

Tuning Middle East and North Africa

T-MEDA

Fifth General Meeting

Students' Workload survey analysis

Credits and its link with Tuning Methodology

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Student workload and Tuning

Year	Semester	Course/Module	Credits
1	1st Semester	Agricultural Chemistry and Soil Science	6
		Animal Production: Principles and Techniques	6
		Agronomy and Horticultural Crop Production	6
		Applied Economics, Extension and Systems	6
	2nd Semester	Microbiology and Genetics I	6
		Agrometeorology and Climate Change	6
		Food Science and Technology	6
		Agricultural Engineering and Applications	6
2	3rd Semester	Statistical Methods for Agricultural Sciences	5
		Biochemistry and Biotechnology	6
		Pests, Diseases and Weeds Control	6
		Animal Production and Science I	6
	4th Semester	Botany and Crop Physiology	4
		Scientific Communication Skills	8
		Microbiology and Genetics II	6
		Animal Science and Production II	6
3	5th Semester	Crop Production Technologies	6
		Postharvest Management and Agricultural Produce Processing	6
		Project I	8
		Agricultural Management and Marketing	6
	6th Semester	Entrepreneurship for Small and Medium Agribusiness	4
		Project II	8
		Practical Training	10

Measure student workload

Academics

Students

STUDENT WORKLOAD

TASKS DONE

Measure student workload

Each University had to identify the units/courses/modules which are part of the semester to be consulted (the number of unit/courses/modules could differ from one University to another)

Year	Semester	Course/Module	Credits
1	1st Semester	Agricultural Chemistry and Soil Science	6
		Animal Production: Principles and Techniques	6
		Agronomy and Horticultural Crop Production	6
		Applied Economics, Extension and Systems	6
		Microbiology and Genetics I	6
2	2nd Semester	Agronomy and Horticultural Crop Production	6
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		Biochemistry and Biotechnology	6
3	3rd Semester	Pests, Diseases and Weeds Control	6
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		Botany and Crop Physiology	4
		Scientific Communication Skills	8
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		Animal Science and Production II	6
		Crop Production Technologies	6
		Agricultural Produce Processing	6
5	5th Semester	Agricultural Management and Marketing	8
		Project I	4
6	6th Semester	Entrepreneurship for Small and Medium Agribusiness	4
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7	7th Semester	Practical Training	10

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Bachelor in
Tourism
Semester
chosen:
5th

Unit/Course A
Unit/Course B
Unit Course C
Unit Course D

Unit/Course A
Unit/Course B
Unit Course C
Unit/Course E
Unit/Course F

Unit/Course A
Unit/Course B
Unit Course C
Unit Course D
Unit Course E

Measure student workload

Each University consulted 1 teacher and 10 students of EACH unit/course/module of the semester chosen

Bachelor in
Tourism
Semester
chosen:
5th

Year	Semester	Course/module	Credits
1	1st Semester	Agricultural Chemistry and Soil Science	6
		Animal Production: Principles and Techniques	6
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	6th Semester	Statistical Methods for Agricultural Sciences	5
		Biochemistry and Biotechnology	6
		Pests, Diseases and Weeds Control	6
		Animal Production and Science I	6
		Botany and Crop Physiology	4

Unit/Course	Number of Teachers to be consulted	Number of Students to be consulted
A	1	10
B	1	10
C	1	10
D	1	10
Total	4	40

Unit/Course	Number of Teachers to be consulted	Number of Students to be consulted
A	1	10
B	1	10
C	1	10
D	1	10
E	1	10
F	1	10
Total	6	60

Unit/Course	Number of Teachers to be consulted	Number of Students to be consulted
A	1	10
B	1	10
C	1	10
D	1	10
E	1	10
Total	5	50

TASKS DONE

Measure student workload

Questionnaire for

Academics

Students

1. Subject area: _____
2. University: _____
3. Programme: _____
4. Semester _____
5. Number of calendar weeks in the semester _____
6. Unit/Course/Module _____
7. Academic hour in your university is _____ minutes.
8. Number of credits per year (if applicable)
9. Number of hours per credits (if applicable)

**Points 1-9 are pre-filled by the
university administration staff**

TASKS DONE

Measure student workload

10.	How many CONTACT HOURS in total are there in your unit/course/module during the SEMESTER?	..... hours	
11.	From the list below, specify the types of INDEPENDENT WORK you require in the unit/course/module during the SEMESTER . Enter the estimated number of hours which, in your opinion, the student should spend in order to complete the independent study in the unit/course/module.		
a.	Reading materials (primary and secondary sources, including internet)	Yes, ... hours	No
b.	Fieldwork (site visits, etc.)	Yes, ... hours	No
c.	Laboratory work (not supervised by you)	Yes, ... hours	No
d.	Preparation of assignments (essays, reports, design work, modelling, interviews, presentations, etc.)	Yes, ... hours	No
e.	Preparation and follow- up work for scheduled classes		
f.	Preparing for assessment final examinations, tests, etc. (summative assessment).	Yes, ... hours	No
g.	Other (specify):	..... hours	No
12.	How many hours does an AVERAGE student need to complete all the requirements of your unit/course/module in this SEMESTER (taking into account CONTACT HOURS and INDEPENDENT WORK)?	..... hours	
13.	How many hours does an AVERAGE student need to complete all the requirements of your unit/course/module per WEEK (taking into account CONTACT HOURS and INDEPENDENT WORK)?	..... hours	
14.	When planning your unit/course/module, did you estimate the hours students will have to spend on independent work?	Yes	No
15.	Did you take students' expectations and feedback into consideration when planning the workload for your course?	Yes	No

