

Tuning India

Systematisation of good practices: implementing Tuning approach in Indian Universities

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Collaborative projects linked to implementation in Tuning India will be focused on the development of an instrument of measurement of students' workload and the planification data collection for such measurement

In order to to this, two models of measurement will be presented for reflection

- ✓ **Quantitative questionnaire developed and implemented in previous tuning projects (to develop in the groups)**
- ✓ **Logbook (to be shown as good practice for a more advance stage)**

2nd session both models will be presented and

- **Three groups will be made (2 + 3 + 4)**
- **Ideally, and to add as much variety as possible, one group will be of one SAG (ICT), one group will be formed by colleagues from one same institution (PUNE), and one will combine SAGs and Institutions**

Objectives of the meeting July 2nd

- 1.- To reflect on the most suitable model for the group for the purpose of the measurement of the workload**
- 2.- To develop the instrument for the measurement of workload, adapting it to your context**
- 3.- To share and discuss with the group the results of the reflection**

MODEL

**QUANTITATIVE
QUESTIONNAIRE**

Student Workload survey

8.	How many CONTACT HOURS in total are there in your unit/course/module during the SEMESTER?	..... hours	
9.	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 texts or literature	Yes, ... hours	No
b.	Fieldwork (site visits, etc.)	Yes, ... hours	No
c.	Laboratory work (not supervised by you)	Yes, ... hours	No
d.	Preparation and presentation of written work (essays, reports, design work, modelling)	Yes, ... hours	No
e.	Working with Internet sources	Yes, ... hours	No
f.	Preparing for interim assessment, final examinations, tests, etc.	Yes, ... hours	No
g.	Other (specify):	..... hours	No
10.	How many hours does an <u>AVERAGE</u> student need to complete all the requirements of your unit/course/module in this SEMESTER (taking into account CONTACT HOURS and INDEPENDENT WORK)?	..... hours	
11.	How many hours does an <u>AVERAGE</u> student need to complete all the requirements of your unit/course/module per WEEK (taking into account CONTACT HOURS and INDEPENDENT WORK)?	..... hours	
12.	When planning your unit/course/module, did you estimate the hours students will have to spend on independent work?	Yes	No
13.	Did you take students' expectations and feedback into consideration when planning the workload for your course?	Yes	No

Questionnaire for Teachers

Contact hours - the amount of time spent on face to face teaching in a particular unit/course/module. It includes lectures, seminars, clinical practices, supervised labs, project work and field work.

[1]

Student Workload survey



8.	How many CONTACT HOURS in total were you given to study this unit/course/module during the SEMESTER?	..... hours	
9.	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 texts or literature	Yes, ... hours	No
b.	Fieldwork (site visits, etc.)	Yes, ... hours	No
c.	Laboratory work (not supervised by the teacher)	Yes, ... hours	No
d.	Preparation and presentation of written work (essays, reports, design work, modelling)	Yes, ... hours	No
e.	Working with Internet sources	Yes, ... hours	No
f.	Preparing for interim assessment, final examinations, tests, etc.	Yes, ... hours	No
g.	Other (specify):	..... hours	No
10.	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	
11.	How many hours per WEEK did you spend (both CONTACT HOURS AND INDEPENDENT WORK) to complete all the requirements of this unit/course/module?		
12..	At the beginning of the unit/course/module, were you informed about the number of hours planned for independent work?	Yes	No
13.	Were you given the opportunity to provide feedback about the workload in this unit/course/module?	Yes	No

Questionnaire for Students

Contact hours - the amount of time spent on face to face teaching in a particular unit/course/module. It includes lectures, seminars, clinical practices, supervised labs, project work and field work.

MODEL 2

LOGBOOK



**FORM FOR CHECKING WORKLOAD
OF AN EDUCATIONAL MODULE**
(to be completed by the student)

Programme of Studies: —

Name of the module / course unit: Intercultural Communication in Multicultural Societies

Type of course: Elective course unit

Level of the module / course unit: Bachelor

Prerequisites: —

Number of ECTS credits: 5 ECTS (average student working time: 125 hours)

Main competences to be developed:

1. Appreciation of diversity and multiculturalism (related to modules X, Y, Z).
2. Capacity to work in multicultural contexts (related to modules A, Z, J).
3. Teamwork (related to modules ...).
4. Oral and written communication (related to modules ...).
5. Capacity for applying knowledge in practice (related to modules ...).
6. Understanding of cultures and customs of other countries.
7. Capacity to understand structures of cultural systems (related to modules ...).
8. Capacity to have an independent judgement on current related issues.

