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# Using pedagogical hypermedias in real situation: Experiments results

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# Using pedagogical hypermedias in real situation

## Experiments results.

Stéphane Crozat

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- 4 - Conclusion and perspectives

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- 1 - Context description
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# Context description

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## General information

- Basis of computer science and algorithmic
- About 200 students
- 5 hours a week

## Initial pedagogical context

- Lecture, seminar and lab
- Several “classical” problems
- A first experiment

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# Classroom experiment

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## General information

- 20 students
- One semester experiment

## Device description

- Gathering of lecture and seminar session
- Learning software (very structured contents)
- Two students working together

# Classroom experiment

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## Process description

- Reading at home
- Beginning : questions / answers
- Free consultation of software
- Restitution (reports, blackboard, MCQ)

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# Evaluation

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## Positive results

- 100% found the course more pleasant
- 100% found the teacher more implicated
- 85% think they learned better
- 85% would like to enlarge the experiment
- 70% say they worked more
- 25% think they will success whereas they would have not in a traditional context

# Evaluation

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## Negative results

- 40% would have preferred being more directed
- 10% missed traditional course

## Other results

- 100% appreciate working by group of two
- 90% think the pedagogical method is more important than the learning software
- Similar results to the exams (statistically not significant)

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# Conclusion

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- 📄 A very positive experiment
  - From the student point of view
  - From the teacher point of view
  - From the “pleasure” point of view

# Observations

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## A different way of teaching

- From exposition toward *accompagnement*
- Personalization to each student level (help to the weakest)
- Development of autonomy

## Unexpected observations

- Motivation
- More **human** pedagogical relationship (student to student and student to teacher)

# Perspectives

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## Other experiments

- A second experiment with the same environment but a different teacher (spring 2000)
- A second experiment with the same pedagogical innovations, but without software (autumn 2000)

## Larger scale experiments

- Large institutional problems