Protocols for monitoring student workload consultation and analysis

1. Tools to be used for students workload consultation

Three tools will be used in the frameworks of the CALOHEA project to consult Students and Academics about student workload and compare the findings with the Tool 1 data (Desk estimation):

1. End-of-Semester questionnaire
2. Diary/Logbook
3. Focus group discussion

After application of each of the Tools, Institutional Teams will prepare brief reports to reflect on the findings and on how the use of the tool could be converted into part of the normal practice in each institution. These tool-specific reports will be used by each Team to prepare the final Team-level reports in relation to Recognition Mechanism 2 - Line 2 project activities: reports on the estimation of the workload of the students in your Higher Education Institutions.

Section 2 below contains protocols for applying the first tool (End-of-Semester Questionnaire), for conducting data analysis, and for preparing the Tool-specific report. [Sections 2-5 will be added later, with Sections 3 and 4 focusing on the other two tools; and Section 5 explaining the structure of the final Team-level reports in relation to Recognition Mechanism 2 - Line 2 project activities.]

2. End-of-Semester Questionnaire: protocol for application and data analysis

2.1 Application of Tool 2

A) WHAT TO CONSULT ABOUT?

The survey aims to estimate the **real hours of work needed by a student to pass the unit/course/module** from the point of view of both academics and students. This requires that each CALOHEA Institutional Team chooses one SEMESTER in the programme which has been analysed through DESK estimation (Tool 1).

Example: Bachelor in Agricultural Sciences from the University XYZ is structured in 6 semesters (it is a 3-year programme). It is decided to conduct the survey about the student workload associated with the fifth semester of studies.

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

The semester marked in red is the academic period selected to implement the survey. In such semester according to this programme (used only as an example) there are 4 units/courses/modules:

Year	Semester	Unit/Course/Module
3	5	Crop Production Technologies
		Posharvest Management and Agricultural Produce Processing
		Project I
		Agricultural Management and Marketing

The survey will be conducted for **EACH UNIT/COURSE/MODULE** (that is - one questionnaire per unit/course/module will be administered and completed).

All the **academics who have taught the 4 units/courses/modules in the semester** will be asked to complete the survey.

Some **students who have taken and passed any or all of the four units/courses/modules will also be asked to complete the survey**.

B) WHOM TO CONSULT?

The key actors of study are the academics and students of **ALL units/courses/modules in the selected semester.**

Every CALOHEA Institutional Team will administer questionnaires among:

1) Academics who have taught these units/courses/modules in the chosen semester.
- It is best to invite all Academics who have taught the units/courses/modules offered during the chosen semester. However, if this is not possible, it is enough to have one Academic's response per unit/course/module.

2) Students who have passed the unit/course/module for which they will be surveyed.
- You will need to identify student respondents for each of the units/courses/modules of the chosen semester - students who have passed the unit/course/module about which they will be consulted.
- It is desirable that the student sample is composed of an equal number of students who have obtained very good grades, medium grades and low grades.

C) HOW MANY TO CONSULT?

1) **Academics**: **ALL** teachers who have taught the units/courses/modules that are included in the selected semester must be surveyed.
2) **Students**: For each unit/course/module of the chosen semester, at least **10 students who have passed the unit/course/module** must be surveyed (where there are fewer students who passed the unit/course/course, the total number who have passed will be surveyed).

Example: in the Bachelor in Agricultural Sciences quoted above, at least 40 students should be surveyed in total and at least 4 academics. As the **survey is conducted PER UNIT/COURSE/MODULE,** it may happen that one student who, having passed more than one of the units/courses/modules responds to several surveys.

Year	Semester	Unit/Course/module	Minimum number of respondents (Teachers)	Minimum number of respondents (Students)
3	5	Crop Production Technologies	1	10
		Posharvest Management and Agricultural Produce Processing	1	10
		Project I	1	10
		Agricultural Management and Marketing	1	10
		Total	4	40

D) WHEN TO CONDUCT THE CONSULTATION?

End-of-Semester questionnaire must be applied when the semester about which you would like to consult is over but is fresh in respondents' memory. Since students who complete the questionnaire must have passed (all) the unit(s)/course(s)/module(s) about which they are consulted, you need to know which students passed and which did not pass each unit/course/module before you apply the questionnaire.

In the framework of the CALOHEA project, you must conduct this consultation **between end April 2022 and early/mid August 2022** (to be able to analyse the data and prepare the report by 1st September 2022).

E) WHAT EXACT VERSION OF THE QUESTIONNAIRE TO USE FOR THE CONSULTATION?

The survey will be conducted for **EACH UNIT/COURSE/MODULE**, both for students and academics.

You will have two versions of the Questionnaire - one for Academics and one for Students. Please use the Questionnaires available in Annex I (below) as the basis.

When you adapt the questionnaire, please keep the following in mind:
1) you need to apply the questionnaire in the language your respondents will find it easy to complete it - please translate the questionnaires, if necessary
2) you can invite your responses to complete printed questionnaires on paper or online; if your respondents do so online (e.g. via a GoogleForm), you will get their responses in Excel form; if not - you will need to first create (Excel) files with the responses obtained in order to be able to analyse the data
3) In the proto-Questionnaires, question 6 has several sub-points (a-g). Please revise the sub-points before you agree on the final version of the Questionnaire to be administered: the types of activities need to reflect what students are actually asked to do in the different units/courses/modules in the semester you have chosen.
4) You can add additional questions to the proto-Questionnaires, if you believe you need to obtain additional information about/from your respondents. However, please do not delete any of the questions. Having the same basic set of questions will make your discussions with other Institutional Teams more enriching.
5) If your academic year is organised in trimestres, please conduct the consultation about all the units/courses/modules of one trimestre. If you have four parts in an academic year, please consult about two of the four parts. If you do not have any parts within an academic year, please consult about a chosen year as a whole. If your academic year is divided into more than four parts, please decide what will work best for you - given the general timeline of the project (i.e. that you need to conduct the consultation, analyse the data and prepare a report by 1st September 2002).

F) HOW BEST TO STRUCTURE THE CONSULTATION EVENT?
Please keep the following points in mind:

1) You can have one meeting where all the Academics and all the Students are present. You can also decide to have one meeting where all Academics are present, and a second meeting where all Students are present. Finally, you can also decide to have several smaller meetings - one per unit/course/module about which you want to consult.

2) In (each of) the meeting(s), you need to explain to the respondents why and what for you are conducting this survey. Please make sure you can explain to Academics and Students how such information can help you improve the quality of the programmes and promote recognition of the degrees.

G) WHAT ELSE IS IMPORTANT FOR THE SUCCESS of the TOOL 2 APPLICATION?

You can only analyse complete sets of responses - so please make sure each of your respondents answers all the questions in the questionnaire(s) you ask them to complete.

