Multimodal Mobile Learning (MML)

Using Technology to Enhance and Promote Learning

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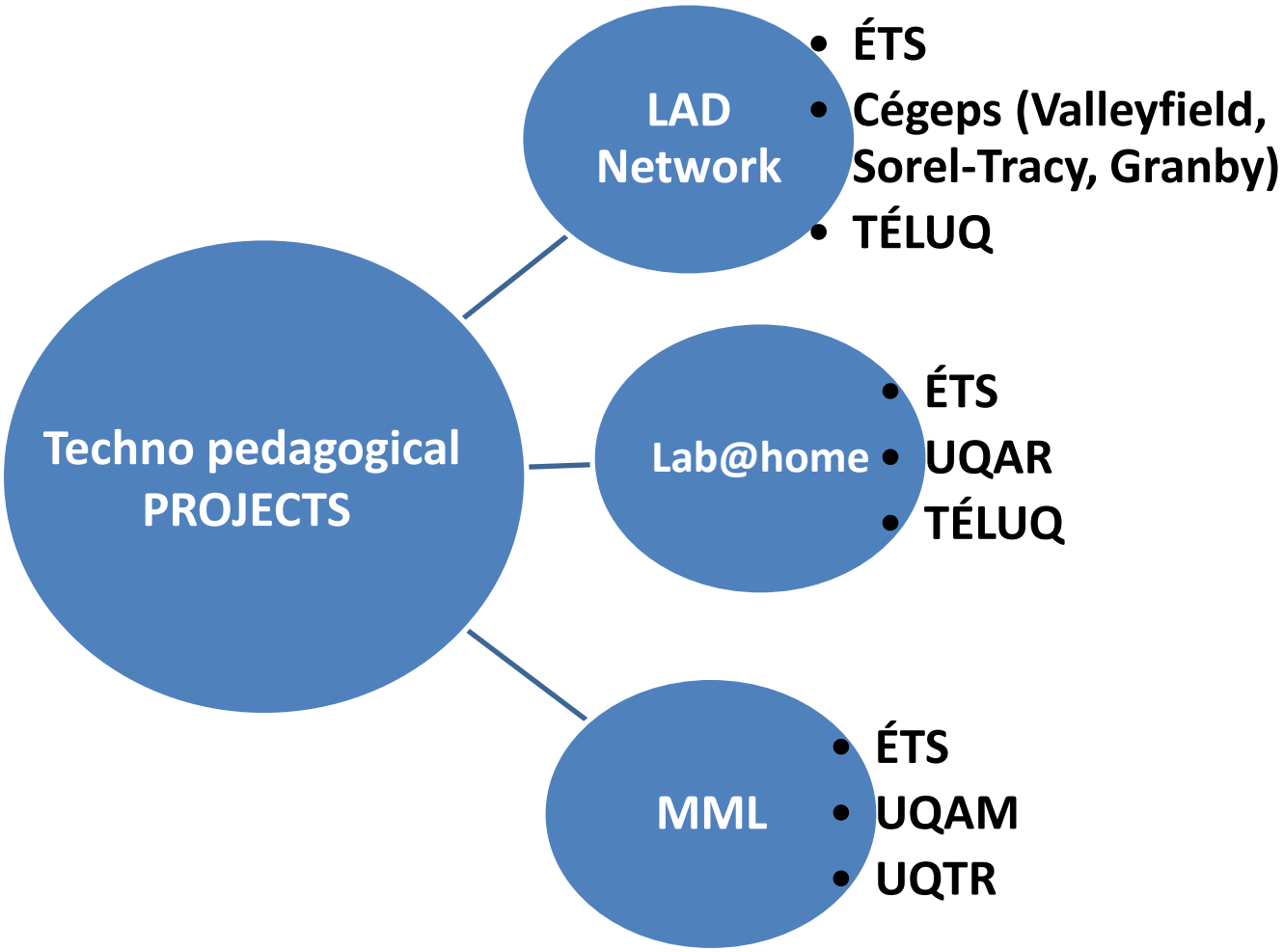
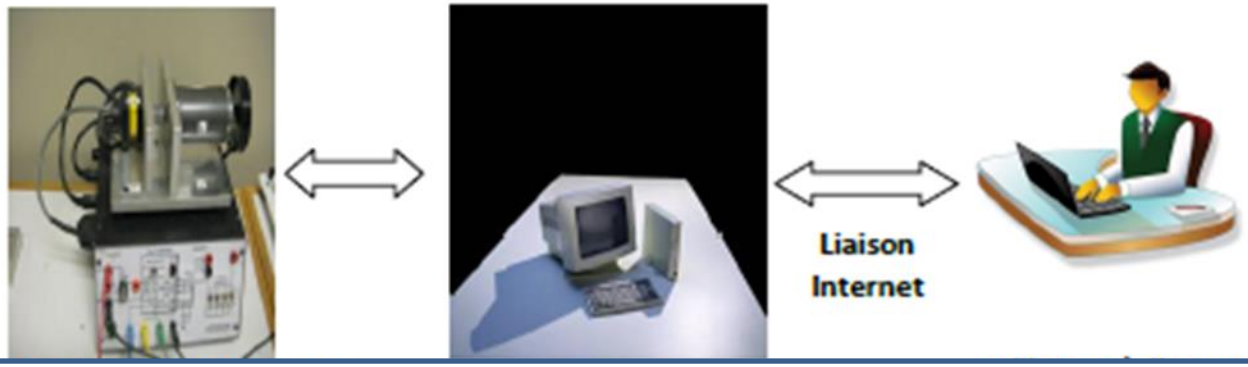
Introduction – Team experience