Questionnaire for Teachers

Contact hours represent the amount of time spent on face to face teaching in a particular unit/course/module. (including lectures, seminars, clinical practices, supervised labs, project work and field work) as well as on-line interaction in the framework of a learning module and personal counselling.

TASKS DONE

Measure student workload

10.	How many CONTACT HOURS in total were you given to study this unit/course/module during the SEMESTER?	..... hours	
11.	Using the list below, specify the types of INDEPENDENT WORK you used in the unit/course/module during the SEMESTER . Under g. add any other ways of learning that you use that are not included here. Enter the estimated number of hours that you needed to complete the independent work on unit/course/module.	..... hours	
a.	Reading materials (primary and secondary sources, including internet)	Yes, ... hours	No
b.	Fieldwork (site visits, etc.)	Yes, ... hours	No
c.	Laboratory work (not supervised by you)	Yes, ... hours	No
d.	Preparation of assignments (essays, reports, design work, modelling, interviews, presentations, etc.)	Yes, ... hours	No
e.	Preparation and follow- up work for scheduled classes	Yes, ... hours	No
f.	Preparing for assessment final examinations, tests, etc. (summative assessment).	Yes, ... hours	No
g.	Other (specify):	..... hours	No
12.	How many hours did you spend in the SEMESTER to complete all the requirements of this unit/course/module (taking into account CONTACT HOURS and INDEPENDENT WORK)?	..... hours	
13.	How many hours per WEEK did you spend (both CONTACT HOURS AND INDEPENDENT WORK) to complete all the requirements of this unit/course/module?		
14..	At the beginning of the unit/course/module, were you informed about the number of hours planned for independent work?	Yes	No
15.	Were you given the opportunity to provide feedback about the workload in this unit/course/module?	Yes	No

Questionnaire for Students

Contact hours represent the amount of time spent on face to face teaching in a particular unit/course/module. (including lectures, seminars, clinical practices, supervised labs, project work and field work) as well as on-line interaction in the framework of a learning module and personal counselling.

TASKS TO BE DONE

Measure student workload

Conducting the surveys

- **Students and teachers should be convened to briefly explain the purpose of the survey.**
- **The questionnaire should then be distributed in printed form, and completed during the meeting.**
- **This procedure facilitates the collection of information, since in a short session the explanatory talk and data collection can easily be performed.**

RESULTS

Academics

Students



How many CONTACT HOURS* in total were you given to study this unit/course/module along the SEMESTER?

