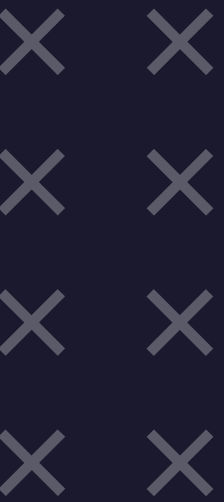


# IMPROVING FIRST SUBMISSION RATES USING STUDENT WORKLOAD SPECIFICATION



—● Dr Misrah Mohamed  
—● Academic Developer  
CELT



# BACKGROUND STUDY

Student workloads affect first time submission

Student learning time (SLT) specification was developed

Effectiveness of SLT specification required attention

# LITERATURE REVIEW

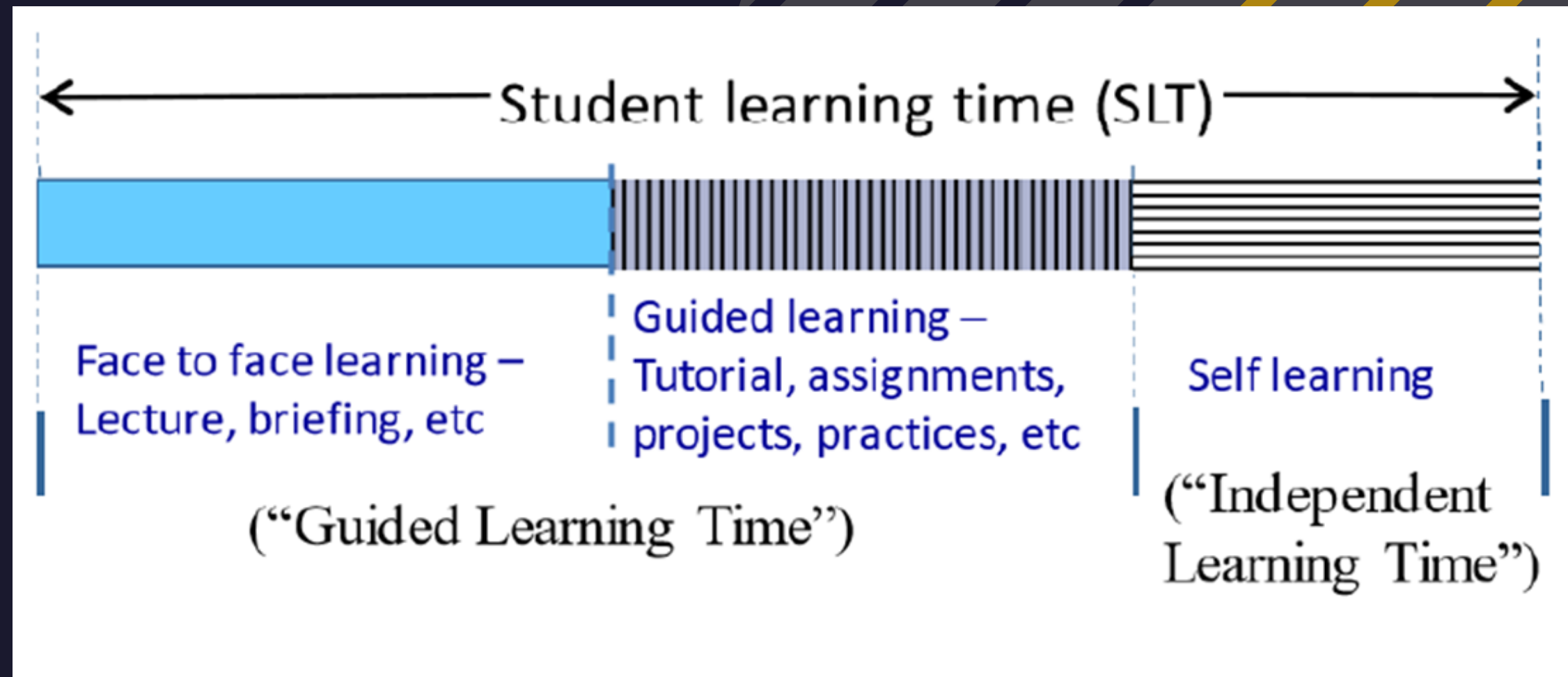
**Average of student learning time is 50-55 hours (Zainai Mohamed, 2006)**

STUDENT QUALITY TIME MANAGEMENT AND SLT							
Activities	No. of day	(hr/day)		(hr/day)		Balance (hr/week)	
		Low	High	Low	High	Low	High
Total Available Time: 24x7(hrs)						168	168
Sunday off				24	24	144	144
Sleep	6	6	7	36	42	108	102
Sport	6	1	1.5	6	9	102	93
Eating	6	1.5	2	9	12	93	81
Travelling for work	6	1	1.5	6	9	87	72
Prayer	6	1	1.5	6	9	81	63
Bath	6	1	1.5	6	9	75	54
Socialising	6	1	1.5	6	9	69	45
Leisure	6	1	1	6	6	63	39
(Available quality time)						63	39
Learning Time							51
Guided Learning	5	8	8	40	40	23	-1
Self Learning / HW, etc	6	2	2	12	12	11	-13
Total Available Time @14w						882	546
Avg (Student taking 15 Credit)	15	x	40	=	600	ok	appropriate
Max (Student taking 22 Credit)	22	x	40	=	880	ok	not ok

Average Quality Time for self improvement

# LITERATURE REVIEW

## SLT Model (Zainai Mohamed, 2006)



# LITERATURE REVIEW

## SLT Specification

T&L Activities	Guided Learning Time/ Implementation Time	Independent LearningTime/ Preparation Time
Lecture	1	1-2
Tutorial	1	1
Laboratory	3	3
Studio Work	2	2
Problem-based learning/project	2	4
Small Group Discussion	1-2	1
Presentation	1	3-4
Summative Assessment	3	3
Written Assignment of 2000 words	-	10-12
Final Project 6-10 credits	240-400	
Industrial Training 4-12 credits	160-480	

# LITERATURE REVIEW

## Revised SLT Specification

Teaching and Learning Activities	Implementation Time for conventional mode	Implementation Time for online mode	Additional Time/ Preparation Time/ Time for Self-Study	Note
1. Lecture	1 hr.	Synchronous: 1 hr.  Asynchronous: - 12-20 slides/ screens  - 12-minute video	1-2 hr.	Complex courses might need 3 hours or more preparation time for one-hour lecture.