2.2 Data analysis for Tool 2 (end-of-semester questionnaire)

i. preparing responses received for data analysis

Before you start analysing the data, you will need to have have them in a format similar to the one below:

Type of Respondent	# Respondent	Q1	Q2	Q3	Q4	Q5	Q6							Q7	Q8	Q9		Q10	
							a	b	c	d	e	f	g			yes	no	yes	no
	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies															
	...																		
	10																		
		Total COURSE 1																	
Student	1	Bachelor in Agricultural Sciences	5th	Posharvest Management and Agricultural Produce															
	...																		
	10																		
		Total COURSE 2																	
Student	1	Bachelor in Agricultural Sciences	5th	Project I															
	...																		
	10																		
		Total COURSE 3																	
Student	1	Bachelor in Agricultural Sciences	5th	Agricultural Management and Marketing															
	...																		
	10																		
		Total COURSE 4																	
STUDENTS		ALL COURSES (SEMESTER)																	

Type of Respondent	# Respondent	Q1	Q2	Q3	Q4	Q5	Q6							Q7	Q8	Q9		Q10		Q11	
							a	b	c	d	e	f	g			yes	no	yes	no	yes	no
Academics	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies																	
	...																				
	Total COURSE 1																				
Academics	1	Bachelor in Agricultural Sciences	5th	Posharvest Management and Agricultural Produce Processing																	
	...																				
	Total COURSE 2																				
Academics	1	Bachelor in Agricultural Sciences	5th	Project I																	
	...																				
	Total COURSE 3																				
Academics	1	Bachelor in Agricultural Sciences	5th	Agricultural Management and Marketing																	
	...																				
	Total COURSE 4																				
ACADEMICS	ALL COURSES (SEMESTER)																				

You will need two tables because the Questionnaire for Academics has one more question than the Questionnaire for Students.

If you discover that some of the respondents of a particular unit/course/module still have missing data, you will need to delete those lines before you proceed to data analysis.

ii. Key points for analysis

Four levels of analysis will be distinguished:

1) Level 1 - unit/course/module level

At this first level, the focus is on analysing Students' and Academics' perception of the total student workload associated with each unit/course/module of the chosen semester (responses to Questions 7 & 8).

Qn	Questionnaire for Academics	Questionnaire for Students
7	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)?	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)?
8	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)?	How many hours per **WEEK** did you spend (both CONTACT HOURS AND INDEPENDENT WORK) to complete all the requirements of **this** unit/course/module?

The suggested procedure is as follows:

<u>For Question 7:</u>

1) calculate the means of the Students' responses to Question 7 for unit/course/module 1 [see the yellow cell]

Type of Respondent	Respondent	Q1	Q2	Q3	Q4	Q5	Q6 a	b	c	d	e	f	g	Q7	Q8	Q9 yes	no	Q10 yes	no
Student	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies	16	96	50	10	0	20	10	15	0	190	11	x		x	
	2				16	96	43	5	0	25	0	30	0	200	12		x		x
	3				16	96	67	0	0	20	0	24	0	200	13		x		x
	4				16	96	30	0	0	15	5	10	0	150	9		x		x
	5				16	96	65	15	0	20	0	32	0	220	14		x		x
	6				16	96	55	5	0	20	0	15	0	180	11	x			x
	7				16	96	45	10	0	10	5	26	0	192	12		x		x
	8				16	96	60	0	0	10	0	29	0	192	12		x		x
	9				16	96	50	10	0	15	0	30	0	210	13		x		x
	10				16	96	46	0	0	25	10	25	0	205	13		x		x
Mean/Average COURSE 1					16	96	51,1	5,5	0	18	3	23,6	0	193,9	12	20%	80%	10%	90%

2) do the same for the rest of the courses [see the yellow cells]

Type of Respondent	# Respondent	Q1	Q2	Q3	Q4	Q5	Q6 a	b	c	d	e	f	g	Q7	Q8	Q9 yes	no	Q10 yes	no
Student	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies															
	...																		
	10																		
Average/Mean COURSE 1																			
Student	1	Bachelor in Agricultural Sciences	5th	Posharvest Management and Agricultural Produce															
	...																		
	10																		
Average/Mean COURSE 2																			
Student	1	Bachelor in Agricultural Sciences	5th	Project I															
	...																		
	10																		
Average/Mean COURSE 3																			
Student	1	Bachelor in Agricultural Sciences	5th	Agricultural Management and Marketing															
	...																		
	10																		
Average/Mean COURSE 4																			
STUDENTS	ALL COURSES (SEMESTER)																		

3) do steps 1 and 2 with the response dataset of Academics

4) compare the means for **<u>EACH</u>** course: students' versus academics [eg. for course 1: yellow cell for students versus light blue cell for academics]

Type of Respondent	Respondent	Q1	Q2	Q3	Q4	Q5	Q6							Q7	Q8	Q9		Q10	
							a	b	c	d	e	f	g			yes	no	yes	no
Student	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies	16	96	50	10	0	20	10	15	0	190	11	x		x	
	2				16	96	43	5	0	25	0	30	0	200	12		x		x
	3				16	96	67	0	0	20	0	24	0	200	13		x		x
	4				16	96	30	0	0	15	5	10	0	150	9		x		x
	5				16	96	65	15	0	20	0	32	0	220	14		x		x
	6				16	96	55	5	0	20	0	15	0	180	11	x			x
	7				16	96	45	10	0	10	5	26	0	192	12		x		x
	8				16	96	60	0	0	10	0	29	0	192	12		x		x
	9				16	96	50	10	0	15	0	30	0	210	13		x		x
	10				16	96	46	0	0	25	10	25	0	205	13		x		x
Mean/Average COURSE 1					16	96	51,1	5,5	0	18	3	23,6	0	193,9	12	20%	80%	10%	90%

Type of Respondent	# Respondent	Q1	Q2	Q3	Q4	Q5	Q6							Q7	Q8	Q9		Q10		Q11	
							a	b	c	d	e	f	g			yes	no	yes	no	yes	no
Academics	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologie	16	96	30	10	0	20	5	10	0	170	10	x		x		X	
	2				16	96	30	5	0	15	0	20	0	165	10	x		x		x	
Average/Mean COURSE 1					16	96	37,5	7,5	0	17,5	2,5	15	0	168	10	100%	0%	100%	0%	100%	0%

5) make a brief comment about the differences observed: how students' perceptions about the workload differ from academics' perceptions

For Question 8:

1) calculate the mean/average of the Students' responses to Question 8 for unit/course/module 1 [see the yellow cell]

Type of Respondent	Respondent	Q1	Q2	Q3	Q4	Q5	Q6							Q7	Q8	Q9		Q10	
							a	b	c	d	e	f	g			yes	no	yes	no
Student	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies	16	96	50	10	0	20	10	15	0	190	11	x		x	
	2				16	96	43	5	0	25	0	30	0	200	12		x		x
	3				16	96	67	0	0	20	0	24	0	200	13		x		x
	4				16	96	30	0	0	15	5	10	0	150	9		x		x
	5				16	96	65	15	0	20	0	32	0	220	14		x		x
	6				16	96	55	5	0	20	0	15	0	180	11	x			x
	7				16	96	45	10	0	10	5	26	0	192	12		x		x
	8				16	96	60	0	0	10	0	29	0	192	12		x		x
	9				16	96	50	10	0	15	0	30	0	210	13		x		x
	10				16	96	46	0	0	25	10	25	0	205	13		x		x
Mean/Average COURSE 1					16	96	51,1	5,5	0	18	3	23,6	0	193,9	12	20%	80%	10%	90%

