

Supplement to Guidelines for Module Descriptions

Overview: Types of Courses

In cooperation with TUM CST-QM, HR 1 prepared an overview of the different types of courses, including information on the *calculated group sizes based on capacity* as well as the weighting factors in accordance with the Bavarian Ordinance on Teaching Load (LUFV).

The *calculated group size based on capacity* is the group size that is estimated in general within the scope of the capacity utilization statistics. It can be used as a reference value or to calculate the number of required small groups for a seminar or exercise module. The group size is currently not specified by law.

The different types of modules/courses, their descriptions and information on group sizes are reference values and are intended to give you an overview of the possible options available for designing academic instruction.

If you have questions regarding the column for the *calculated group size based on capacity* and the *weighting factor (LUFV)*, please contact HR 1; if you have questions regarding the column for the *description*, please contact the CST-QM division.

Type of event (abbreviation in TUMonline)	Description/ Guidance for classification according to LUFV	Calculated group size based on capacity	Weighting factor LUFV
Lecture (VO)	A lecture is teacher-centered, frontal instruction in which university educators give oral presentations. It serves to introduce a subject, convey basic knowledge or deepen students' knowledge of a subject. Contextualized basic and special knowledge or methodical knowledge is conveyed during oral presentations by instructor(s).	100	1.0

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Exercise Module (UE)	Depending on the subject, an exercise module is understood to mean a large lecture hall exercise, smaller frontal instruction courses, or smaller course offerings with significantly active participation of the participants. In particular, the difference between an exercise module and a seminar depends on the subject. This means students systematically work (usually concurrent with the semester or program) on the subject matter, they gain or expand their knowledge and skills, and are trained in subject-related methods. The instructor leads the course/module, assigns tasks, checks students' work/implementation, and leads the discussion. Students practice skills and methods, work on contributions, present their contributions, discuss tasks and solve problems. In the exercise module, the structure can range from "instructors predominantly playing the active role and limited participation of students" to "students playing a significant and active role and instructors assuming the role of moderators". The interaction between instructors and students, as well as the size of the exercise module, depends on the subject.	30	1.0
Lecture with integrated exercise modules (VI)	Teacher-centered, frontal instruction alternates with lecture hall exercises. Students are not separated into small groups when going through the exercise contents.	100	1.0

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Seminar (SE)	A seminar is a course with a significant but varying active share of participants for teaching/expanding/practicing knowledge, skills and methods. Students actively participate by doing work on the assigned work/exercises in the form of presentations and oral reports, for example. Seminars can also include technical programming or practical lab work/exercises. The difference between a seminar and exercise module depends on the subject (cf. exercise module). Seminars can also cover individual and group (preparation) work, and students' findings are presented and discussed. The instructor assumes, among other things, responsibility for directing, controlling, distributing and correcting students' work. Generally speaking, there is extensive interaction between instructors and students.	20	1.0
Introductory seminar (PS)	See Seminar (SE). The two seminar forms, introductory seminar and advanced seminar, imply different academic progress (e.g., for bachelor's, master's or doctoral students). The schools may chose the type of seminar to be used. Introductory seminars are designed more for students with basic knowledge, while the advanced seminars are intended for students with a discipline-specific concentration.		
Advanced seminar (HS)			

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Project (PJ)	Usually, only one topic/task is assigned, which is to be worked on individually or in groups. Furthermore, the instructor plays a less active role in a project than it does in a seminar; in a project, the active participation of students plays the predominant role. In general, the structure of projects is very broad, which is why it must be examined in each individual case whether the nature of the project is more in line with a seminar (project seminar) or a practical course.	15	0.5

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Practical course (PR)	The practical course is intended for doing internal program- or semester-related work in a lab, testing stations or experiment facilities with the aim of carrying out practical work and experiments. In this course, work on specific tasks takes place over a longer period of time, usually as part of group work. A practical course usually encompasses teaching and deepening theoretical foundations; setting-up, implementing, assessing and analyzing tests; and drawing conclusions from the practical work. For the most part, students work independently and are predominantly pro-active. Instructors assign tasks, monitor students, offer assistance and assess students' work. In this way, they encourage autonomous use of research methods, independent documentation of scientific findings, and analysis and critical discussion of the results. A weighting factor of 0.3 is possible if there is less intensive supervision. External practical courses (internships) cannot be recognized as part of the teaching load. In the event the external practical course is partially undertaken externally, only the internal part will count towards the teaching load.	15	0.5

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Practical course in research (FP)	The research-oriented practical course has small group sizes in which students do a great share of their own research work. Instructors assign tasks, monitor research work using the latest work methods, and give insight into scientific working methods, as well as current procedures and processes. Students learn how to deal with problems using a practical research approach, how to work in labs or with machines and how to apply scientific methods; they also experience setbacks, learn to use them for other projects, and practice presenting the results in academic formats. In cases where more extensive time and effort is required for supervision (as a result of handling hazardous substances/expensive machines), the weighting factor may also be set at 0.5 where applicable.	15	0.3
Excursion (EX)	An excursion is considered a form of visual instruction conducted outside of the university or an exercise held on the premises as part of an academic 'field trip'. The instructor leads the event and demonstrates objects for observation; students carry out exercises/practical work, make observations, apply their acquired knowledge and methods, and draw conclusions about their work.	15	0.3

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Colloquium (KO)	The final colloquium (Bachelor, Master) usually encompasses a presentation of the project, a thesis and an oral defense of the thesis within the broader discipline. Students present a scientific topic independently and in a structured manner, and are able to defend their work and justify their decisions and assessments. Instructors assign work, as well as monitor and assess it. Students predominantly play an active role with their academic oral presentation and participation in the subsequent discussion. Instructors coordinate the colloquium, supervise presenters, introduce the presentation and lead the discussion. Colloquiums that are only undertaken for examination purposes and are held in front of examiners without other students present are not recognized as a course.	15	0.7
Exam preparation course (RE)	The exam preparation course is a discussion group in which the instructional content is reviewed in a small group of participants. Instructors assign work, as well as monitor and assess it. Students predominantly play an active role.	15	0.7
Clinical rounds (KL)	Clinical rounds is a bedside teaching model in the School of Medicine and Health.	3	0.5

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Workshop (WS)	A workshop is a course for a limited, short period of time, in which a small group works intensively on a topic. The distinguishing factor of a workshop is the cooperative and moderated way in which students work towards a common goal. These aspects set it apart from other teaching formats: It is focused on one topic, it has fewer contributions and includes longer discussions after contributors' presentations. Workshops should not be used instead of seminars.	15	0.3
Tutorial (TT)	Tutorials are student-led tuition in which advanced students (tutors) deepen their knowledge with participants and practice their skills. Depending on the nature of the course, the formats used by academic staff are to be classified as an exercise, seminar, exam preparation course or colloquium (etc.); only these formats can count as part of the teaching load. As a matter of principle, tutorials cannot count as fulfillment of an instructor's teaching load.	n/a	-