# DATA COLLECTION & ANALYSIS

Participants: 100 PG Students  
from various subjects





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# REVISED WORKLOAD

## Before

Week	Elements			IT (Hr)	PT (Hr)	Total Hours
	Online (100% = 120 hrs)					
	Learning Content	Learning Activities	Assessment			
1	Lecture (2+2)	Quiz (0.5+0.5)		2.5	2.5	5
2	LL (2+2)	IM (1+1)		3	3	6
3	Lecture (2+2), LT (2+2)			4	4	8
4	LT (2+1), LV (1+1), LS (1+1)	RT (1+1)		5	4	9
5	LT (2+2)	IM (2+1), SGD (1+1)	WA (1+1)	6	5	11
6	Lecture (2+2), P (0.5+1), LT (2+2), LV (1+1)		PT (1+2)	6.5	8	14.5
7	Lecture (2+2), P (0.5+0.5), LT (2+2)	IM (1+1), SDG (2+1) Kahoot (0.5+0.5)	WA (1+1)	9	8	17
8	Lecture (2+2), P (0.5+1), LT (2+2), LV (1+1), LS (1+1)	SDG (1+1)		7.5	8	15.5
9	Lecture (2+2), LT (2+2), LS (1+1)	SDG (1+1)	WA (1+1)	7	7	14
10	Lecture (2+2)	IM (1+1), SGD (1+1)		4	4	8
11		e-learning (0+3) Kahoot (0.5+0.5) VR (0+2) SR (0+2)		0.5	7.5	8
12	SA (Final Exam) (2+2)			2	2	4
	<b>72</b>	<b>38</b>	<b>10</b>			<b>120</b>

**IM – INTERACTIVE MULTIMEDIA**

**LL – LIVE LECTURE**

**LV – LECTURE VIDEO**

**LS – LECTURE SLIDES**

**LT – LIVE TUTORIAL**

**P – PRESENTATION**

**PT – PROGRESS TEST**

**RT – READING TASK**

**SA – SUMMATIVE ASSESSMENT**

**SGD – SMALL GROUP DISCUSSION**

**SR – SLIDES FOR REVISION**

**VR – VIDEO FOR REVISION**

**WA – WRITTEN ASSIGNMENT**

# REVISED WORKLOAD

## Before

Week	Elements			IT (Hr)	PT (Hr)	Total Hours
	Online (100% = 120 hrs)					
	Learning Content	Learning Activities	Assessment			
1	Lecture (2+2)	Quiz (0.5+0.5)		2.5	2.5	5
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12	SA (Final Exam) (2+2)			2	2	4
	<b>72</b>	<b>38</b>	<b>10</b>			<b>120</b>

## After

Week	Elements				IT (Hr)	PT (Hr)	Total Hours
	Conventional (f2f) 30% = 36 hrs	Online (70% = 84 hrs)					
		Learning Content	Learning Activities	Assessment			
1	Lecture (2+2)		Quiz (0.5+0.5) IM (2+1), RT (1+1)		5.5	4.5	10
2		LL (2+2)	IM (1+1), RT (1+1), LS (1+1)		5	5	10
3	Lecture (2+2)	LT (2+2)	SGD (1+1)		5	5	10
4		LT (2+1), LV (1+1) LS (1+1)	RT (0.5+0.5)	WA (1+1)	5.5	4.5	10
5	Lecture (2+2)	LT (2+2)	SGD (1+1)		5	5	10
6	Tutorial (1.5+1) P (0.5+1)	LV (1+1), LS (1+1)		PT (1+1)	4.5	5.5	10
7	Tutorial (1.5+1) P (0.5+1)	LV (1+1), LS (1+1)	SGD (1.5+0.5)		5.5	4.5	10
8	Tutorial (1.5+1) P (0.5+1)	LV (1+1), LS (1+1)	SGD (1.5+0.5)		5.5	4.5	10
9	Lecture (2+2)	LT (1+1)		WA (2+2)	5	5	10
10	Lecture (2+2)	LT (2+2)	SGD (1+1)		5	5	10
11			e-learning (0+3) SGD (1+1) Kahoot (0.5+0.5) VR (0+2), SR (0+2)		1.5	8.5	10
12	SA Final Exam (2+2)		VR (0+2), SR (0+2) SGD (1+1)		3	7	10
	<b>36</b>	<b>36</b>	<b>38</b>	<b>10</b>			<b>120</b>

# DATA COLLECTION & ANALYSIS

Participants: 100 PG Students  
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SLT specification was used to  
determine student workloads  
during 12-week semester

Data: Student submission and  
feedback  
Analysis: Descriptive & thematic



# RESULTS

First Submission: 100%, no late submission



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**Delivery - Students agreed they received manageable workloads - submit in time.**

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**Pre-delivery - Students appreciated the SLT was communicated clearly**

**Delivery - Students agreed they received manageable workloads - submit in time.**

**3 key recommendations:**

- 1. SLT specification as a time management tool.**
- 2. When assessments involved, the T&L activities should be reduced.**
- 3. Communicate SLT clearly to students.**

