-It has already been established that active learning is more efficient than passive learning, this study aims to understand why despite this- students seem to find passive learning better and professors continue to teach passively.

-In the study the active learning group had to attempt solving problems whilst learning the materials, while the passive learning group were taught the material without having to apply the knowledge. Almost everything else (content, time in class, etc.) was kept the same.

-The passive learning group rated their feeling of learning higher than the active learning group, but the test results of the passive learning group were lower than the active learning group.

-Many students in the active learning group stated during interviews that they found the classes “disjointed and lacking in flow”, and “a general feeling of frustration and confusion”. However, it is likely that this is also the reason they perform better, as they are able to struggle and find their misconceptions with the content sooner. Compared to the passive group who felt like they understood the content better but likely developed misconceptions and didn’t retain the information as well because of the fact the content felt easy to understand.

-Students should be made more aware of the benefits of active learning and that the feeling of frustration and confusion is a part of it. Instructors should try explain this to students early into the semester as this has been shown to increase students feeling of learning efficiency drastically.