**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 | | | **Research Seminar** | | | | | |
| Amount of course credits in ECTS | | | | | | | **6** | |
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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 | | | Research and Scientific Writing Skills Training | | | | | |
| Please give a short description of the course structure (number of lectures, weeks, online events…) | | | 1-week seminar, online teaching resources (videos, links) + group-based assignments + in-person/virtual tutoring sessions | | | | | |

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| Please give a short description of this case: |
| The main purpose of the Research Seminar is to guide the students through the process of independently perform literature research, select appropriate research methodology, conduct studies, analyse their results, and write a scientifically on a specific research topic. Students are formed into groups of 3-4 and work on a specific research topic given by tutors. At the end of the research seminar, students will be asked to write a formal research report based on the research topic during the course. Before the course, students receive online course materials (videos, literature, website links). Then, during the seminar week, they engage in in-person/virtual working sessions to get familiar with their topic and have Q&A sessions with their tutors for discussion. After that, they get 6 weeks to complete their research report, including data collection, analyses, and writing. |
| Which teaching tools, services, applications and software solutions were used? |
| MS Teams  Zoom  Miro  Power BI  MAXQDA  SPSS  Excel  Qualtrics |
| What are the most important lesson learned from this course? (Both in negative or positive viewpoint, if there are any) |
| Thanks to the blended learning approach, students benefit from time flexibility. For example, students who study part-time can now assess online learning materials in the evenings or when they have time to prepare for later interactive work sessions and fieldwork. This gives them more time to digest new content and knowledge, which they can then put into practice when working in groups. This also reduced their chance of fatigue due to great investment of time online, enabling students who participate in the course digitally to become more engaged. |
| If you have additional notes or comments, or want to provide a link to online materials, please put them here: |
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