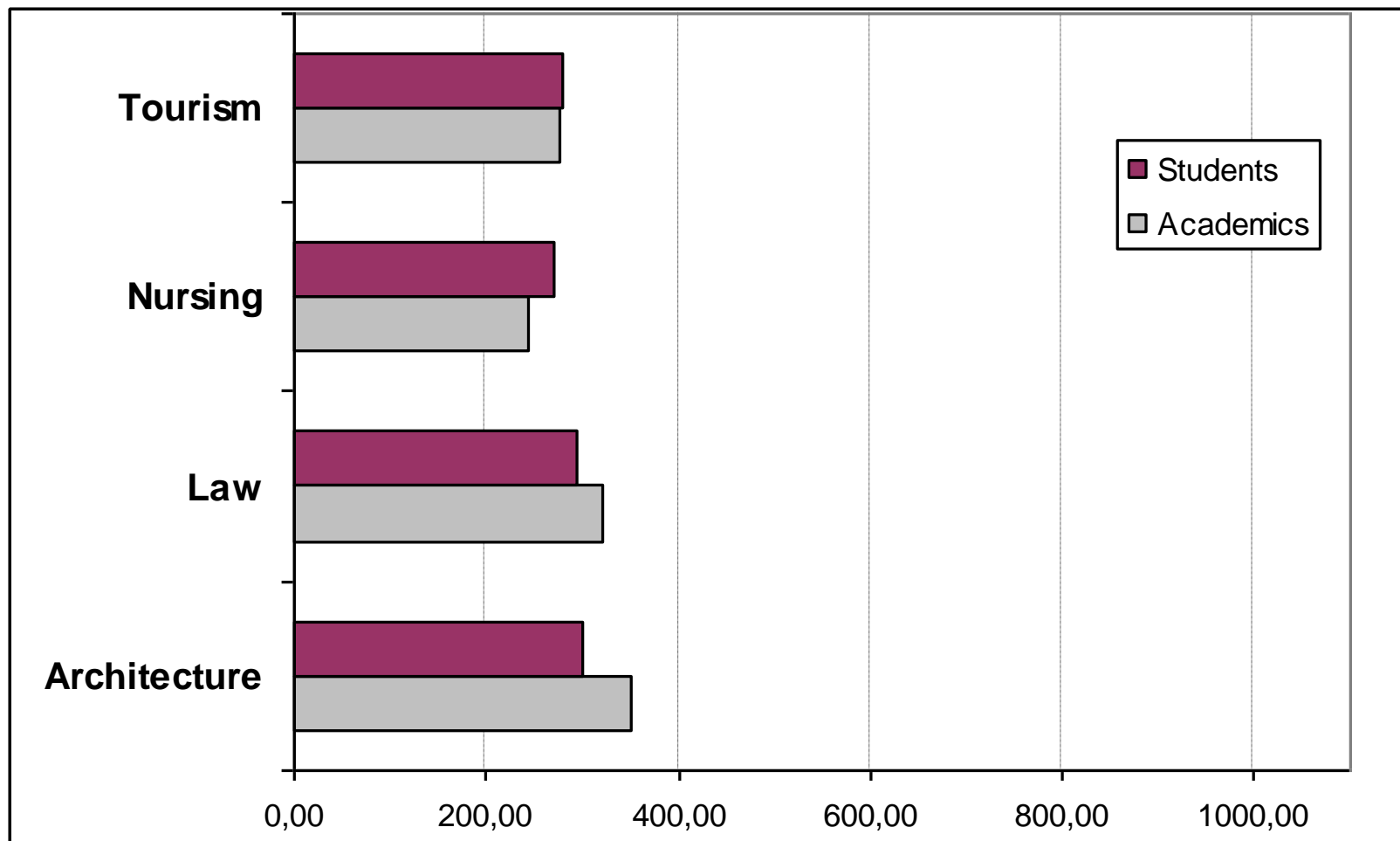
*** Contact hours: the amount of time spent on training in contact with the teacher or other staff of the university in the study of a particular unit/course/module. It includes lectures, seminars, clinical practices, labs, project work and field work (supervised).**

	Total CONTACT HOURS to study this unit/course/module along the SEMESTER (1)	
	Academics	Students
Architecture	352,25	301,10
Law	321,67	294,04
Nursing	242,49	270,58
Tourism	276,36	279,67

Mean values for each area and group

- **Results of the contact hours show certain consistency between academics and students**
- **In the case of Architecture and Law, academics point at a higher number of contact hours than students, whereas in Nursing students point a higher number of hours than academics.**

How many CONTACT HOURS in total were you given to study this unit/course/module along the SEMESTER?



Academics

Specify the types of **INDEPENDENT WORK** you promote in the unit/course/module along the **SEMESTER**.

Enter the estimated number of hours which, in your opinion, should the student have in order to complete self-work on unit/course/module.

Students

Specify the types of **INDEPENDENT WORK** you use to learn the unit/course/module along the **SEMESTER**.

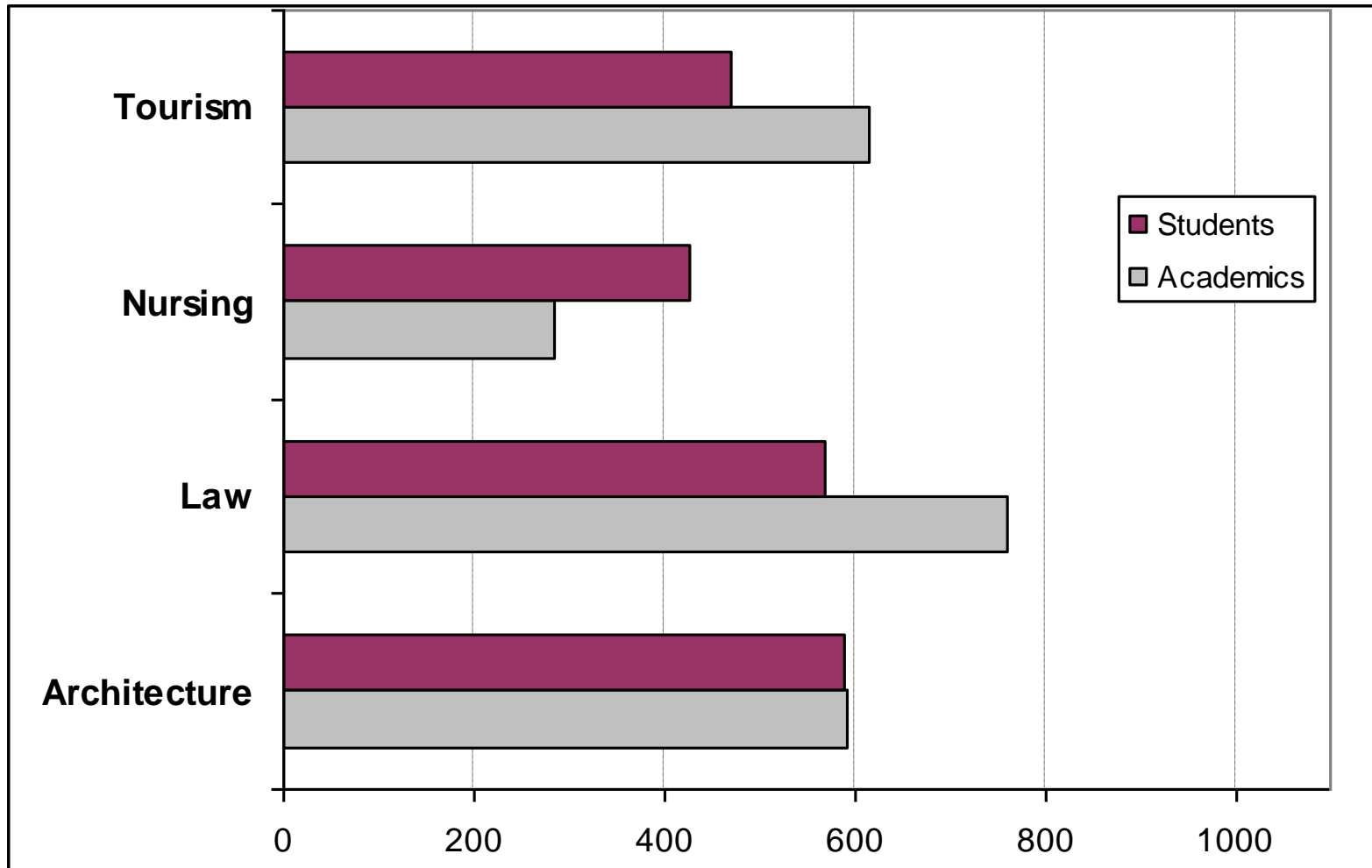
Enter the estimated number of hours that you needed to complete self-work on unit/course/module.