2) do the same for the rest of the courses [see the yellow cells]

Type of Respondent	# Respondent	Q1	Q2	Q3	Q4	Q5	Q6							Q7	Q8	Q9		Q10	
							a	b	c	d	e	f	g			yes	no	yes	no
	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies															
	...																		
	10																		
	Average/Mean COURSE 1																		
Student	1	Bachelor in Agricultural Sciences	5th	Posharvest Management and Agricultural Produce															
	...																		
	10																		
	Average/Mean COURSE 2																		
Student	1	Bachelor in Agricultural Sciences	5th	Project I															
	...																		
	10																		
	Average/Mean COURSE 3																		
Student	1	Bachelor in Agricultural Sciences	5th	Agricultural Management and Marketing															
	...																		
	10																		
	Average/Mean COURSE 4																		
STUDENTS	ALL COURSES (SEMESTER)																		

3) now you have the means/averages per week. To get the number for the whole semester, multiply each of the means/averages for Question 8 by the (means/average of) number of weeks in the semester (response to Question 4: Number of calendar weeks in the semester) [see the two yellow cells below]

Type of Respondent	Respondent	Q1	Q2	Q3	Q4	Q5	Q6							Q7	Q8	Q9		Q10	
							a	b	c	d	e	f	g			yes	no	yes	no
	1				16	96	50	10	0	20	10	15	0	190	11	x		x	
	2				16	96	43	5	0	25	0	30	0	200	12		x		x
	3				16	96	67	0	0	20	0	24	0	200	13		x		x
	4				16	96	30	0	0	15	5	10	0	150	9		x		x
Student	5	Bachelor in Agricultural Sciences	5th	Crop Production Technologies	16	96	65	15	0	20	0	32	0	220	14		x		x
	6				16	96	55	5	0	20	0	15	0	180	11	x			x
	7				16	96	45	10	0	10	5	26	0	192	12		x		x
	8				16	96	60	0	0	10	0	29	0	192	12		x		x
	9				16	96	50	10	0	15	0	30	0	210	13		x		x
	10				16	96	46	0	0	25	10	25	0	205	13		x		x
	Mean/Average COURSE 1				16	96	51,1	5,5	0	18	3	23,6	0	193,9	12	20%	80%	10%	90%
	16 week of 12 hours each => Total of 192 hours																		

4) do steps 1, 2 and 3 with the response dataset of Academics

5) to reflect on the consistency of the data collected (and of the respondents' perception of the workload for each unit/course/module), compare the means for the Question 7 [blue cells] with the results of multiplication of the mean for Question 8 by the mean for Question 4 [information in the cell highlighted in yellow]; do this first for students and then for academics

Type of Respondent	Respondent	Q1	Q2	Q3	Q4	Q5	Q6 a	b	c	d	e	f	g	Q7	Q8	Q9 yes	no	Q10 yes	no
Student	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies	16	96	50	10	0	20	10	15	0	190	11	x		x	
	2				16	96	43	5	0	25	0	30	0	200	12		x		x
	3				16	96	67	0	0	20	0	24	0	200	13		x		x
	4				16	96	30	0	0	15	5	10	0	150	9		x		x
	5				16	96	65	15	0	20	0	32	0	220	14		x		x
	6				16	96	55	5	0	20	0	15	0	180	11	x			x
	7				16	96	45	10	0	10	5	26	0	192	12		x		x
	8				16	96	60	0	0	10	0	29	0	192	12		x		x
	9				16	96	50	10	0	15	0	30	0	210	13		x		x
	10				16	96	46	0	0	25	10	25	0	205	13		x		x
Mean/Average COURSE 1					16	96	51,1	5,5	0	18	3	23,6	0	193,9	12	20%	80%	10%	90%
					16 week of 12 hours each => Total of 192 hours														

Type of Respondent	# Respondent	Q1	Q2	Q3	Q4	Q5	Q6 a	b	c	d	e	f	g	Q7	Q8	Q9 yes	no	Q10 yes	no	Q11 yes	no
Academics	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologie	16	96	30	10	0	20	5	10	0	170	10	x		x		X	
	2				16	96	30	5	0	15	0	20	0	165	10	x		x		x	
Average/Mean COURSE 1					16	96	37,5	7,5	0	17,5	2,5	15	0	168	10	100%	0%	100%	0%	100%	0%
					16 week of 10 hours each => Total of 160 hours																

6) make a brief comment about the differences observed

2) Level 2 - semester level

At this second level, the focus is on analysing Students' and Academics' perception of the total student workload associated with the **WHOLE SEMESTER** (responses to Questions 7 & 8).

Qn	Questionnaire for Academics	Questionnaire for Students
7	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)?	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)?
8	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)?	How many hours per **WEEK** did you spend (both CONTACT HOURS AND INDEPENDENT WORK) to complete all the requirements of **this** unit/course/module?

The suggested procedure is as follows:

For Question 7:

1) calculate the sum of the Students' responses to Question 7 for **ALL** the units/courses/modules [see the red cell]. It must be the sum/total of the means of each unit/course/module [yellow cells] (**NOT** the sum of the whole column)

Type of Respondent	# Respondent	Q1	Q2	Q3	Q4	Q5	Q6							Q7	Q8	Q9		Q10	
							a	b	c	d	e	f	g			yes	no	yes	no
	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies															
	...																		
	10																		
	Average/Mean COURSE 1																	
Student	1	Bachelor in Agricultural Sciences	5th	Posharvest Management and Agricultural Produce															
	...																		
	10																		
	Average/Mean COURSE 2																	
Student	1	Bachelor in Agricultural Sciences	5th	Project I															
	...																		
	10																		
	Average/Mean COURSE 3																	
Student	1	Bachelor in Agricultural Sciences	5th	Agricultural Management and Marketing															
	...																		
	10																		
	Average/Mean COURSE 4																	
STUDENTS	ALL COURSES (SEMESTER)																	

TOTAL of hours of Student workload per semester [the red cell] = Average/mean of Course 1 + Average/mean of Course 2 + Average/mean of Course 3 + Average/mean of Course 4 [the four yellow cells]

2) do the same for the response dataset of Academics

3) make a brief comment about the differences observed: how students' perceptions about the workload for the **WHOLE SEMESTER** differ from academics' perceptions for the **WHOLE SEMESTER**

For Question 8:

1) calculate the **SUM/TOTAL** of the means of the Students' responses for each unit/course/module in Question 8 [see the red cell]. It must be the sum/total of the means for each unit/course/module [yellow cells] (**NOT** the sum of the whole column)

