma-international.org/chapter/cases-on-steam-education-in-practice-catapults-and-history-of-catapults/237797

Learning About Genetics in an Elementary Classroom Using a Web-Based Inquiry Science Environment (WISE) Unit

Amal Ibourk, Michelle Williams and Merle Heidemann (2017). *Optimizing STEM Education With Advanced ICTs and Simulations* (pp. 107-133).

www.irma-international.org/chapter/learning-about-genetics-in-an-elementary-classroom-using-a-web-based-inquiry-science-environment-wise-unit/182600