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Challenges of Implementing European Credit Transfer System at University of Raparin

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Abstract

The implementation of the European Credit Transfer System (ECTS) tool into higher institutions of learning has become a challenging task for numerous institutions. Even though the ECTS credits reflect the quantity of work that is necessary for each course to pass on the first semester, the elements incorporated by this tool may pose a challenge during implementation. The elements of ECTS include the student workload, allocation of credit, as well as the learning outcomes and competence. Aside from the challenge of implementing these elements, institutions may experience other challenges such as an instinctive negative reaction to change by the people due to the extra effort required as well as the mental barrier obstacle in regard to the number of credits as well as the significance of courses. Raparin University, a new public university that has been implementing the ECTS system for three years as an international program, has faced many obstacles and has been subjected to student work, trust and a lack of experience.

Regardless of these challenges, the ECTS is a very essential and helpful tool that should be implemented in learning institutions to facilitate course and study transparency.

Note: ECTS refers to Implementing European Credit Transfer System.

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التحديات التي تواجه تنفيذ نظام تحويل الوحدات الأوربي ECTS في جامعة رابرين

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<p>الخلاصة: أصبح تنفيذ أداة تحويل النظام الأوربي (ECTS) في مؤسسات التعليم العليا مهمة صعبة للعديد من المؤسسات. على الرغم من أن ECTS تعكس الكمية من العمل التي لازمة لتمرير كل دورة الفصل الدراسي الأول، فإن العناصر التي تتضمنها هذه الأداة قد تشكل تحدياً أثناء التنفيذ. وتشمل عناصر ECTS من: عبء عمل عبء عمل الطلاب، وتخصيص وحدات، فضلاً عن نتائج التعلم والكفاءة. و بجانب تحديات تنفيذ هذه العناصر، ربما تجارب المؤسسات تحديات أخرى مثل رد الفعل السلبي الغريزي للتغيير من قبل الناس بسبب الجهد الإضافي المطلوب وكذلك عقبة الحاجز العقلي فيما يتعلق بعدد الوحدات وكذلك أهمية الدورات. وقد واجهت جامعة رابرين، وهي جامعة عامة جديدة تعمل على تطبيق نظام (ECTS) لمدة ثلاث سنوات كبرنامج دولي، وتعرضت العديد من العقبات للعمل الطلابي والثقة ونقص الخبرة. وبغض النظر عن هذه التحديات، فإن أداة (ECTS) أداة أساسية ومفيدة للغاية ينبغي تنفيذها في مؤسسات التعلم لتسهيل الدورة الدراسية و شفافية الدراسة.</p> <p>ملاحظة: يشير نظام ECTS إلى تطبيق نظام تحويل الوحدات الأوربي .</p>	<p>الكلمات الدالة:-</p> <p>ECTS- (تنفيذ) نظام تحويل الوحدات (الأوربي) - التنفيذ -عبء عمل الطلاب - نتائج التعلم - جامعة رابرين</p> <p>معلومات البحث تاريخ البحث: الاستلام: ٢٠٢١-١٠-٣٠ القبول: ٢٠٢١-١٢-٠١ التوفر على النت 23-1-2022</p>
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1. Introduction

The various educational institutions have an essential issue. Although it is solved through increasing quality. However, based on the growing intellectualities and technologies of the main factors of production, the chances of globalization of the education system have significantly increased since 2015 Ivanovich shows the majority of people who are effective for working on productivity. Higher education has been grown up work productivity which means all the levels can earn through workforces. As a result, the region will experience improved socio-economic standards. The ECTS system greatly differs from the ICES' system, which was the previous grading system. The ICES' system facilitates grading through frequencies of repartition such as the best

10% have grades between 17-20 unlike the ECTS grades which are generally ranked from A to E. Furthermore, the average of ICES divided into tough graded system where by starting from the total grades on 20 to 0. It means from the highest marks to the lowest. However, this system differs from ECTS as it does not consider student workload or attendance, which are essential factors in the ECTS grading system.