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Type of Respondent	# Respondent	Q1	Q2	Q3	Q4	Q5	Q6							Q7	Q8	Q9		Q10	
							a	b	c	d	e	f	g			yes	no	yes	no
	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies															
	...																		
	10																		
	Average/Mean COURSE 1																		
Student	1	Bachelor in Agricultural Sciences	5th	Posharvest Management and Agricultural Produce															
	...																		
	10																		
	Average/Mean COURSE 2																		
Student	1	Bachelor in Agricultural Sciences	5th	Project I															
	...																		
	10																		
	Average/Mean COURSE 3																		
Student	1	Bachelor in Agricultural Sciences	5th	Agricultural Management and Marketing															
	...																		
	10																		
	Average/Mean COURSE 4																		
STUDENTS	ALL COURSES (SEMESTER)																		

> The TOTAL of WEEKLY Student workload for the ALL the units/courses/modules in the semester [the red cell] = Average/mean of Weekly student workload for Course 1 + Average/mean of Weekly student workload for Course 2 + Average/mean of Weekly student workload for Course 3 + Average/mean of Weekly student workload for Course 4 [the four yellow cells]

2) do the same for the response dataset of Academics

3) compare the Academics' and Students' perceptions of the TOTAL weekly students workload. Make a brief comment about the differences observed: how students' perceptions about the workload for the **WHOLE SEMESTER** (the result of their perception of weekly workload multiplied by the number of weeks) differ from academics' perceptions for the **WHOLE SEMESTER** (the result of their perception of weekly workload multiplied by the number of weeks)

4) [optional] if you would like to analyse the consistency of the results for the WHOLE SEMESTER, you can also compare (a) the findings for Question 7 [green cell] with (b) the findings of Question 8 [red cell] multiplied by the (average/mean of the) number of weeks [black cell]

# Respondent	Q1	Q2	Q3	Q4	Q5	Q6							Q7	Q8	Q9		Q10	
						a	b	c	d	e	f	g			yes	no	yes	no
1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies															
...																		
10																		
Average/Mean COURSE 1																		
1	Bachelor in Agricultural Sciences	5th	Posharvest Management and Agricultural Produce															
...																		
10																		
Average/Mean COURSE 2																		
1	Bachelor in Agricultural Sciences	5th	Project I															
...																		
10																		
Average/Mean COURSE 3																		
1	Bachelor in Agricultural Sciences	5th	Agricultural Management and Marketing															
...																		
10																		
Average/Mean COURSE 4																		
ALL COURSES (SEMESTER)																		

Level 3: holistic perceptions about student workload

At this third level, the focus is on analysing Students' and Academics' perception of the extent to which the culture of estimating and monitoring total student workload is already present (responses to Questions 9-11 for Academics and Questions 9-10 for Students).

Qn	Questionnaire for Academics	Questionnaire for Students
9	When planning your unit/course/module, did you estimate the hours students will have to spend on independent work?	At the beginning of the unit/course/module, were you informed about the number of hours planned for independent work?
10	At the beginning of the unit/course/module, did you inform your students about the number of hours planned for independent work?	Were you given the opportunity to provide feedback about the workload in this unit/course/module?
11	Did you take students' feedback into consideration when planning the workload for your course?	

The suggested procedure is as follows:

1) calculate the percentage of ALL Academics' positive and negative responses to Question 9 (see yellow cells: one % for 'Yes' and one % for 'No')

2) calculate the percentage of ALL Academics' positive and negative responses to Question 10 (see red cells: one % for 'Yes' and one % for 'No')

3) calculate the percentage of ALL Academics' positive and negative responses to Question 11 (see light blue cells: one % for 'Yes' and one % for 'No')

Type of Respondent	# Respondent	Q1	Q2	Q3	Q4	Q5	Q6							Q7	Q8	Q9		Q10		Q11	
							a	b	c	d	e	f	g			yes	no	yes	no	yes	no
Academics	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies																	
	...																				
	Average/Mean COURSE 1																				
Academics	1	Bachelor in Agricultural Sciences	5th	Posharvest Management and Agricultural Produce Processing																	
	...																				
	Average/Mean COURSE 2																				
Academics	1	Bachelor in Agricultural Sciences	5th	Project I																	
	...																				
	Total COURSE 3																				
Academics	1	Bachelor in Agricultural Sciences	5th	Agricultural Management and Marketing																	
	...																				
	Average/Mean COURSE 4																				
ACADEMICS	Mean/average for ALL COURSES																				

4) calculate the percentage of ALL Students' positive and negative responses to Question 9 (see yellow cells: one % for 'Yes' and one % for 'No')

5) calculate the percentage of ALL Students' positive and negative responses to Question 10 (see yellow cells: one % for 'Yes' and one % for 'No')

Type of Respondent	# Respondent	Q1	Q2	Q3	Q4	Q5	Q6							Q7	Q8	Q9		Q10	
							a	b	c	d	e	f	g			yes	no	yes	no
	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies															
	...																		
	10																		
	Average/Mean COURSE 1																		
Student	1	Bachelor in Agricultural Sciences	5th	Posharvest Management and Agricultural Produce															
	...																		
	10																		
	Average/Mean COURSE 2																		
Student	1	Bachelor in Agricultural Sciences	5th	Project I															
	...																		
	10																		
	Average/Mean COURSE 3																		
Student	1	Bachelor in Agricultural Sciences	5th	Agricultural Management and Marketing															
	...																		
	10																		
	Average/Mean COURSE 4																		
STUDENTS	Mean/Average for ALL COURSES																		

6) compare percentages for Question 10 for Academics' with percentages for Question 9 for Students

7) compare percentages for Question 11 for Academics' with percentages for Question 10 for Students

8) you can also compare the percentages of Academics who report having estimated the total student workload with the percentages of Academics who report having informed their students about expected workload

Level 4 (OPTIONAL): student workload associated with particular types of learning activities

At this fourth (optional) level, the focus is on analysing student workload per type of activity (responses to sub-points of Question 6).

Qn	Questionnaire for Academics	Questionnaire for Students
6	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. … b. … c. … …	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. a. … b. … c. … …

 This can be done at the level of each course or for each type of activity across the different courses of the semester.

