EvidenceB inside

Matinée presse

Mardi 17 juin 2025

Adaptiv'Math+ – Protocol

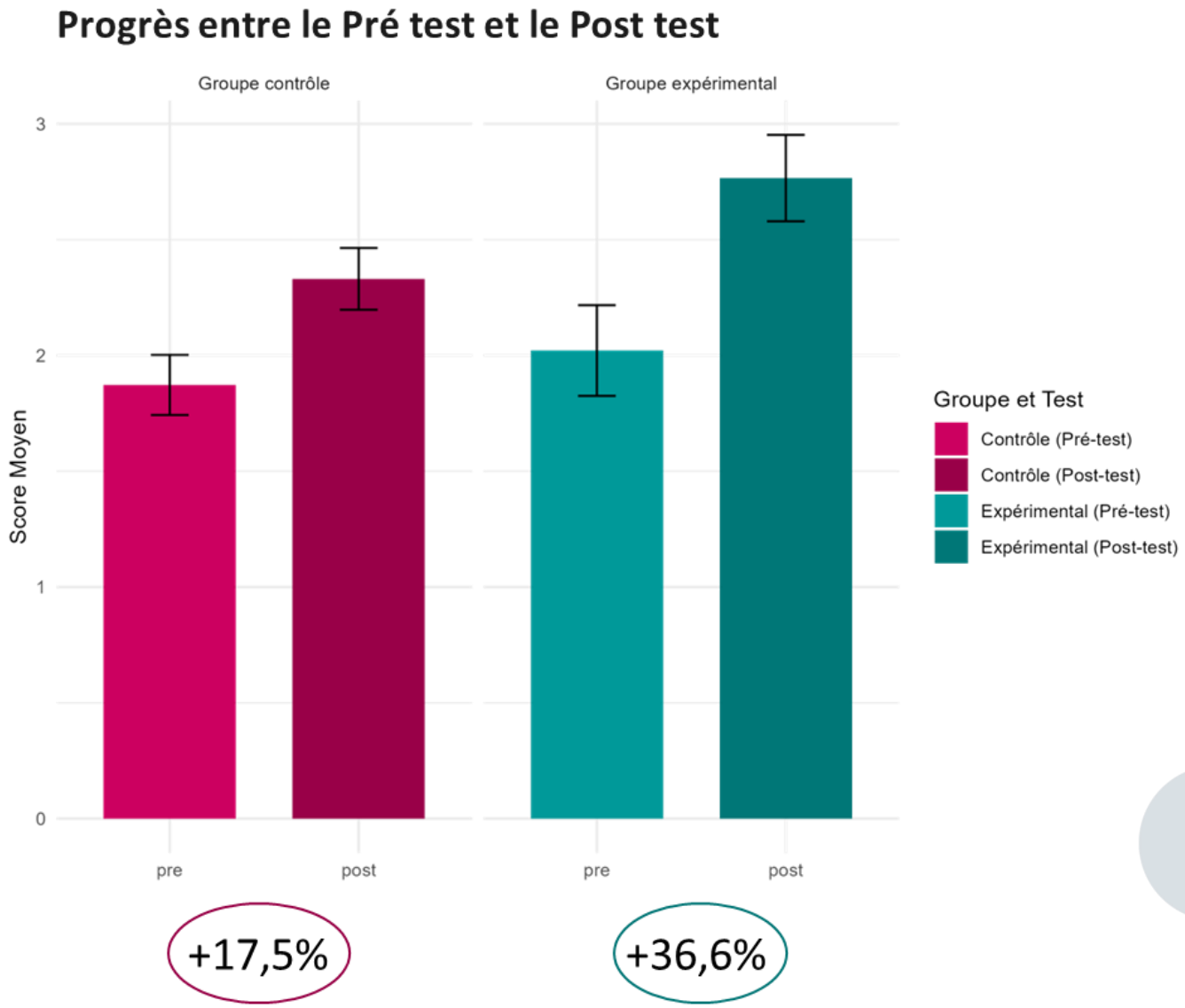
- An impact study conducted in collaboration with the LaPsyDé laboratory at the University of Paris (Professor André Knops) and the Flowers laboratory at Inria Bordeaux.
- **Objective:** Measure the impact of the Adaptiv'Fraction module on students' knowledge of fractions in Cycle 3.

