

# PROCESSUS DE RECENSION SYSTÉMATIQUE SUR COMMENT BRISER L'ISOLEMENT EN FORMATION A DISTANCE EN ENSEIGNEMENT SUPÉRIEUR (2012- 2022)

Description du processus de recension systématique réalisé sur comment briser l'isolement en formation à distance en enseignement supérieur couvrant la littérature entre 2012 et 2022.

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## Introduction

Durant la période de mai à octobre 2022, nous avons mené un processus de recension systématique sur comment briser l'isolement en formation à distance (FAD) dans l'enseignement supérieur. Cette recension a couvert la période allant de 2012 à 2022.

Pour réaliser cette recension systématique, nous avons suivi les étapes proposées par la méthode de recension systématique mise en avant par l'EPPI-Centre<sup>1</sup>, couramment désignée comme étant la méthode EPPI (EPPI-Centre, 2010)

## Questions de recherche

Lors de ce processus de recension systématique, le protocole de développement ou les questions de recherche auxquelles nous avons voulu répondre étaient les suivantes :

1. Qui sont les acteurs de l'accompagnement ?
2. Quels sont les moments d'accompagnement ?
3. Quels sont les fréquences des pratiques d'accompagnement
4. Quels sont les activités (pratiques) d'accompagnement
5. Quelles sont les technologies impliquées dans l'accompagnement ?
6. Quels sont les plans de soutien à l'accompagnement ?
7. Quels les stratégies pour maintenir un lien social et pédagogique ?
8. Quels sont les impacts des dispositifs ? Sur le sentiment de présence ? Sur la satisfaction des étudiants ? Sur le bien-être ? Sur la persévérance ? Sur la réussite ?
9. Quelles sont les problématiques de recherche en lien avec l'accompagnement
10. Quels sont les modèles théoriques sur l'accompagnement ?
11. Quelles sont les méthodologies d'enquête ?

## Consultation des bases de données

Le Tableau 1 présente les six bases de données qui ont été consultées entre mai 2022 et octobre 2022 pour réaliser cette recension systématique. Les accès à ces bases de données ont été faits à partir des abonnements de la bibliothèque de l'Université TÉLUQ.

Afin de formuler les requêtes dans les différentes bases de données, une exploration des termes à utiliser a été menée pour quatre regroupements de termes soit : 1 – Formation à distance; 2- Enseignement supérieur, 3- Accompagnement, et 4- Isolement.

Pour le premier regroupement sur la formation à distance, nous avons utilisé les termes identifiés par Hébert et al. (2021). Le tableau 2, présente ces termes.

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<sup>1</sup> <https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=53>

Tableau 1

Liste des bases de données utilisées et leur établissement de connexion

Bases de données	Établissements
ERIC	Université TÉLUQ
Education Source (EBSCO)	Université TÉLUQ
CAIRN	Université TÉLUQ
Érudit	Université TÉLUQ
Teacher Reference Center	Université TÉLUQ
Learn Tech Lib	Université TÉLUQ

Tableau 2

Liste des termes français et anglais vérifiés dans les bases de données pour désigner la formation à distance selon Hébert et al. (2021).

Termes en anglais	Termes en français
Distance education*	classe virtuelle
Distance Education and Telelearning	classes virtuelles
distance learning	éducation à distance*
E learning	enseignement à distance*
e learning	enseignement en ligne*
Elearning	formation à distance*
Elearning	formation en ligne*
e-learning*	
E-Learning	
electronic learning	
online course*	
online courses*	
online education*	
on-line education	
online instruction	
virtual class*	
virtual classroom*	
virtual classrooms*	
virtual learning environment	
virtual schools	
virtual universities	
virtual universities &/and colleges	
virtual university	
* Termes à utiliser	

Pour le deuxième regroupement sur l'enseignement supérieur, nous avons également utilisé les termes identifiés par Hébert et al., (2021). Le tableau 3, présente ces termes.

Tableau 3

Liste des termes français et anglais vérifiés dans les bases de données pour désigner la formation à distance selon Hébert et al. (2021).