To do the analysis **at the level of each course/module/unit**, the suggested procedure is as follows:

1) calculate the means/average of ALL the Students' responses for a particular course about each type of activity distinguished (6a, 6b, 6c, etc.) [the red cells]

Type of Respondent	# Respondent	Q1	Q2	Q3	Q4	Q5	Q6 a	b	c	d	e	f	g	Q7	Q8	Q9 yes	no	Q10 yes	no
	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies															
	...																		
	10																		
	Average/Mean COURSE 1																		
Student	1	Bachelor in Agricultural Sciences	5th	Posharvest Management and Agricultural Produce															
	...																		
	10																		
	Average/Mean COURSE 2																		
Student	1	Bachelor in Agricultural Sciences	5th	Project I															
	...																		
	10																		
	Average/Mean COURSE 3																		
Student	1	Bachelor in Agricultural Sciences	5th	Agricultural Management and Marketing															
	...																		
	10																		
	Average/Mean COURSE 4																		
STUDENTS	Mean/Average for ALL COURSES																		

2) do the same with the Academics' responses related to the same course (if you have more than one Academic respondent who completed the Questionnaire about the course in question)

3) compare the Students' and the Academics' perspectives

To do the analysis **at the level of a <u>particular learning activity</u> <u>across the different courses/modules/units</u>**, the suggested procedure is as follows:

1) calculate the TOTAL/SUM of the means/average of every activity type in your Students' database (one total/sum per activity type) [the yellow cells]

Type of Respondent	# Respondent	Q1	Q2	Q3	Q4	Q5	Q6 a	b	c	d	e	f	g	Q7	Q8	Q9 yes	no	Q10 yes	no
	1	Bachelor in Agricultural Sciences	5th	Crop Production Technologies															
	...																		
	10																		
	Average/Mean COURSE 1																		
Student	1	Bachelor in Agricultural Sciences	5th	Posharvest Management and Agricultural Produce															
	...																		
	10																		
	Average/Mean COURSE 2																		
Student	1	Bachelor in Agricultural Sciences	5th	Project I															
	...																		
	10																		
	Average/Mean COURSE 3																		
Student	1	Bachelor in Agricultural Sciences	5th	Agricultural Management and Marketing															
	...																		
	10																		
	Average/Mean COURSE 4																		
STUDENTS	TOTAL for ALL COURSES																		

2) do the same using the data from the Academics' database

3) compare the Students' and the Academics' perspectives

2.3 Reporting on experience of Tool 2 application

Reports on experience of Tool 2 application should contain the following 4 sections:

1. Brief description of the consultation conducted

2. The findings

3. Reflection on the findings

4. Reflection on the Tool 2 application

1. Brief description of the consultation conducted

- names of the Team members involved in organising the consultation

- name of your HEI and programme whose respondents were consulted

- information about the semester chosen for the consultation and if applicable, reasons behind this choice

- date(s) of the consultation, how it was conducted (how many sessions were organised, did you use the paper-and-pen questionnaires or online questionnaires)

- sample description (numbers of Student and Academic responses in total and for each course/unit/module; if applicable, other information from the profile section of the questionnaires)

2. The findings

Tables and/or figures with accompanying texts for the data analysis of Levels 1-3 (and if included - Level 4) [as explained in the section 2.2 above]. Please make sure that each table has a clear name and any abbreviations used are explained as well.

3. Reflection on the findings

Please share your reflections on the four key points outlined below. If you would like to share reflections on other aspects, please also do so in this section.

3.1 Feasibility of the current student workload in the semester surveyed. The student workload of 750-900 hours per semester is what is generally considered feasible. How does this compare with your findings?

3.2 Possible reasons behind the differences discovered. If you have discovered any differences between Students' and Academics' estimations of student workload and student workload monitoring issues, please list these. For each of the differences discovered, please suggest possible explanations.

3.3 Differences between student workload estimation from Tools 1 - Desk estimation, and 2 - End-of-semester questionnaire. Look back at your estimation recorded in the Desk estimation report (Recognition Mechanism 2 Task 1). Compare what you as Academics estimated for the courses/modules/units of the semester chosen for Questionnaire application with what has emerged from this consultation. Reflect on any differences you might discover.

3.4 Using the findings to improve the quality of the programme. What has this exercise taught you? How can you use these insights/the data you have collected in order to improve the quality of your programme(s)? What needs to be done in order for this information to actually lead to concrete measurable improvements in your chosen programme and the different programmes at your HEI more broadly? Have you already shared these insights and reflections with your respondents/other academics in your programme or department/your programme or department or faculty or institutional authorities? If not, how can you do this to make sure that your findings can really lead to concrete improvements?

4. Reflection on the Tool 2 application

4.1 How useful did you find this exercise?

4.2 How would you like to adjust Tool 2 and the process to make it work better for you in the future/next time you use it?

Please also comment on how the use of the End-of-semester questionnaires could be promoted in more programmes and your HEI and how the use of End-of-semester questionnaires could be made a systematic activity at the level of your programme/department/HEI.

3. Diary/Logbook: protocol for application and reporting

This is the most precise tool out of the four tools you will try out in the framework of the CALOHEA project. It invites you as academics to estimate time for each learning activity you ask your students

to do beyond the contact hours/synchronous sessions; and then check with your students how much time they actually spent to complete each learning activity you asked them to do.

3.1 Application of Tool 3

Below you will find an explanation of how to apply the Diary/Logbook tool, organised in the following subsections:

a) [What will you find out?](#)
b) [Which courses will you focus on?](#)
c) [What exactly will you need to do?](#)
d) [Who needs to do this task?](#)
e) [When do you need to do this task?](#)

A) WHAT WILL YOU FIND OUT?

The Diary/Logbook tool allows you to find out how much time different students spend on EACH particular activity you ask them to do outside of the contact hours.

Thanks to the CALOHEA Tool 3 exercise, you will obtain this information for activities of a select number of courses, and for a particular period - three weeks of your choice between December 2022 and April 2023.

B) WHICH COURSES WILL YOU FOCUS ON?

You can choose any courses you teach, provided that they form part of the programme whose student workload you have been analysing so far: you made the desk estimation of the student workload for this programme (Tool 1) and you applied the End-of-Semester Questionnaire (Tool 2) to estimate the student workload in one of the semesters of this programme.

The courses you select do NOT need to come from the same semester on which you focused when applying the End-of-Semester Questionnaire (Tool 2). The courses can also come from different semesters, provided that (at least some parts of) these courses are taught <u>during the period of December 2022 and April 2023</u>. The courses you choose can start earlier and run for at least three weeks within this period; they can start within this period and finish within this period; or they can start within this period, run for at least three weeks during this period and finish after this period. The critical condition is that the courses you choose 'overlap' with this period for at least 3 weeks for you to be able to apply Tool 3 to estimating student workload in these courses.

Each CALOHEA Institutional Team must select at least TWO courses to which the Diary/Logbook tool will be applied: one taught by one CALOHEA Institutional Team academic, the other - by a different CALOHEA Institutional Team academic.

Note 1: You can also decide to apply Tool 3 to more courses - there is no upper limit, although we do recommend that each academic starts with one course s/he teaches.

Note 2: You can also choose to apply the Diary/Logbook for a period longer than three weeks, provided that the period of application is still within the 1 December 2022 - 30 April 2023 period.

C) WHAT EXACTLY WILL YOU NEED TO DO?

The explanations below are given for ONE course. You will need to follow the same procedure for the min of TWO courses

Step 1: Choose one course you teach (one per academic member of the CALOHEA Institutional Team).

Step 2: Choose the three weeks that you think are the best ones to carry out the task -- these must be 3 consecutive weeks between 1 December 2022 and 30 April 2023.

Step 3: For these 3 weeks, list all the tasks that students of the chosen course will need to do beyond the contact hours. Next to each task, put your estimation of how much time you believe this task will take students.