	INDEPENDENT WORK																TOTAL	
	Reading texts or literature		Fieldwork (site visits, etc. not supervised)		Laboratory work (not supervised)		Preparation and execution/presentation of written work		Working with Internet sources		Preparing for interim assessment, final exam		Other					
	Academics	Students	Academics	Students	Academics	Students	Academics	Students	Academics	Students	Academics	Students	Academics	Students	Academics	Students		
Architecture	89,63	92,32	46,00	34,92	35,00	71,24	234,50	158,92	68,38	95,52	117,25	129,22	0,00	7,35	590,75	589,49		
Law	269,33	130,26	64,33	48,32	8,00	39,63	100,33	80,41	137,67	64,10	171,33	171,95	10,00	33,97	761,00	568,64		
Nursing	88,19	90,74	26,51	72,10	14,50	40,72	35,53	56,93	48,47	52,42	68,67	110,34	1,67	3,69	283,54	426,94		
Tourism	254,38	86,38	27,71	52,47	18,71	33,37	63,93	93,19	113,45	96,61	127,05	95,84	11,40	11,65	616,64	469,51		

Mean values for each area and group. The final column containing the total is the sum of all previous columns

- **Regarding the independent work outside the classroom, inconsistencies turn stronger in all areas, except architecture, where the total of hours is similar**
- **Activities, such as laboratory work, or Reading text of literature show the strongest inconsistencies (particularly for law and tourism)**
- **Preparation of interim assessments and final exams show the lowest inconsistencies, particularly for architecture and law.**
- **Nursing and law show the most visible differences in the total hours. In the case of nursing students estimate a higher number of hours than academics. Law shows the opposite pattern.**

