

**A regional credit system proposal from a
Tuning perspective:
the CLAR (Latin American Credit system)**

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Tuning Latin America project



Argentina
Bolivia
Brazil
Chile
Colombia
Costa Rica
Cuba
Ecuador
El Salvador
Guatemala
Honduras
Mexico
Nicaragua
Panama
Paraguay
Peru
Uruguay
Venezuela

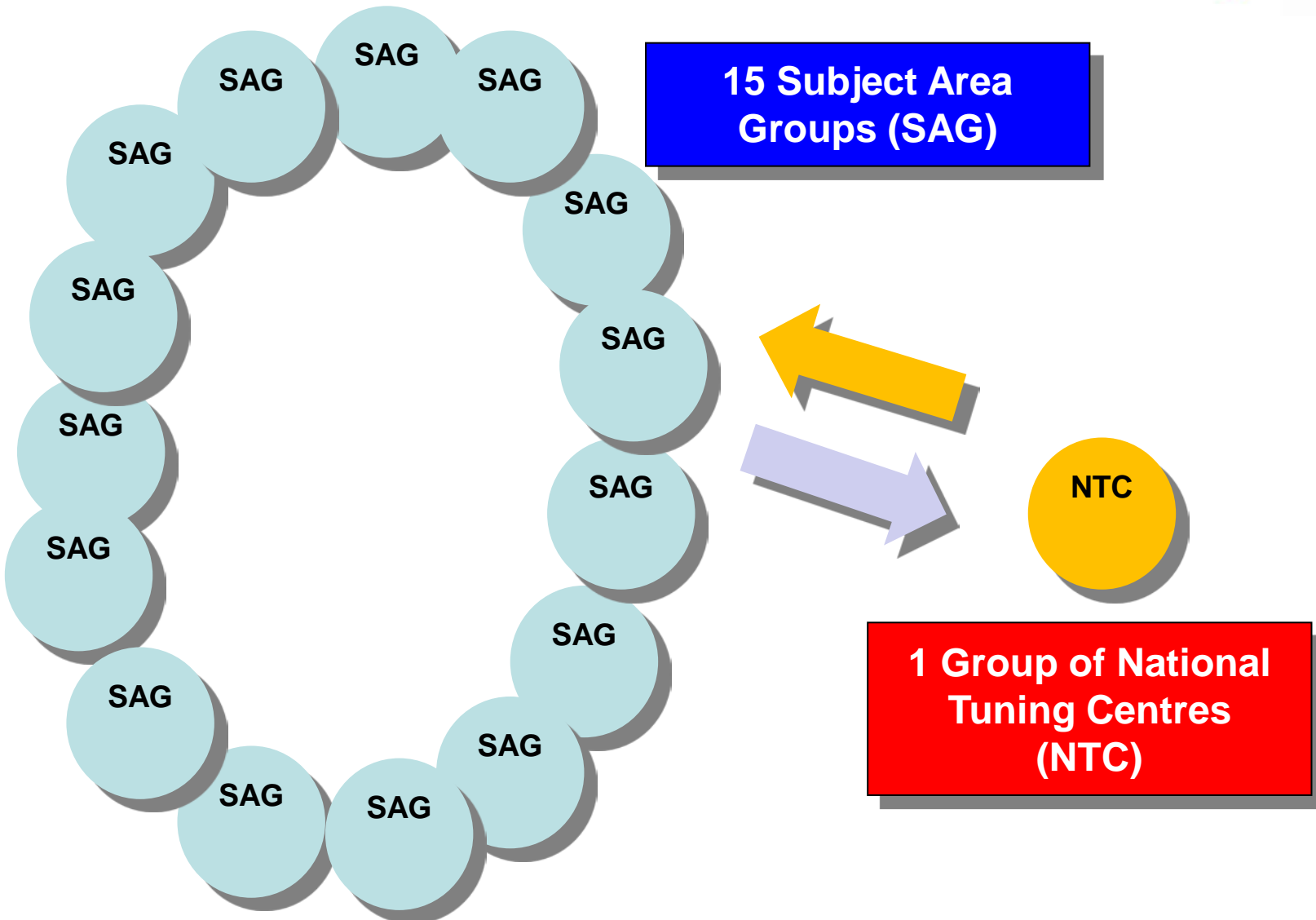
18 countries

+ 230 academics

Context (before Tuning)

