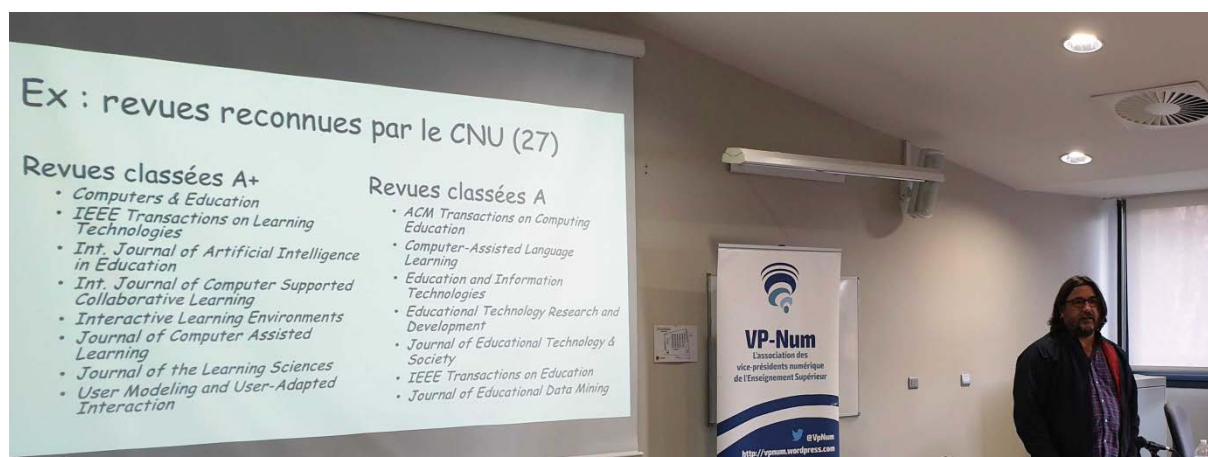# Numérique et IA en éducation : 40 ans d'histoire et de malentendus
André Tricot – bibliographie incomplète

André Tricot, le 10 décembre 2018, Manufacture des Tabacs, Université Toulouse 1 Capitole (**Photo : ajout VP-Num).

Ouvrages généraux

Amadieu, F., & Tricot, A. (2014). Apprendre avec le numérique : mythes et réalités. Retz.

Clark, R. C., & Mayer, R. E. (2016). E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning. John Wiley & Sons.

Mayer, R. E. (2014). Computer games for learning. An evidence-based approach. MIT Press.

Mayer, R. E. (2014). The Cambridge handbook of multimedia learning. Cambridge University Press.

Tricot, A. (2017). L'innovation pédagogique. Retz.

Articles plus spécifiques

Arguel, A., & Jamet, E. (2009). Using video and static pictures to improve learning of procedural contents. Computers in Human Behavior, 25(2), 354–359.

Babin, L. M., Tricot, A., & Mariné, C. (2009). Seeking and providing assistance while learning to use information systems. Computers & Education, 53(4), 1029-1039.

Bennett, S., & Maton, K. (2010). Beyond the 'digital natives' debate: Towards a more nuanced understanding of students' technology experiences. Journal of Computer Assisted Learning, 26(5), 321-331.

Bennett, S., Maton, K., & Kervin, L. (2008). The 'digital natives' debate: A critical review of the evidence. British Journal of Educational Technology, 39(5), 775-786.

Boucheix, J., Lowe, R. K., Putri, D. K., & Groff, J. (2013). Cueing animations : Dynamic signaling aids information extraction and comprehension. Learning & Instruction, 25, 71–84.

Delgado, P., Vargas, C., Ackerman, R., & Salmerón, L. (2018). Don't throw away your printed books: A meta-analysis on the effects of reading media on reading comprehension. Educational Research Review, 25, 23–38.

Edwards, M. R., & Clinton, M. E. (2018). A study exploring the impact of lecture capture availability and lecture capture usage on student attendance and attainment. Higher Education, 1-19.

Goldin-Meadow, S., & Wagner, S. M. (2005). How our hands help us learn. Trends in cognitive sciences, 9, 234-241.

Green, C. S., & Bavelier, D. (2003). Action video game modifies visual selective attention. Nature, 423, 534-538.

Harp, S. F., & Mayer, R. E. (1998). How seductive details do their damage: A theory of cognitive interest in science learning. Journal of educational psychology, 90(3), 414.

Hessler, M., Pöpping, D. M., Hollstein, H., Ohlenburg, H., Arnemann, P. H., Massoth, C., ... & Wenk, M. (2018). Availability of cookies during an academic course session affects evaluation of teaching. Medical education, 52(10), 1064-1072.

Koedinger, K. R., Anderson, J. R., Hadley, W. H., & Mark, M. A. (1997). Intelligent tutoring goes to school in the big city. International Journal of Artificial Intelligence in Education, 8, 30-43.

Kolikant, Y. B. D. (2010). Digital natives, better learners? Students' beliefs about how the Internet influenced their ability to learn. Computers in Human Behavior, 26(6), 1384-1391.

Meyer, K., Rasch, T., & Schnotz, W. (2010). Effects of animation's speed of presentation on perceptual processing and learning. Learning & Instruction, 20(2), 136–145.

Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. Psychological science, 25(6), 1159-1168.

Ng H. K., Kalyuga. S, & Sweller, J. (2013). Reducing transience during animation: a cognitive load perspective. Educational Psychology, 33(7), 755 – 772.

O'Bannon, B. W., Lubke, J. K., Beard, J. L., & Britt, V. G. (2011). Using podcasts to replace lecture: Effects on student achievement. Computers & Education, 57, 1885-1892.

Singh, A.-M., Marcus, N., & Ayres, P. (2012). The transient information effect: Investigating the impact of segmentation on spoken and written text. Applied Cognitive Psychology, 26(6), 848–853.

Sitzmann, T. (2011). A meta-analytic examination of the instructional effectiveness of computer-based simulation games. Personnel Psychology, 64, 489-528.

Spanjers, I. E., van Gog, T., Wouters, P., & van Merriënboer, J. J. G. (2012). Explaining the segmentation effect in learning from animations: The role of pausing and temporal cueing. Computers & Education, 59(2), 274–280.

Tricot, A., Plégat-Soutjis, F., Camps, J. F., Amiel, A., Lutz, G., & Morcillo, A. (2003, April). Utilité, utilisabilité, acceptabilité: interpréter les relations entre trois dimensions de l'évaluation des EIAH. In Environnements Informatiques pour l'Apprentissage Humain 2003 (pp. 391-402). ATIEF; INRP.

Uttl, B., White, C. A., & Gonzalez, D. W. (2017). Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related. Studies in Educational Evaluation, 54, 22-42.

Wouters, P., & Van Oostendorp, H. (2013). A meta-analytic review of the role of instructional support in game-based learning. Computers & Education, 60, 412-425.

Wouters, P., Nimwegen, Ch. van, Oostendorp, H. van & Spek, E.D. van der (2013). A meta-analysis of the cognitive and motivational effects of serious games. Journal of Educational Psychology, 105(2), 249-265.

** Ajout VP-Num : cf. également liste des revues sur la photo.