Please use the table template below for the Step 3 planning:

**Table: Diary/Logbook to compare the planned student workload
with the actual one in a particular student group**

Week, dates	Tasks students will need to do beyond the contact hours/synchronous sessions for this course [e.g. revise their lecture notes, read a textbook chapter or a particular text (please specify what students are required to read), prepare for a particular assessment task, complete an individual/group assignment (state precisely which assignment)]	Time required, in minutes (academic's estimation)
Week 1: [dates]	1)	
	2)	

	…	
Week 2:	…	
Week 3:	…	

[please add as many lines as you need to include all the tasks students Will need to do outside the contact hours in each of the three weeks]

Example:

Week, dates	Tasks students will need to do beyond the contact hours/synchronous sessions for this course [e.g. revise their lecture notes, read a textbook chapter or a particular text (please specify what students are required to read), prepare for a particular assessment task, complete an individual/group assignment (state precisely which assignment)]	Time required, in minutes (academic's estimation)
Week 1: 12-16 December, 2022	1) Read Chapter 3 of the XYZ textbook (12 pages) and summarise in your own words the different points of view on XYZ present in the text	…
	2) Prepare for the debate on 19 Dec.: bring 2 arguments for and 2 against XYZ, with supporting evidence	…
	…	
Week 2: 19-23 December, 2022	…	
Week 3, 26-30 December 2022	…	

Step 4: Decide how you will collect information from your students.

You need to find out how much time your students actually spent on EACH of the tasks you planned for them to do beyond the contact hours. Your aim is to collect this information from ALL the students of the course.

You need to decide what 'instrument' you will use to collect this information. Two possible ideas are:

1) To have an online form where all the planned activities are listed and request each student to respond to this form BEFORE each class. You can monitor the responses received and if some students do not respond, take 1-2 minutes at the beginning of the class for those who did not manage to respond, to do so.
2) To print your planning table, after having added one more column on the right. The students will need to fill in that column with their own information about the time they spent on each task. You will collect these documents/forms at the beginning of each class. These documents/forms will be 'the entrance tickets' to your class: each student must hand in the form/document in order to be allowed to enter the classroom.

It is up to you to decide if you want to use/adapt one of these two ideas. You can also come up with a different solution. Different academics of the same CALOHEA Institutional Team who carry out this exercise may also decide to adopt different data collection approaches.

Step 5: Introduce this exercise to your students.

1) Share your planning (Step 3 Table)
2) Explain why it is important for you and your students to find out how much time they actually spend on the tasks you request/expect them to do beyond the contact hours.
3) Explain how you will collect the data (see Step 4)

You can decide to share your planning three times – once at the beginning of each week, if you believe this will be best/easier to organise.

Step 6: Prepare an overview of the responses obtained. Please use the table template that is shown below:

Course information (course title, year of the programme, contact hours per week):
Academic (name of the academic who did the task with their students):

Weeks, dates	Tasks students will need to do beyond the contact hours/ synchronous sessions for this course	Time required, in minutes (academic's estimation)	Time students reported spending on the tasks			
			min	max	Average	Number of students from whom you received responses about this task
Week 1:	1)					
	2)					
	…					
Week 2:	…					
Week 3:	…					

You need to prepare one such table per Academic who applied Tool 3 – a minimum of 2 tables per CALOHEA Institutional Team.

Step 7: Discuss the results with students.

Share the final table (the one you created in Step 6) with your students and ask them for their reactions to the differences they see between their own estimations, those of their peers and yours. Ask your students for possible reasons behind or explanations/interpretations of the differences in the estimations.

Step 8: Discuss the findings in your CALOHEA Institutional Team. Prepare a joint written reflection, noting down your responses to the following 5 questions (as well as any other points you want to share):

> 1) In which (types of) activities the differences among the time different students reported as spending on them were the biggest? What do you think could be some reasons for that?
>
> 2) In which (types of) activities the differences between the students' responses and academics' initial estimation were the biggest? What do you think could be some reasons for that?
>
> 3) How difficult was it to make the initial estimation, task by task? [Step 3] Can you now do it better or what can help you in this task?
> 4) How did the initial discussion with students go? When you shared your planning with them and asked them for their participation in the task, explaining why it was important to have their responses? [Step 5]
>
> 5) What are your impressions of the whole experience of applying Tool 3 – Diary/Logbook? What did this exercise allow you to learn – those who conducted the task and those who discussed the findings?

Your written joint reflection must be no shorter than ½ page and no longer than 2 ½ pages.

D) WHO NEEDS TO DO THIS TASK?

1) Planning and data collection (Steps 1-7): min 2 academics per CALOHEA Institutional Team; max – every academic member of the CALOHEA Institutional Team.

2) Joint discussion of the findings (Step 8): the whole CALOHEA Institutional Team.

3) Report on Tool 3 application – the whole team/those assigned, with the input from all your CALOHEA Institutional Team members.

E) WHEN DO YOU NEED TO DO THIS TASK?

Between 1 December 2022 and 30 April 2023. You can also finish this work earlier. It is important NOT to finish it later than 30 April 2023 because you will need time to also apply Tool 4 and prepare the report on Tool 4 application by 30 May 2023.

3.2 Reporting on Tool 3 application

Your report on Tool 3 application must contain the following 6 sections:

1. University, Country, Subject Area, Programme/Department, Names of the report authors

2. A brief description of how you carried out the exercise (how many courses, which courses, how did you collect data, how did you engage students in this exercise)

3. The final tables (see Step 6 above) – min two

4. The joint reflection (see Step 8 above; min ½ page, max 2 ½ pages)

5. Possible enhancements: How would you like to adjust Tool 3 and the process you followed (Steps 1-8) to make it work better for you in the future/next time you use a Diary/Logbook to collect information about student workload?

6. Ways to encourage a wider use of Student Workload Diary/Logbook: A brief comment on how the use of the Diary/Logbook could be promoted in more programmes at your HEI and how the use of Diary/Logbook could be made a systematic activity at the level of your programme/ department/ HEI.

4. Focus group discussions: protocol for application and data analysis

The use of this fourth tool seeks to complete an approach to the estimation of student workload. The objective of Line 2 has been the *Instalment of the culture of student workload measurement as an integral part of curriculum design*. To this extent, we initially proposed to make a **Desk Estimation (Tool 1)**, to continue with the collection of information through a quantitative technique such as the **End-of-Semester Questionnaire (Tool 2)**, which provided perceptions of the workload from the perspective of teachers and students from different courses. The application of the **Diary/Logbook (Tool 3)** brought a very focused observation on the workload of some weeks in some courses.

The following **Tool 4 (Focus Group**) aims to get students in a small group to discuss among themselves and exchange their ideas on how they perceive the workload per week, in different semesters, and what the proportion between contact hours and independent work is like. The focus group allows from a qualitative perspective to put the voice of the students in dialogue at the same time and to show their perceptions on the topic. Some technical aspects of the methodology are detailed below and then an application guide for CALOHEA is proposed.

