EDUCATIONAL ENVIRONMENT: ASSESSMENT FROM THE CEESO PARIS STUDENTS
MURIEL BOIS-FIATY¹, PAUL QUESNAY¹,² (DIR.)
¹ CEESO PARIS
² PHDS, LEPS EA 3412, UNIVERSITY PARIS 13 – LABSET, UNIVERSITY OF LIÈGE
INTRODUCTION

Educational Environment

Everything that happens physically and psychologically in the classroom, the institution and is essential to academic outcomes (Genn, 2001a; Sue Roff, 2001; Mushtaq, 2007)

2015 Decree

- Evolution of the osteopathy curriculum
  - Change in the structure of teaching
  - New exam procedures
    - Real change of the educational environment

Dundee Ready Educational Environment Measure (DREEM) (McAleer and Roff, 2001)

- Tool developed in 1997
- Used in a lot of institutions
QUESTION AND OBJECTIVES

QUESTION

What is the perception of the educational environment by CEESO Paris students using the DREEM?

OBJECTIVES

- Assess this perception
- Compare the results to these obtained in other institutions
- Identify areas of improvement
MATERIAL

2018 DREEM SURVEY

- 50 items divided in 5 categories
  - Students’ Perception of Learning (SPL)
  - Students’ Perception of Teachers (SPT)
  - Students’ Academic Self-Perception (SASP)
  - Students’ Perception of Atmosphere (SPA)
  - Students’ Social Self-Perception (SSSP)

- Score
  - Overall
  - Subtotal
  - Per item

POPULATION ASKED

Students from 2nd, 3rd, 4th, 5th year

ALSO ASKED

- Age
- Gender
- Promotion
- School career
- Year repeating
- Physical activity
- Student job
- Daily travel time
METHOD

Qualitative analysis

➢ Mean scores interpretation guide proposed by the DREEM’s authors

Statistic analysis

➢ Comparison of students’ populations

➢ Analysis algorithm

➢ Normal Distributions

➢ Analysis of Variance

➢ Comparison of mean scores
CEESO 2018 RESULTS

133 respondents over 188 students: 70.75%

A more positive than negative perceived environment

Overall Perception

- Students’ Social Self-Perception
- Students’ Perception of Atmosphere
- Students’ Academic Self-Perception
- Students’ Perceptions of Learning
- Students’ Perceptions of Teachers
DISCUSSION: COMPARISON WITH OTHER INSTITUTIONS (2014)

Overall Perception

Students’ Social Self-Perception

Students’ Perception of Learning

Students’ Perception of Teachers

Students’ Perception of Atmosphere

Students’ Academic Self-Perception

Luciani and al, 2014; Vaughan and al, 2014
DISCUSSION: COMPARISON WITH OTHER INSTITUTIONS (2015)

Luciani and al, 2015
CEESO 2018 RESULTS

50 DREEM items sorted by mean score
CEESO 2018 RESULTS

50 DREEM items sorted by mean score

2 low mean score items (< 2)
- Support system for stressed students
- Well managed timetables
50 DREEM items sorted by mean score

11 high mean score items (> 3)
- Stimulating Teaching
- Competent teachers
- Competences development
- Efficient preparation for the osteopathic profession
RESULTS

YEAR REPEATING

STUDENTS JOB

PHYSICAL ACTIVITY

- YES
- NO

Overall

SSSP

SPL

SPT

SPA

SASP

SSSP

SPL

SPT

SPA

SASP

SSSP

SPL

SPT

SASP
DISCUSSION: IMPACT OF YEAR REPEATING

➢ **Short-term benefits**

(Gary-Bobo and Robin, 2013; CNESCO, 2015; Sorho-Body, 2018)

➢ **Long-term negative effects**

(Dutrévis and Crahay, 2013; Crahay, 2004; CNESCO, 2015)

➢ Decreased confidence and self-esteem
➢ Increased risk of failure
➢ Boredom during classes
DISCUSSION: IMPACT OF STUDENT JOB

(Sorho-Body, 2018)

- Fatigue
- Likelihood of abandonment
DISCUSSION: IMPACT OF PHYSICAL ACTIVITY

(McPherson et al., 2018; Charness et al., 2017; Fricke et al., 2017)

- Good study skills
- Better health status
- Better academic results
DISCUSSION

Improvements

- Stress
  - Stressed students
  - Salaried students
  - Repeating students

- Timetable
  - Improve management

- Physical activity
  - Fostering physical activity
    - Time schedule
    - Partnerships
DISCUSSION

DREEM: a satisfactory tool
- Reproducible
- Good overview

Study biases
- Translation
- Method for statistical analysis of the tool
- Punctual study
- Investigation period
CONCLUSION

- A positive overall perception
  
  Quality teachers, stimulating training, good preparation for the osteopathic profession

- Some points for improvement
  
  - Support for stressed students, repeaters and employees
  
  - Time schedule
  
  - Promote the practice of sport

This study provides a starting point for a multi-year observation of the educational environment at CEESO Paris.
THANK YOU FOR YOUR ATTENTION
REFERENCES


A more positive than negative perceived environment

CEESO 2018 SURVEY

Students’ Social Self-Perception

Students’ Perception of Atmosphere

Students’ Academic Self-Perception

Overall Perception

Students’ Perception of Learning

Students’ Perception of Teachers
DETAILED RESULTS 2/5

PARCOEURS

- Global
- Enseignement
- Enseignants
- Autoperception Académique
- Autoperception Sociale
- Ambiance

CYCLE

- Global
- Enseignement
- Enseignants
- Autoperception Académique

PROMOTION

- P2
- P3
- D1
- D2

- Global
- Enseignement
- Enseignants
- Autoperception Académique
- Autoperception Sociale
- Ambiance

TEMPS DE TRAJECT

- Global
- Enseignement

- Autoperception Académique
- Autoperception Sociale
- Ambiance
- Temps de Trajet
  - <30MIN
  - <1H
  - <1H30
  - <2H
  - >2H
DETAILED RESULTS 3/5

YEAR REPEATING

- SSSP
- SPL
- SPA
- SPT
- SASP

Oui
Non

STUDENTS JOB

- SSSP
- SPL
- SPA
- SPT
- SASP

Oui
Non

PHYSICAL ACTIVITY

- SSSP
- SPL
- SPA
- SPT
- SASP

Oui
Non

GENRE

- Enseignement
- Enseignants
- Ambiance
- Autopercpetion Sociale
- Autopercpetion Académique

FEMME
HOMME
DETAILED RESULTS 4/5

Comparison with other institutions 1/3

Global

Students’ Social Self-Perception

Students’ Perception of Learning

Students’ Perception of Teachers

Students’ Academic Self-Perception

- CEESO 2018
- VU 2013
- BSO 2011
- CEESO 2011
- AIOT 2011
DISCUSSION: COMPARISON WITH OTHER INSTITUTIONS (2015)

Luciani and al, 2015