**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 | | **International Sales** | | | | | |
| 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 | | Master International Marketing and Sales | | | | | |
| Please give a short description of the course structure (number of lectures, weeks, online events…) | | 30 students approximately, pre-recorded videos to watch, students teach students approach in the other lessons in smaller groups, about 10 lessons | | | | | |

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| Please give a short description of this case: |
| In this case, there was an introduction meeting online for the course to explain everything, but then the content was given in pre-recorded videos, which were also made a bit playful and interesting to watch. The other part of the course was then that the students themselves teach the other students on a certain topic in smaller groups. It is a best practice because the students had a mixture of methods in the online environment and it worked well and was appreciated and innovative. |
| Which teaching tools, services, applications and software solutions were used? |
| Video recordings, Videos uploaded on Ilias (platform from the university), power point presentation accompanying the videos for notes.  The students used also different tools, like Mentimeter, Kahoot and they were meeting via Zoom and prepared the power points and interactive tools. |
| What are the most important lesson learned from this course? (Both in negative or positive viewpoint, if there are any) |
| The experience was positive because on the one hand, students were pretty flexible in watching the videos whenever they want to and where they want to. Additionally, they could also watch is multiple times or pause in between, so they could learn the content pretty flexible in their own pace and path.  Furthermore, the teachings of the students made it possible to dive into a specific topic and it was also a bit fun to be on the other side (as a teacher), a special experience students talked about. Here, different tools could be used and worked well, especially the learning was more personalized, as the students also took tools which were seen as being helpful to learn for their students group, so they did a survey beforehand to get to know the preferred learning methods of the group.  On the negative side, of course, the students would even be happier teaching face to face, so the experience would be even more special, literally standing in front of the other students instead of the screen. It was also challenging for students and due to the videos, there was a higher risk of procrastination because students explained that they watched the videos sometimes in the end directly before the exam but this is not actually the purpose of this. |
| If you have additional notes or comments, or want to provide a link to online materials, please put them here: |
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