- No common credit system in Latin America
- No credit system in many Latin American countries
- Even in countries with a credit system, only focused on contact hours
- Heterogeneous measuring units, even within countries
- Lack of orientations to recognize the educational value of activities outside the classroom (independent work)
- Barriers to student mobility (within and outside the region)

Structure



Outcomes in Latin America

OUTCOME 1:

Profiles and meta-profiles for 15 subject areas

OUTCOME 2:

New professions emerging in society and the new competences required for them

OUTCOME 3:

Model of social innovation

OUTCOME 5:

Common and diverse strategies for teaching, learning and assessment

OUTCOME 5:

Educational policy guidelines for the establishment of a credit system for Latin America

OUTCOME 6:

Common strategies for measuring student workload and its relationship with learning outcomes in the programmes.

Outcomes in Latin America

OUTCOME 5:

Educational policy guidelines
for the establishment of a
credit system for Latin
America



NTC

State of the art in 18 countries (national and institutional policies)

Analysis of other initiatives in other regions (Europe, Asia)

Relevance of a credit system

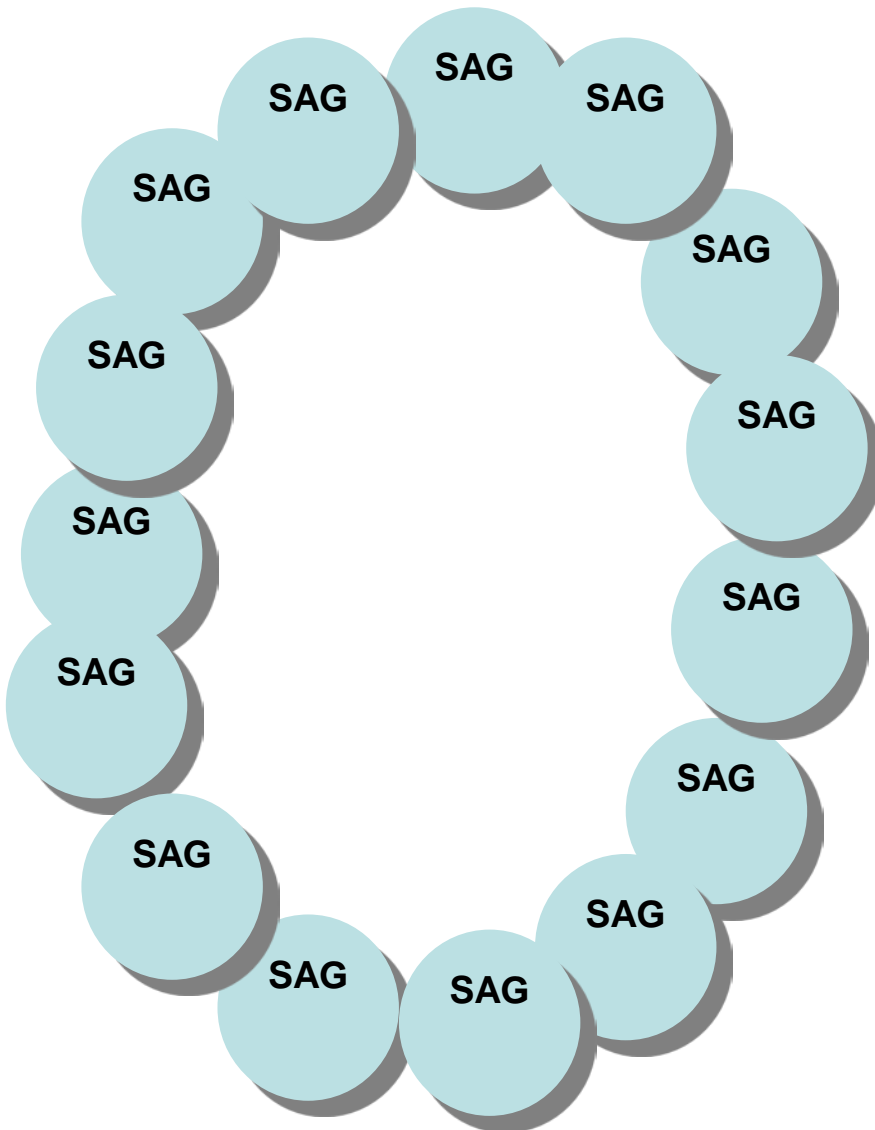
Feasibility

Main actions to define a common credit system

Difficulties for implementation

Draft proposal

Outcomes in Latin America



**15 Subject Area
Groups (SAG)**

OUTCOME 6:

**Common strategies for
measuring student workload
and its relationship with
learning outcomes in the
programmes.**

Measure student workload

Academics

Students

STUDENT WORKLOAD

Measure student workload

Año	Período académico	Número de Asignatura	Asignatura
1	1er Semestre	1	Filosofía Social de la Educación
		2	Problemas de la Educación Argentina
		3	Historia de la Educación
		4	Teoría de la Enseñanza y el Aprendizaje I
	2do Semestre	5	Teorías de la Educación I
		6	Política, Estado y Educación
		7	Las Instituciones Educativas: Perspectivas teóricas para su análisis
		8	Teoría de la Enseñanza y el Aprendizaje II
2	3er Semestre	9	Teorías de la Educación II
		10	Curriculum, Diseño, Desarrollo y Evaluación
		11	Problemas de la Educación Argentina y Latinoamericana
		12	Investigación en Ciencias Sociales
	4to Semestre	13	Evaluación y Calidad de la Educación
		14	Sistemas Educativos Comparados
		15	Economía de la Educación
