

Problem-based learning and action learning in Ugandan universities

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DOI: [10.4314/jssd.v6i2.2](https://doi.org/10.4314/jssd.v6i2.2)

Keywords: Problem-based learning; Action learning; Community of practice

Abstract

The purpose of the study was to compare the action learning approach with the traditional didactic learning and establish the relationship between problem-based learning and action learning. We employed a quasi experiment where the Marquardt Action Learning model was combined with the constructivist theories

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Published
2019-01-31

Issue
[Vol. 6 No. 2 \(2019\)](#)

Section
Articles

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