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INTERNATIONAL & COMPARATIVE EDUCATION | RESEARCH ARTICLE

Undergraduate students' perceptions of Project-Based Learning (PBL) effectiveness: A case report in the Colombian Caribbean

Figure 1. Comparison of the cross-curricular competencies in the post-test between teaching methods: traditional and PBL.

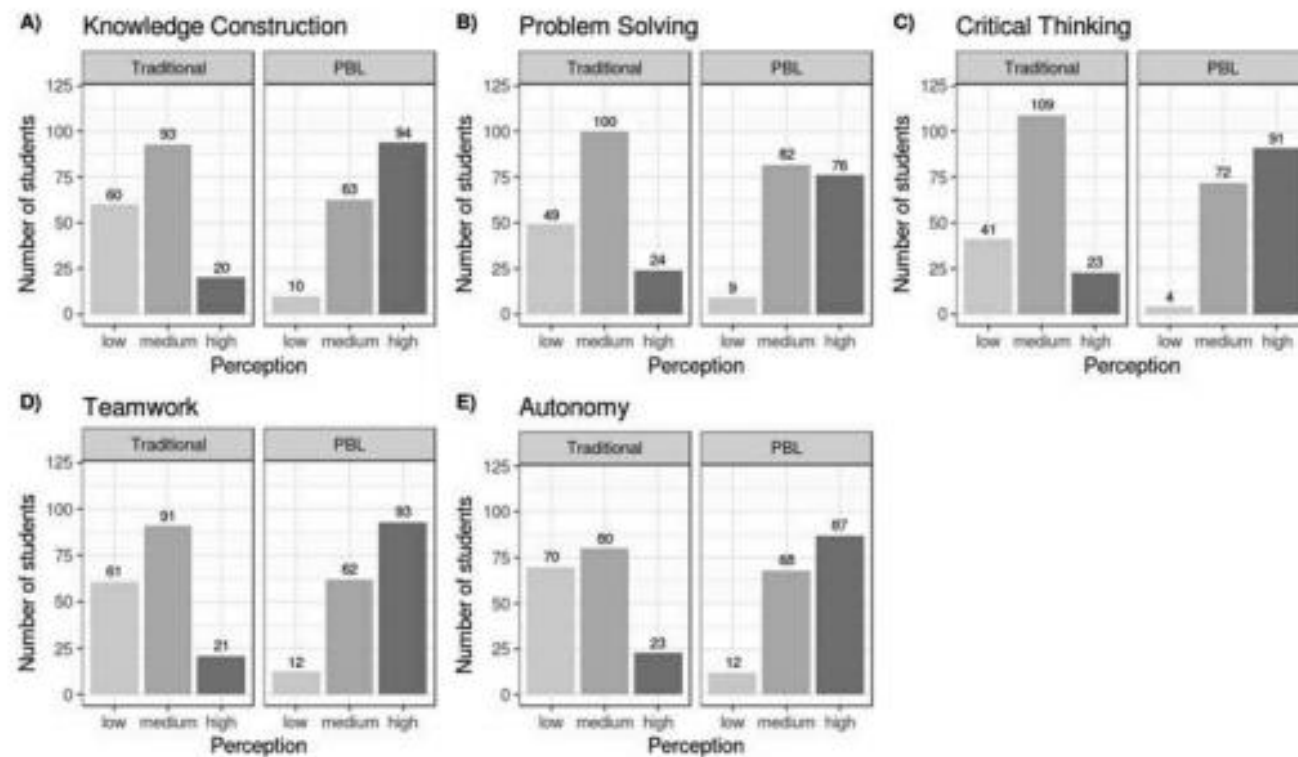


Figure 2. Scores (partials) comparison according to the teaching methods: traditional and PBL.

