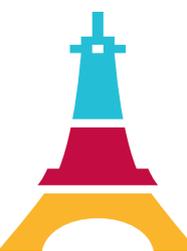


Analyse multidimensionnelle d'un environnement d'apprentissage attribuant des Open Badges



Bruno De Lièvre
Gaëtan Temperman
Catherine Palm



Les Badges ...

Connaissances

Davies & al. (2015)



mozilla

OpenBadges

Savoir-faire Savoir-être

Ma (2015)



Compétences

Goligoski (2012)

Abramovich & al. (2013)

Open Badges

**THERE'S
DATA INSIDE!**

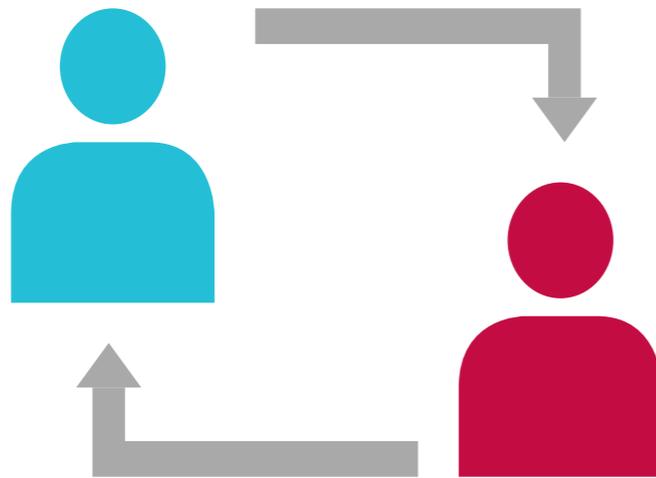


```
badge name  
badge URL (description)  
badge criteria  
badge image  
issuer  
issue date  
recipient  
tags  
alignment (standards)  
expiration date  
evidence URL
```

Les Badges ...

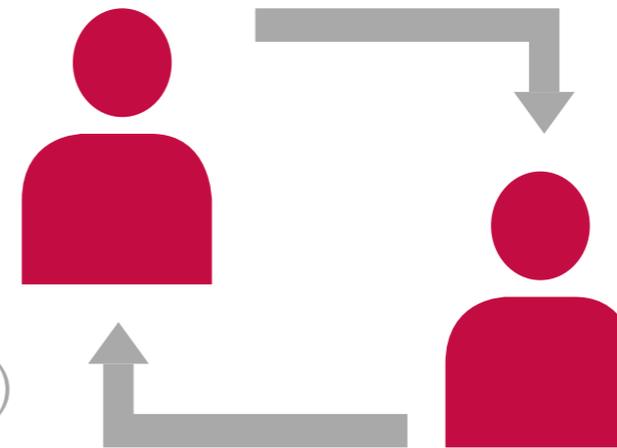
Enseignant

Dub (2015)



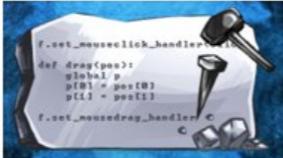
Etudiants

Jourde (2014)



coursera

Christopher, add your accomplishments to your LinkedIn Profile:

 **An Introduction to Interactive Programming in Python**
✓ Completed Jun 2013
[Add to profile](#)

 **Model Thinking**
✓ Completed Aug 2013
[Add to profile](#)

Communication

Les Badges ...

Alignement pédagogique



Ravet (2015)

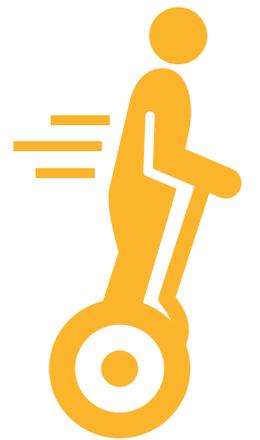
Motivation

Abramovich & al. (2013)



Flexibilité

Dubé (2015)

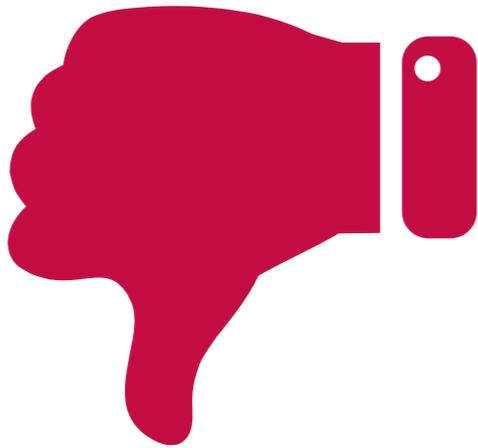


Mobilité

Les **Badges** ...

