**UNIVERSIDADE KATYAVALA BWILA**
**INSTITUTO SUPERIOR DE CIÊNCIAS DA EDUCAÇÃO**
**DEPARTAMENTO DE LETRAS MODERNAS**
**SECTOR DE INGLÊS**

Academic Year: 2016

First Term

Third Year

**A REPORT ON STUDENT WORKLOAD AND STUDENT FUTURE**

**Title:** *Analyses on Student Activities and Student Future after Finishing Higher Education*

**Author:** Daniel Tchikoko Vindose

Benguela, July - 2016

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# Contents Page

**Abstract**

Analysing and measuring student workload as well as looking at student future is part of the University engagement and responsibility. This may be achieved through students learning outcomes, philosophy of the institution as well as by designing equilibrated programmes that suites better even to a typical day activity in a week.

      This report highlights both students demands fulfilled at University or outside and the programmes implemented in each year of study. In here the reference will be me as an English student. From this point of view it can be also said that there is no simple answer and a unique recommendation for the outline presented in the case.

      Being so, I could realize that, a programme that leads to a bachelor degree should have a general and specific objective. Once we know that a student comes across with different subjects' programmes that compose a syllabus to the process of teaching at a higher education.

# Introduction

Before we begin, first of all, let us contextualize our institution which is Universidade Katyavala Bwila in Portuguese language used to be abbreviated UKB. As this website *http://www.4icu.org/reviews/universities-english/15224.html* has showed,

> in 2009, Universidade Katyavala Bwila (in English: Katyavala Bwila University) is a public higher education institution located in the large town of Benguela (population range: 50,000-249,999 inhabitants). Officially accredited/recognized by the Ministério do Ensino Superior, Angola (in English: Ministry of Higher Education, Angola), Universidade Katyavala Bwila (UKB) is a medium-sized (enrollment range: 6,000-6,999 students) coeducational higher education institution.

As we can see, it is a University that holds a high number of student's enrollment per year in a set of its all organic unit. Such units comprise faculties and high education institute. As it is known, the UKB in Benguela province entails three (3) faculties namely (in Portuguese, Faculdade de Direito, Faculdade de Medicina, and Faculdade de Economia) and two (2) institutes as follow (in Portuguese, Instituto Superior Politécnico (ISP) and Instituto Superior de Ciências da Educação (ISCED). It offers courses and programmes leading to officially recognized higher education degrees such as bachelor degree awarded during a couple of three years and a licenciatura degree up to the end of each course generally done in four year in the case of course administrated at ISCED. Exceptionally, others units in which courses used to be finished within five years, for instance Faculdade de Medicina. The UKB also provides several academic and non-academic facilities and services to students including a library, as well as administrative services.

By and large, any issues related to 'student workload and student future' was posed by the board of the project **Tuning Africa II** in this way, firstly, *what are the different kinds of activities you do for your university work?, how much time you spend on each in a typical week?, how is it different during exam time?*. Secondly, *what types of activities would you like to have more time for?, what types of activities take too much time now?, would you like to include any other types of activities?*. And the third question says, *apart from your university work, what other demands (such as other private and professional commitments) do you have on your time in a typical week?*.

And yet, together with the early three questions there are others as, first, *what job would like to get* (a) *when you leave the university* and (b) *in ten-year's time?*. Second, *what skills and competences are needed to get and do these jobs?, what skills and competences would you need to develop to get these jobs?, how will you demonstrate these abilities to the potential employer?*.

Sometimes, it has not been so easy to me to answer someone's question so quickly, but with this report paper, let me try to give response in a way of comprising such issues logically presented. To say also, I could prepare this report paper arranging it into two sections A and B. Each one is composed by its main parts and subheadings unpacked as follows.

In the Section A, I do talk about Student Workload at University. In this section we are going to face three (3) parts. First, the part (I) is about Activities Done at University in which I gradually invite you to take a look at *kinds of activities, time spend on a typical week* and *how is it different during exam times*. Second, comes the part (II) which describes Types of Activities to Have more Time comprehending *types of activities taking too much time for now, others types of activities* specifically, *for typical week* and *for exam times*. And the third is said to be the part (III) which is about University Work, Others Demand Fulfilled in Typical Week with this entry *what are they* and *how much time do they take*.