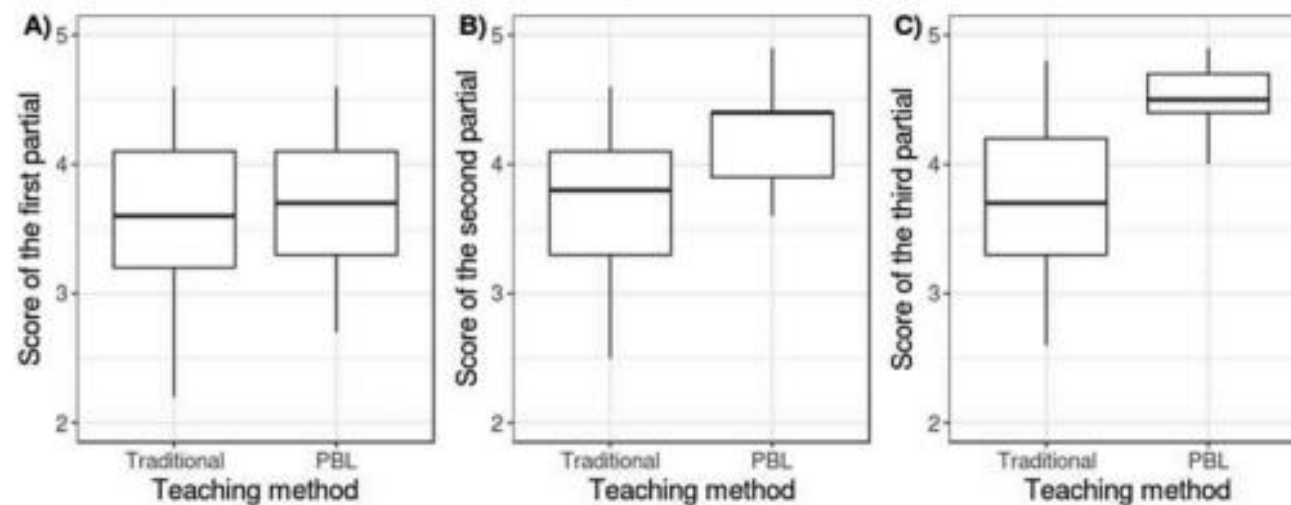


Figure 3. Change in the perception of the pre-test to post-test in each cross-curricular competencies according to the teaching method: PBL (n = 167) and traditional (n = 173).

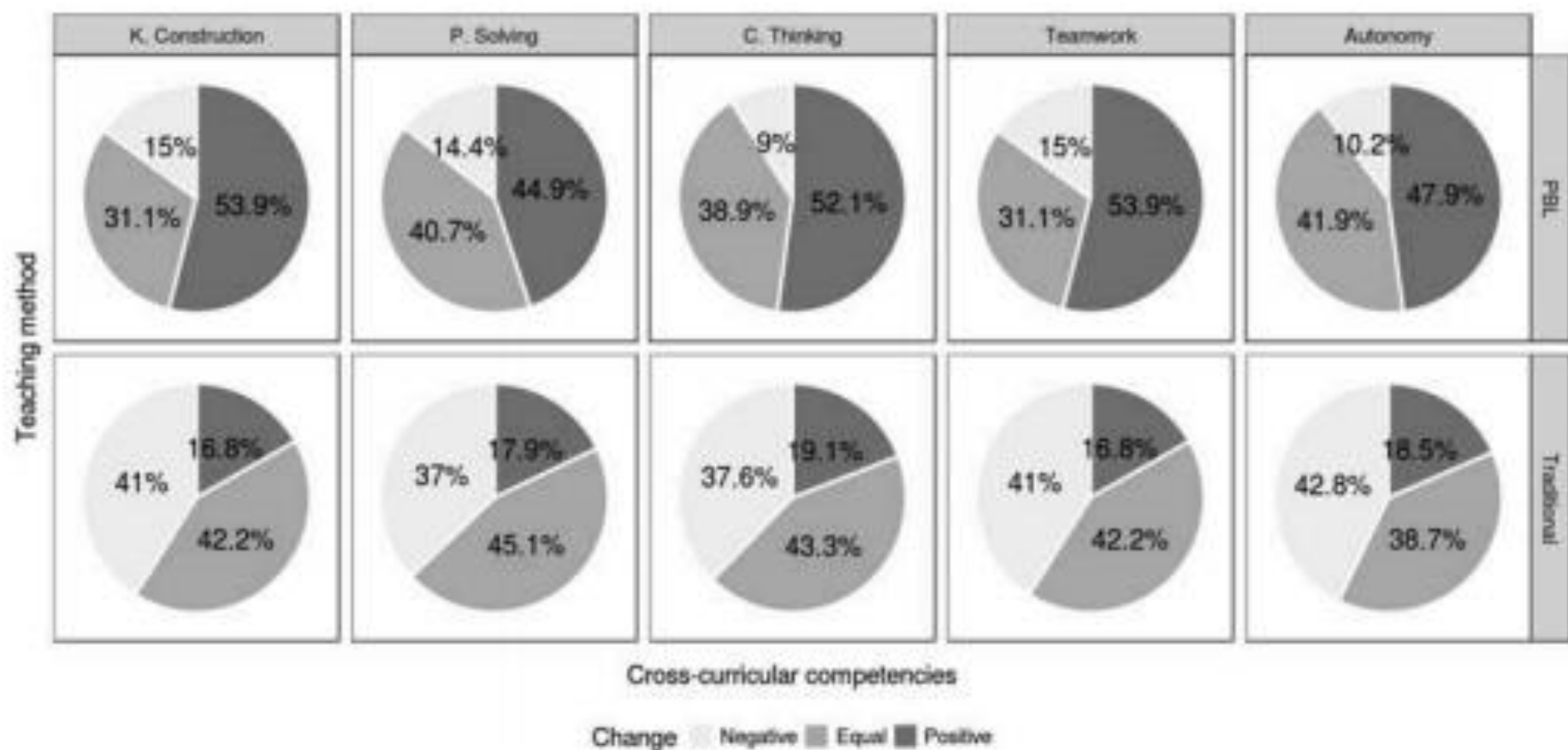


Table 6. Chi-square result for all questions

	Chi-square	Df	Significance asymptote (bilateral)
Do you understand the theories of Economic Development?	43.574	2	<0.05
Can you analyse the benefits and disadvantages of a country's potential economic decisions through cost-benefit analysis?	19.936	2	<0.05
Can you demonstrate your knowledge of the fundamental and technical concepts of development economics through qualitative and quantitative methods?	.080	2	0.583
Do you understand the process of economic development from multiple theoretical approaches?	6.069	2	<0.05
Can you apply the different measures of poverty and inequality within a local context?	2.907	2	0.234

Figure 4. Questions related to accomplishment of course objectives.