		16	Metodología Estadística Aplicada a la Educación.
3	5to Semestre	17	Recursos Tecnológicos y aprendizaje
		18	Administración y Gestión I.
		19	Innovaciones Educativas.
		20	Derechos Humanos y Educación
	6to Semestre	21	Teoría y Práctica de la Investigación Etnográfica
		22	Recursos informáticos para el diagnóstico y el planeamiento
		23	Administración y Gestión II
		24	Modelos de Organización y Gestión de las Instituciones de Nivel Superior
4	7mo Semestre	25	Taller metodológico de proyectos de investigación I
		26	Formación Docente y Capacitación.
		27	Curriculum, Evaluación y Acreditación de las Inst. de Educación Superior
		28	Educación Permanente y Calidad de Vida
	8vo Semestre	29	Educación y Trabajo
		30	Taller metodológico de proyectos de investigación II
		31	Universidades y Desarrollo Social, Científico y Tecnológico

Bachelor in Education
University XYZ

Duración: 4 years

Measure student workload

Asignatura	Cantidad mínima de Profesores a encuestar	Cantidad mínima de Estudiantes a encuestar
Teoría y Práctica de la Investigación Etnográfica	1	10
Recursos informáticos para el diagnóstico y el planeamiento	1	10
Administración y Gestión II	1	10
Modelos de Organización y Gestión de las Instituciones de Nivel Superior	1	10
Total (mínimo)	4	40

Measure student workload

Academics

Students

STUDENT WORKLOAD

189 universities

10.086 surveys

	Estimation of professors on the total workload of one semester (in hours)	Estimation of students on the total workload of one semester (in hours)	Average on the estimations of professors and students on the total workload of a semester (in hours)	Average on the estimations of professors and students on the total workload of an academic year (in hours)
Nicaragua	624.25	296.76	460.51	921.01
Honduras	457.35	479.62	468.49	936.97
Panama	564.5	443.17	503.84	1007.67
Chile	613.81	497.2	555.51	1111.01
Bolivia	602.6	574.74	588.67	1177.34
Venezuela	473.39	727.06	600.23	1200.45
Peru	612.67	605	608.84	1217.67
Brazil	650.13	570.42	610.28	1220.55
Uruguay	574.27	679.76	627.02	1254.03
Guatemala	586.89	682.21	634.55	1269.1
Paraguay	599.5	709	654.25	1308.5
Costa Rica	667.92	658.84	663.38	1326.76
Mexico	603.63	730.01	666.82	1333.64
Ecuador	694.25	650.2	672.23	1344.45
Colombia	683.14	673.33	678.24	1356.47
El Salvador	783	604.86	693.93	1387.86
Argentina	740.57	697.47	719.02	1438.04
Cuba	932.06	714.87	823.47	1646.93

Some results ...