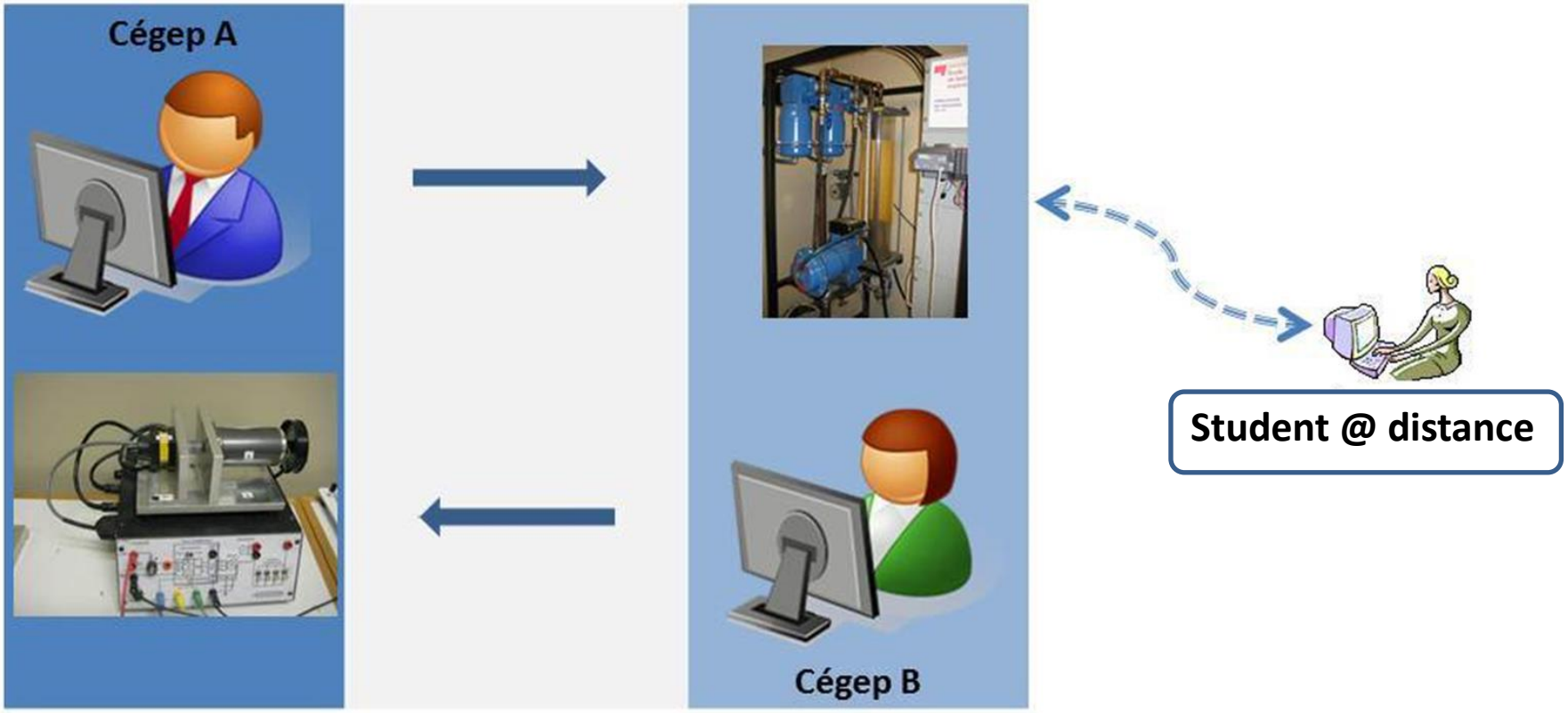
Laboratory at distance (LAD)

