



HAL
open science

Using pedagogical hypermedias in real situation: Experiments results

Stéphane Crozat

► **To cite this version:**

Stéphane Crozat. Using pedagogical hypermedias in real situation: Experiments results. ITS'2000, Jun 2000, Montréal, Canada. edutice-00000402

HAL Id: edutice-00000402

<https://edutice.hal.science/edutice-00000402>

Submitted on 16 Mar 2004

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

Using pedagogical hypermedias in real situation

Experiments results.

Stéphane Crozat

Index

- 1 - Context description
- 2 - Experiment description
- 3 - Experiment results
- 4 - Conclusion and perspectives

Index

- 1 - Context description
- 2 - Experiment description
- 3 - Experiment results
- 4 - Conclusion and perspectives

Context description

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

Index

- 1 - Context description
- 2 - Experiment description
- 3 - Experiment results
- 4 - Conclusion and perspectives

Classroom experiment

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

Process description

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

Index

- 1 - Context description
- 2 - Experiment description
- 3 - Experiment results
- 4 - Conclusion and perspectives

Evaluation

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

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)

Index

- 1 - Context description
- 2 - Distance learning experiment
- 3 - Classroom experiment
- 4 - Conclusion and perspectives

Conclusion

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

Observations

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

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