



Audencia

REX

Splitting up a class

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Why?



How?

- *Option 1 : Total splitting*
- *Option 2 : Partial splitting (for each session or selected sessions)*

In all cases (synchronous or asynchronous) there is face to face teaching periods coexisting with periods of autonomous work

Example for one session - Session objectives

Part 1 (9h45=>11h00)

- **Setting up as a team *Se constituer en tant qu'équipe / Setting up as a team***
- **Decide on your operating mode**
- **Discover MBTI tool**

Part 2 (11h15=>12h30)

- **Understanding macro organisational models**
- **Identify managerial practices corresponding to specific stages**

Beware

- ***Respect the course schedule***
- ***Respect timing***
- ***Have even numbered groups or plan to work individually or in trios***
- ***Make sure to adapt the content and facilitation of the autonomous work part (in groups or individually)***
- ***Be clear in your communication to your students regarding the course process***

Benefits

- **Better knowledge of your students**
- **More qualitative interactions**
- **Variety of approaches and teaching activities**

« Nous avons apprécié la bonne répartition des tâches entre cours théoriques et pratique. Aussi, nous avons appréciés les échanges possibles avec vous. C'était enrichissant de se sentir compris et accompagné. »

« Vous nous avez beaucoup fait participer. »

« Nous avons apprécié l'interactivité durant chaque cours entre vous et la classe ainsi que les exercices courts et efficaces. »

Disadvantages

- *Very time consuming - to prepare and facilitate*
 - **Course needs to be redesigned (content breakdown, sequencing and teaching methods)**
 - **2 courses to be run in parallel (2 half groups)**
 - **Before each session, students must be reminded by email of the planned activities**
 - Requires a great deal of organisation
 - **You need to follow several parallel course timings – at least 2 if only one group is taking the course**
 - **You have to anticipate everything in order to react quickly**
- *Requires flexibility and agility from the professor due to unexpected things - anticipation ++ does not prevent from unexpected*
- *Heavy correction workload*
- *Increased mental workload for the teacher*

EXAMPLE OF SESSION SCHEDULE (for 2 successive class groups)

Management & Soft skills		EISM Emotional intelligence and stress management Celine UGRAND	
S1 jeudi matin		GRUPE 1A	GRUPE 1B
14/09/2023	8h15-10h15	S1 - groupe entier / Introduction	
	10h30-12h30		
21/09/2023	8h15-10h15	S2 - Jessica Vujsin / Come 1	S2 - autonomie / WS 1
	10h30-12h30		
28/09/2023	8h15-10h15	S3 - autonomie / WS 1	S3 - Celine / Topic 1
	10h30-12h30		
05/10/2023	8h15-10h15		
	10h30-12h30	S4 - Jessica Vujsin / Come 2	S4 - autonomie / WS 2
12/10/2023	8h15-10h15		
	10h30-12h30	S5 - autonomie / WS 2	S5 - Jessica Vujsin
19/10/2023	8h15-10h15	S6 - Celine / Topic 1	S6 - autonomie / WS 3
	10h30-12h30		

GRUPE 2A	GRUPE 2B
S1 - groupe entier / Introduction	
S2 - Jessica Vujsin / Come 1	S2 - autonomie / WS 1
S3 - autonomie / WS 1	S3 - Celine / Topic 1
S4 - Jessica Vujsin / Come 2	S4 - autonomie / WS 2
S5 - autonomie / WS 2	S5 - Jessica Vujsin
S6 - Celine / Topic 1	S6 - autonomie / WS 3

		Experiment launch	
26/10/2023	8h15-10h15	S7 - autonomie / WS 3	S7 - Jessica Vujsin
	10h30-12h30		
02/11/2023	VACANCES		
09/11/2023	8h15-10h15		
	10h30-12h30	S8 - Celine / Topic 2	S8 - autonomie / WS 4
16/11/2023	8h15-10h15		
	10h30-12h30	S9 - autonomie / WS 4	S9 - Celine / Topic 2
23/11/2023	8h15-10h15		
	10h30-12h30	S10 - Celine / Topic 3	S10 - autonomie / WS 5
30/11/2023	8h15-10h15	S11 - autonomie / WS 5	S11 - Celine / Topic 3
	10h30-12h30		
End of experiment			
07/12/2023	8h15-10h15		
	10h30-12h30	S12 - groupe entier	

Experiment launch	
S7 - autonomie / WS 3	S7 - Jessica Vujsin
S8 - Celine / Topic 2	S8 - autonomie / WS 4
S9 - autonomie / WS 4	S9 - Celine / Topic 2
S10 - Celine / Topic 3	S10 - autonomie / WS 5
S11 - autonomie / WS 5	S11 - Celine / Topic 3
End of experiment	
S12 - groupe entier	

EXAMPLE OF EMAIL SENT TO STUDENTS BEFORE EACH COURSE

WS 2 – Memo

Tomorrow elective course

Dear students,

Please pay attention to the course schedule indicated on Tomorrow (for the next two weeks your courses start at 10h30).