Termes en anglais	Termes en français
college	cégep
College	Cégep *
colleges	Cégep
Colleges*	College
higher education	Colleges
Higher Education *	Enseignement supérieur *
Postsecondary	enseignement supérieur
Universities*	pré-universitaire
universities & colleges	préuniversitaire
university	université
University	
* Termes à utiliser	

Pour le troisième regroupement, nous avons effectué une vérification de l'occurrence des termes potentiels dans les bases de données a été effectuée. Les termes vérifiés portaient sur la notion d'accompagnement, de soutien, de tutorat, etc. Cette vérification a porté sur l'utilisation des termes potentiels dans les thésaurus (TH), les titres (TI), les descriptions (DE/SU), les mots-clés (KW) et dans les résumés (AB) des quatre bases de données. L'analyse des termes a été faite dans les bases de données ERIC et Education Source pour les termes anglais. Les termes en français ont été recherchés dans les bases de données CAIN et Érudit. Le Tableau 4 présente les termes retenus et les résultats obtenus dans les différentes bases de données consultées à propos du regroupement l'accompagnement.

Pour le quatrième regroupement, nous avons également effectué une vérification de l'occurrence des termes potentiels dans quatre bases de données et ce, pour identifier les portant sur la notion d'isolement. Encore une fois, l'analyse des termes a été faite dans les bases de données ERIC et Education Source pour les termes anglais. Les termes en français ont été recherchés dans les bases de données CAIN et Érudit. Le Tableau 5 présente les termes retenus et les résultats obtenus dans les différentes bases de données consultées à propos de3 l'isolement.

Afin de vérifier des travaux de revues ou de synthèses de connaissances ou de revue de littérature ont déjà été faites sur le sujet, nous avons effectué une vérification de l'occurrence des termes liés à des publications associés à ces types de travaux de recherche, dans les bases de données. Le Tableau 6 présente les termes retenus et les résultats obtenus dans les différentes bases de données consultées à propos du regroupement sur les revues ou synthèses de connaissances.

Une fois l'identification des termes à utiliser complétée, les requêtes finales ont été développées pour chaque base de données. Lorsque possible, des troncatures ont été utilisées. Les requêtes ont toutes été vérifiées par un bibliothécaire de l'Université TÉLUQ.

Le tableau 7 présente ces requêtes, les résultats obtenus avant et après l'ajout des critères d'inclusion pour sélectionner uniquement les publications scientifiques revues par les pairs (articles, actes) publiés entre 2012 et 2022 et écrits en anglais ou en français.

Tableau 4

Analyse des termes français et anglais à utiliser dans les bases de données pour désigner l'accompagnement

Termes potentiels	Bases de données																		
	ERIC							Education Source						Cairn			Érudit		
	TH	TX	TI	SU	DE	KW	AB	TH	TX	AB	SU	KW	TI	TX	Re	Ti	TX	TI-AB-KW	TI
Academic support programs		76	9				71	✓	888	33	537	2	9						
Academic support services	✓	2301	29	2073	2073	42	233		1564	75		10	17						
Accompagnement		255	41	-	-	1	242		1	-	-	1	1						
Counselling		3810	1098	-	-	7	1594		142152	18679	26801	4896	8265						
Educational coaching		6	1	-	-	-	6		453	7	416	7	0						
Guidance		39308	4364	12966	2238	483	26444		161256	15165	12915	991	2244						
Individual instruction	✓	2125	34	1706	1706	1	493		2064	116	-	1	10						
Individualized Instruction	✓	16516	651	15192	15192	26	3079		4861	261	1739	34	62						
Peer tutoring		1493	572	1	1	16	1389		6418	670	-	194	428						
Remedial teaching		121	23	-	-	-	103	✓	3078	57	2276	108	12						
Support		210925	17846	-	-	2624	180114		655755	160385	17537	9258	20273						
Tuition (\$)		71504							26488	2695	6	297	613						
Tutor	✓	4433	788	206	-	164	4047		35055	3567	4458	1167	1608						
Tutoring (==tutor*)	✓	11843	2205	7488	5737	196	7932	✓	1101	43	43	-	3						
Tutoring services		182	11	-	-	-	180	✓	3555	2	3362	-	1						
Accompagnement														82730	5325	1534	995	610	13
Conseil														78949	2691	1240	6068	1486	47
Encadrement														43083	1478	240	14564	492	64
Tutorat														24752	440	135	573	32	12
Tuteur														27118	501	144	2770	33	2
Mentorat														6107	55	34	366	44	17
Soutien														91021	5709	816	36902	1669	215
Guide														58685	1420	395	37209	944	129
Coaching														3428	100	97	497	53	5

Légende : Retenu Non retenu

TH : Thésaurus TX : Tout le texte TI : Titre DE/SU : Description/Summary KW : Keywords/Mots-clés AB : Abstract/Résumé OC : Occurrence  
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Tableau 5