- **Pre-recorded study:** https://doi.org/10.17605/OSF.IO/V2GYA

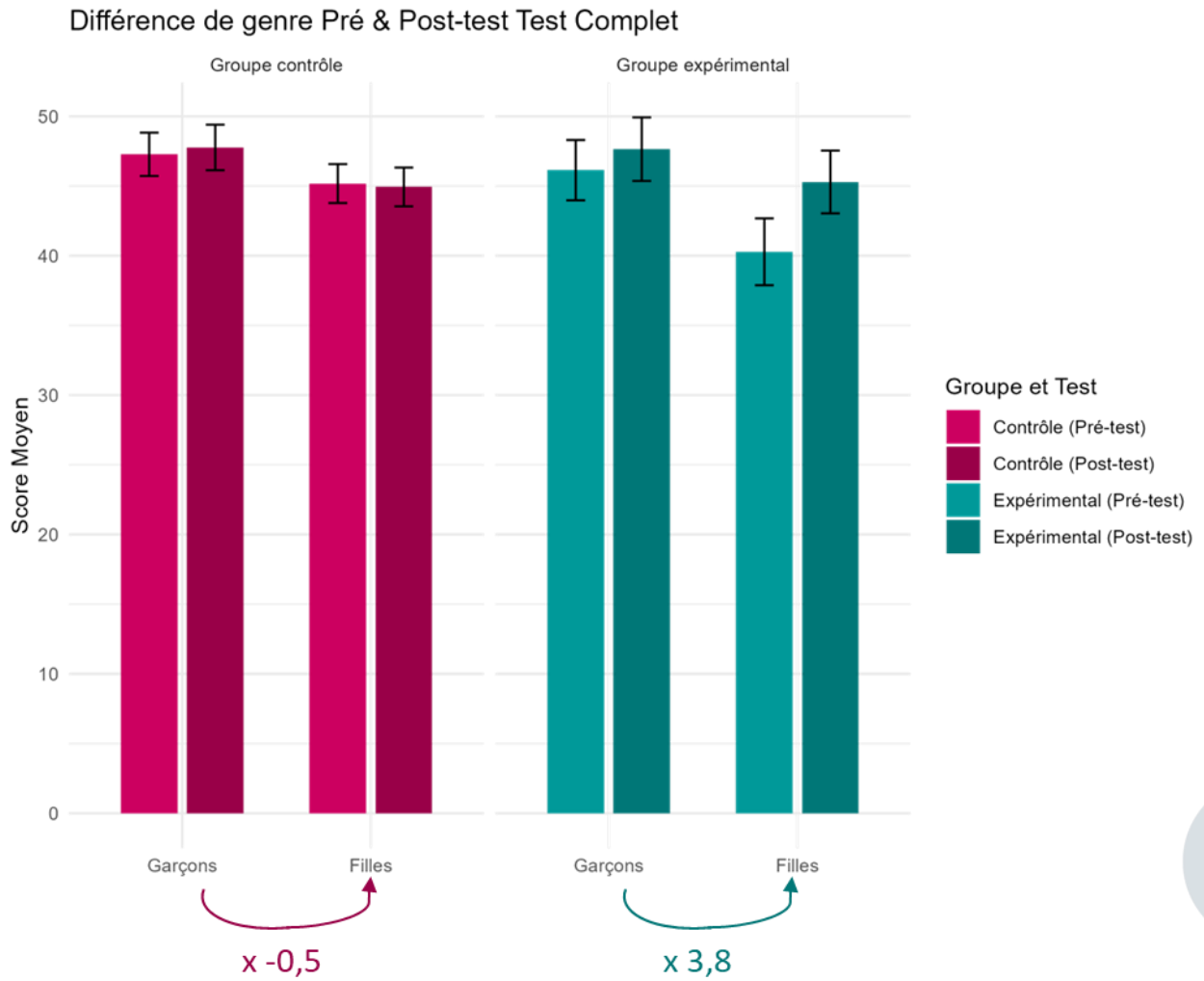
- **Two randomized groups (RCT):**
  - Experimental group: Access to Adaptiv'Fraction
  - Control group: The teacher follows their usual lesson plan
  - The experimental group and the control group take the same pre-test and post-test (in the form of two standardized tests

- **Demographic data:** 33 fourth and fifth grade classes (555 students) spread across 12 school districts. Nine Rep and Rep+ classes. Average age: 9.75; girl-to-boy ratio: 0.95