Tsai (2014)

Valeur relative



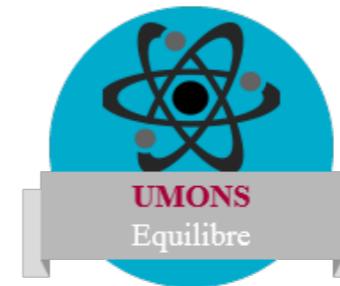
Faire la preuve

A QUI PROFITE LE BADGE ?

Le **Dispositif** et la **Méthodologie**...



Garon (2015)



Régularité
Proactivité
Productivité
Equilibré
Engagé

N=220

Connaissances

Compétences

N=110

Proactif



N=110

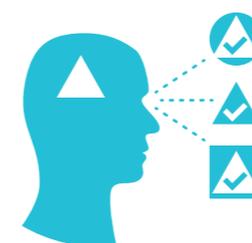
Réactif



Performance H1



Processus H2

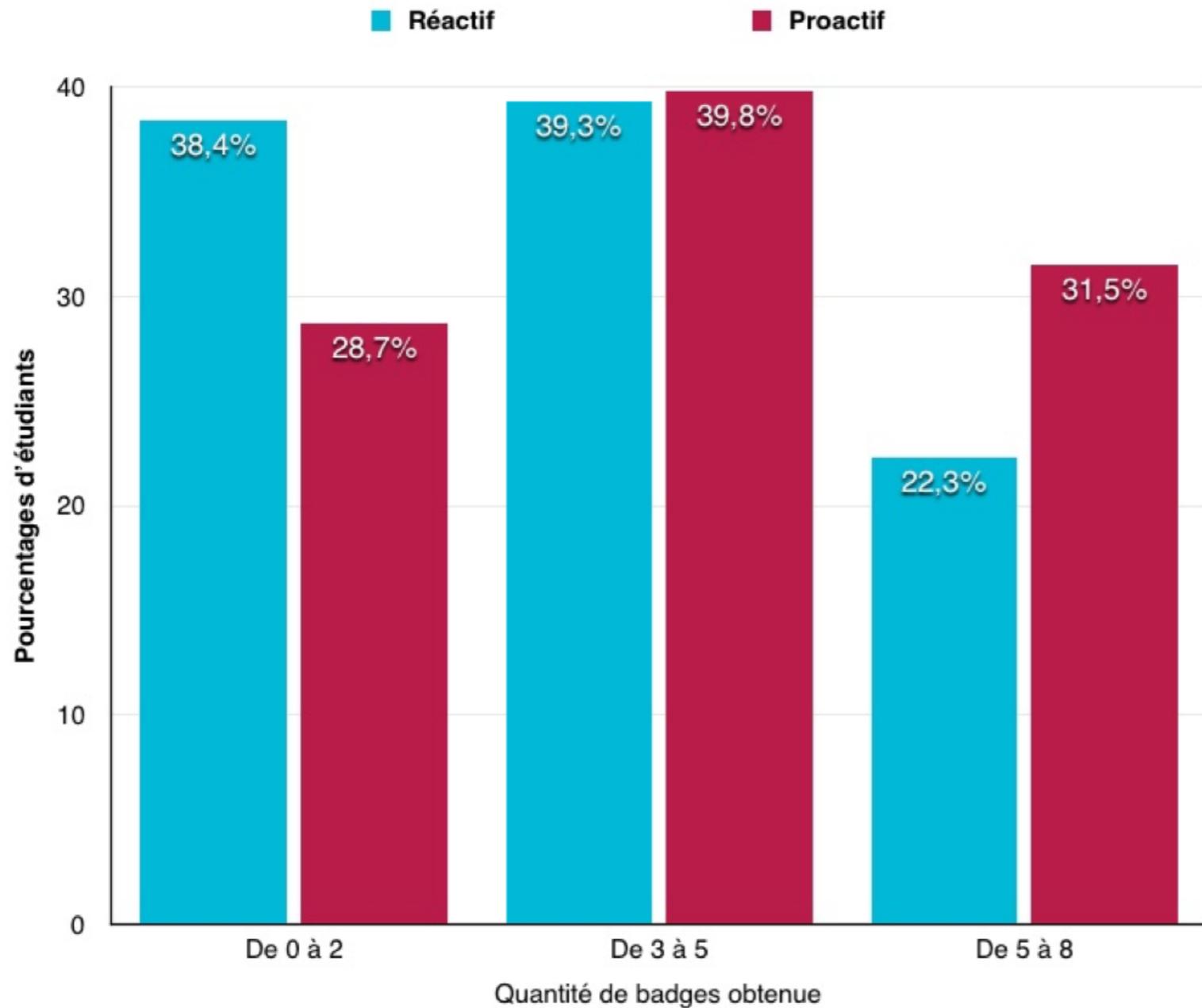


Perception H3



Les Résultats...