Analyse des termes français et anglais à utiliser dans les bases de données pour désigner l'isolement

Termes potentiels	Bases de données																		
	ERIC							Education Source						Cairn			Érudit		
	TH	TX	TI	SU	DE	KW	AB	TH	TX	AB	SU	KW	TI	TX	Re	Ti	TX	TI-AB-KW	TI
aleness		24	4	0	0	0	24		637	53	0	15	16						
aliénation	✓	1709	264	1175	841	10	995	✓	18449	1796	1038	255	263						
encouragement		1915	99	0	0	42	1865	✓	46985	2910	355	56	158						
help seeking	✓	1911	405	1736	1736	27	892	✓	8740	1657	1780	534	737						
helping behavior		165	47	0	0	0	146	✓	3500	400	1279	52	180						
helping relationship	✓	2141	14	2119	2119	3	49		1010	0	0	0	72						
human relations	✓	772	66	497	473	4	408		38252	758	36	39	164						
interaction	✓	52893	7764	14924	12804	450	45760		358391	78392	15369	8304	12487						
interpersonal relation*		18298	137	17624	17618	18	1376	✓	49277	2553	25057	466	289						
interpersonal relationship	✓	17686	12	17618	17618	5	142		3124	288	0	48	41						
isolation		5754	369	2778	0	117	3690		70636	6814	0	320	854						
loneliness		1145	412	402	0	86	1048		15448	2186	1522	449	964						
presence		11442	986	0	0	0	11119		173878	26401	36	860	1892						
rapport	✓	817	103	64	64	1	723		23391	2352	3	142	225						
relationship	✓	208662	17916	135432	910	2327	96061		583280	178779	61684	9983	34455						
social exchange		401	45	308	0	0	203	✓	5206	818	1166	239	166						
social isolation	✓	2099	57	1943	1943	0	478		11685	1033	2265	124	161						
social network*		8395	1242	7254	7254	22	4258	✓	52915	9347	11943	3439	2788						
social support		8103	1165	6851	0	62	3645		46491	8269	12507	2001	2694						
solitude		143	50	0	0	15	121		3598	256	139	43	99						
teacher student relationship	✓	23034	69	22993	22993	0	348		3783	421	0	180	99						
unsociability		23	10	0	0	0	23		165	34	0	18	11						
Solitude														21920	300	215	136524	391	134
isolement														49519	1026	163	13141	855	99
soutien social														2528	108	30	18125	1585	151
liens sociaux														9112	175	48	20157	771	22

présence							101498	10805	1301	89000	18138	970
proximité							92240	4227	891	21423	2032	185
Relation							98454	14005	3959	75294	17879	1769
Isolement social							3564	45	0	8266	277	10

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Tableau 6

Analyse des termes français et anglais à utiliser dans les bases de données pour les revues ou synthèses de connaissances

