



TEACHING WITH A CONVERSATIONAL AI AVATAR

Experimentation with the Complement platform

Estelle Prusker – M2 course at Audencia SciencesCom (May 2025)



CONTEXT OF THE EXPERIMENTATION

Meeting with the start-up Complement

Start-up founded in **March 2024**

At the IESEG incubator since **February 2025**

Development phase, module in test

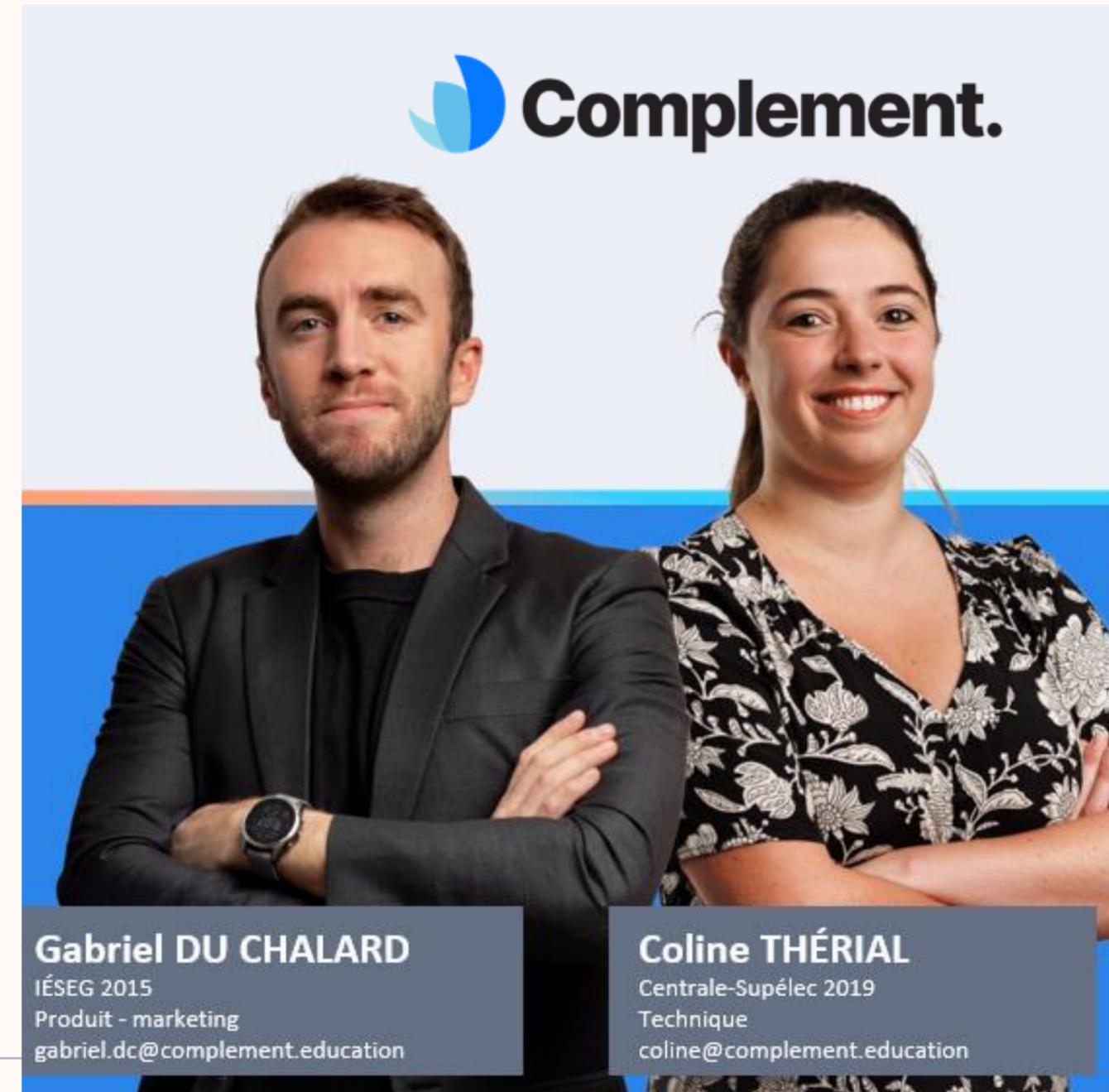
with schools

Meeting and demo of **LQD Audencia teams + IALab' teachers**



Opportunity to test the tool on part of an M2 Audencia SciencesCom course (May 2025)

Curiosity, operationality and reception of students



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CONTEXT OF THE EXPERIMENTATION

What is Complement?