**Total INDEPENDENT WORK to learn the unit/course/module
along the SEMESTER**



TOTAL NUMBER OF HOURS PER SEMESTER AS THE RESULT OF THE SUM OF THE PREVIOUS RESULTS

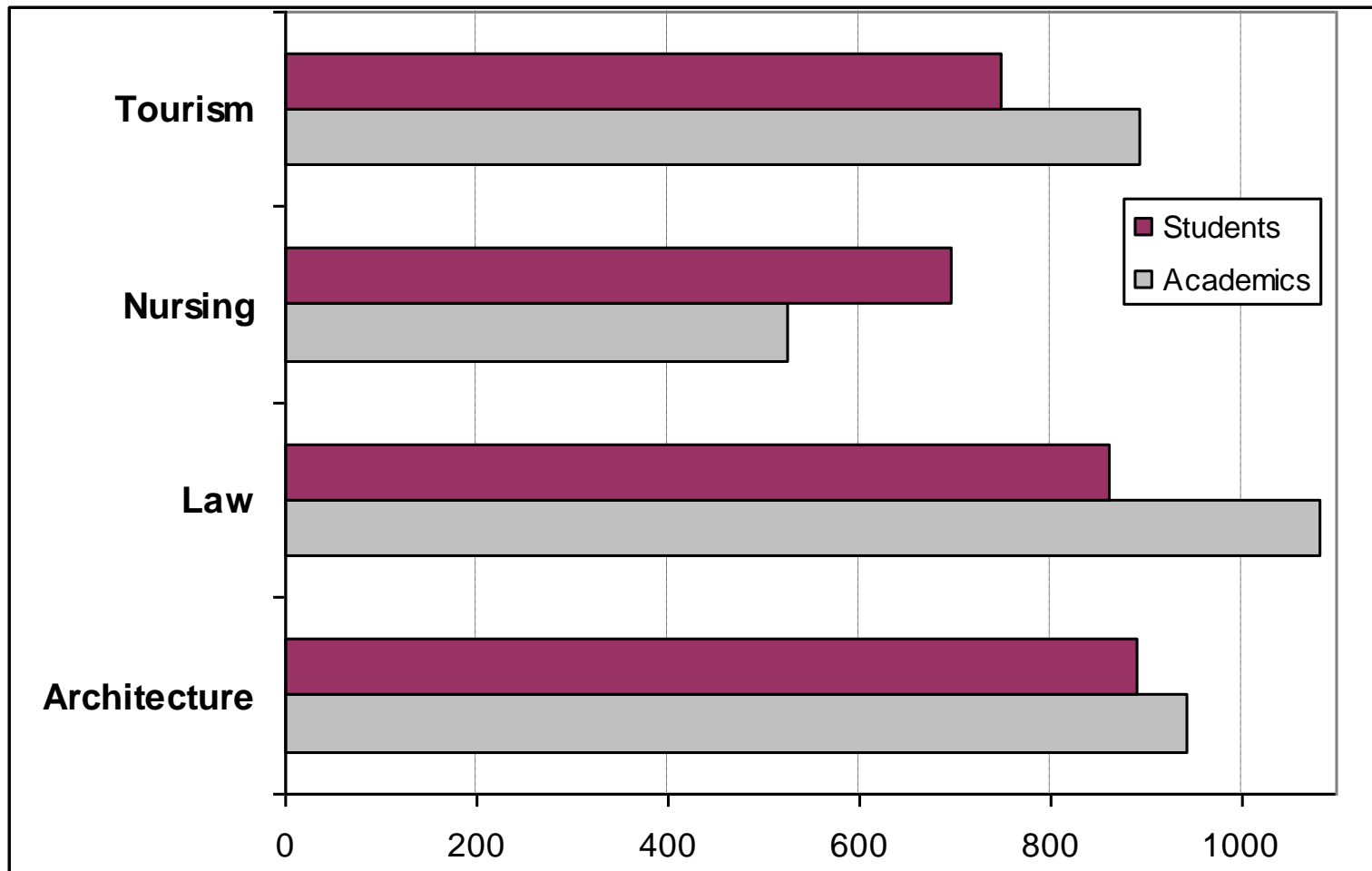
	How many CONTACT HOURS in total were you given to study this unit/course/module along the SEMESTER? (1)		Total INDEPENDENT WORK to learn the unit/course/module along the SEMESTER (2)		TOTAL (1) +(2)	
	Academics	Students	Academics	Students	Academics	Students
Architecture	352,25	301,10	590,75	589,49	943,00	890,58
Law	321,67	294,04	761,00	568,64	1082,67	862,68
Nursing	242,49	270,58	283,54	426,94	526,03	697,53
Tourism	276,36	279,67	616,64	469,51	893,00	749,18

(1) As shown on Slide 1

(2) As shown on Slide 3

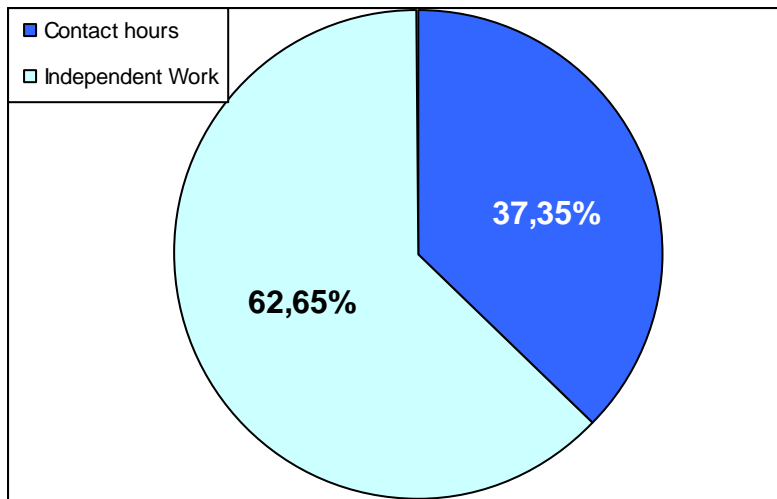
- **In general terms, when decomposing activities in contact hours and independent work, the total amount of hours is significantly high. In the case of law the amount of hours is the highest.**
- **Architecture presents strong consistency between academics and students, whereas Law and Nursing present the strongest distance (higher for academics in the case of law, higher for students in the case of nursing).**

Total CONTACT HOURS and INDEPENDENT WORK to learn the unit/course/module along the SEMESTER