II. The Purpose of the Study

The increase in the number of people attending institutions of higher learning has resulted in need for institutions to develop a better way of compiling and issuing a credit to the students. With the creation of transferring credits and calculation. The education institutions aim at making courses as well as the studies more transparent for both the instructors and the students. However, implementing ECTS has encountered challenges that have made implementation more complicated. Therefore, this study will be essential in identifying the problems that the institutions face when implementing the ECTS tool into university programs.

III. Literature Review

The European Credits and implemented on grades system are programs that were created to facilitate transparency in courses and studies. The students can get benefit from higher education fields so as to shift from one country to another. The students will attempt to study abroad without missing previous semesters. The ECTS enable credits that taken decision into another course by using credits which are evaluated by higher education system as qualification studies for the next level of course. The ECTS represent outcomes and defining the courses as well as a clearly associated workload. As a result, the ECTS studying of each course subjects and programs. Plan supporting, evaluation, and delivery of higher education programs. We are taking Raparin University to implement the ECTS program, although University of Raparin has not yet it in all departments, only five departments have been carried out and continues, for some reasons. The main reason is controlling and implementing successfully. I briefly point out, including the lack of appropriate time for expert teachers, as well as in some other departments. Furthermore, Therefore, the ECTS system will be successfully making balance between national education and recognized as internationally. That's why Raparin University has decided this initiative, challenged ECTS system and brought its program to Raparin University.

IV. Implementing European Credit Transfer System at the University of Raparin

In 2008, the ministry of higher education and scientific research established the ECTS system. In that time and Iraq are recognized and proved internationally. To implement the ECTS program, a staff member visited the Union here to understand and take steps to implement it. Later, at the same university, workshops and seminars were held for university teachers and students to understand the program and the program has now taken good steps to guide the CTS program.

V. The Elements of ECTS (Implementing European Credit Transfer System)

The ECTS has led to the development of a philosophy that will need more time before it fully takes root. Moreover, the tool also brought new elements that need to integrate into an institutional regulation. These elements include the student workload, learning outcomes, as well as using ECTS.

VI. Student workload

The elements of student workload, also known as learning outcomes of the program focuses on collecting the student's work and activity to obtain workload that is condition to the students which is required in study programs. According to Markevičienė and Račkauskas since 2012, the topic of the student workload necessitates closer attention as an estimation of the student workload is the most difficult problem when implementing ECTS. The student will provide their management of time which is paying a lot of attention on spending time to achieve University' system requiring from the student workload in each week time as an academic standard. Therefore, student workload can be identified as the time that is required to complete all the planned learning activities such as Attending Lectures, Seminars, Private and Independent Study, as well as the preparation of Examinations and Projects.

Student workload is useful in measuring the total amount of time that is required to accomplish the learning outcomes of course and responsibilities of the committee exams, as well as the ECTS content regard the task as necessary on time to the course which is crucial situations at the student workload. However, this task is not as simple as total time to learn activity which is totally different from various lessons, subjects and courses.

For instance, time required to complete the learning requirements for a science student is different from that of humanities student due to the times spent in the laboratory or independent study. Furthermore, other factors such as learning in the environments, ways of teaching, expected academic outcomes, the student perception of the workload as well as students learning approach. The perception of students towards the workload can vary significantly due to factors such as format, template and teachers' prophecy.

In 2012 Markevičienė and Račkauskas explained the student workload as the main targets of being estimated. It's crucial the researchers regarded as one of the greatest, easiest, an effective and interested in topic which is the hardest issues. Therefore, there is a strong link between workload and teaching and learning procedures in all education fields. Therefore, for a successful implementation of the ECTS program, an adjustment of student workload as well as activities are necessary to ensure that the student workload corresponds to the actual workload set up by the instructors. Additionally, upon readjustment, continuous monitoring is necessary to ensure that the student workload is correspondent to the actual work and ensure that students get sufficient time to work on their assignments as well as study independently without interfering with the average student-teacher contact time.