Estimated student workload by country of origin

	Estimation of professors on the total workload of one semester (in hours)	Estimation of students on the total workload of one semester (in hours)	Average on the estimations of professors and students on the total workload of a semester (in hours)	Average on the estimations of professors and students on the total workload of an academic year (in hours)
Law	425.59	435.54	430.57	861.13
Psychology	545.47	463.05	504.26	1008.52
Nursing	597.43	423.71	510.57	1021.14
History	560	515.43	537.72	1075.43
Education	575.86	509.82	542.84	1085.68
Business	681.1	529.08	605.09	1210.18
Mathematics	525.25	753.39	639.32	1278.64
Agricultural Sciences	677.41	623.58	650.5	1300.99
Information Technology	663.73	690.56	677.15	1354.29
Physics	683	679.46	681.23	1362.46
Chemistry	676.8	692.15	684.48	1368.95
Civil Engineering	695.51	689.97	692.74	1385.48
Geology	743.71	646.36	695.04	1390.07
Medicine	606.33	807.7	707.02	1414.03
Architecture	871.63	718.31	794.97	1589.94

Some results ...

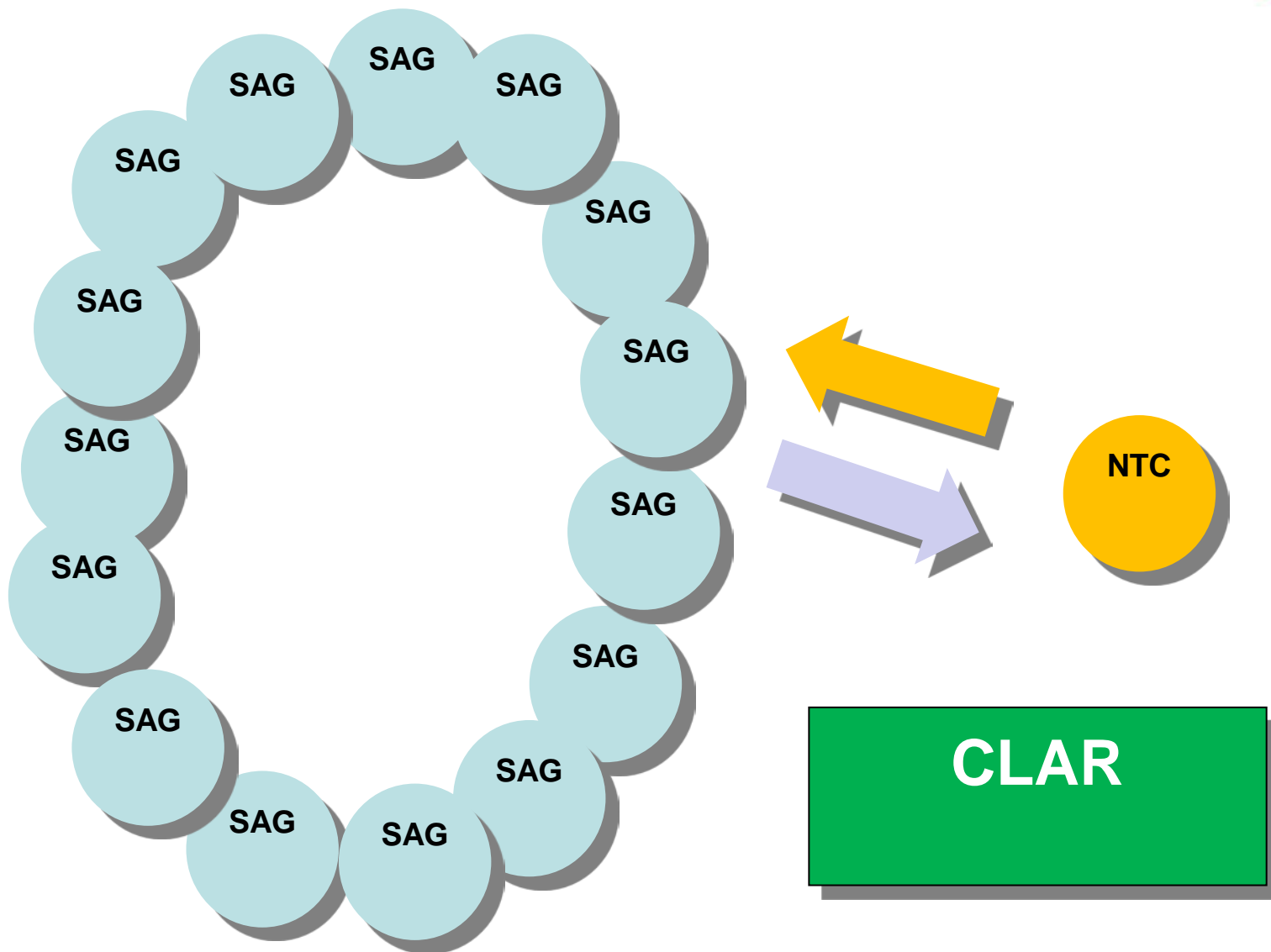
Estimated student workload by subject area