Principle



Laboratory Equipment **Server** **User @ distance**

LAD Network between CEGEP (Valleyfield, Sorel-Tracy, Granby)



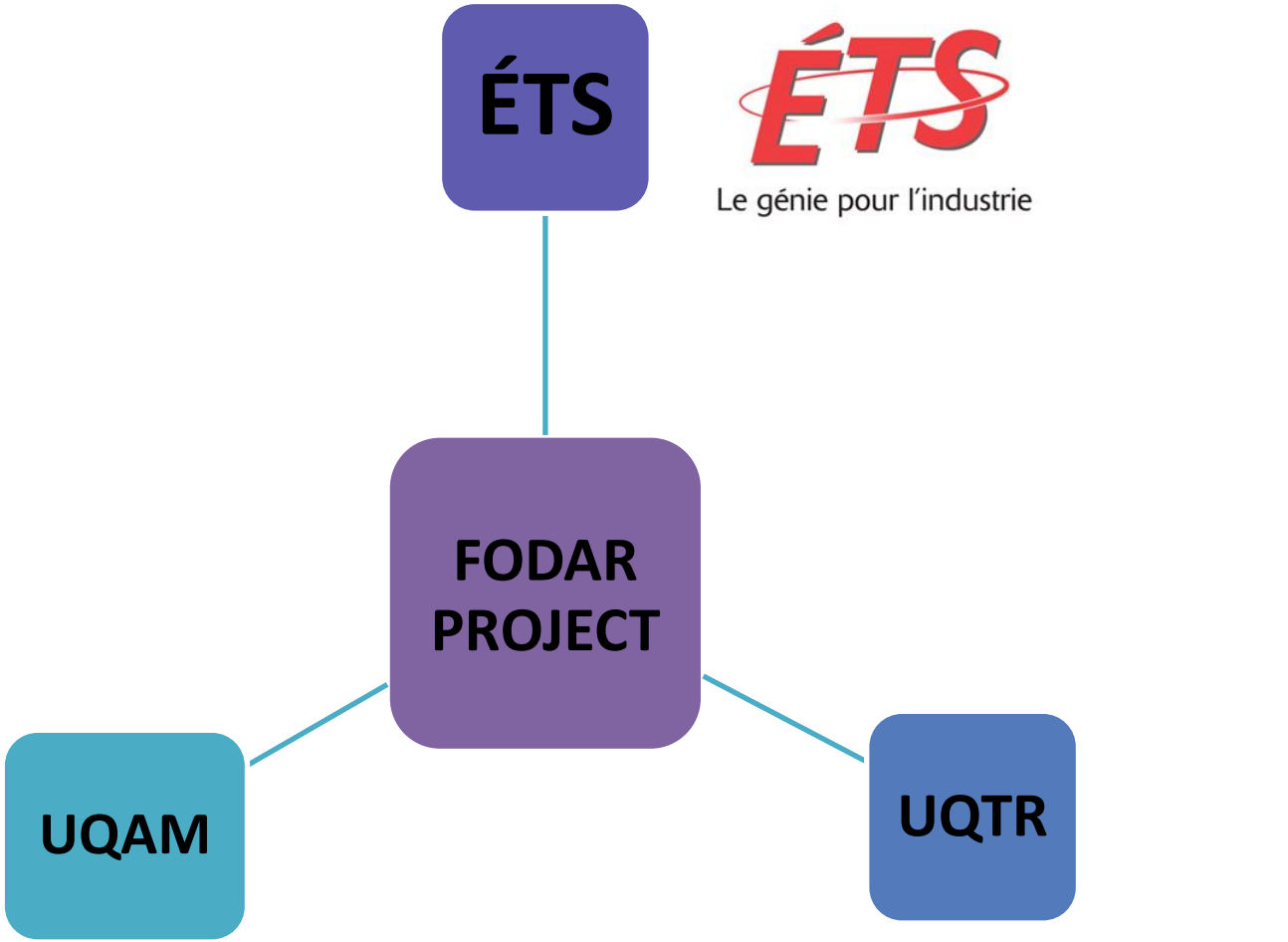
Lab@home

Conventional laboratory vs Lab@home

Miniaturized kit and personal computer

Kit

Multimodale mobile LEARNING (MML)