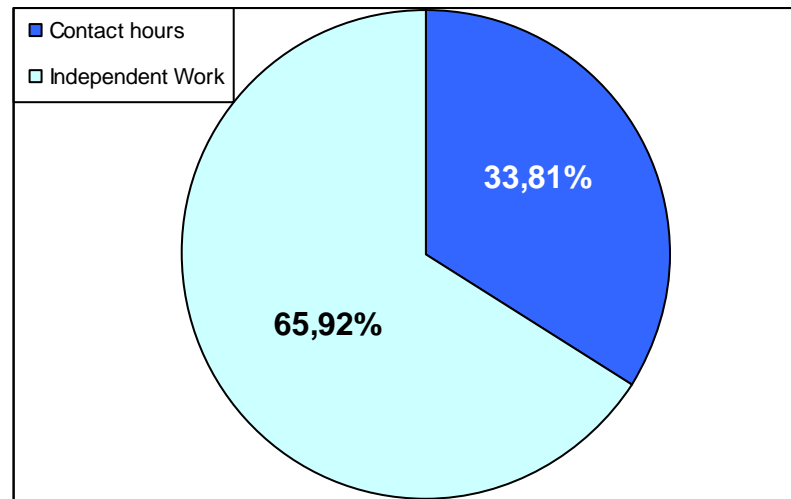


% Contact hours vs Independent Work

Architecture



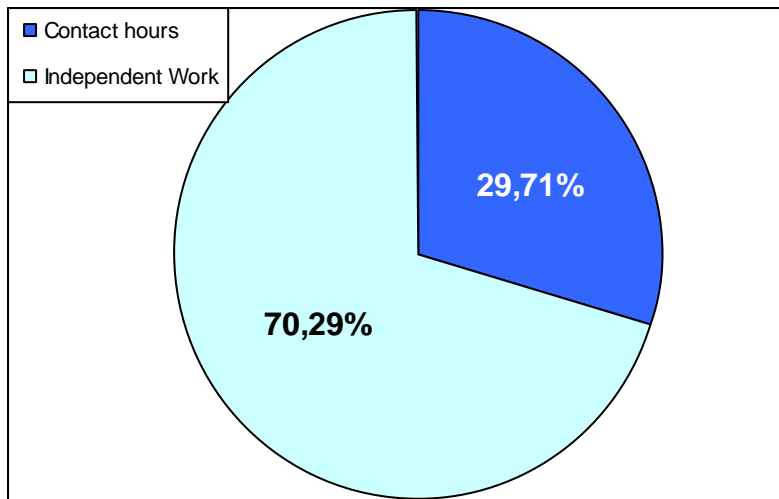
Academics



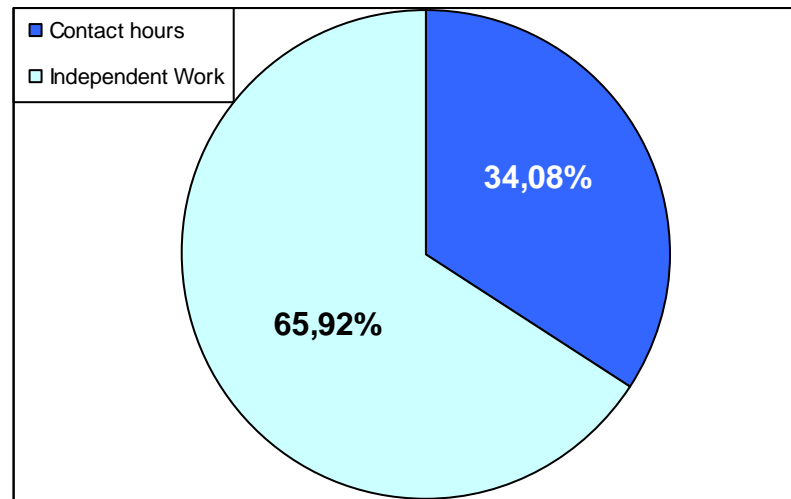
Students

% Contact hours vs Independent Work

Law



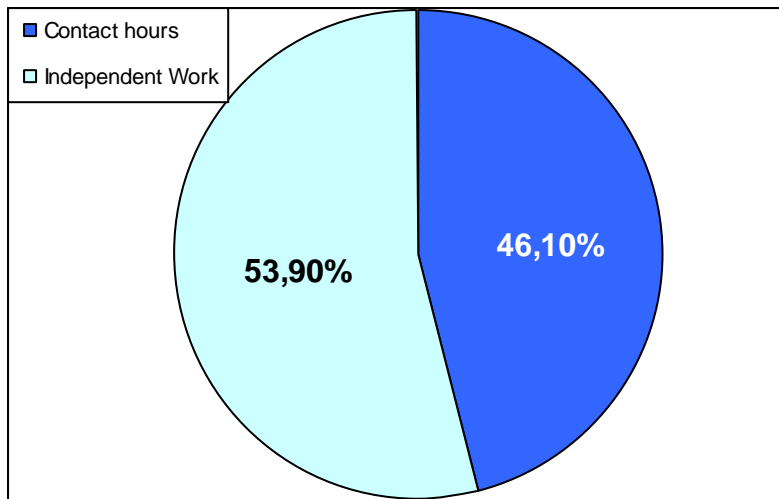
Academics



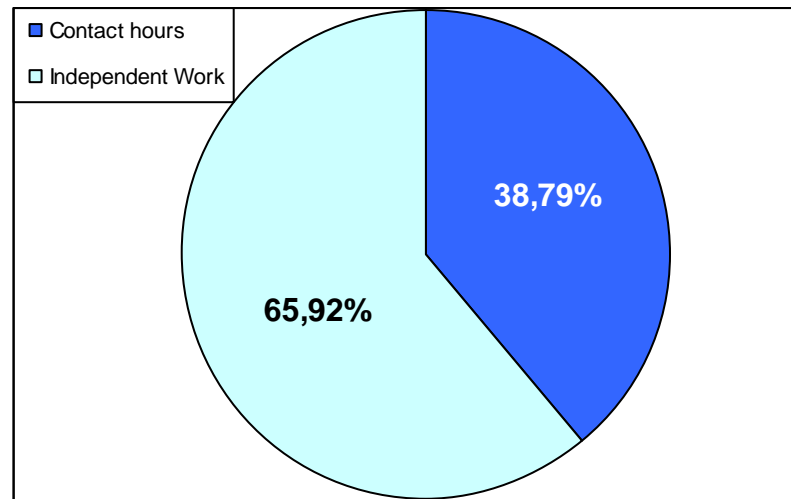
Students

% Contact hours vs Independent Work

Nursing



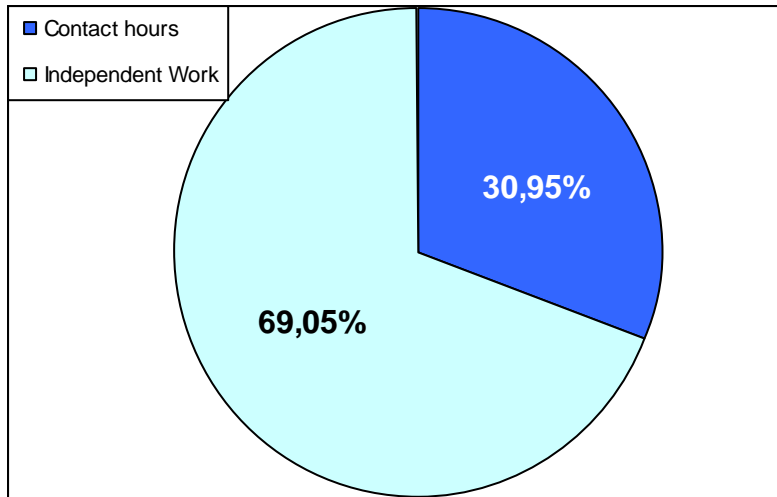
Academics



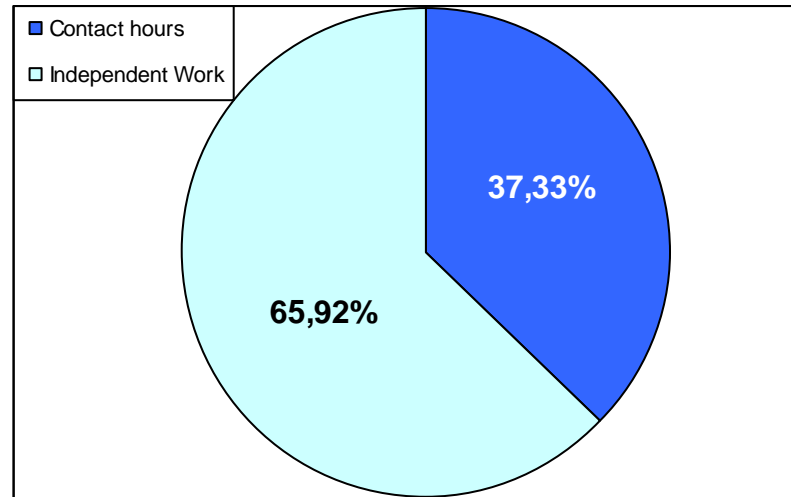
Students

% Contact hours vs Independent Work

Tourism



Academics



Students

- **Very strong consistency between academics and students on the distribution of contact hours vs independent work in all groups.**
- **In general terms, we also observe a certain consistency across groups on the distribution of contact hours vs independent work**

Academics
Students

How many hours per WEEK does an **AVERAGE** student study (both **CONTACT HOURS AND INDEPENDENT WORK**) to complete all the requirements of the unit/course/module?