Adaptiv'Math+ - Preliminary results



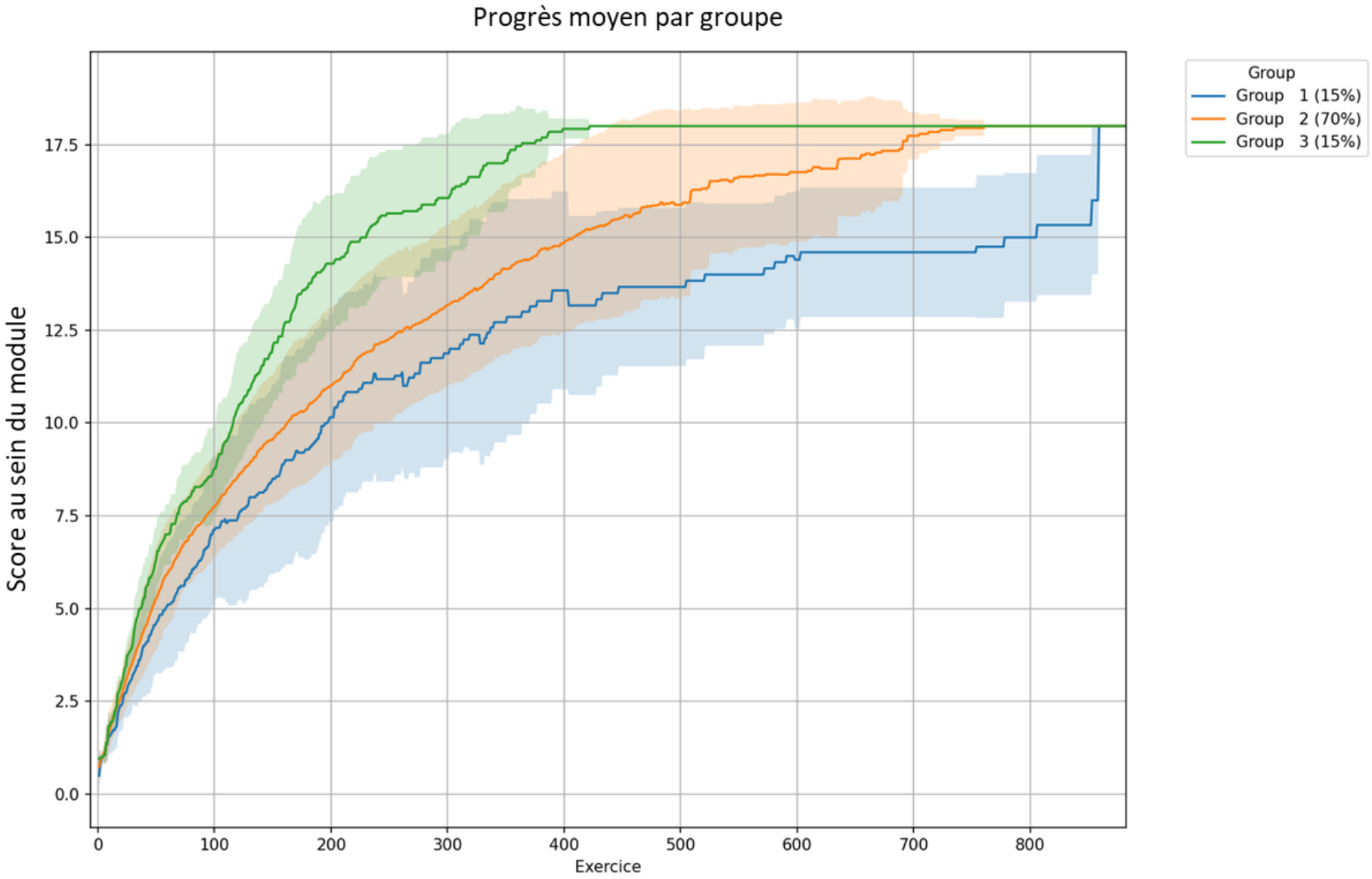
Adaptiv'Math+ - Progress of girls compared to progress of boys



Progrès des filles légèrement inférieur à celui des garçons sans Adaptiv'Fraction

Progrès des filles près de 4 fois supérieur à celui des garçons avec Adaptiv'Fraction

Adaptiv'Math+ - Progress according to students' initial level



Adaptiv'Math+ – Conclusion

- **Quantitative results confirm the effectiveness of Adaptiv'Math+**
  - Students who used Adaptiv'Fraction progressed **twice as much** as those who did not use it.
  - **Girls** who used Adaptiv'Fraction progressed **four times as much** as boys and caught up with them.
  - **The 15% of students who scored lowest** on the pre-test are the ones who make **the most progress**.
- **Results presented at the MCLS 2025 (Mathematical Cognition and Learning Society) international scientific conference, Hong Kong, June 9-11, 2025**

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