Performance H1



Gain Relatif

mais

corrélation

Figure 1 : Quantité de badge obtenue par les étudiants (%)

CHI : 16,79 (ddl=8) ; S à 0,032

Pearson=0,116 ; $\rho= 0,085$

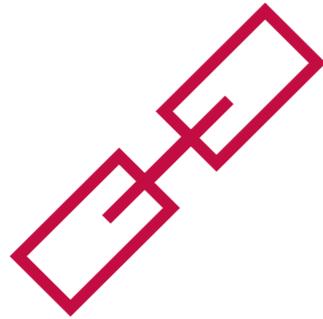
Quantité de badges



Les Résultats...



Performance **H1**



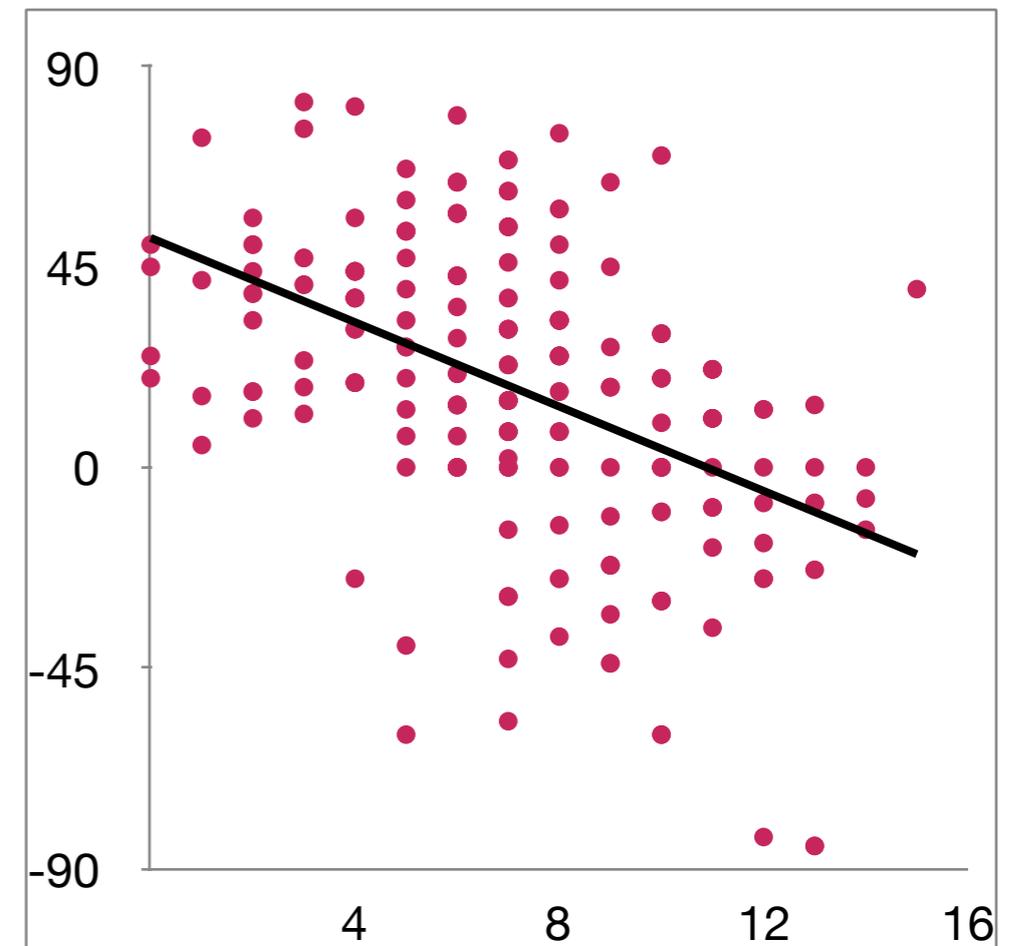
Pearson = -0,527 ; $p=0,001$

Gain Relatif +



&

Score au prétest -



Les **plus faibles** au départ profitent mieux du dispositif

Cross, Whitelock & Galley (2014)

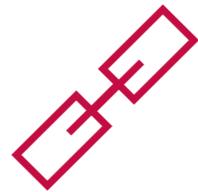
Les Résultats...



