**FABLE – Training Faculties on Blended Learning**

Erasmus+ project

**Library of blended and online learning courses and teaching sessions:** Success stories, best practices and cautionary tales from the academia.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name of the course | | | **Master thesis methodology** | | | | | |
| Amount of course credits in ECTS | | | | | | |  | |
|  | | | | | | | | |
| **Select one:** Is this observation | **Positive**: A Success story or best practice? | Best practice | | **Neutral**: General observation? |  | **Negative**: A Cautionary tale? | |  |
| Major the course is related to | | | Master of Science – Core curriculum | | | | | |
| Please give a short description of the course structure (number of lectures, weeks, online events…) | | | 16 hours teaching  15 ECTS Credits  8 meeting  + Syllabus attached | | | | | |

|  |
| --- |
| Please give a short description of this case: |
| Adaptation of our classroom and blended courses to a 100% online format for the school's digital campus. The teaching method is based on 80% of courses to be followed independently (asynchronous content written by a PhD teacher-researcher on an LMS) and 20% in synchronous classes (videoconference with the same PhD teacher-researcher). The teaching is also managed by two essential functions: pedagogical coordination and the tutor. |
| Which teaching tools, services, applications and software solutions were used? |
| For asynchronous broadcasting and learning analytics : LMS (Digital University / Moodle)  For synchronous broadcasting and messaging : MS Office 365 (Outlook, Teams)  For content production and editing: writing template, video studio, h5p |
| What are the most important lesson learned from this course? (Both in negative or positive viewpoint, if there are any) |
| Students need fast email replies to their questions to compensate for the distance : you obviously recognized a classic Einstein relativity situation where distance and time are two sides of the same coin… They also need to have shorter lectures (or tutorial) because it seems harder for them to ask questions when they don’t understand a part of the course (since they feel ashamed they may have lost track of the teaching at some point for any reason whatsoever). This issue seems not to be solved by a mid-lecture 10 minutes break. |
| If you have additional notes or comments, or want to provide a link to online materials, please put them here : author <https://www.ipag.edu/en/tristan-boyer?tab=onglet1> |
|  |