VII. Learning outcomes and Competence

This element focuses on both the learning outcomes as well as the competencies of the parties involved. There is still a focus on two terms, as both terms are usually used interchangeably. However, in this context, the two terms have a slight difference in meaning that results in different insinuations while designing the ECTS program. According to The ECTS User guide of 2009, competence can be identified as the dynamic mixture of metacognitive and cognitive skills, practical and intellectual skills, knowledge and understanding, as well as the ethical attitudes and values. Promotion of competencies is the bod of educational programs as the element supports that the educational programs must work on them in different courses and classes to be simply assesses in some various levels. In spite of all, the ECTS User's guide of 2015 defines the objectives of studying and the methods of teaching and also learning how to implement the assessments. The objectivity of this program identify contents of the course program. This definition may also result in confusion as to the term learning outcomes, as well as aims and objectives, which can be used synonymously even though they are not the same. Therefore, universities and learning institutions are often advised to show grades and module levels. However, identifying objectivities can be challenging to the staff in various countries as it may require a unique approach to study program design as well as developed teamworking at the university ECTS's programs. Other sides, it shifts experiences from one culture to another which means both of them are coming from different cultures and languages. This system will fix the differences between two different cultures and languages by using ECTS system.

VIII. Implementing European Credit Transfer System Credits

The system, which is sourced from Europe and has spread to newly developed countries, it has good benefits for implementing at the universities. Here, when talks about the grade syllables, in 2012 Markevičienė and Račkausk explain how to distribute and set a module and influence on how students work and the level of abilities, the methods of teaching students and their results successfully, as well as to try to equalize the distribution of grades and evaluate students for their activities and ability to do collective work and keep students busy with studying continuously.

The key rule highlights the fact that ECTS credits can only be earned after the work needed has been successfully performed, as well as the evaluation of the formative assessments attained. Based on a practical assessment of student workload requirements, the suggested way of monetary policy is to define the allocation of credit to the various components of the study. According to Markevičienė and Račkauskas in 2012 explained these guidelines, it should be remembered that there is no simple way to assign credits accurately to guarantee that the calculations of the workload, as well as the credits themselves, are right in the first attempt. The credit allocation process is extensive and cautious and requires student input, interpretation and good coordination.

IX. Challenges of implementing ECTS tool into university Programs

Aside from the challenges encountered in defining the elements, the key challenge was the innate negative reaction to transform the people due to the extra effort required. Since 2012 Papailiou noted that “inertia is bliss, especially if the status quo is considered as satisfactory.” The students and staff may perceive ECTS as a hitch that

may result in more problems that may make their programs more difficult and demanding. Furthermore, the ECTS faces the psychological barrier impediment in regards to the number of credits as well as the significance of courses. Even though the rank and reputation of course can be managed in various ways, it cannot be measured by apportioning credits. Thus, in 2012 Papailiou announced if a class is compulsory but has 1 ECTS, no student can progress unless they satisfy the erudition outcomes of the given course. Since 2012 Papailiou explained the reorganizations do not affect accomplishment in terms of teaching hours that are sovereign of ECTS credits. The status of study units at any university programs. In terms of some programs, reforms brought about by the ECTS may require extra teaching resources that may not be readily accessible, according to Papailiou in 2012. In addition, it may seem prejudicial to continue to base teachings on contact hours instead of creating a new mode of measurement. For instance, since 2012 Papailiou a course with 100 students cannot be equated to a course with 5 students regardless of whether the courses have the same contact hours. Thus, this poses a challenge to the ECTS program.

Conclusions

The Implementing European Credit Transfer System (ECTS) methodology approaches the point that contact hours and credit system have no with each other which means both of them are separated tasks. The ECTS tool has an essential role in understanding the student workload and how to implement it in various programs.

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