In Section B, I do have the part (I) which is about Getting Job, where I do draw attention to *when you leave the University* and within *ten-year's time?*. Hereafter, the part (II) comes to deal with Student Skill and Competence. In here we are going to consider *what skills and competences are needed to get and do these job?, what skills and competences would you like to develop to get these job?* And finally *how will you demonstrate these abilities to potential employer?*

By understanding the importance of describing and analyzing the student workload at university concretely at ISCED (Instituto Superior de Ciências da Educação) may scores the need for rearranging the amount of time carried per subject at the level of bachelor and licenciatura degree with good methodological aspects as well as the search for suitable activities programmes.

Being so, this report aims *to describe and analyse the amount of hours spent by students in a year under the light of English subjects programmes carried out by student's as well as the students' future after finishing higher education in a given course.* In addition, I do also have suggested the following title *Analyses on Student Activities and Student Future after Finishing Higher Education*. So, let us start already with the first section that can be found in the following page.

## SECTION A: STUDENT WORKLOAD AT UNIVERSITY
### Part I: Activities Done at University

Well, it is meaningful to refer at activities usually done at University. We do really know, at University a student workload comprises a set of activities realized within. The activities as such has actually been as lectures, seminars, scientific journeys, reading at library for research, changing experiences with other students and task-based in classroom.

At University a student within his or her organic unity is exposed to different subjects and different methodological aspects. As this website *http://www.washington.edu/teaching/teaching-resources/preparing-to-teach/designing-your-course-and-syllabus/Course and syllabus design* observed,

> although courses programme may vary in size, subject matter or level, a systematic process will help you plan and structure course programme and syllabus design to effectively reach desired instructional goals keeping on track with its general goal.

This indicates, therefore, that at university activities done by students vary depending on the course in a given faculty or institute, for example, in the English course, in which I am doing year three at this current year, we could succeed from year one to year two by following and respecting subjects programmes varying on their methodological aspects and time allocated on each activity per day in a week.

Meanwhile, lessons used to be handled through lectures, seminars, presentations, guided reading, and materials preparations. To extend, this is to say, in each case we are supposed to carry out with different stages per session. By saying that lessons take place through lectures, presentations and so forth, let me draw our attention to kinds of activities done by students at university.

### 1.1. Kinds of Activities

In here, I do recall myself in saying, at University we used to deal with activities related to intra and extracurricular. In intra-curricular activities we mean all sessions and meetings as lectures, seminars, oriented sessions, wider reading, pair work, and student group. All of them come stated in each subject programme explained methodologically. While, in extracurricular activities we intends to say those realized outside classroom, for instance, socialising with other students, socialising with non-university friends, and so on. These last generally are organized by the institution through its departments, for example, a meeting for football, debate and campaign.

Let me also say, activities related to the course up to Bachelor degree while in circle of study has naturally been of *short essay presentation, task-based exercises, assignments, reading*

and *written tests.* Therefore, such activities have to be done within allocated time and value in which a given lesson takes place into forty five (45) minutes per contact between students and teacher per day corresponding in an hour normally doubled depending on the discipline characteristics.

From this kind of activities students do face demands of workload in a typical week. In other hand, do spend time. So, let us turn our attention to the next point which is about the time spent on a typical week at university.

## 1.2. Time Spend on a Typical Week

In fact, somebody may ask "how is it possible in one University or in one subject to obtain a degree with so much less effort than is required in another university or subject? And what does it say about what it means to possess a degree from an English University if this is so?" as *Bahram Bekhradnia*, director of the Higher Education Policy Institute puts it.

