Abstract

In comparable conditions of instructional design, three groups of students took a course in Theory of Clinical Psychology. During three units of study, each group had balanced exposure to modes of instruction: with materials, collaborative learning, and tutorial learning. The partial and final evaluations did not show significant differences, thus supporting the idea of the equivalent effects of the modes of learning. However, a statistical analysis of the architecture of interactivity of each mode revealed significant differences among the groups. Collaboration was seen to lead to lower levels of instructional interactivity, according to an inconsistent system of structural support. The proposed index of interactivity shows positive correlation with the performance of the students in the course.

Keywords

Interactivity, virtual education, instructional design, higher education, Mexico.