Some results ...

	Average on the estimations of professors and students on the total workload per week (in hours)
Law	39.87
Business	42.26
Geology	43.64
Chemistry	46.34
Psychology	46.71
Physics	49.58
Civil Engineering	50.94
Agricultural Sciences	51.01
History	52.12
Information Technology	52.26
Mathematics	53.8
Nursing	53.93
Education	55.93
Architecture	57.56
Medicine	59.12

Estimated student workload PER WEEK by subject area

Structure



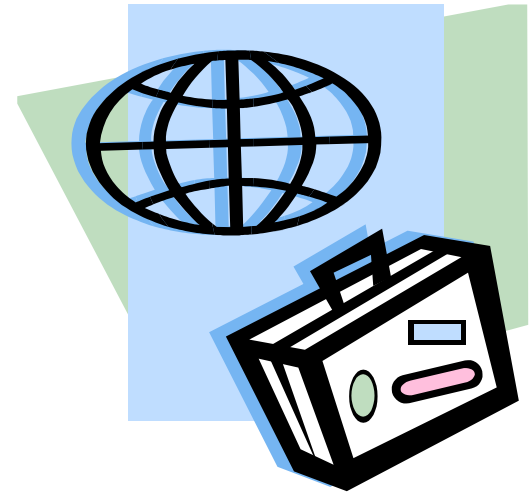
Principles for CLAR



Curricular reform



Student workload



mobility

60 credits per year

CLAR

Considering the length of the academic year – 36 weeks a year — and the range of weekly student working hours (40-55 hours), the annual student workload would range from 1,440 to 1,980 hours.

Weeks a year	Student Workload per week	Student Workload per year
36 weeks	40 hours	1440 hours
36 weeks	55 hours	1980 hours

CLAR

This lead to a CLAR credit whose value is to fluctuate according to the following estimation

(1, 440 hrs. / Year): (60 credits / year) = 24 hrs. / Credit

(1,980 hrs. / Year): (60 credits / year) = 33 hrs. / Credit

Therefore a CLAR credit has no unique temporal value.

Its value ranges from 24 to 33 hours.

CLAR

This refers to the workload demanded of the student in order to attain the learning results proposed in an activity or during a curricular period.

From the quantitative point of view, one CLAR credit is equivalent to one part of the total workload required to complete one year of full-time studies. It has no single value, but fluctuates between 24 and 33 hours of student work.

As a general rule, one year of full-time study is equivalent to 60 credits, one semester to 30 credits and one quarter (three-month period) to 20 credits. Thus, a 4 years programme will correspond to 240 credits and one of 5 years to 300 credits.