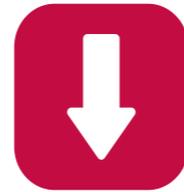
Performance **H1**



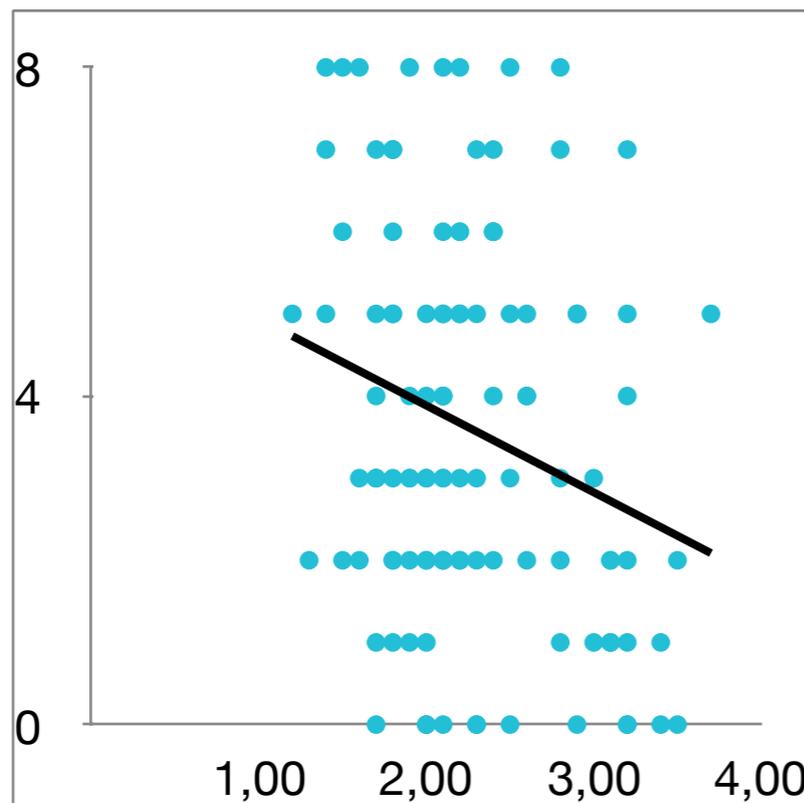
Style Fuyant



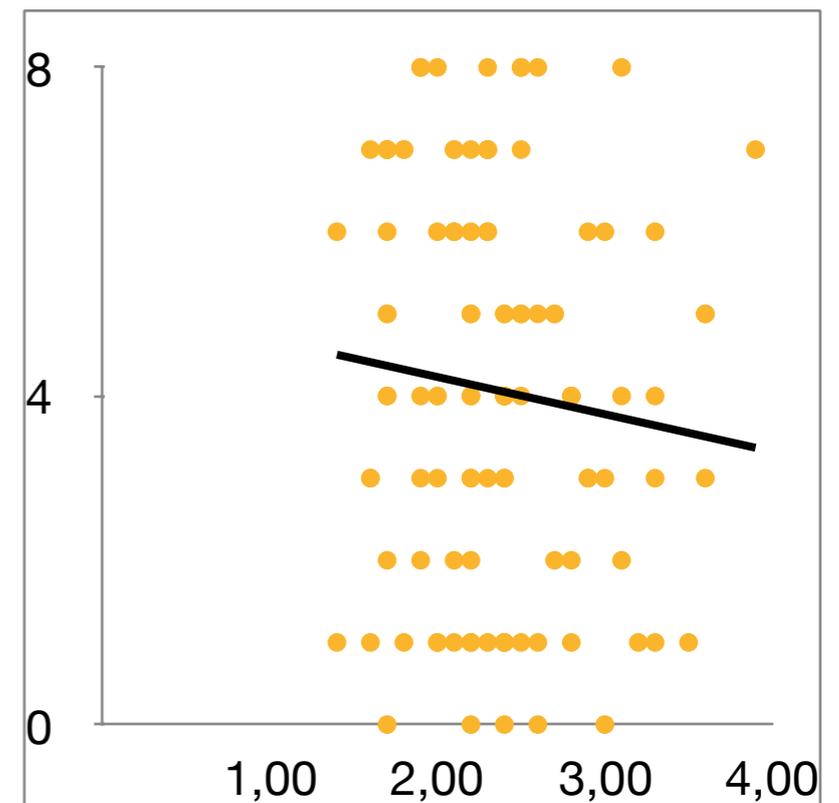
Nombre de badges



