**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 | | **Marketing for Good** | | | | | |
| 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 | |  | | | | | |
| Please give a short description of the course structure (number of lectures, weeks, online events…) | | This course was for Bachelor students on ethics as main topic, including 12 lessons, blended format with 40-50 students | | | | | |

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| Please give a short description of this case: |
| This case is about ethical entrepreneurs, students here get lectures on ethics but also work on case studies and with ethical dilemmas from entrepreneurs. On average 40 out of 50 students were online. 25-30 also active in menti, so it was a good impression. Even if it is a sensible topic, the digital environment worked well, so it is a best practice because it proofs that also such topics can be included online with some interactive tools. |
| Which teaching tools, services, applications and software solutions were used? |
| I used a lot of mentimeter and the miro board. I also did ice breakers via Zoom every lecture online, but not f2f. |
| What are the most important lesson learned from this course? (Both in negative or positive viewpoint, if there are any) |
| I think the experience was positive, especially when students opened up shared their two most important personal values on one of the online whiteboards. Then they realised they are all different... have commonalities and will need to develop their own understanding of ethics. Some students stayed on a superficial level, online and in the classroom. I think that is unrelated to the digital or physical environment.  Positive: engagement is important in any environment. When the students did their own presentations I also asked them to use menti or kahoot. They experienced the importance of engagement and I learned some new software tools.  Negative viewpoint: you see students on tiktok continously when teaching online. They continued that in the classroom. They chatted and discussed videos during my teaching. In neither environment thats okay but in the physical lecture room I could put a stop to it. |
| If you have additional notes or comments, or want to provide a link to online materials, please put them here: |
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