CLAR

1 CLAR

=

24 hours

to

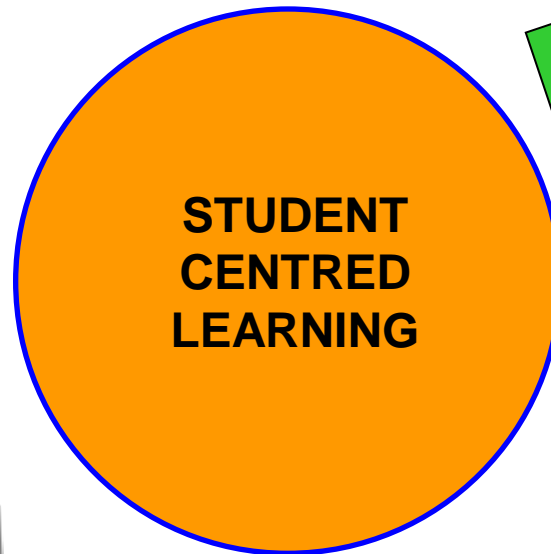
33 hours

ENHANCING

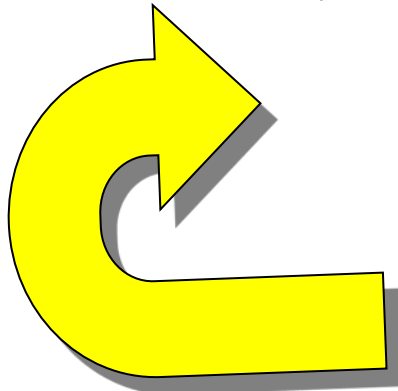
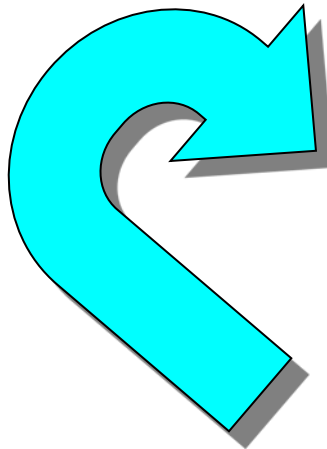
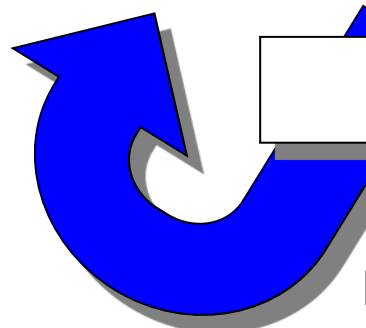
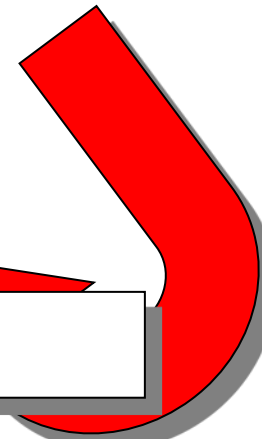
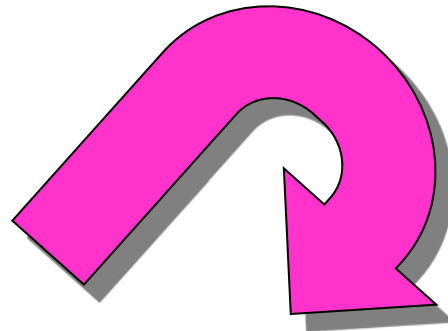
CONSULTING

PROFILING

DESIGNING



**STUDENT
CENTRED
LEARNING**



Credits

EVALUATING

LEARNING

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

Programme

Year	Semester	Course/Module	Credits
1	1st Semester	Mathematical Chemistry and Soil Science	6
		General Introduction: Philosophy and Psychology	6
	2nd Semester	Agriology and Introduction Crop Production	6
		Agriology: Principles, Economics and Systems	6
		Mathematical and Statistical I	6
		Mathematical and Statistical II	6
2	1st Semester	Agriology: Principles and Applications	6
		Mathematical and Statistical III	6
	2nd Semester	Mathematical and Statistical IV	6
		Mathematical and Statistical V	6
		Mathematical and Statistical VI	6
		Mathematical and Statistical VII	6
3	1st Semester	Mathematical and Statistical VIII	6
		Mathematical and Statistical IX	6
	2nd Semester	Mathematical and Statistical X	6
		Mathematical and Statistical XI	6
		Mathematical and Statistical XII	6
		Mathematical and Statistical XIII	6

Designing a Programme: measuring student workload

1. Open discussion about the relationship between learning outcomes, educational activities, assessment methods and student workload.

