Student perception of learning through a pedagogical scenario in a university class in education

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STUDENT PERCEPTION OF LEARNING THROUGH A PEDAGOGICAL SCENARIO IN A UNIVERSITY CLASS IN EDUCATION

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Method

Online questionnaire assessing:
- Student preparation prior to taking part in the diverse tasks included in the scenario;
- Their perception of the exchanges during each task;
- Their perception of the depth of content learning throughout the tasks.

Students had to rate items regarding their perception on a visual analog scale ranging from 0 (strongly disagree) to 100 (strongly agree).

18 out of the 38 students enrolled in the course answered the survey.
7 participants were interviewed.

Results

1. Perception of deep learning through the pedagogical scenario

2. Links between perception of deep learning and preparation for the virtual session

Conclusions

The way students prepared for the virtual session seemed to have encouraged a recitation of content rather than a collective construction of knowledge. It seems that most students entered the virtual session with their interventions all set up, and merely reported – or even just read – their part, following the script. Students from the same group already knew what the other members of the group were going to say and had already agreed to this content, which left no space for any discussion to occur. The somewhat inflexible structure of the collaboration script could also have prevented exchanges during the session.

Theoretical and educational significance of the research:
- In practice, our results will allow us to regulate the pedagogical scenario, keeping learning spaces outside the classroom, but organizing collaboration differently.
- On a theoretical level, our study adds to the research field on student learning at the university, more specifically by questioning their perception of contexts and pedagogical scenarios offered to them. It allows reflection on their use or misuse of innovative tools.
- Finally, it highlights the importance of conceptualizing their use and support for student learning in multiple and retroactive temporalities.

Evolution of the pedagogical scenario in Spring 2019

References