**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.

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| Name of the course | | | **Learn to study** | | | | | |
| Amount of course credits in ECTS | | | | | | | **1** | |
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| **Select one:** Is this observation | **Positive**: A Success story or best practice? | x | | **Neutral**: General observation? |  | **Negative**: A Cautionary tale? | |  |
| Major the course is related to | | | Business Administration Bachelor | | | | | |
| Please give a short description of the course structure (number of lectures, weeks, online events…) | | | 4 lectures spread in the semester each 1,5 hours, 15 students per group | | | | | |

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| Please give a short description of this case: |
| This is a best practice because this “lecture” or course is a like a “buddy programme”, 1st semester bachelor students are learning how to study with and from a mentor as lecturer, who is a master student and is already experienced in studying. Especially during covid, it was a good principle to have a space where the students could connect and work together and also have someone who they can talk to. |
| Which teaching tools, services, applications and software solutions were used? |
| A lot of group work was taking place to have more the social component, ice-breakers were included in the beginning of every lecture, Mentimeter as an online tool and for doing polls, for feedback Oncoo was very good, the lectures took place via zoom and the materials were in Ilias, the software system from the university where they are split into the courses and lecturers can upload everything in there. The communication was also mainly through Ilias, but you also get it via email. |
| What are the most important lesson learned from this course? (Both in negative or positive viewpoint, if there are any) |
| Students appreciated the opportunity to talk to other students, especially during group work. Also they liked the interactive tools and the icebreakers. They also were inspired and could learn a lot through the mentoring principle and to have a master student as a peer, so they had the feeling they were in a safe space, which was important during Covid. Also the anonymous feedback online tool oncoo got very good feedback.  The only thing was that it took place in the evening and there the students were not that motivated anymore and also it was difficult for the lecturer to switch between the screens always and to share and also see all people on the screen. Also in the beginning it had to be clear that cameras should be on and everyone has to contribute. When the rules are set and clear it is easier for the lecturer and also for the students. |
| If you have additional notes or comments, or want to provide a link to online materials, please put them here: |
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