



Credit Systems

- Learning Approach and Currency -

Practical Session
UPA, October 11, 2012

Group 1a: International Commercial Law

- Group members:

Rana Mansour	Tania Abdallah	Rihab Sawaya	<u>Charbel Bou</u> <u>Maroun</u>
--------------	----------------	--------------	-------------------------------------

Group 1a:

Intl Commercial Law	Class Lecture	24h
	Exam Prep	72h
	Presentation	12h
Identifying sources of law and regulations	Class Lecture	4h
	Exam Prep	12h
	Presentation	2h
Identifying common legal terms	Class Lecture	4h
	Exam Prep	12h
	Presentation	2h

Group 1a:

Presenting Intl sales and purchase law	Class Lecture	4h
	Exam Prep	12h
	Presentation	2h
Entering into legally binding business contracts	Class Lecture	4h
	Exam Prep	12h
	Presentation	2h
Understanding legal challenges in IB standard contracts	Class Lecture	2h
	Exam Prep	6h
	Presentation	1h

Group 1a:

Gaining practical knowledge about IB law	Class Lecture	2h
	Exam Prep	6h
	Presentation	1h
Interpreting contracts and applying clauses	Class Lecture	2h
	Exam Prep	6h
	Presentation	1h
Disputing Resolution and claim enforcement	Class Lecture	3h
	Exam Prep	6h
	Presentation	1h

Group 1b: Electrical Circuits

- Group members:

<u>Shady Fraiha</u>	Hala Abou Arraj	Fouad Choueifaty	Bassima Abdallah Nahas
Dalida Cheikh	Ossama		

Class Lecture	24h
Exam Preparation 6 + 6 + 8	20h
Laboratory + Homework	31h
Self Study	35h

110h

ECTS 110h	4cr
American	4cr

Group 2: Chemistry of the Cell

- Group members:

<u>Chawki Boukarim</u>	Hadi Tabbara	Ahmad Jammal	Nidaa Abou Mrad
------------------------	--------------	--------------	-----------------

Group 2:

Lecture	36h
Laboratory	68h
Discussion Group	21h
Home preparation	72h
Examination	5h
Total	202 => 8cr ECTS 4 cr American

Group 3: Special Education

- Group members:

<u>Mouhamad</u> <u>Sukatiyah</u>	Zalpha Ayoubi	Nasser Batlouni	Sania Constantin
Patricia Rached	Fadi El Hage	Josiane Abi Khattar	George Abdelnour

Group 4: Epidemiology

- Group members:

George Sayegh	Maha Nehme	Layla Nader	Elie Akoury
Nancy Wehbe	Bernadette Abi Saleh	Amale Mansour	

Group 4:

Know the definition and the principles Epidemiology	Class Lecture	3h
	Readings	1h
	Work and Reflection	2h
List and use methods available in edpidemiology	Class Lecture	1h
	Personal work	2h
Apply descriptive and analytical methods	Class Lecture	3h
	Practical	3h
	Projects	3h

Group 4:

Impliment preventive efforts	Class Lecture	1h
	Project	2h
Define intervention mappings	Class Lecture	3h
Conceive project	Class Lecture	3h
	Projects	3h

Group 4

Communicate information	Class Lecture	3h
	Project	6h
Define Quality of life	Class Lecture	1h
Analyze usage of QOL measurement	Class Lecture	1h
	{Practium	2h

Group 4

Use relevant tools		
	Project	3h
Analyze measurement	Personal work	2h

Group 4

Class Lecture	20h
Hwmrk	5h
Laboratory	10h
Personal effort	10h
Projects	10h
Study group	5h

ECTS ~60h	2cr
American	4cr

Group 5: Fundamentals of Electrical Circuits

- Group members:

Pascal Damien	Joseph Rustom	Maroun Jneid	Carlo Moubarak
Ossama Mustapha	Moueen Salameh		

Group 5

Class Lecture	34h
Preparation	74h
Laboratory	34h
Project	20h
Exams + Quizzes	10h
Weekly Study	40h

ECTS 212h	7cr
American	4cr

Group 6: Fundamentals of Electric Circuits

- Group members:

<u>Omar Mawlawi</u>	Maya Nohra	Faten Al Hage	Rony Darazi
Talar Atechian	Amer Helwani		

Group 6:

LO 1,9, 10	Class Lecture	2h
	Homework	2h
	Lab	2h
LO 1,2, 9, 10	Class Lecture	2h
	Homework	4h
	Lab	2h
LO 2, 3, 9, 10	Class Lecture	2h
	Homework	4h
	Lab	2h

Group 6:

LO 2, 3, 9, 10	Class Lecture	2h
	Homework	4h
	Lab	2h
LO 3, 9	Quiz	1/2h
	Preparation	4h
	Lab	2h
LO 2, 3, 4, 9, 10	Class Lecture	2h
	Homework	4h
	Lab	2h

Group 6:

LO 2, 4, 9, 10	Class Lecture	3h
	Homework	4h
	Lab	2h
LO 9	Lab	2h
	MidTerm	2h
	Preparation	8h
LO 5, 9, 10	Class Lecture	6h
	Homework	4h
	Lab	2h

Group 6:

LO 6, 7, 9, 10	Class Lecture	4h
	Homework	2h
	Lab	2h
LO 7, 8, 9, 10	Class Lecture	4h
	HMWRK+LAB	6h
	Midterm +Preparation	11h
LO 8, 9, 10	Class Lecture	3h
	Homework	2h
	Lab	2h

Group 6:

LO 8, 10	Class Lecture	2h
	Homework	4h
	Lab	2h
LO 10	LAB	4h
	Final	2h
	Preparation	20h

Group 6

- Lecture 32
- Lab 32
- Prep 38
- Prep exam 34
- Total: 136
- ECTS: 5 cr
- American: 3 cr

Group 7: English

- Group members:

Huda Nakad	Lea Eid	<u>Christine</u> <u>Zachariou</u>	Daisy Bou Jawdeh
Mirna Abou Zeid	Rania Baroud	Georges Hachem	

Group 7:

Lecture	14h
Preparation Exam	9h
Writing	12h
TD	28h
Group Work	12h
Personal effort	48h
Total	123 => 5cr ECTS

Survey and Suggestions: Some Answers

- Do you find this tool useful? Comment
 - Yes, but guidelines should be available to orient the application
 - Oui. Ça permet de réfléchir sur la charge de travail de l'étudiant
 - Yes, Methodic and systematic measure of study loads
 - Estimating workload is useful to know how many courses to give to a student

Survey and Suggestions: Some Answers

- Does it create a dynamic in the analysis of the content of a course? Comment
 - Yes
 - Oui
 - Yes – It involves discussion and exchange of ideas
 - Yes of course. This way the instructor look more closely at what is required from students

Survey and Suggestions: Some Answers

- Does ECTS push to student centered learning? How?
 - Expected to be student centered learning. Ground experience will prove it or not.
 - More focus on student workload
 - De part le souci de quantifier le nombre d'heures que l'étudiant doit consacrer à chaque activité en classe et hors classe
 - Yes because you have to start by weighting the workload of the student

Survey and Suggestions: Some Answers

- Does ECTS help a better understanding for recognition? How?
 - To be discussed
 - No it doesn't. It is hard to estimate the performance of students and the assessment compared to other systems
 - Par l'utilisation d'un langage codifié permettant la lecture directe des acquisitions de l'étudiant
 - Yes it was created to improve student mobility through transfer and accumulation of credits

Survey and Suggestions: Some Answers

- Do you suggest any modification to the tool?
 - This tool is still in a young system, waiting for maturity, and is still under experiment in many countries and many universities. Years to come will bring needed modifications
 - Yes it might be useful to link the credit hour with the grade and to generalize it in order to avoid confusion
 - It would be better to have an already made example

Survey and Suggestions: Some Answers

- How do you think workload can be related to the whole programme workload?
 - The student workload is roughly the 2/3 of the whole programme workload
 - Dans l'ingénierie du programme en prenant la charge totale annuelle de l'étudiant variant entre 1500 et 1800 heures
 - It should fit the total yearly hours (1500-1800)
 - We should not exceed what the students can deliver. Course and programme workloads should take into consideration students' ability to learn