4.1 Application of Tool 4   4.2 Reporting on Tool 4 application

4.1 Application of Tool 4

Below you will find an explanation of how to apply the Focus Group tool, organised in the following subsections:

a) Focus Groups - an overview
b) Why are focus groups useful in CALOHEA Line 2?
c) Guiding principles for the Focus Group
d) Steps in planning a Focus Group
e) Tips for conducting Focus Groups

A) FOCUS GROUPS - AN OVERVIEW

A focus group is a data collection procedure in the form of a carefully planned group discussion among about six-ten people plus a moderator and observer, in order to obtain diverse ideas and perceptions on a topic of interest in a relaxed, permissive environment that fosters the expression of different points of view, with no pressure for consensus.

Focus groups normally have between six and ten participants. Groups with fewer than six participants often result in a limited range of ideas and opinions being represented. Groups larger than ten may be hard to manage and record.

B) WHY ARE FOCUS GROUPS USEFUL IN CALOHEA LINE 2?
- Group dialogue tends to enrich the information collected through the other Tools (1. Desk estimation; 2. End-of-Semester Questionnaires; 3. Diary/Logbook).
- Brings information directly from students about their actual perceptions on student workload.
- Provides a representation of diverse opinions and ideas.

C) GUIDING PRINCIPLES FOR THE FOCUS GROUP

At the beginning of a focus group, it is helpful to let everyone know about some ways to make the group proceed smoothly and respectfully for all participants. The following are some recommended guidelines or "ground rules" that help establish the group norms:

- Only one person talks at a time.
- Confidentiality is assured. "What is shared in the room stays in the room."
- It is important for us to hear everyone's ideas and opinions. There are no right or wrong answers to questions – just ideas, experiences and opinions, which are all valuable.
- It is important for us to hear all sides of an issue – both the positive and the negative.

These ground rules may be presented to the group, and displayed throughout the discussion, on a flip chart page that is taped or hung on a wall in a clearly visible location. In addition to these ground rules, which have been established prior to the focus group, it is important to invite participants to establish their own ground rules or guiding principles for the discussion. Once the above ground rules have been presented, it will be important to ask participants if they have anything to add to the list.

D) STEPS IN PLANNING A FOCUS GROUP

Step 1. Select the Team

Conducting focus group requires a small team, comprised of:

- Facilitator to guide the discussion, and
- Note taker, who will make hand-written notes and observations during the discussion, as a "back-up" in case something happens with the recording equipment or participants wish not to have their discussion recorded.

Both roles must be played by a member of the CALOHEA Institutional Team.

Step 2. Select and invite the participants

Participants will be students, preferably in their last years. They may or may not have participated in the surveys (Tools 2 &3). Participants must sign consent forms. The size of the group must be between 6 to 10 students.

Step 3. Decide on the time and location

The normal duration of a focus group should be an hour and a half. Plan a time of day that is convenient for the participants and responsive to their life circumstances. Groups should be conducted in locations that are also convenient and comfortable for participants, are quiet, and have some degree of privacy.

Step 4. Prepare the focus group guide

The discussion guide is an outline, prepared in advance for a specific set of respondents, that covers the topics and issues to be explored. The guide is designed with the overall research questions in mind and is constructed to ensure that topics covered in the focus groups relate to these research objectives.

Proposed CALOHEA focus group guide

Our university/degree programme is participating in an Erasmus+ Project "CALOHEA - *Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Asia*", whose one specific objective is to use different tools and approaches for estimating full student workload.

When we say "student workload" we mean the time students spend in the classroom under teacher supervision, but also the time students spend working on the assignments, working individually or with other students; plus the time students spend preparing for assessments and completing assessment tasks.

This discussion has been organised to get:

- ideas about student workload per week during a semester,

- perceptions about the proportion of contact hours in relation to independent work during a semester,

- differences in student workload across different semesters of the same programme.

Question 1. How many hours per week did you have to dedicate to all subjects in the last semester?

Did every week have the same workload throughout the semester? If there were peaks, why do you think this happened? Was there inadequate planning on the side of the teacher? Or was it related to your own time-management? Did all subjects/courses have the same workload?

Question 2. What was the proportion of independent work and contact hours during the last semester?

Did all subjects have the same proportion? In terms of independent work, what were the most time-consuming activities? readings? exam preparation? other?

> **Question 3. How do you consider the workload in previous semesters to have been?**
>
> Similar? Years with a heavier workload than others?

Step 5. Establish rapport

Often participants do not know what to expect from focus group discussions. It is helpful for the facilitator to outline the purpose and format of the discussion at the beginning of the session and set the group at ease.

Step 6. Follow the Focus Group Guide

The focus group guide provides a framework for the facilitator to explore, probe, and ask questions.

A few suggested techniques are:
- *Repeat the question* – repetition gives more time to think.
- *Pause for the answer* – a thoughtful nod or expectant look can convey that you want a fuller answer.
- *Repeat the reply* – hearing it again sometimes stimulates conversation
- *Ask when, what, where, which, and how questions* – they provoke more detailed information
- *Use neutral comments* – "Anything else?"

E) TIPS FOR CONDUCTING FOCUS GROUPS

● **Minimize Pressure to Conform to a Dominant View Point**

When an idea is being adopted without any general discussion or disagreement, more than likely group pressure to conform to a dominant viewpoint has occurred. To minimize this group dynamic, the facilitator should probe for alternative views. For example, the facilitator can raise another issue, or say, "We have had an interesting discussion, but let's explore other ideas or points of view. Has anyone had a different experience that they wish to share?"

● **Record the discussion**

Ideally, focus group discussions will be recorded using both recording equipment, and the hand-written notes of a note taker. Hand-written notes should be extensive and accurately reflect the

content of the discussion, as well as any salient observations of nonverbal behavior, such as facial expressions, hand movements, group dynamics, etc.

- **What do I do if someone is dominating the conversation?**

Focus groups, ideally, allow to collect the opinions and ideas of a variety of people. If someone is doing a lot of the talking, however, this may prevent others from contributing their thoughts, and limits the usefulness of the focus group. If someone is dominating the conversation, you might want to respectfully acknowledge their contribution, and thank them, saying something like, "I really appreciate your comments." Then, make direct eye contact with other people and ask something like, "I'm very interested in hearing how other people are feeling about this issue" or "It's very interesting to get a variety of perspectives, and I would like to hear from other people as well."

- **What do I do if the group begins to talk about topics that are not relevant to the research?**

Sometimes the conversation will start to stray away from the topics of the focus group. When this happens, you might take advantage of a pause and say, "Thank you for that interesting idea. Perhaps we can discuss it in a separate session. For the purposes of exploring further the specific topics that are the focus of this discussion, with your consent, I would like to move on to another item." Another strategy is to orient the group to the time you have remaining for your discussion.

- **What do I do if people are having side conversations (i.e., conversations among themselves)?**

If people are having conversations among themselves, it can disrupt the focus group by making the other participants feel uncomfortable, making it hard for people to hear what others are saying, and making it hard for the facilitator to focus on what is being said. One of the best ways to handle this situation is to address it before the focus group begins, when you tell the participants about focus group ground rules. Stress that it is *very* important not to have side conversations because it interferes with individual's full participation in the group discussion and also poses challenges for recording the discussion. If side conversations do occur during a focus group, do not stop the conversation abruptly. You might respectfully remind people of the ground rules and ask that people finish their conversations and rejoin the larger group discussion taking place.