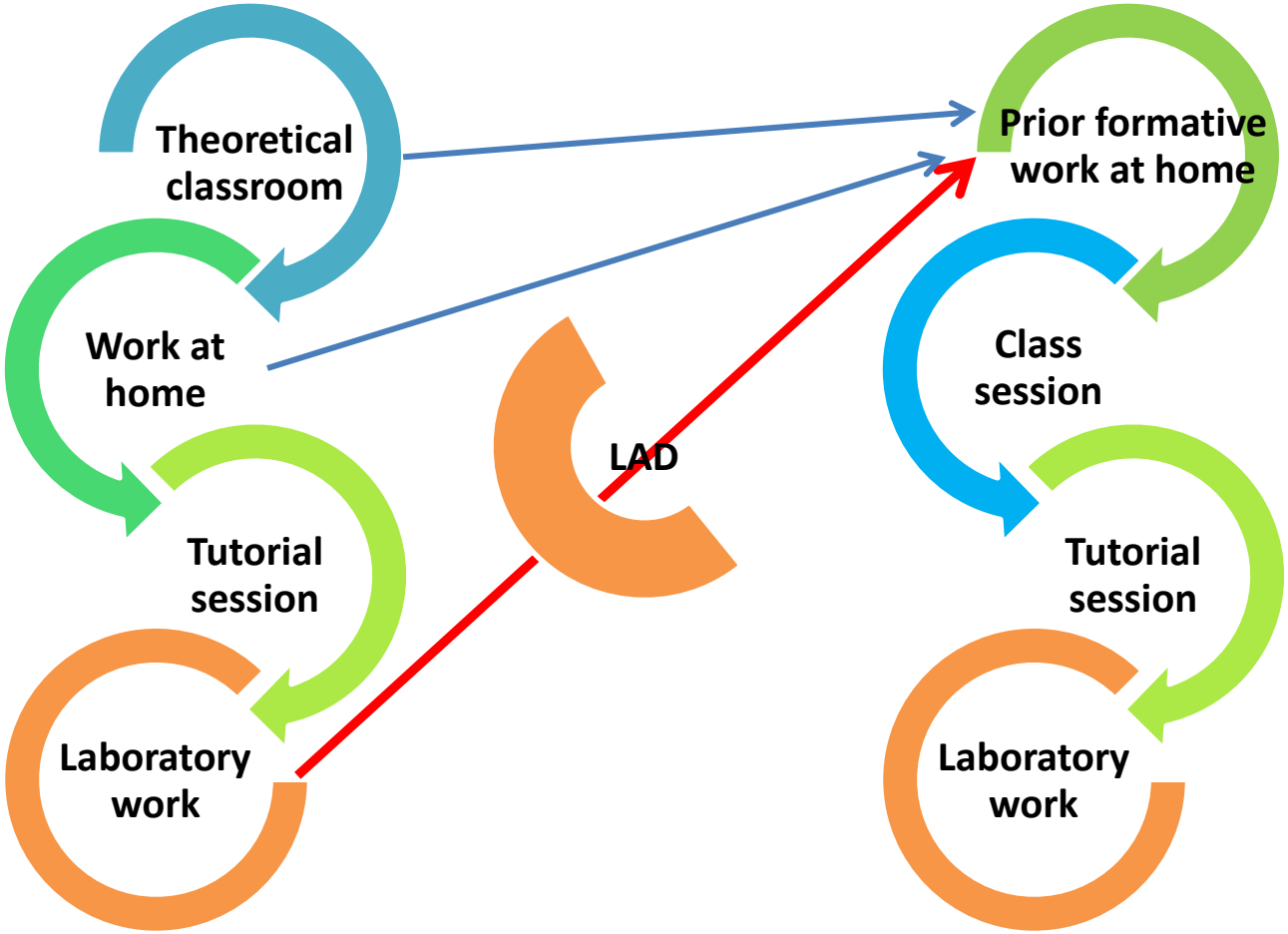


Le génie pour l'industrie

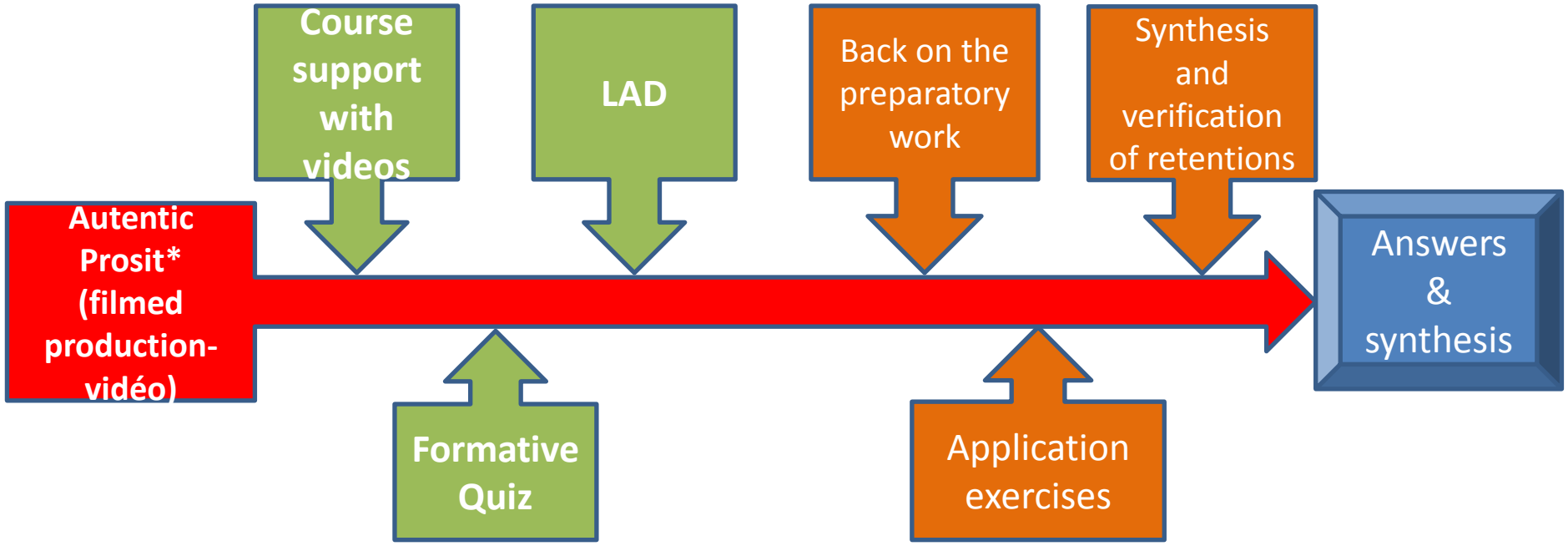
UQÀM | Département des sciences biologiques
FACULTÉ DES SCIENCES
Université du Québec à Montréal

