

Chapter 8

University Pedagogy Evaluated by Massification and the Metaverse: The Case of LANSAD Students at the Mohammedia Faculty of Science and Technology

Loubna Farsi

*Faculty of Sciences Ben M'Sick, Hassan II
University, Casablanca, Morocco*

Hasna Fallaki

*Faculty of Sciences Ben M'Sick, Hassan II
University, Casablanca, Morocco*

Hicham Jirari

 <https://orcid.org/0000-0003-0539-681X>
*Faculty of Sciences Ben M'Sick, Hassan II
University, Casablanca, Morocco*

Mohammed Kahkahy

*Faculty of Sciences Ben M'Sick, Hassan II
University, Casablanca, Morocco*

Anouar Hasbaoui

*Faculty of Sciences Ben M'Sick, Hassan II
University, Casablanca, Morocco*

Abdelilah Satea

*Faculty of Sciences Ben M'Sick, Hassan II
University, Casablanca, Morocco*

Ghizlane Machraoui

Faculty of Sciences Ben M'Sick, Hassan II University, Casablanca, Morocco

ABSTRACT

Learner's access to an immersive, platform-like digital universe would be seen as an invitation to exist in a different way through a process of routine communication with a mentor (tutor) who enables him or her to break out of anonymity and express himself or herself using tools built into the hosting platform. The characteristics and purposes for using a MOODLE-like platform are obviously different from those of 3D virtual worlds. By fostering relational dynamics that encourage students to revalue their personal and academic identities by reviving their digital identities, the authors show how far the hybrid course

DOI: 10.4018/979-8-3693-1034-2.ch008

University Pedagogy Evaluated by Massification and the Metaverse

can counteract the negative effects of massification. Defining the conceptual and theoretical frameworks, as well as a postulate and a problematic, will be done first in order to provide an account of this recent experience. Before presenting and discussing the findings, they first go over the methodology used to gather and analyze the information from students, both in-person (via the placement test) and virtually (via activity reports and satisfaction surveys).

INTRODUCTION

Information and Communication Technologies for Education (ICTE) have an important impact on the learning process. Since the beginning of the 21st^e century, the teaching/learning process has been benefited from the technological revolution, the relevance of which was massively recognized during the COVID19 crisis. As new *mindset focused* on improving training provision, E-learning” has emerged in the education world, taking advantage of the development of digital tools and pedagogical engineering.

At the level of cross-disciplinary learning modules, particularly in French and communication, there were alarming signals about the low level of language skills among Moroccan students (Chami, 1987; Lamrany-Alaoui, 1998; Amargui, 2006; Chafiq, 2011). These findings are certain about the origins of the language deficiencies that handicap many students who will study most of the academic programs in French. In fact, between the political (the Arabization of education), the societal (the dominant collectivist culture), the conjuncture (the knowledge based economy) and the pedagogical (teacher support) background, teachers have always had different conceptual positions, but they were aware of the need to “embody a technical-pedagogical profile that is constantly being updated” (H. Jirari, 2018) to accommodate, on the one hand, a XXI^e century full of innovations and, on the other, episodes of complex reform abounding in nomenclatures. Today, the rise of digital platforms and social networks favors the diversification of resources, services, multimedia devices and modalities presiding over teaching-learning paradigms. Under this perspective, was created The Faculté des Sciences et Techniques de Mohammedia (FSTM) in 1994, open to only students with high GPA. Aiming to certify accomplished young citizens both academically and professionally, it has seven disciplinary departments and one interdisciplinary department known as the “Département des Techniques d’Expression et de Communication”. The department faculty members was aligned very early on with the practice-research-practice triptych, capitalizing on almost thirty years of professional practice whose key words are: introspection, reflexivity and innovation. We will therefore attempt to analyze the transformation of the restrictive teaching conditions (spatial, referential, human) following an engineering approach through which it was possible to plan a hybrid device (face-to-face, distance learning) within the FSTM and on the MOODLE platform for the spring 2023 session. It was necessary to initiate a change and make it an adjuvant factor to the effectiveness of language and communication teaching for a massive number of students, to meet several needs: organizational (managing amphitheaters), didactic (questioning practices), cognitive (systematization of the vehicular language in specialty courses), pedagogical (knowledge construction), psycho-sociological (inferences from digital identity), etc. This chapter will therefore attempt to show how university pedagogy, as practiced at FSTM, monitor the test implementing the metaverse. Massification is the root of the discomfort that skews the learning process; the metaverse, according to its author Neal Stephenson, represents “a 3D virtual world inhabited by avatars” in a fictional work, *Snow Crash*, published in 1992. Technically speaking today, the metaverse refers to “immersive digital universes that integrate numerous

21 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/university-pedagogy-evaluated-by-massification-and-the-metaverse/340106

Related Content

The Recursive Knowledge Development Model for Virtual Environments

Nan B. Adams and Thomas A. DeVaney (2011). *Teaching through Multi-User Virtual Environments: Applying Dynamic Elements to the Modern Classroom* (pp. 15-26).

www.irma-international.org/chapter/recursive-knowledge-development-model-virtual/46497

Building Student Engagement Through Collaborative Practice in Business Management Education

Jehangir Pheroze Bharucha (2017). *International Journal of Virtual and Personal Learning Environments* (pp. 1-12).

www.irma-international.org/article/building-student-engagement-through-collaborative-practice-in-business-management-education/207331

Left Foot on Traditional Literacy, and Right, on Transliteracy

Shizhou Yang (2018). *International Journal of Virtual and Personal Learning Environments* (pp. 1-9).

www.irma-international.org/article/left-foot-on-traditional-literacy-and-right-on-transliteracy/211127

"World of Uncertainty" Game for Decision-Makers

Jyldyz Tabyldy Kyzy (2011). *International Journal of Virtual and Personal Learning Environments* (pp. 40-45).

www.irma-international.org/article/world-uncertainty-game-decision-makers/53861

The Effect of Using Blended Learning Method on Students' Achievement in English and Their Motivation Towards Learning It: Blended Learning, Achievement, and Motivation

Dima Ali Hijazi and Amal Shehadeh AlNatour (2020). *International Journal of Virtual and Personal Learning Environments* (pp. 83-96).

www.irma-international.org/article/the-effect-of-using-blended-learning-method-on-students-achievement-in-english-and-their-motivation-towards-learning-it/253836