Termes potentiels	Bases de données																						
	ERIC					Education Source					Teacher Reference Center					CAIRN			Érudit		LearnTechLib		
	TH	TI	DE/SU	KW	AB	TH	TX	AB	SU	KW	TH	TX	TI	SU	AB	TI	TX	AB	Ti	TX	TI-R-MC	TI	TX
aggregated data	-	406	6	0	0	✓	5899	439	82	4	22	59	1	22	37	22	58	0	0	350	67	1	104
cohort analysis	✓	3503	85	3072	3072	✓	6660	780	1566	25	105	182	15	105	73	105	70	0	0	661	339	10	2968
comparative analysis	✓	86694	1651	84364	84364	-	44217	4524	156	331	-	1598	198	16	569	-	3005	5	14	5573	1148	121	6965
comparative stud*	-	9054	3781	0	0	✓	68819	6562	13983	471	978	2363	451	1047	959	978	4198	2	18	8348	1793	328	288
correlation	✓	69128	1577	53765	53764	✓	206681	41784	22805	6545	1613	6121	215	1729	4290	1613	36033	1064	60	8932	3398	168	8815
disaggregated data	-	289	3	0	0	✓	2730	213	38	3	8	40	0	8	32	8	36	0	0	181	26	1	31
education research	-	94213	9780	0	0	✓	358014	39203	48521	2651	6308	27199	1819	9198	10139	6308	680	1	2	12749	2148	49	74310
education statistics	-	9430	643	45	0	✓	49421	4745	6326	449	337	2807	39	1149	1747	337	170	0	0	3087	121	2	14355
literature review*	✓	45963	4345	25354	25354	-	181374	27488	4050	1222	376	4463	638	407	3717	376	2386	1	10	9166	2106	84	24298
meta analysis	✓	6637	2554	5311	5311	-	74327	7405	7481	1959	-	1330	616	730	980	-	3517	2	2	2293	309	44	6726
meta analytic review	-	357	228	0	0	-	14111	330	0	6	-	70	44	0	36	-	802	0	0	314	7	1	954
metaanalysis	-	32	8	0	0	-	4821	76	0	18	-	9	1	0	8	-	182	0	0	30	1	0	50
meta-analysis	-	6551	2511	5311	0	-	73206	7188	7481	1933	725	1308	604	730	956	725	3517	2	2	807	208	44	6726
quantitative research	✓	5584	295	1	0	-	45107	5489	6837	408	813	1368	52	831	583	813	234	1	0	3765	789	7	1303
research	✓	975873	283162	16996	16996	✓	1662778	538642	300264	37707	6401	140004	15349	44326	88918	6401	39300	130	220	3765	789	7	95298
research needs	✓	23632	748	12659	12659	-	101510	13099	54	20	-	2059	103	17	1970	-	157	0	0	7745	1253	13	37312
research opportunit*	✓	4623	319	1336	1336	✓	36716	3910	54	3	12	842	78	17	773	12	122	0	0	9630	902	8	23
research review	✓	25453	3128	3246	0	-	172284	16809	6351	98	-	4254	461	583	2637	-	683	0	0	13531	1462	44	38020
statistical data	✓	8456	198	8642	8642	-	45640	4519	52	42	-	571	27	3	555	-	357	0	1	2929	1019	15	10749
statistical analysis	✓	59220	608	53986	53986	-	90106	8628	1459	177	-	1887	46	188	914	-	936	1	3	3458	1065	42	10550
statistics	✓	8110	4297	29366	5675	-	403141	40863	103790	2650	3437	21048	738	10646	8221	3437	8126	6	36	5671	1135	78	15868
systematic review	-	3637	1997	0	0	-	50690	6811	5858	1894	-	1675	493	504	686	-	2161	1	2	2627	384	55	7486
Critical review	-	1120	580	0	0	-	21203	994	2	39	5	981	234	5	805	5	2148	2	5	11584	694	51	20350
Mapping review	-	13	10	0	0	-	77	20	0	6	-	117	13	0	112	-	14	0	0	2204	85	8	3575
Overview	-	13498	1894	0	0	-	134003	25027	6	58	-	9441	456	47	9113	-	9472	9	46	7132	1688	122	14874

Rapid review	-	16	7	0	0	-	355	53	0	11	-	46	8	0	45	-	80	0	0	3064	140	5	5947
Scoping review	-	300	233	0	0	-	2656	764	0	258	-	164	121	0	138	-	311	1	4	483	232	63	277
State-of-the-art review	-	48	17	0	0	-	592	45	0	3	-	33	7	0	29	-	107	0	0	668	85	4	4693
Umbrella review	-	3	3	0	0	-	70	16	0	7	-	131	4	0	30	-	20	0	0	659	12	0	633
Systematised review	-	2	1	0	0	-	14	3	0	0	-	0	0	0	0	-	0	0	0	11	3	0	13
méta-analys*	-	0	0	0	0	-	116	21	0	1	-	6	0	0	6	-	2147	58	26	898	366	53	13
revue de la littérature	-	0	0	0	0	-	139	40	0	4	-	8	0	0	8	-	5342	508	133	23859	2389	112	49
revue systématique	-	0	0	0	0	-	28	12	0	1	-	3	0	0	3	-	649	62	39	8652	598	82	25
revue systématique	-	0	0	0	0	-	0	0	0	0	-	5	1	0	3	-	15	0	0	574	42	3	41
mega analyse	-	4	4	0	0	-	119	4	0	2	825	5	1	0	3	825	6	0	0	357	30	1	266
mega analysis	✓	19911	305	18616	18616	-	13220	1498	400	44	-	28	36	47	198	-				2837	423	1	6011
trend analysis	-	406	6	0	0	✓	5899	439	82	4	22	59	1	22	37	22				350	67	1	104