UQTR
Université du Québec à Trois-Rivières

Flipped Classroom (FODAR project) vs Conventional Classroom



ETS AND UQTR MODEL



*Prosit = Problem situation

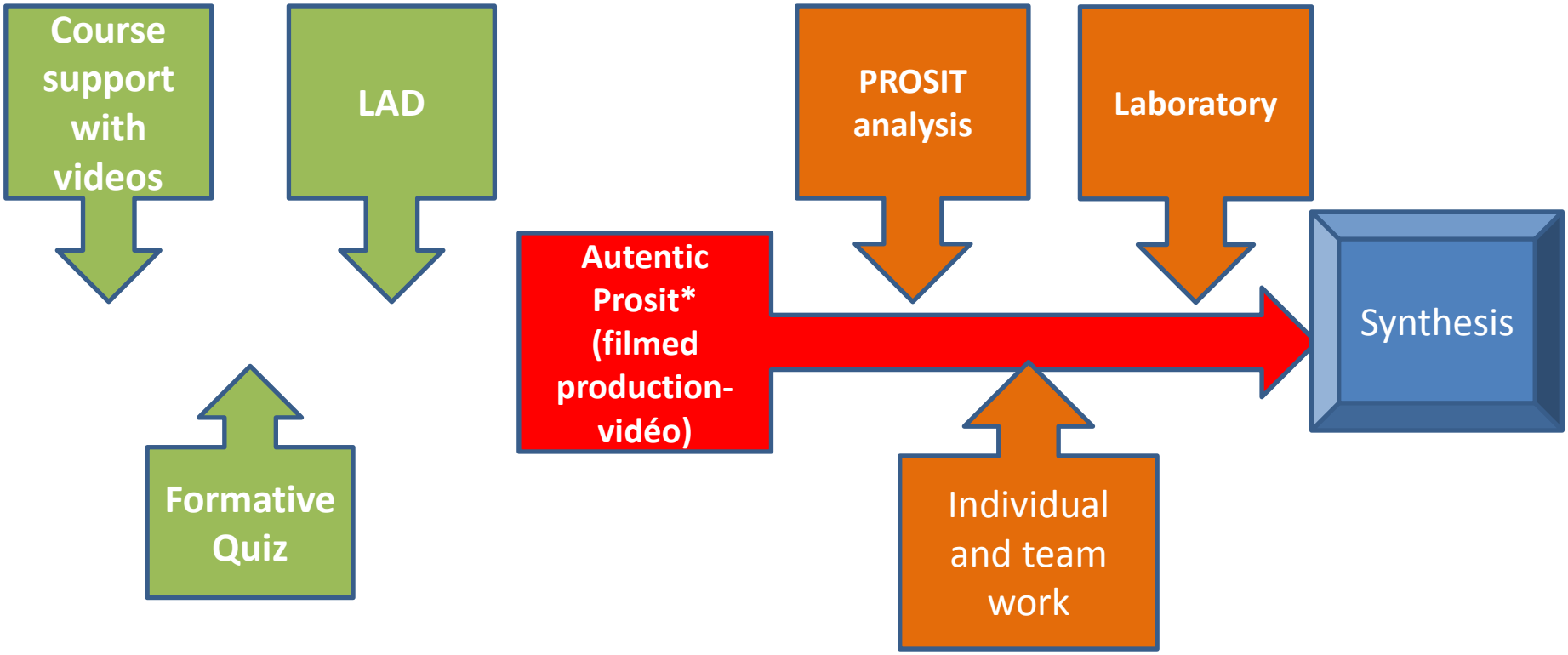
Preparative activity

Activity in class

MML STEPS