This week (October 5th):

G1A you have course with Jessica Vujasin (see for room number on Tomorrow agenda)

G1B you do a self-directed workshop (Workshop 2) (see for room number on Tomorrow agenda) – See BB for workshop instructions. **Bring your computer in class.**

Next week (October 12th):

G1A you will do a self-directed workshop (Workshop 2) (see for room number on Tomorrow agenda) – See BB for workshop instructions. Bring your computer in class.

G1B you will have course with Jessica Vujasin (see for room number on Tomorrow agenda)

Note that the experiment will start October 19th and will run for the next 6 to 7 weeks (minimum duration is 6 weeks). For information on the experiment refer to BB (File 'experiment'). To prepare this experiment start forming groups of 2 students (binôme avec un autre étudiant) and start thinking about the 3 activities you would like to do for this experiment, in addition to the 2 mandatory activities (positive thinking and cardiac coherence). You will tell me this information the 19th during the course / workshop.

The 19th I will launch with you the experiment and answer your questions. If you have questions prior to the launch you can email me.

The screenshot shows a learning hub interface. The top navigation bar includes 'Emotional Intelligence and Stress Management ABM M16181 2023', 'Learning Hub', and 'Group 1 & 2 Nantes Celine Legrand'. The main content area is titled 'Groups 1 & 2 Nantes Celine Legrand' and features a 'Workshop 2' section. The text describes a self-directed workshop (total of 2h) composed of two distinct topics: 'Me & Stress 70mn' and 'Sleep 30mn'. It specifies that posters/mindmaps created in activities 1, 2, & 3 will be presented during the course on Adaptation in November. The group work (total 1 page per topic) must be handed at the end of the 2 hours, and team members' names must be indicated on each page. A French version of the text is also provided below.

FA G1	28-sept	29-sept	12-oct	30-nov	01 dec	01 dec
Diversité	modèles	Entreprise libérée	co dev	CNV1	CNV 2	
Equipe 1	2 Claire-David	3 DAVID	2 FONDIN	2 Decosse	2,5 Decosse	3 Decosse
Equipe 2	2,5	2,5 VERZELLA	2,5 GARDIC	2 Durand	3 DELAUNAY	2 DELAUNAY
Equipe 3	2,5	3	2,5 VERZELLA	2,5 Delaunay	2,5 EL FEKIH	3 EL FEKIH
Equipe 4	2	2,5	2,5	2,5 Myara	2,5 GIRAudeau	3 GIRAudeau
Equipe 5	3	2,5	3	3	3 LE-GOFF	3 LE-GOFF
Equipe 6	3	3	2	3	2,5 RAVENEAU	2,5 RAVENEAU
Equipe 7	2	2,5	3	3	2,5	2,5
Equipe 8	2	3	3	1,5	2,5	2,5
Equipe 9	2 Teresa	2,5	groupe distribué	2,5	2,5	2
FA G2	29-sept	12-oct	13-oct	27-oct	17-nov	01 dec
Diversité	modèles	Entreprise libérée	co dev	CNV1	CNV 2	
Equipe 1	1,5	3 Artus	2 Artus	2 Boileau	3 Paichoux	3
Equipe 2	3	3 Corchet	2,5 Levenez	2,5 Breque	2	1,5
Equipe 3	2,5	2 sebilo	2 Michaud	2,5 Leroy	2,5	3
Equipe 4	3	3 Michaud	2,5	2	2,5	2
Equipe 5	2,5	2,5 Paichoux	2,5	3	2,5	2
Equipe 6	3	3	2	2,5	2,5	2,5
Equipe 7	3	2	2,5	2	2,5	2,5
Equipe 8	3	2,5 (3)	2,5	3	2,5	3
Equipe 9	2,5	2,5	2,5	2	2,5	1,5
Equipe 10	2,5	1,5	2	3	2,5	3

SCORING EXAMPLE - FOLLOW-UP OF AUTONOMOUS WORK



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What about you?

NEVER
STOP

DARING

"
*Cultiver l'audace,
toujours et à tout âge,
croire en soi, se lancer, innover,
apprendre de ses échecs,
se relever et recommencer.
S'engager avec et pour les autres,
agir en manager responsable,
respectueux et bienveillant,
impacter positivement la société.*

*L'audace nous grandit,
élargit notre horizon,
nourrit notre imagination
pour mieux transformer le monde.*

"