Pearson= - 0,169 ; $\rho=0,012$



$r = - 0,252$ $\rho=0,007$



$r = -0,102$ $\rho=0,760$

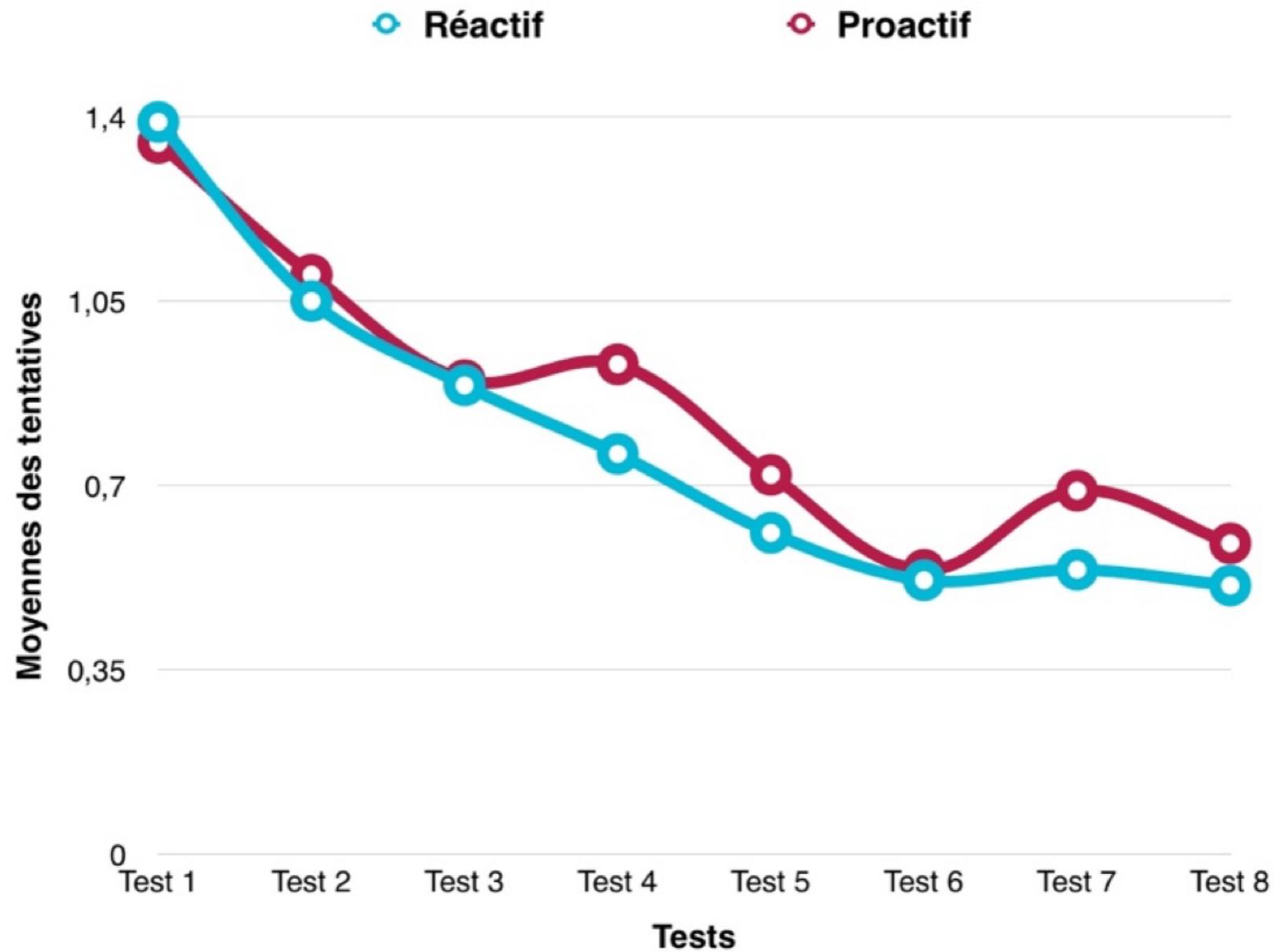
Le tutorat **proactif** est profitable aux étudiants fuyants.

Les Résultats...