https://www.youtube.com/watch?feature=player_detailpage&v=-AFC316Uns4#t=31

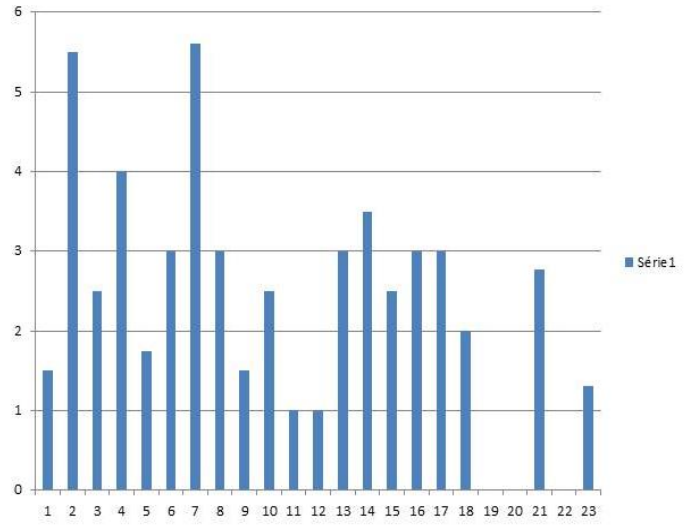
UQAM MODEL - PBL



*Prosit = Problem situation

Some results and surveys

Time spent on prior work at home



Moyenne = 2h45
Écart-type = 1h20

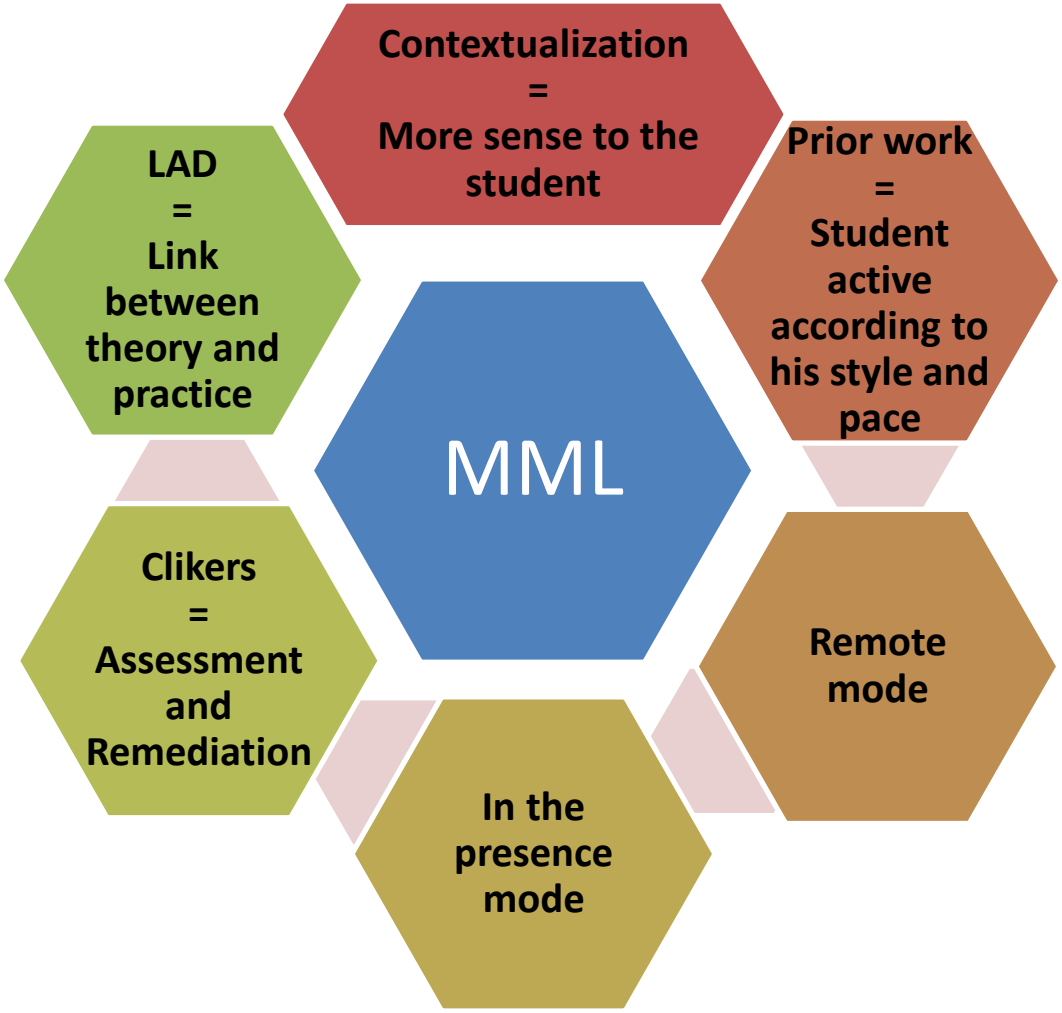
UQTR:

