

Press Release

**COVID-19: SKEMA among the first global business schools
to offer all courses online in five continents**

Paris, March 18, 2020: With the temporary closure of SKEMA's Suzhou campus in China in mid-January, SKEMA had already set up a comprehensive distance learning system to ensure the continuity of studies for its 550 students present on the campus at that time. Since then, they have continued their programme from home.

At the time, it was a question of continuing the delivery of 10 different programmes at this campus. Today, a hundred students are still in China and continuing their studies via total distance learning.

70 programmes moved to distance-learning mode

After the recent announcements regarding the closure of higher education institutions in France, followed by the USA, Brazil and South Africa where SKEMA has established its campuses, SKEMA rapidly switched to a "100%" remote teaching mode.

Within a short time, SKEMA has managed to operate all of its programmes via distance learning. Across the school's seven campuses, this impacts nearly 70 different programmes, some of which are made up of multiple groups.

"In total, we deliver an average of 250 different courses every day. By the end of the semester in April, more than 6,000 sessions will be delivered to nearly 7,000 students," said **Patrice Houdayer, director of programmes, international and student life at SKEMA Business School.**

The internal system run by the triptych – faculty management, programme management and innovation management – made it possible for the school to switch from partial distance learning to global, immersive learning in merely a few days. For the permanent professors who are already accustomed to these practices, via virtual classes or multiplex (many of the school's courses take place simultaneously on several campuses of different continents), this is more of a continuation rather than a change in teaching method.

Microsoft Office resources in pole position

SKEMA's strategic agreement with Microsoft enables us to implement Office 365 applications such as Teams (collaborative platform for teamwork) and Stream (video streaming service) on a large scale, depending on the type of need of our teachers. For external speakers and experts, specific online support (tutorials, webinars) and a dedicated hotline have been deployed.

Marcos Lima, director of the MSc IMBD programme at the Lille campus, says: "It is necessary to alternate synchronous activities (live sessions on Teams, Skype, Google Meet, etc.) and asynchronous activities. In the second category, I suggest the use of a little-known but very useful function for

distance learning in PowerPoint: the possibility of recording a 'screencast'. This allows you to create short videos of one to two minutes for each slide with a timer that synchronises the presentation actions with the video (clicks, pen, sequence of key points, etc.). This makes it possible to create interactive presentations that the teacher can send to the students before the live session, using this dedicated space for exchanges on content, questions/answers, case studies and project presentations."

"The collaborative tools of Office 365 are very effective for distance learning. The possibility of making students work on models of spreadsheets, presentations and shared documents, in groups and at a distance, greatly facilitates the maintenance of a fundamental educational principle: the application of knowledge to concrete projects (project-based learning)," he added.

Diane de Saint-Affrique, director of SKEMA's business contracts double degree programme with Polytechnic University of Hauts de France region, says: "I see the strong mobilisation of everyone, including academics who are less used to giving online courses than SKEMA professors, to set up and use these new agile modes of teaching. The strong involvement of the teams from SKEMA's Innovation Academy to train all the teachers in the tools should be commended because it allows seamless continuity of teaching and support for students of the Master in Business Contract during this important end-of-semester period."

For Amaury Goguel, director of the MSc Financial Markets & Investments (FMI) programme at the Paris campus, "Online courses offer students endless and surprising possibilities of direct contact with high level professionals. At each session, irrespective of the schedule, Professor Paul Wuh, one of the professors of finance, finds a way to invite fellow experts and leaders in the most prestigious positions from across the world to share their experiences with students. They are usually willing to pause their professional activity in the middle of the day to have a 20-minute discussion with students."

For students, the transition took place smoothly. All the lessons are given to them in synchronous or "live" mode with the interaction with teachers being at least as intuitive as in a traditional classroom. If any of them have a connection problem (slow or interrupted speed), the course is also available a few hours later.

About SKEMA Business School:

With 8,500 students of 120 nationalities and 45,000 graduates in 145 countries, SKEMA Business School is a global school which, through its research, its 50 teaching programs, its international multi-site structure trains and educates the talents that it needs. 21st century businesses. The school is now present on 7 sites: 3 campuses in France (Lille, Sophia-Antipolis, Paris), 1 in China (Suzhou), 1 in the United States (Raleigh), 1 in Brazil (Belo Horizonte) and 1 in South Africa (Cape Town - Stellenbosch). In September 2019, the school announced the establishment in Montreal of SKEMA GLOBAL LAB in Augmented Intelligence, its augmented intelligence research laboratory and its new R&D center: SKEMA Quantum Studio.

SKEMA is multi-accredited - EQUIS, AACSB and EFMD Accredited EMBA. Its programs are recognized in France (Visa, Master Degree, RNCP, CGE label), as well as in the USA (licensing), Brazil (certificação) and China.

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