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Tableau 7

Requêtes formulées dans les bases de données et résultats obtenus

Bases de données	Requêtes	Résultats (sans critère)	Résultats (avec critère)
ERIC	(distance education or e-learning or online course* or virtual class* or online education) and (higher education or universit* or college*) and (accompagnement or counselling or educational coaching or guidance or individual* instruction or support or tutor*) and (loneliness or solitude or alienation or isolation or social support or relationship or interaction or presence or proximity)	388	257
Education Source	(distance education or e-learning or online course* or virtual class* or online education or éducation à distance or enseignement à distance or enseignement en ligne or formation à distance or formation en ligne) and (higher education or universit* or college* or enseignement supérieur or cégep) and (accompagnement or counselling or educational coaching or guidance or individual* instruction or support or tutor* or accompagnement or conseil or encadrement or soutien or tutorat or tuteur or mentorat or guid* or coaching) and (loneliness or solitude or alienation or isolation or social support or relationship or interaction or presence or isolement social or soutien social or liens sociaux or présence or proximit*)	566	402
Cairn	(distance education OU e-learning OU online course* OU virtual class* OU online education OU éducation à distance OU enseignement à distance OU enseignement en ligne OU formation à distance OU formation en ligne) ET (higher education OU universit* OU college* OU enseignement supérieur OU cégep) ET (accompagnement OU counselling OU educational coaching OU guidance OU individual* instruction OU support OU tutor* OU accompagnement OU conseil OU encadrement OU soutien OU tutorat OU tuteur OU mentorat OU guid* OU coaching) ET (loneliness OU solitude OU alienation OU isolation OU social support OU relationship OU interaction OU presence OU isolement social OU soutien social OU liens sociaux OU présence OU proximit*)	2459	144
Érudit	(distance education OU e-learning OU online course* OU virtual class* OU online education OU éducation à distance OU enseignement à distance OU enseignement en ligne OU formation à distance OU formation en ligne) ET (higher education OU universit* OU college* OU enseignement supérieur OU cégep) ET (accompagnement OU counselling OU educational coaching OU guidance OU individual* instruction OU support OU tutor* OU accompagnement OU conseil OU encadrement OU soutien OU tutorat OU tuteur OU mentorat OU guid* OU coaching) ET (loneliness OU solitude OU alienation OU isolation OU social support OU relationship OU interaction OU presence OU isolement social OU soutien social OU liens sociaux OU présence OU proximit*)	173028	986
Teacher reference center	(distance education or e-learning or online course* or virtual class* or online education) and (higher education or universit* or college*) and (accompagnement or counselling or educational coaching or guidance or individual* instruction or support or tutor*) and (loneliness or solitude or alienation or isolation or social support or relationship or interaction or presence or proximity)	39	26
LearnTechLib	("distance education" OR e-learning OR (online AND course*) OR (virtual AND class*) OR "online education" OR "education a distance" OR "enseignement a distance" OR "enseignement en ligne" OR "formation a distance" OR "formation en ligne") AND ("higher education" OR universit* OR college* OR "enseignement superieur" OR cegep) AND (accompagnement OR counselling OR "educational coaching" OR guidance OR ( individual* AND instruction) OR support OR tutor*) AND (loneliness OR solitude OR alienation OR isolation OR "social support" OR relationship OR interaction OR presence OR proximity)	1375	279
Totaux		17855	2091

Par la suite, les résultats des requêtes ont été exportés séparément dans le logiciel de gestion bibliographique Zotero<sup>2</sup>. Étant donné que la base de données CAIRN ne permet pas aisément de transférer les références bibliographiques dans un logiciel de gestion bibliographique, une sélection à partir des titres et résumés des références a été faite avant l'exportation.

Tel qu'illustré dans le schéma PRISMA ci-dessous, un corpus initial de 2091 références a été constitué à la suite de l'exportation dans Zotero. Les doublons (n = 325) ont été éliminés. Puis, deux évaluateurs ont procédé à une évaluation interjuges en consultant les titres et les résumés des textes tirés des bases de données. Cette évaluation a permis l'identification de 558 textes jugés éligibles pour répondre aux questions de départ. Six de ces documents se sont avérés introuvables. Finalement, une lecture approfondie des textes a permis l'exclusion de 251 textes supplémentaires. En somme, un corpus de 301 textes a été utilisé pour répondre aux questions mentionnées précédemment.

La liste des documents retenus pour répondre aux questions soulevées précédemment est en annexe.