The above assumption shows, that, students' workload resembled a part-time job, while for others it was the equivalent of a full-time post. For example, the chart below shows hours per contact between students and docent in the Reading Skill subject in the second year.

| Activity | Description |
|---|---|
| **Lecture**: | 5 contact hours = student workload of 5 to 15 hours week. |
| **Seminar** (excluding papers): | 5 contact hour = student workload of 5 to 10 hours per day. |
| **Assignments**, **regular type page**: 1000-1500 words: | 8 pages = student workload of 2 or 3 weeks before submition. |

Fig 1. Description of time spend in typical week- Reading Skill subject.

There is a timetable that guides students in their period of study. The set of subjects faced in the second year and respective hours per day as well per week. Let us understand this case. The subjects displayed under the column labeled ($Xi$) are represented by the following datas 2, 2, 2, 2, 3, 3, 4, 4, 4, 5. They appear at the absolute frequency column meaning the number of times that such subjects appear in the timetable per week. The resolution appears in the appendix. Time spent in a typical week is a question directly answered there.

The last column shows the hours per week. This means, a student spends 465 hours per week in attending or doing activities based on. As Crook and Park (2004) pointed out, "*it does illustrate one of the difficulties of trying to allocate notional study hours to large and diverse (in terms of module choices) groups of students.*"

Since it is impossible to remove these inter-student differences it is difficult, if not impossible, to ensure that all students experience a constant, similar workload. However, it is possible to derive strategies that attempt to provide consistency across a programme such that differences between students are maintained across units. The simplest strategy needed to achieve this aim is the development of programme-specific assessment guidelines.

## 1.3. How is it Different During Exam Times

Considering that an exam period has been different from period of teacher and student contact I mean that in terms of time spent in each. To say, during exams time we used to spend no more time once the range of subjects some of them a termly ended. While I was doing second year per week we used to spend 4 hours in contact, for example.

For that range of time when comes the exam and according to the methodology a text should be done within one hour and twenty minutes. So, this becomes more flexible.

## Part II: Types of Activities to Have more Time

Time is an important resource. Effective time management is a skill most people need to make the most out of their personal and professional lives. To a college student, it can make the difference between a mediocre and a superior performance.

To manage time effectively, we must control it. There is a popular saying in English 'time is money'. This shows that we do have to be consciously under control of the time. Otherwise, old habits will be under control of time.

Personally, I would rather say tasks such as assignments, reports, power point, information communication technology (ICT) had better to have more time because of the length.

## 2.1. Types of Activities Taking to much Time for Now

For now I would say that preparing for scientific journey and reading in advance has been an activity taking to much time to me. Part of that time once not well controlled both school and home may get me tied mentally. So, this website *https://www.uwgb.edu/tutoring/resources/managing.asp* has oriented that,

> In order to create an efficient schedule for yourself follow these five steps:
> *Identify committed time.* Record those things you must do and/or will do and record the times attached to each activity. Include your class and work times, church and family activities, exercise times, commuting, etc. *Identify personal time.* Record the time you need for sleeping, eating, grooming, doing household chores, etc.

*Estimate study time.* Estimate how much study time you will need for each class. Begin by following the two-for-one rule. Plan to spend two hours studying outside of the classroom for every one hour of class each week. If you spend a total of 12 hours in classes each week, plan at least 24 hours of study time in your schedule. … Eventually, you will discover how much study time you will need in order to succeed in each class.

## 2.2. Others Types of Activities

### 2.2.1. For Typical Week

This website *http://futurestudents.curtin.edu.au/student-life/workload/example-timetables/* shared that, "at University students from different areas of study, share a day in their lives as University undergraduates." In fact, this lead me to say that, we comprehend a typical week composed by a set of days from Sunday up to Saturday, but in here let us just consider Monday up to Friday which are the days in which we as student we do have to deal with inner school activities to be back home just in the lunch time.

And now activities related to a typical week are those that refer to lesson based task, home based task as well as discussion and group activity presentation.

We also know that they vary in terms of time depending on how a given teacher comes to present a lesson per day.

### 2.2.2. For Exam Times

A semester plan is an effective program in order to reaching subjects goal. It is a detailed, weekly schedule of activities. The schedule allots time for classes, studying, personal care, eating, sleeping, recreation, etc.

