

**BLENDED LEARNING BEST PRACTICES**

AFORMAC/Osengo

Educational initiatives An example of hybrid teaching of English in L3 Accounting at TSM	
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<b>Element</b>	<b>Guiding questions</b>
Type of document	Information sheet in PDF
Publisher	Université Toulouse I Capitole / Toulouse School of Management (TSM)
Target audience	This course is aimed at groups of 25 students enrolled in L3 accounting and auditing at Toulouse School of Management (TSM).
Field	The good practice covers the following fields: <ul style="list-style-type: none"> <li>- Hybrid teaching of English</li> <li>- Higher education training</li> <li>- Accounting</li> <li>- Entrepreneurship</li> </ul>
Objective	The objective was to provide these students, through an innovative pedagogical project, with resources to work in guided autonomy in order to improve their knowledge and make them actors of their learning. The pedagogical system has been redesigned and shared between face-to-face lessons (12 hours) and a dematerialised part via the Moodle pedagogical platform, corresponding to 12 hours of guided autonomous distance learning.
Location /geographical coverage	University Toulouse I Capitole / TSM, Toulouse, France Occitanie Region
Introduction	This pedagogical device is aimed at groups of 25 students enrolled in L3 accounting and auditing in Toulouse School of Management (TSM). It has been in place for 3 years.

	<p>Findings:</p> <ul style="list-style-type: none"> <li>- English is not a core subject in the curriculum.</li> </ul> <p>students.</p> <ul style="list-style-type: none"> <li>- Students are not specialists in English.</li> <li>- The level of students is heterogeneous.</li> </ul>
Stakeholders and Partners	<p>Beneficiaries: students enrolled in L3 Accounting and Control at Toulouse School of Management (TSM).</p> <p>The institutions: Université Toulouse I Capitole / Toulouse School of Management (TSM) are financing bodies and institutional partners as the project was realised internally</p>
Financing Body	<p>Who is the financing body's(or several) of the good practice? Who are the financial contributors of the good practice?</p> <p>Examples:</p> <p>Ministry/national authority</p> <p>Regional authority</p> <p>Other local authority (Municipality, etc.)</p> <p>Trade union</p>
Context	<p>Hybrid teaching of English in L3 Accounting required</p> <ul style="list-style-type: none"> <li>- English is not a core subject in the students' curriculum.</li> <li>- Students are not specialists in English.</li> <li>- The level of students is heterogeneous</li> </ul>
The main objectives	<p>The aim was to provide these students with the following through a project</p> <p>innovative teaching methods, resources to work on independently guided in order to improve their knowledge and make them actors of their apprenticeship</p>
The description of the practice	<p>The pedagogical system has been rethought and shared between face-to-face tutorials (12h) and a game dematerialised via the pedagogical platform Moodle, corresponding to 12 hours of remote work in guided autonomy.</p> <p>Example for a 12h+12h module</p> <p>IN PRESENTIEL 1H30: A first session of tutorials allows to present the course, its objectives and prepare the students for the documents and exercises available online.</p> <p>WORKING ONLINE: Students have one week to complete online work in guided autonomy (listening comprehension, lexical work, pronunciation, grammar).</p> <p>IN PRESENTIEL 1H30:</p>

	<p>During the following tutorials, a glossary is developed in the group based on the online reading work. An update is given on the various online activities and students' comprehension. Finally, the tutorial continues with the theme and activities of the classroom sequence.</p> <p>There are three types of evaluations:</p> <ul style="list-style-type: none"> <li>- one-off "anytime" tests, to motivate students to work regularly on the online exercises.</li> <li>- A mid-term assessment to test listening comprehension and knowledge.</li> <li>- Finally, an end-of-course examination covering all the points covered during the semester.</li> <li>- As well as the oral presentation in English of the internship report.</li> </ul>
Outcomes of the practice	<p>90 student beneficiaries in 2015-2016 70/80 student beneficiaries in 2016-2017</p> <p>Rich collaborative work between teachers and educational engineers</p>
Success Factors	<p>Human Needs FOR ASSEMBLY OF THIS PROJECT</p> <ul style="list-style-type: none"> <li>- Teacher</li> <li>- Pedagogical engineer Pedagogical advisor</li> </ul> <p>"Without the support of the director of TSM, it would have been difficult, if not impossible, for me to set up such a project. »</p>
Development of the practice	<p>Feedback and presentation of the scheme to other colleagues</p> <p>For the year 2018-2019: extension of the scheme to other English courses at the school's L3 level.</p>
Conclusion	<p>This system allows to better manage the time and work more voluntarily... It is adapted to each person and therefore more motivating...This system leaves little room for "improvisation". It requires a very precise structure and well-defined objectives beforehand. Teachers were able to talk regularly with the students on the forum in order to motivate them and to reinforce or correct certain information during their learning.</p>
Related resources that have been developed	<p><a href="https://sia.univ-toulouse.fr/initiatives-pedagogiques/blended-learning-un-exemple-denseignement-hybride-de-langlais-en-l3">https://sia.univ-toulouse.fr/initiatives-pedagogiques/blended-learning-un-exemple-denseignement-hybride-de-langlais-en-l3</a></p>

	PDF: <a href="https://sia.univ-toulouse.fr/file/278/download?token=IRUJmybi">https://sia.univ-toulouse.fr/file/278/download?token=IRUJmybi</a> Video: <a href="https://prismes.univ-toulouse.fr/makeVignette.php?image=/storyboard/0007/0214//UT_V_2019_000068_anglaisHD_01_00001614.jpg&amp;w=1280&amp;kr=1&amp;ol=playe">https://prismes.univ-toulouse.fr/makeVignette.php?image=/storyboard/0007/0214//UT_V_2019_000068_anglaisHD_01_00001614.jpg&amp;w=1280&amp;kr=1&amp;ol=playe</a> r
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