The AI avatar presents the slides, and students interact orally as in a video conference.

1. The avatar presents a personalized and non-fixed course
2. It answers all questions and sometimes asks questions
3. It evaluates orally during the quizzes at the end of the chapter



CONTEXT OF THE EXPERIMENTATION

M2 Audencia SciencesCom course dedicated to Responsible Information

Responsible Information Course

Part 2 (1 day)

Disinformation & Fake News:

- Trends, definitions and key figures
- Solutions and best practices



Test on the descending part of the course:
>> presentation of the results of the **Barometer of French people's trust in the media***

Educational objectives:

- To allow a **better understanding** and **assimilation** of the figures of the study
- **Renewed attention, critical look** at the numbers
- **Student feedback** test in relation to the format

CONDUCT OF THE EXPERIMENTATION

Step 1: Build your course with the AI avatar



Cours

Étudiants

Administration

Consommation

Profil

EP Estelle Prusker
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< Retour

Désinformation et « Fake News » - État des lieux et tendances

31 1 34 min 58

Tableau de bord

Avancement

Modifier le cours

Accès

Ressources additionnelles

Général

Fond derrière l'avatar

Publier

Chapitre 1 - Introduction

1



Désinformation et Fake News : Etat des lieux et tendances
Bienvenue à tous dans notre cours sur la désinformation et les Fake News. La désinformation a des impacts profonds sur notre société et notre perception du monde. Ensemble, nous découvrirons comment elle se propage, ses conséquences, et comment la contrer.

2



Nous démarrons aujourd'hui par un état des lieux et chiffres clés de la désinformation en France en nous intéressant à la façon dont les Français s'informent. Quel est l'impact de la révolution numérique sur le rapport à l'information des Français ? Ceux-ci font-ils toujours confiance aux médias ? Quelle place tiennent les réseaux sociaux dans les sources d'information des Français ? Ont-ils le sentiment d'être exposés à plus ou moins de fausses informations ? Autant de questions auxquelles nous allons répondre ensemble à travers l'exploration du Baromètre La Croix - Verian - La Poste "La confiance des Français dans les médias" réalisé chaque année.

3



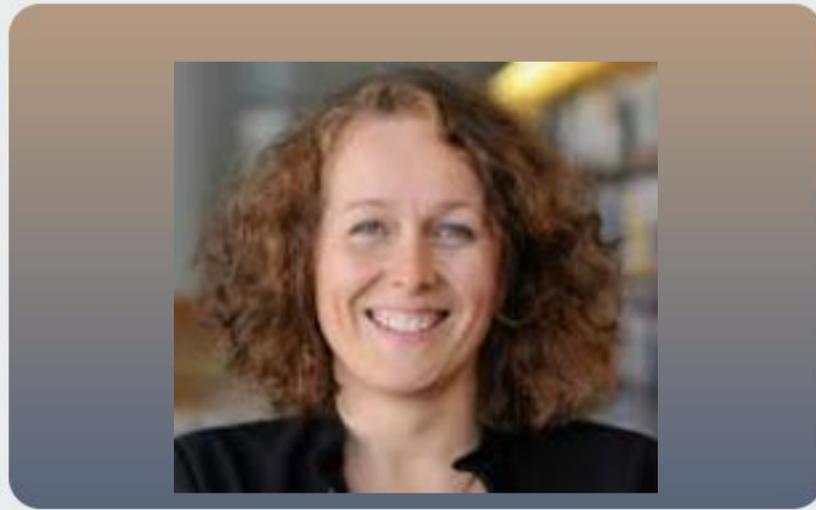
Question d'interaction

On va commencer par évoquer ensemble ce qu'est la désinformation. Quelle est ta propre définition de la désinformation ?