Processus

H2

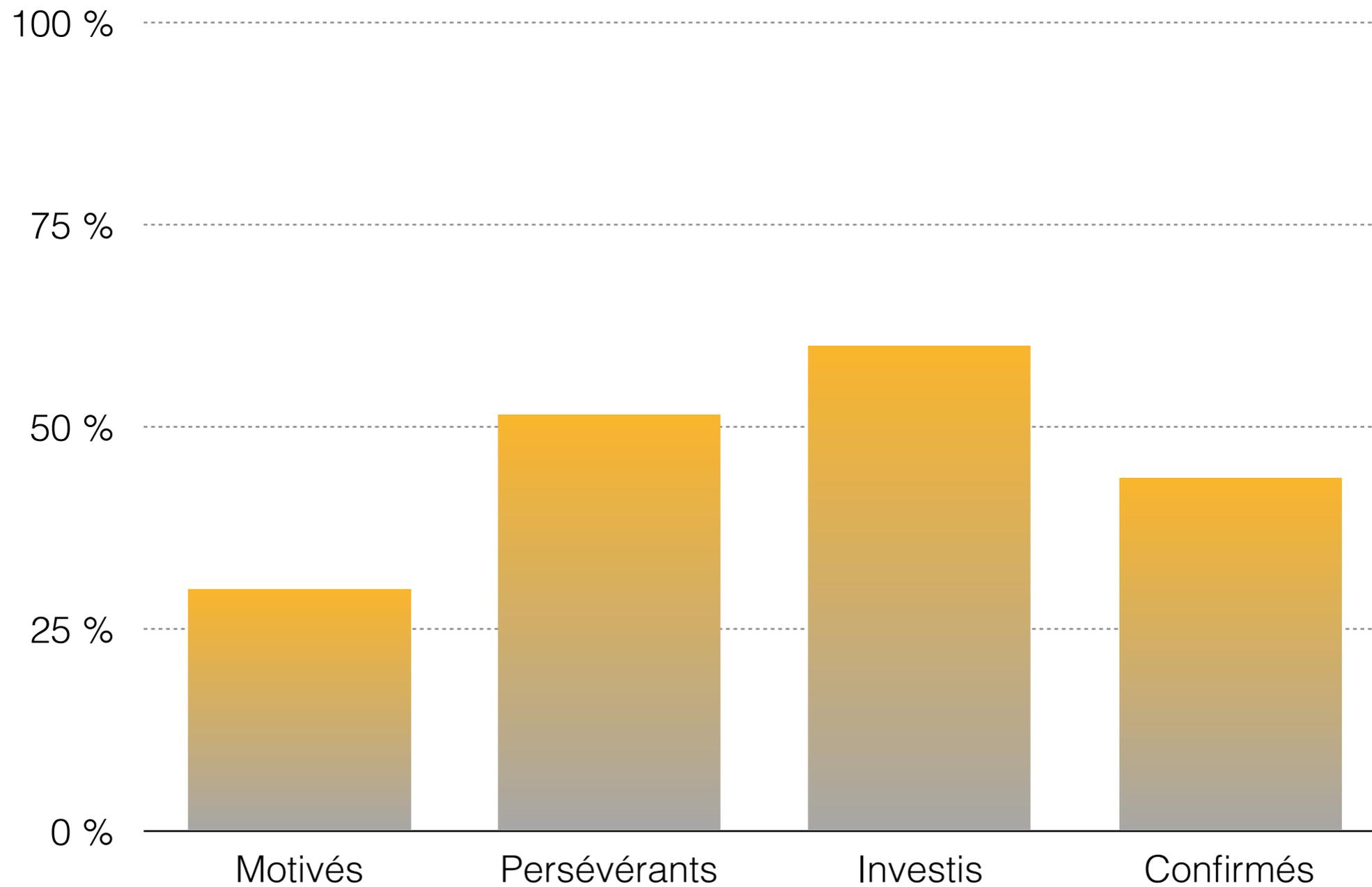


Les Résultats ...



Processus

H2



Reid & al. (2015)

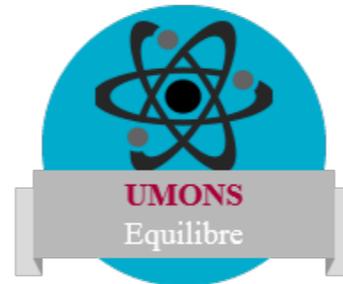


Les Résultats...



Processus

H2



Garon (2015)

Compétences

Proactivité
Productivité

Auto-évaluation

Processus formatif



Processus certificatif

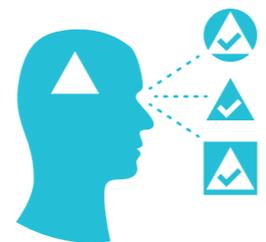


« Pas osé »
« Oublié »
« Pas compris »

Jourde (2014)