Constructing and conscientiously follow a semester plan or annually we may establish good time management habits and program for success. To say that during exams activities has been more for reading in advance and silently for better understanding. I personally used to feel a little more comfortable during this time because per day I do have just a unique test. This goes up to the end of the week. After that, just be at home waiting for results for second round on be seceded.

## Part III: University Work, and other Demands Fulfilled in a Typical Week

### 3.1. What are they

The demands of activity fulfilled at University are: attending lectures, wider reading, participating in student clubs or societies, socialising with other students, socialising with non-university friends.

Others equally are related with those demands I used to do at home as preparing my own meeting with classmate in order to read and revise some non-well understood session as well as solving homework.

## 3.2.How Much Time Do they Take

As the report by Brennan, Patel and Tang (2009: 12) noted,

> One of the key factors influencing students' approaches to learning is the time available to them for it. It has been widely noted that students in the UK have become increasingly likely in recent years to engage in some form of part-time employment while at university.

This evidence seems to be not different with us as I could note and agree with. In fact, there are students who took part-time employment at the same time as he or she does school activity. So this seems to be non-recommendable whether the goal is to achieve success in learning. From this it is understood that consequences are likely to be educational rather than financial.

Rolfe's report (2002) cited by Brennan, Patel and Tang (2009: 12) noted that, "When I think back to my own time at university, sitting in canteens and talking to my colleagues... that aspect of student life is suffering. They're coming on campus at the times they aren't working, picking up materials, doing what they need to do and going off again and not immersing themselves in student life."

Then it is clear that sometimes students behaviuor takes him or her to much time in play with worthless activity rather than copying with the most import which doing properly activities recommended by teacher.

### SECTION B: STUDENT'S FUTURE AFTER UNIVERSITY
### Part I: Getting Job
### 1.1. When Leaving the University

It is a costume that, whenever we enter at a teaching institution we mean to be equipped with tools for future living in our family in particular as well as in the society in general. In this sense we as students nowadays we do face some difficulties in getting a job after living university. The idea is there but when somebody applying at an enterprise the boss asks for background relied in a set of experience at work.

Let us imagine someone's exclamation 'how does it comes!' to be asked for such. It is true that the one at University does not have experience work. That is the reason in other times students do prepare themselves for a professional course.

## 1.2. In Ten-year's Time

According to the reality of my country for now, I do hope within ten years to first of all to have an established country economically. Once this, I may do my best in order the get a job as well established as the one who promote the language locally or internationally. As well, I do hope to work as a teacher at an institution and so forth.

Until there of course I am invited to save at good disposal my skills and competence regarding the course in which I am.

## Part II: Skill and Competence

We have got here two terminologies. So, let us first of all define them. The work of Richard and Schmidt (2002: 489) has defined, skill as "an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinated processes and actions". And again Richard and Schmidt (2002: 93-4) pointed out that,

> competence (in generative grammar) the implicit system of rules that constitutes a *competence* person's knowledge of a language. This includes a person's ability to create and understand sentences, including sentences they have never heard before, knowledge of what are and what are not sentences of a particular language, and the ability to recognize ambiguous and deviant sentences. For example, a speaker of English would recognize *I want to go home* as an English sentence but would not accept a sentence such as *I want going home* even though all the words in it are English words. (…).

## 2.1. Skills and Competences Needed to Get and Do These Job

From the comprehension we already took I feel that both skills and competence a needed in order to enter at a new job, for example as a teacher of English language locally, nationally or even international. But to do that, let me remember once again that as I am doing English language course it is not surprise that *speaking, listening, writing and reading* are the most and unique skills required to master the target language and apart from that I do have also to show competences regarded as the one that gives rise on place where I am going to ask for a job.

## 2.2. Skills and Competence to Develop to Get These Job

All most the skills and competences required to do a given job should be the ones to be developed carefully and with the maximum responsibility. In my case as an English student it is much better to get to know well those skills that compose a language. Only by speaking, writing, listening and reading accordingly I may be selected for the appropriate job.