La désinformation n'est pas un phénomène nouveau. Le général chinois Sun Tzu, grand stratège militaire, décrit déjà dans "L'Art de la guerre" au 6ème siècle avant Jésus Christ, comment manipuler l'information pour gagner en pouvoir. Il a été illustré à travers des œuvres comme "Illusions perdues" de Balzac et des caricatures de Frederick Burr Opper, montrant des journalistes véhiculant de fausses nouvelles dès 1894. Plus récemment, le terme "Fake News" s'est largement diffusé pendant la campagne électorale américaine entre Hillary Clinton et Donald Trump.

CONDUCT OF THE EXPERIMENTATION

Step 2: Publish and test the module



Désinformation et Fake News

ETAT DES LIEUX & TENDANCES

never stop daring

Cliquez ici pour personnaliser votre avatar



CONDUCT OF THE EXPERIMENTATION

Step 3: Distribute the module to students

- Issued: May 15
- Class debrief: May 16

Paramètres



Victor



Olivia



Arthur



Anna

Vitesse de la voix

x0.75 **x1** x1.25 x1.5 x1.75 x2

Niveau de vocabulaire

Jeune **Adulte** Sénior

Humour

Drôle **Neutre** Sérieux

Personnalité

Enthousiaste **Neutre** Froid

Langue de l'avatar

FR Français

Langue de l'interface

FR Français

Enregistrer

STUDENT RECEPTION

A very positive reception overall

- **Experiment situation:** autonomous test and debrief the next day in the presence of the start-up.
- **47** students involved
- **85.1%** found the platform **easy to use** (8.5% neutral opinion)
- **70%** declared that the platform improved their understanding of the subject, as a complement to the classroom experience.
- Average **ease of use: 4.35/5**
- The majority found the module **'fun'** and **'engaging'**

STUDENT RECEPTION

Some student quotes

*"It is **very simple accessibility**, very **ergonomic** in terms of understanding, and the visuals are very simple."*

*"Yes, I think it has greatly contributed to **improving my knowledge of the subject**, [...] we do not have the choice to answer questions. [We] always have questions, we are **always in interaction**, it allows us to stay awake."*

*"It is **relevant** to answer questions, it allows to better learn."*

*"It is **simple** and not restrictive, the fact of being able to go back is **practical**."*

*"It looks like a **video call**, what we are used to using daily in our alternating assignments."*

*"**Playful and interesting platform**" "It is **intuitive** and very **simple** to use"*

*"It is **practical** to be able to have an interaction that is simpler and more accessible (than in class)"*

*"It is **interactive**, it is **dynamic** and it really has added value."*

STUDENT RECEPTION

Some student quotes

*"It is **another way of learning**, and it **changes the usual formats**."*

"We can ask questions, we are answered, even if we did not ask them, but others asked, we can answer them. We are less stressed about having people watching us all the time, because suddenly we are face-to-face with AI. That's it."

*"I find it **very relevant**. It's **nice to have a person**, even if it's an avatar on the left, with slides on the right. The fact that exchanges and types of interactions are very easy and essential."*

*"It is a **very good application** that allows you to **follow a course as if it were real**, it is **quite impressive**." "Interesting to be able to exchange in a **fluid way**"*

*"Allows to **take time to review a note** that we would not have understood otherwise. It is a good application and it is **intuitive** to use"*

*"I found it **interactive** and I had the **impression of being more active** than in answering to questions"*

ADVANTAGES AND LIMITATIONS

What lessons can be learned for the future?

+

-

- Oral interactions and avatar personalization: foster **engagement** and **concentration**
- The student can go at **his/her own pace**
- The teacher can **monitor the progress** of their group (data analysis).
- Allows managing **large student volumes**
- Course available in **several languages**

- **Module duration** must be limited: risk of fatigue, bypass strategy...
- **Hybrid use**: to be used in complementarity with face-to-face teaching with teacher
- **Development time, course test**
- **Module in development** (not stable)
- **Trust in the avatar?** Discussion (humorous format), hallucination...

But this is only the beginning!

IN CONCLUSION

And tomorrow, what role for the teacher?

Teacher **pilot** of **HIS/HER** content

Teacher **manager** of AI assistants

Teacher **data analyst**

Hybrid and personalized relationship with students



Une école

 CCI NANTES ST-NAZAIRE



Thank you for your attention



■ ■ RÉPUBLIQUE FRANÇAISE