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Learning outcomes	Educational activities	Estimated student work time in hours	Assessment
<p>Familiarity with diverse approaches to culture and understanding of their implications.</p> <p>Understanding and capacity to use in an adequate academic context key concepts such as cultural identity, multiculturalism, integration, assimilation, segregation, context and meaning, etc.</p> <p>Development by the student of his or her own mental frameworks in relation to:</p> <p>a) the various layers of culture</p> <p>b) the key issues in the current debate concerning different degrees of tolerance of cultural symbols</p>	Background questionnaire		Class Participation* (40%)
	Lecture 1: <i>Approaches to culture</i>		
	Group work on definitions of culture		
	Class discussion		
	Reading assignment		Oral presentations (all groups) (12%)
	Class seminar on reading assignment		
	Lecture 2: <i>Perception and Culture</i>		
	Reading assignment on the lecture		
	Class seminar on reading assignment		
	Lecture 3: <i>Cultural identities, group, individual and society</i>		
	Reading assignment on the lecture		
	Class seminar on reading assignment		
	Lecture 4: <i>Symbols, heroes and values</i>		
Writing and presentation of Team work 1: <i>Cultural symbols in the current debate in newspapers</i> (search for relevant articles on the web, setting up of individual dossiers, reading and analysis)			
Understanding and being able to identify the different dimensions of cultural differences in approaches to: space, time, equity, hierarchy, high-low context, etc	Group work on 8 short case studies followed by class debate		One written case study to be analysed (10%)
	Presentation of the theoretical perspective on the cultural dimension		
	Background reading of selected texts		

Learning outcomes	Educational activities	Estimated student work time in hours	Assessment
Understanding processes of a) acculturation a) transition from ethnocentrism to ethnorelativism and capacity to articulate own /somebody else's processes	Lecture 5: <i>Presentation of Bennet's model</i> , followed by critical perspective by the group.		Write a two-page report based on personal experience (8%)
	Lecture 6: <i>Process of acculturation</i> , followed by identification of significant steps by the group		
	Reading assignment		
	Personal reflection of themes presented in the lectures		
Understanding obstacles and roads to intercultural communication. Development of comprehensive listening and capacity to answer in the appropriate cultural key Development of an attitude of respect and appreciation of diversity	Panel of presenters from different cultures and debate. Reflection exercise		* Self-evaluation (with guides) (8%)
	Lecture 7: <i>Intercultural Communication. Key issues</i>		
	Reading assignment		
	Personal reflection of themes presented in the lectures		
	Film: «No Man's Land».		
	Class Discussion about the film		
	Lecture 8: <i>The role of perception in intercultural communication</i>		
	Reading assignment		
	Which are the main three points of the assigned reading? Debate in class		
	Visit to NGO or other type of organisation that works with people from other cultures		

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<i>Learning outcomes</i>	<i>Educational activities</i>	<i>Estimated student work time in hours</i>	<i>Assessment</i>
Understanding the current challenge of migration and the possible solutions for the future	Lecture 9: <i>Value of Diversity. Migration: variety at our door</i>		Oral presentations (all groups) (12%)
	Reading assignment		
	Class seminar on reading assignment		
	Lecture 10: <i>Managing Diversity</i>		
	Lecture 11: <i>Images and reality of Multiculturalism</i>		
Understanding of the debate about models of society and policies for different cultures and migrant groups	Writing and presentation of Team work 2: <i>Towards Cultural Cohesion. Solutions, laws and policies in Multicultural State</i> (search for relevant information, reading and analysis)		
Awareness of different approaches and issues in research in intercultural communication	Lecture 12: <i>Main research approaches</i>		Learning Report (10%)
	Group work on Different Research issues		
	Preparation of Learning Report		

Total:

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100%

Class participation, which includes attendance, preparation of reading assignment and class discussion. This relates to the whole course.