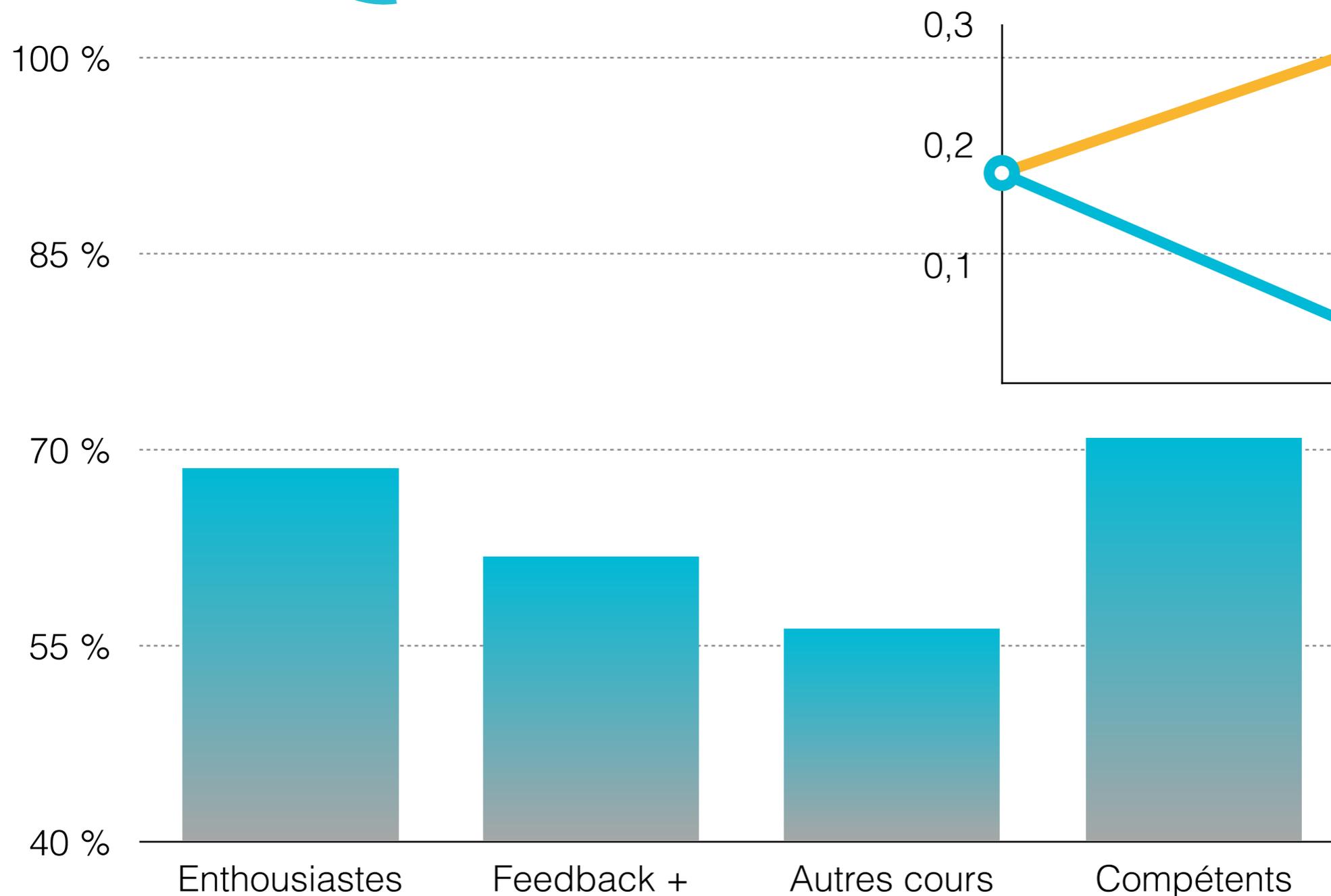
Reid & al. (2015)

Les Résultats ...