PLANNING FORM

Type of course: Subsidiary course
 Name of the module: Intercultural Communication in Multicultural Societies
 Target group: First cycle History student
 Level of the unit: Bachelor level 2 (intermediate)
 Number of ECTS credits: 5 ECTS (notional working time: 125 hours)
 Competences to be developed:

1. Appreciation of diversity and multiculturality
2. Capacity to work in multicultural contexts
3. Teamwork
4. Oral and written communication
5. Critical and self-critical abilities

Learning outcomes	Educational activities	Assessment	Estimated student work time in hours
Familiarity with the diverse approaches to culture and understanding of their implications.	Background questionnaire		½ hour
Understanding and capacity to use in an adequate academic context key concepts such as cultural identity, multiculturalism, integration, assimilation, segregation, context and meaning, etc.	Lecture 1: <i>Approaches to culture</i>		1 hour
Development by the student of his or her own mental frameworks in relation to:	Group work on definitions on culture		1 hour
a) the various layers of culture	Class discussion		1 hour
b) the key issues in the current debate concerning different degrees of tolerance of cultural symbols	Reading assignment		5 hours
c) models of society in relation to the management of diversity	Class seminar on reading assignment		½ hour
	Lecture 2: <i>Images and realities of multiculturalism</i>		1 hour
	Reading assignment on the lecture		3 hours
	Class seminar on reading assignment		½ hour
	Lecture 3: <i>Cultural identities, group, individual and society</i>		1 hour
	Reading assignment on the lecture		5 hours
	Class seminar on reading assignment		½ hour
	Lecture 4: <i>Symbols, heroes and values</i>		1 hour
	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)		15 hours
		Oral presentations (all groups)	3 hours

Year	Semester	Course/Module	Credits
1	1st Semester	Mathematical Chemistry and Soil Science	6
		General Introduction: Philosophy and Psychology	6
	2nd Semester	Agriology and Institutional Crop Production	6
		Agriology: Principles and Systems	6
		Mathematical and Statistical I	6
		Mathematical and Statistical II	6
2	1st Semester	Agriology: Principles and Systems	6
		Mathematical and Statistical II	6
	2nd Semester	Mathematical and Statistical I	6
		Mathematical and Statistical II	6
		Mathematical and Statistical III	6
		Mathematical and Statistical IV	6
3	1st Semester	Mathematical and Statistical I	6
		Mathematical and Statistical II	6
	2nd Semester	Mathematical and Statistical III	6
		Mathematical and Statistical IV	6
		Mathematical and Statistical V	6
		Mathematical and Statistical VI	6

Designing a Programme: measuring student workload

2. Brief description of the institutional/national systems:

- Is it considered independent work at institutional/national level or is it a system which only takes into account contact hours?
- How many? National/Subject Area regulations in relation to the number of hours (contact and independent)

Year	Semester	Course/Module	Credits
1	1st	Mathematical Chemistry and Soil Science	6
		Animal Production: Production and Management	6
	2nd	Agri-ecology and Sustainable Crop Production	6
		Agri-ecology: Management and Systems	6
	3rd	Agri-ecology and Sustainable Crop Production	6
		Agri-ecology: Management and Systems	6
2	1st	Agri-ecology: Management and Systems	6
		Agri-ecology: Management and Systems	6
	2nd	Agri-ecology: Management and Systems	6
		Agri-ecology: Management and Systems	6
	3rd	Agri-ecology: Management and Systems	6
		Agri-ecology: Management and Systems	6
3	1st	Agri-ecology: Management and Systems	6
		Agri-ecology: Management and Systems	6
	2nd	Agri-ecology: Management and Systems	6
		Agri-ecology: Management and Systems	6

Designing a Programme: measuring student workload

- Open discussion about the estimation of the “normal” workload week for a student and the “normal” workload academic year for a student in each institution.