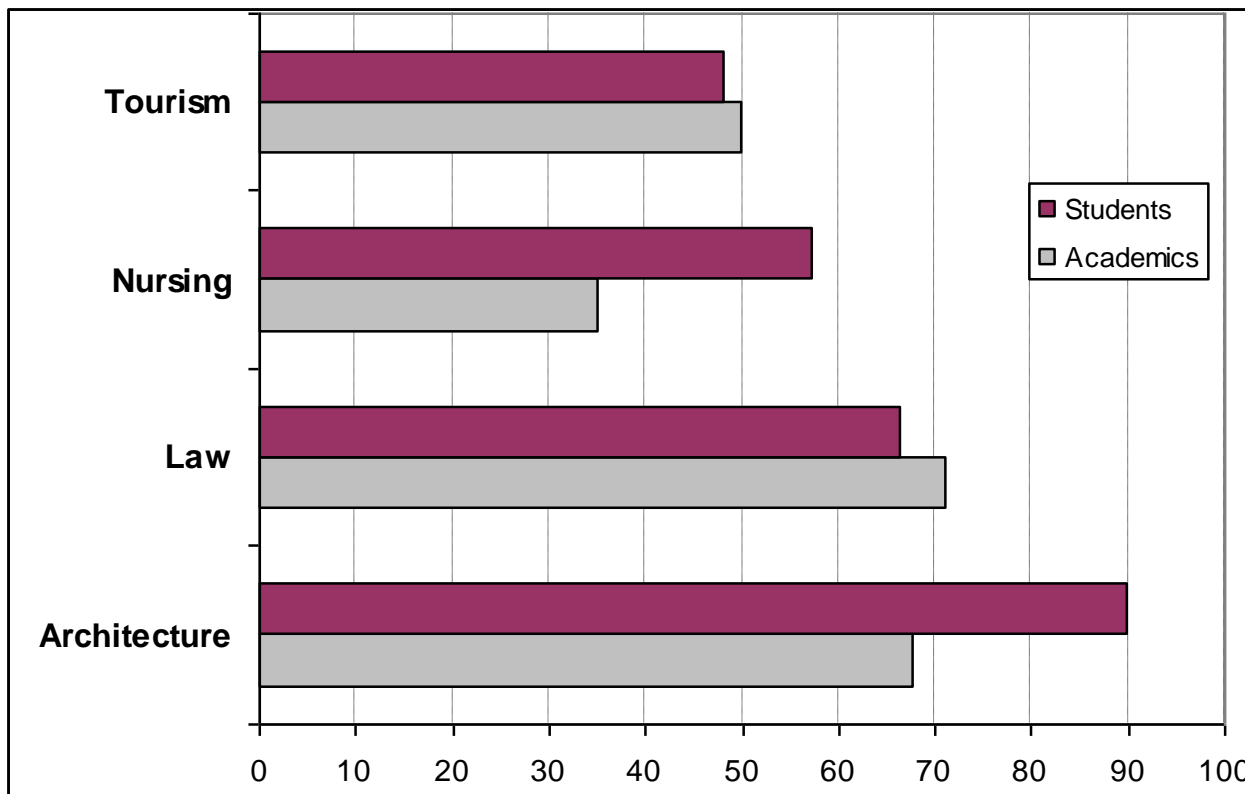
How many hours per WEEK did you spend (both **CONTACT HOURS AND INDEPENDENT WORK**) to complete all the requirements of the unit/course/module

Hours PER WEEK (both **CONTACT HOURS AND INDEPENDENT WORK**) to complete all the requirements of the unit/course/module

	Academics	Students
Architecture	67,63	89,76
Law	71,00	66,30
Nursing	34,99	57,25
Tourism	49,79	48,09

Respondent reported directly the total number of hours per week (both contact hours and independent work)

Hours PER WEEK (both CONTACT HOURS AND INDEPENDENT WORK) to complete all the requirements of the unit/course/module



- **In all groups, the estimation of hours per week is significantly high, even unrealistic**
- **This estimation is particularly high for students in architecture**
- **Nursing presents strong differences between academics and students, with higher estimation of hours made by students.**
- **Tourism and Law present more similar estimation of hours per week.**

	%Academics saying yes to...		%Students saying yes to...	
	Planning the workload for your unit/course/module, consider necessary to include hours for independent work	Student's expectations and evaluation into consideration when planning the workload	Aware of the number of hours planned for the students for independent work	Professor guided you at the beginning of the unit/course /module on the necessary work load of each part of the Independent work
Architecture	97,56%	97,56%	60,19%	70,09%
Law	86,11%	83,33%	57,09%	86,94%
Nursing	75,81%	98,44%	60,00%	76,35%
Tourism	75,00%	86,36%	67,26%	82,32%

- **High awareness from the side of academics on the need of planning independent work.**
- **Students show lower levels of awareness than academics but higher level of acknowledgement of the guidance of teachers in the organization of independent work.**

- ✓ **Results of the contact hours show certain consistency between academics and students**
- ✓ **Regarding the independent work outside the classroom, inconsistencies turn stronger in all areas, except architecture, where the total of hours is similar**
- ✓ **In general terms, when decomposing activities in contact hours and independent work, the total amount of hours is significantly high. In the case of law the amount of hours is the highest.**
- ✓ **In all groups, the estimation of hours per week is significantly high, even unrealistic**