Perception

H3



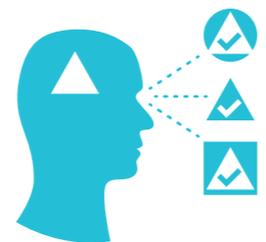
0,3

0,2

0,1

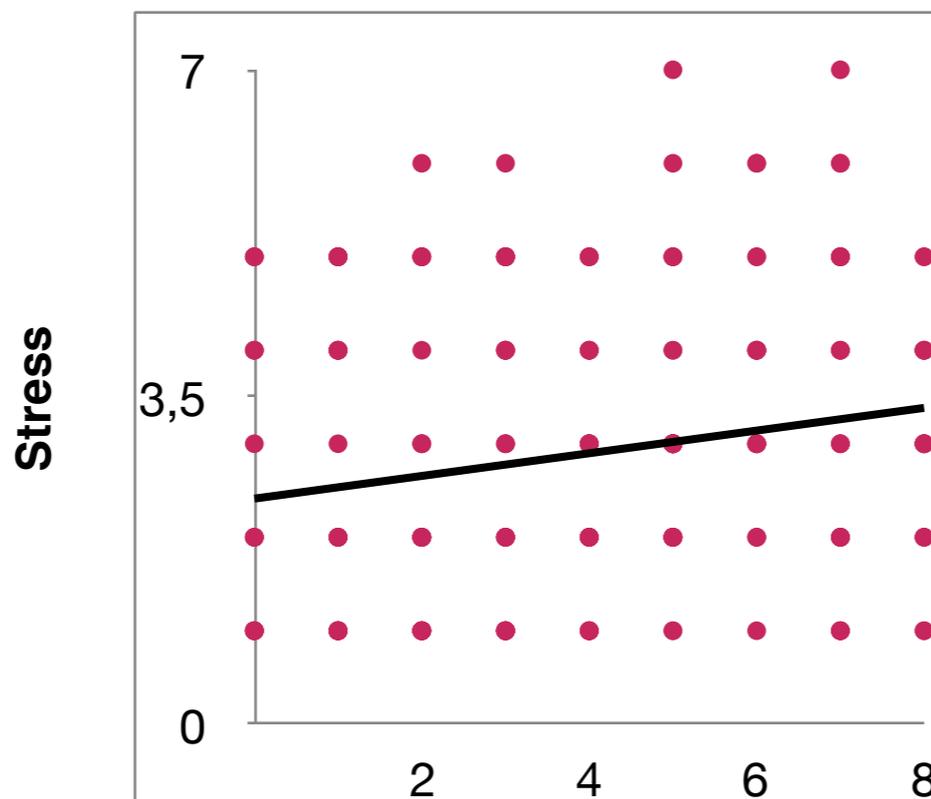


Les Résultats ...

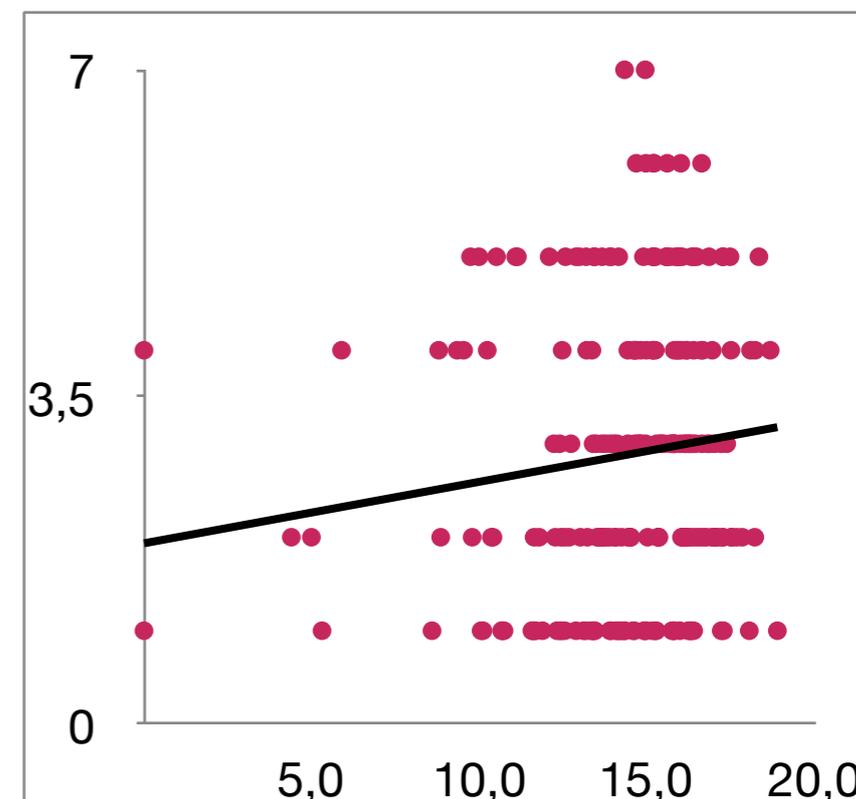


Perception H3

20 %
stressés



Nombre de **badges** obtenus



Moyennes des notes aux **tests**

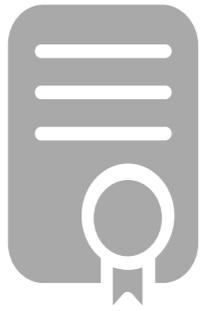
Badges ? Temps limités ?



Stress productif ?



Quelles **conclusions** ?



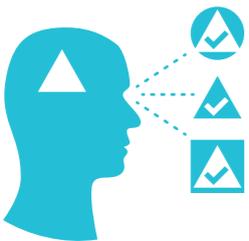
Badges - MOOC : visibilité de demain



Gamification : impacts à confirmer



Appropriation : question de sens



Attention : interprétation des perceptions



Tutorat : Effet de la proactivité

Analyse multidimensionnelle d'un environnement d'apprentissage attribuant des Open Badges

Merci de votre attention



Bruno De Li vre
Ga tan Temperman
Catherine Palm

