Achievements and challenges in implementing an ECTS at the University of Raparin (UoR)

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University of Raparin

- The University of Raparin is a public university in Ranya, in the Sulaymaniyah Governorate of the Kurdistan Region of Iraq. It was established in 2010.
- University of Raparin consists of two campuses, one locating in Ranya District and the other in Qaladze District.
- Currently, the University has six colleges, and 25 departments in various fields as listed below:
  1. College of Science
  2. College of Education
  3. College of Basic Education
  4. College of Humanities Science
  5. College of Nursing
  6. College of Agricultural Engineering Sciences
University of Raparin
Introduce ECTS at UoR

The main reasons behind the decision to introduce ECTS at UoR:

• The process concerns the standards and teaching quality of the departments curricula to provide a high-quality teaching and learning programme for those students wishing to learn at the highest level autonomously.

• The process has many possible benefits and outcomes such as:
  1. Internationalizing and modernizing the higher education system
  2. Facilitates student and staff mobility
  3. Encourages active rather passive learning
  4. Emphasizes critical and analytical learning
  5. Increases the level of responsibility on the part of the students, and transit of students from dependent learners to autonomous learners.
Departments implementing ECTS at UoR

The Bologna Process has made some progress at the University of Raparin and, indeed, as a concept has expanded rapidly in the last two years.

2018-2019

- English Language (Education, and Basic Education)
- Civil Engineering
- Medical Laboratory Science
- Nursing

2019-2020

- Arabic Language
- Computer Science
- Chemistry
Achievements

• A series of meetings started from January 2018. Minutes and briefing of all the meetings where carefully recorded and later shared with the participants and the academic staff.

• Delegation of a group of administrative staff to both Leuven and Masaryk universities.

• Inviting local Experts on ECTS system to deliver seminars.

• Holding a series of Seminars for the academic staff.

• Generally, the University of Raparin opened some courses to train teachers in new methodologies, bringing in foreign education specialists to show different styles of teaching, changing the system of assessment as well as building a curriculum that suits the Kurdish system rather than using the traditional book based system that is often used.
Achievements (Cont.)
Achievements (Cont.)

• We have formulated program and course learning outcomes for our University departments.
• A template was created by the University’s committee for departments and the lecturers.
• We have allocated credits by using 25 hours workload as 1 ECTS credit.
• Regular meetings happened to review Student Code of Ethics, Expectations and rules in which students can select their own modules according to whether they prefer for example, environment or cultural awareness classes. Moreover, induction week carried out during the first week of the first semester.
Achievements (Cont.)

- We have given workshops to our lecturers to teach them about learning outcomes, assessing them by using Bloom’s taxonomy.
- The lecturers were asked to implement all six levels of Bloom’s taxonomy by assessing each one in student’s workloads.
- We have introduced changes into student assessment by setting the lowest number of assessment types to 6. This way any lecturer needs to set at least 6 different types of assessment to fully implement the credit system.

Learning outcomes & Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Verbs Useful for Stating Learning Outcomes</th>
<th>Synthesis</th>
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Knowledge

- define
- repeat
- record
- list
- recall
- name
- relate
- underline

Comprehension

- translate
- restate
- discuss
- describe
- recognize
- explain
- express
- identify
- locate
- report
- review
- tell

Application

- interpret
- apply
- employ
- use
- demonstrate
- dramatize
- practice
- illustrate
- operate
- schedule
- shop
- sketch

Analysis

- distinguish
- analyze
- differentiate
- appraise
- calculate
- experiment
- test
- compare
- contrast
- criticize
- diagram
- inspect
- debate
- inventory
- question
- relate
- solve
- examine
- categorize

Synthesis

- relate
- solve
- examine
- categorize

Learning outcomes & Bloom’s Taxonomy
Kurdistan Region – Iraq  
Ministry of Higher Education and Scientific Research  
University of Raparın  
College of Basic Education  
Computer Science Department  
European Credit Transfer System (ECTS)

### Undergraduate Curriculum (2019-2020)

#### First Year/ Fall Semester

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<th>Course Code</th>
<th>Course Title</th>
<th>ECTS</th>
<th>T</th>
<th>A</th>
<th>P</th>
<th>Prerequisite</th>
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#### First Year/ Spring Semester

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Total hours Per Week: 23 for Fall Semester and 26 for Spring Semester.
## ECTS Template for Lecturers (29.01.2019)

### Assessment Methods

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<th>Quizzes</th>
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<th>Reports</th>
<th>Practical Experiment</th>
<th>Portfolios</th>
<th>Homework</th>
<th>Assignment</th>
<th>Exit slips</th>
<th>Take away</th>
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<th>Essay exams</th>
<th>Projects</th>
<th>Open book exams (take home exams)</th>
<th>Observation Checklists</th>
<th>Book review</th>
<th>Reflective Journal</th>
<th>Case Study</th>
<th>Self-assessment</th>
<th>Peer assessment</th>
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| Total                      | 1                               |         |                    |         |                       |         |         |                    |           |          |            |           |          |             |            |         |                               |                       |            |                   |           |               |                |                        |           |             |           | 2     |
ECTS User’s Guide versions

- Free ECTS English User’s guide is available online.
- The User’s guide is also available in **Arabic language**.
- The Translated Kurdish Version in **PDF** format is made available by **University of Raparin**.
Challenges

The University of Raparin faces many serious problems in applying the Bologna process properly. To date, though, very limited improvements have been made and the situation remains largely unchanged. Whatever the cause, the Bologna Process is not keeping up with the changes that are occurring. The main problems are:

1. It should be pointed out there have been various previous attempts to change pedagogical approaches and move the curriculum to a more student-centered style of learning, including greater class participation. The transition has been painfully slow, though, and teacher-centered learning environments are still the norm.

2. The current admission system has lead to overcrowded classrooms. As ever-increasing numbers of students are now required to be educated to tertiary level.
3. Many students still regard their teachers as being responsible for directing their learning and are more motivated by passing exams that learning for its own sake, which means they will only work hard when they have to and are content to let the teacher be the prime decision-maker.

4. The University of Raparin as a public education sector operates within a centralized bureaucratic system and faces constraints in terms of budgets and limited resources which hamper its ability to deliver a good, consistent education programme.
Finally, I would like to be discussed the following questions during the Tuning sessions at the University of Groningen.

1. What are the best scoring scheme to divide the marks on the assessments and exams for the Bologna system?
2. Do you have the Diploma Supplement for your programs in bologna system? If yes, what are the guides for preparing the Sufficient Diploma Supplement to bologna system programs?
3. How to recognize periods of study or prior learning in formal and non-formal settings?
Thank You
For Listening