## 2.3. Demonstrating Abilities to Potential Employer

Joining to association, group language of English community, sharing a language are the way through which we may show to potential employers that we can do something correspondingly. Another way stands for enriching ourself in terms of curriculum vitae, which is acquiring experiences, knowledge, addressing our background and even the profile.

## Conclusion

To sum up, this report dealt with issues related to student workload and student future. We saw that the demand of activities seems to be part-time for some students while for other a full time. As well, the length of the programmes per subjects composes the whole time along with a given term.

From what we could analyse it is clear that there is considerable variation and student effort may not reflect the marks allocated to an assessment. Inevitably differences between students (knowledge, skills, time) influence their perception of the difficulty of assessments.

There is also clear evidence that there are subject level differences in assessment practices, tasks based activities that are coming from professional board requirements.

# Recommendation

After description and analysis of subjects programs that I could attend when I was doing four (4) semester to complete the second year of study I could feel that all the happening activities are supplied into each subjects programme. And we could also know that they constitute student workload regardless student effort because sometimes they are linked by the student's outcomes up to the end of the year. Being so I could suggest and/or recommend, if I may:

This website *http://www.celt.mmu.ac.uk/ltia/issue17/fielding.php* has suggested already hits that I do feel to suite in the context in which I am. For that reason I could choose ones of them to be presented here as recommendation or suggestions.

First, if asked, students will generally say that they are overworked and this is almost always related to assessments. This does not mean that they are actually overworked. Students need to be informed about, and understand, what is expected of them for the current assessments.

Second, programme teams should ensure that they consider the student assessment workload, either by developing an assessment framework or by auditing assessments annually. In this way some of the perceived and actual differences in assessment workload can be corrected or at least minimized.

Third, guidelines should not be over-interpreted. They never equate to actual hours. Instead they provide a framework which (a) helps to ensure within-subject consistency and (b) provides an indication, to the student, of the relative effort required.

Fourth, we cannot rely on the undocumented assumptions of assessors as to the likely time commitment needed from the student. As part of the programme guidelines it may be necessary to use 'auditors' to review the workload. Alternatively, notional student effort could be monitored by adding a box to the submission proforma which asks students to estimate the length of time spent on the task.

And, fifth, a unit calendar, linked with a stage calendar, is important for guiding students and staff. This should help to provide a week-by-week indication of the assumed workload.

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| N. | X*i* | F*i* | *fi* | F*i*ac | *fi*ac | Time Spend at School | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | per day (6 x 45') | week (270 x5 days) | semester (15 weeks) |
| 0 | Português II | 2 | 0,064516129 | 2 | 0,0645 | | | 30 |
| 1 | Francês | 2 | 0,064516129 | 4 | 0,129016129 | | | 30 |
| 2 | Sociologia Geral | 2 | 0,064516129 | 6 | 0,193532258 | | | 30 |
| 3 | Psicologia Pedagógica | 2 | 0,064516129 | 8 | 0,258048387 | | | 30 |
| 4 | Linguística Bantu | 3 | 0,096774194 | 11 | 0,354822581 | | | 45 |
| 5 | Literatura Africana | 3 | 0,096774194 | 14 | 0,451596774 | **270** | **1350** | 45 |
| 6 | Fonética e Fonologia | 4 | 0,129032258 | 18 | 0,580629032 | | | 60 |
| 7 | Metodologia de Ensino de Inglês I | 4 | 0,129032258 | 22 | 0,70966129 | | | 60 |
| 8 | Psicolinguística | 4 | 0,129032258 | 26 | 0,838693548 | | | 60 |
| 9 | Técnicas de Leitura | 5 | 0,161290323 | 31 | 0,999983871 | | | 75 |
| | | **31** | **1,00** | | | | | |

**Chart 01** – Statistic showing time spent at school by students.

X*i* – stands for subjects' category.

F*i* – stands for absolute frequency (number of time that a given subject appear in the timetable).

F*i* – stands for relative frequency.

F*i*ac and *fi*ac – both are accumulative frequency. Meanwhile, the former is absolute and the latter relative.

*i – means index of the number in order* (N.)