- **High student motivation**
- **Learning according to student rhythm**

ÉTS:

- **75% of students appreciate the problem contextualization**
- **75% of students appreciate the use of clicker (Télévoteur)**
- **40% of students estimate that the time spent on prior work is excessive**

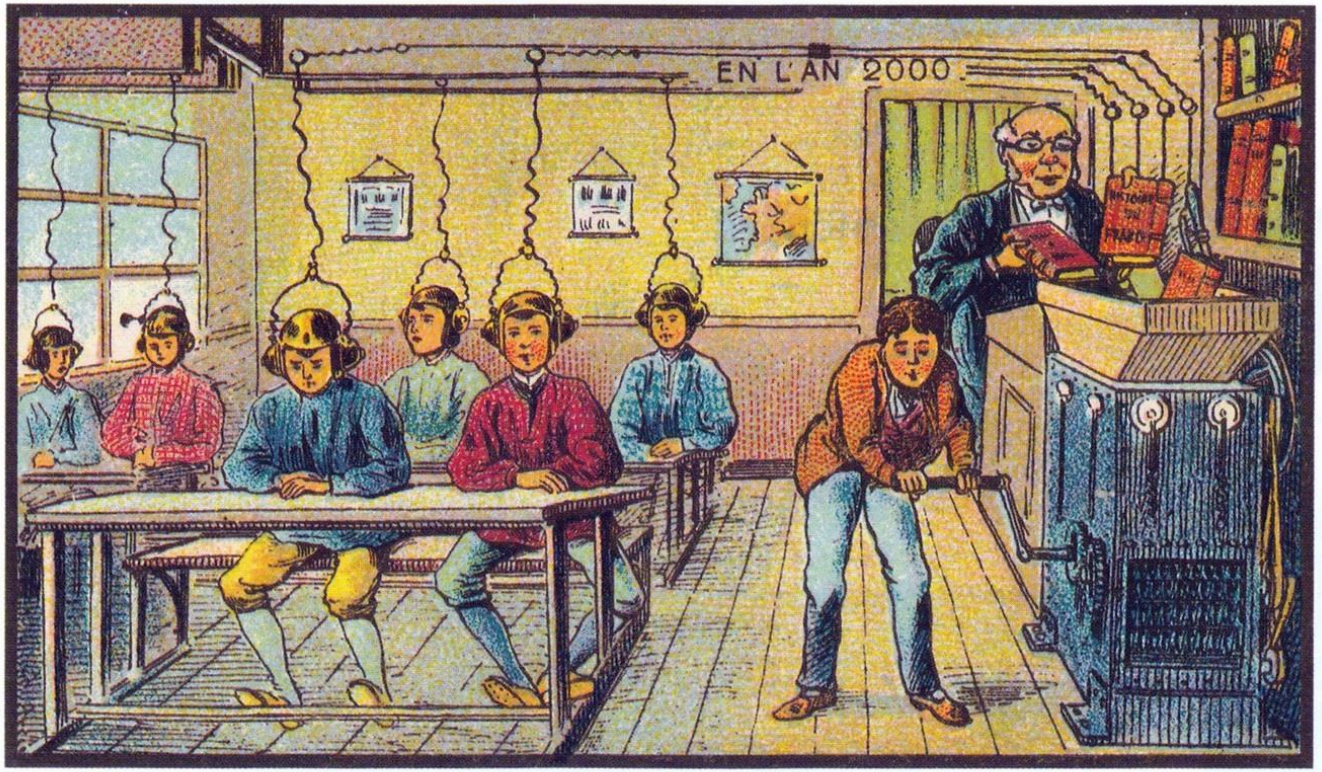
Conclusion


Contextualization
=
More sense to the student
Prior work
=
Student active according to his style and pace
LAD
=
Link between theory and practice
MML
Clikers
=
Assessment and Remediation
Remote mode
In the presence mode

Conclusion

- New role of the teacher
- Techno pedagogy
- Skills Development
- Hybrid laboratory
- Paradigm ⇒ Flipped class ⇒ MML
- ICT ⇒ Watch ⇒ Put the record straight

Thanks for your attention



At School

Villemard 1910 - En L'An 2000 - At School