SQL course of the CS bachelor degree is based on a constructivist paradigm and project-based learning. With students having increased from 35 to 119, we had to return to a classical teaching method. Both systems are analyzed through a questionnaire. In AY2014, the findings indicated that the system promoted knowledge construction, encouraged students to be active, autonomous, cooperative. In AY2019, a teaching system with a “kind of” project. However, students are overwhelmingly satisfied. The learning paradigm is disruptive for students. Conscious and unconscious plagiarism is a problem.