4.3 Reporting on Tool 4 application

Reports on experience of Tool 4 application should contain the following 4 sections:

a) **Brief description about the participants**
b) **The findings**
c) **Reflection on the findings**
d) **Reflection on the Tool 4 application**

a) Brief description about the participants

- names of the CALOHEA Institution Team members involved in organising and conducting the focus group session
- brief description of the students who participated in the focus group session (number, gender, in which academic year they are, other relevant information)
- date and time of the focus group session

b) The findings

Organize by Questions (Q1, Q2 and Q3). See *Proposed CALOHEA focus group guide* above. Identify any key themes under each question, then summarize the discussion under each question. Use student quotes to enhance the narrative.

c) Reflection on the findings

- Summarize the findings in relation to the 3 main Questions, including attitudes/viewpoints of the group towards different aspects of student workload.
- Reflect on any differences you might discover between student workload estimation from Tools 1 (Desk estimation), 2 (End-of-Semester Questionnaire), 3 (Diary/Logbook) and the findings from Tool 4 (Focus Group) application.

d) Reflection on the Tool 4 application

How useful did you find this exercise?
How would you like to adjust Tool 4 and the process to make it work better for you in the future/next time you use it?

5. Preparing the report on the estimation of the workload of the students in your Institution

1. Indicate the following basic information necessary to contextualize report on Student Workload estimation in your institution

      - name of your HEI and programme involved

      - names of the Team members who prepare this report

2. Summarize the findings in relation to the application of the four Tools: 1 (Desk estimation), 2 (End-of-Semester Questionnaire), 3 (Diary/Logbook) and the findings from Tool 4 (Focus Group). Specify the student workload estimation as a result of the application of each Tool:

Tool 1 (Desk estimation)	Indicate the student workload in hours for each academic year	… hours in academic year 1 … hours in academic year 2 … hours in academic year 3 … hours in academic year 4 [if applicable] … hours in academic year 5 [if applicable] *[see CALOHEA Desk estimation results]*
Tool 2 (End-of-Semester Questionnaire)	Indicate the student workload in hours for one semester (average in the semester consulted from Student and Academic perspective)	Students (means): ….. hours in one semester *[see point 2 of the report on the CALOHEA End-of-Semester Questionnaire application]*
		Academics (means): ….. hours in one semester *[see point 2 of the report on the CALOHEA End-of-Semester Questionnaire application]*
Tool 3 (Diary/Logbook)	Indicate the student workload in hours for one week for one course (average from Student perspective)	… hours per week for course 1 (in which you applied Tool 3) … hours per week for course 2 (in which you applied Tool 3) *[see results of Step 6 of the CALOHEA Diary/Logbook application guide]*
Tool 4 (Focus Group)	Indicate the student workload in hours per week for all the courses (average from Student perspective)	….. hours per week *[see responses obtained to Question 1 of the CALOHEA Focus Group guide]*

3. Reflect briefly on any differences you might discover between student workload estimation from Tools 1 (Desk estimation), 2 (End-of-Semester Questionnaire), 3 (Diary/Logbook) and the findings from Tool 4 (Focus Group) application, in terms of academic year, semester, week and course.

4. Which ratio of contact hours vs. independent work emerges from the findings your Team obtained in the application of the 4 Tools? Is this different for courses of different years of study? Does this seem to have any relation with types of the course learning outcomes (if you already use them)?

5. Feasibility of the student workload identified. The student workload of 1500-1800 hours per academic year is what is generally considered feasible. How does this compare with your findings?

6. Using the findings to install the culture of student workload measurement as an integral part of curriculum design. How can you use what you have learnt throughout all the activities related to RM2 in order to continue installing the culture of student workload measurement as an integral part of curriculum design?

Annex I

Questionnaire for Academics

Dear Colleague,

This study is part of the CALOHEA project. We are conducting a survey to estimate the workload of students by collecting information from **ACADEMICS** and **STUDENTS**. Please fill out the form and answer the questions in the unit/course/module which was taught by you during the last semester. The collected data will be totally anonymous and confidential.

The CALOHEA project appreciates your collaboration in providing us with this information.

Instructions for completion:

Please underline or circle one answer ("Yes" or "No"), if the answer is "Yes" please specify the amount of time.

1. Programme: _____

2. Semester/year[1]_____

3. Unit/Course/Module_____

4. Number of calendar weeks in the semester _____

5.	How many **CONTACT HOURS**[2] in total are there in your unit/course/module during the **SEMESTER**?	.... hours	
6.	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 (including internet search)	Yes, ... hours	No

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b.	Fieldwork (site visits, etc.)	Yes, ... hours	No
c.	Laboratory work (not counting in contact hours)	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.	Preparation for assessment, final examinations, tests, etc. (summative assessment).	Yes, ... hours	No
g.	Other (specify):	.... hours	No
7.	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	
8.	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	
9.	When planning your unit/course/module, did you estimate the hours students will have to spend on independent work?	Yes	No
10.	At the beginning of the unit/course/module, did you inform your students about the number of hours planned for independent work?	Yes	No
11.	Did you take students' feedback into consideration when planning the workload for your course?	Yes	No

Thank you for participating in the survey.

_____

Questionnaire for Students

 Dear Student,

This study is part of the CALOHEA project. We are conducting a survey to estimate the actual workload of students by collecting information from **ACADEMICS** and **STUDENTS**. Please fill out the form and answer the questions in the unit/course/module that you have studied, finalized and passed in the last academic year. The data collected will be totally anonymous and confidential.

The CALOHEA project appreciates your collaboration in providing us with this information.

Instructions for completion:

Please underline or circle one answer ("Yes" or "No", if answer is "Yes" please specify the amount of time.

1. Programme: _____

2. Semester/year[3]_____

3. Unit/Course/Module_____

4. Number of calendar weeks in the semester _____

5.	How many **CONTACT HOURS**[4] in total were you given to study this unit/course/module during the **SEMESTER**?	.... hours	
6.	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 (including internet search)	Yes, ... hours	No
	b. Fieldwork (site visits, etc.)	Yes, ... hours	No
	c. Laboratory work (not counting in contact hours)	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
7.	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	

8.	How many hours per **WEEK** did you spend (both CONTACT HOURS AND INDEPENDENT WORK) to complete all the requirements of **this** unit/course/module?		
9.	At the beginning of the unit/course/module, were you informed about the number of hours planned for independent work?	Yes	No
10.	Were you given the opportunity to provide feedback about the workload in this unit/course/module?	Yes	No

Thank you for participating in the survey.

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[1] Only in case semesters are not equal in duration or in case of a trimester system you are asked to respond to this item for a full academic year.

[2] 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.

[3] Only in case semesters are not equal in duration or in case of a trimester system you are asked to respond to this item for a full academic year.

[4] 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.