

Skills Development: The Active Learning Model of a French Computer Science Institute

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Abstract : This article focuses on the skills development and path planning of students studying computer science in EPITECH: french private institute of Higher Education. The researchers examine students' points of view and experience in a blended learning model based on a skills development curriculum. The study is based on the collection of four main categories of data: semi-participant observation, distribution of questionnaires, interviews, and analysis of internal school databases. The findings seem to indicate that a skills-based program on active learning enables students to develop their learning strategies as well as their personal skills and to actively engage in the creation of their career path and contribute to providing additional information to curricula planners and decision-makers about learning design in higher education.

Keywords : active learning, blended learning, higher education, skills development

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