**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 | | | **Master's Degree in Educational Innovation** | | | | | |
| Amount of course credits in ECTS: 60 | | | | | | |  | |
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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 | | | Design, evaluate, and implement educational innovation projects in schools and educational organizations. | | | | | |
| Please give a short description of the course structure (number of lectures, weeks, online events…) | | | The master's degree comprises 7 subjects of 6 ECTS each, an External Internship of 6 ECTS, and a master's thesis of 12 ECTS. It is divided into 2 semesters of 16 weeks. | | | | | |

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| Please give a short description of this case: |
| The master's degree follows a learning methodology based on challenges that students must complete in teams of 3 or 4 members. All subjects have a challenge to be solved. Likewise, the master's thesis is carried out in teams, provided that the country's legislation allows it. Therefore, the team is fundamental to monitoring the programme and for student learning. Teams are set up at the beginning of the programme and are stable over time.  A presentation activity between students is carried out to get to know each other at the beginning of the programme. They introduce themselves with short videos and complete a questionnaire about their professional experience, interests, and attitudes. Throughout the dynamic, students find similar profiles to create the teams. Students have a deadline to perform this dynamic and, once finished, they report the team composition before subjects begin. Team members sign a work agreement and a code of conduct, which are fundamental to the internal organization. The dynamic aims to strengthen communication, trust, cooperation, and cohesion, which correlate with teamwork satisfaction (Consuelo Garcia & Jesús Privado (2020).  Predicting cooperative work satisfaction of autonomous groups using a wiki tool in higher education, *Interactive Learning Environments,* 1-12. DOI: 10.1080/10494820.2020.1764590).  The entire dynamic is online. |
| Which teaching tools, services, applications and software solutions were used? |
| Microsoft Teams is used for this dynamic, although students can use any software and hardware to record their presentation videos. |
| What are the most important lessons learned from this course? (Both in negative or positive viewpoint, if there are any) |
| The most relevant thing about this experience is generating cohesive and high-performance groups in university educational programmes, especially online. It is essential to have previous dynamics so students can know each other and find profiles with common interests and work and research affinities. From this dynamic, the vast majority of groups work well and feel that their experience is far more enriching. In addition, it consolidates close personal relationships in a virtual environment, which is not always easy.  On some occasions, not all group members work with the same intensity or quality while the rest of the team suffers, as some try harder than others. Hence the need for the work agreements and the code of conduct that they must sign. These are tools used by the professor or programme director to be able to act in case of conflict. |
| If you have additional notes or comments, or want to provide a link to online materials, please put them here: |
| For further information, please contact: consuelo.garcia@unir.net |