### **Perspectives de recherche documentaire complémentaire**

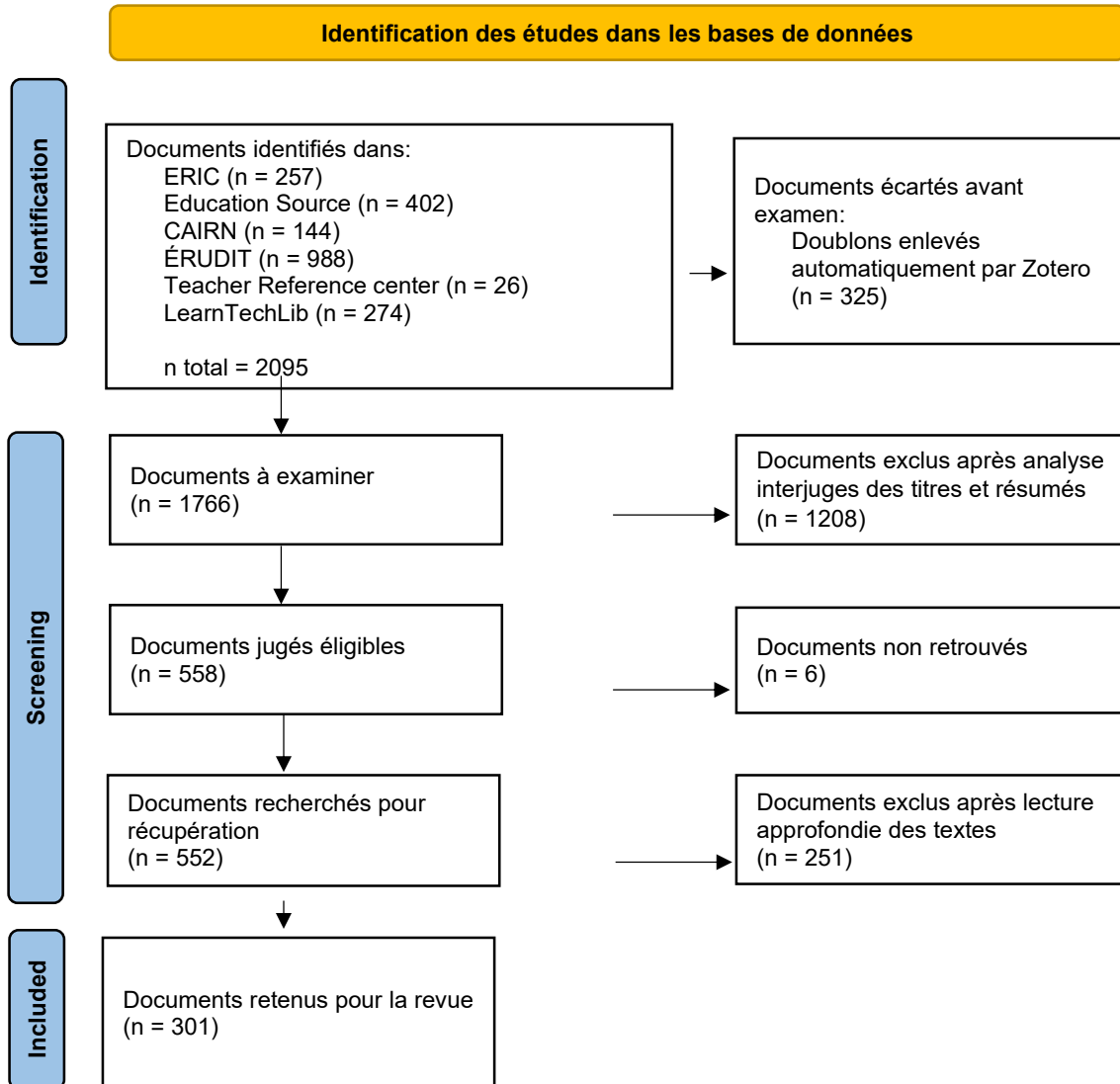
Pour compléter ce processus de recension systématique, d'éventuels chercheurs pourraient suivre les pistes suivantes :

- 1- Actualisation au fil du temps.
- 2- Amélioration de la recherche par l'ajout de bases de données supplémentaires comme PubMed.
- 3- Recherche plus élaborée dans les sources documentaires complémentaires disponibles dans les moteurs de recherche comme SCOPUS, Ingenta et Google Scholar, etc.
- 4- Étant donné que la formation à distance est un sujet d'actualité depuis la pandémie de la COVID-19, une recherche dans des travaux publiés dans des actes de congrès et colloques pourrait permettre de trouver des résultats récents.
- 5- De la même manière, une recherche dans la littérature grise permettrait aussi de trouver des résultats récents.

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<sup>2</sup> <https://www.zotero.org/>

Schéma PRISMA – Processus de recension systématique l'isolement en formation à distance en enseignement supérieur (2012 – 2022)



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