

Speak up week report

2021



17 - 21 April 2021



What is Speak up week?

Speak up week was arranged by the HHGS Education Committee for the fourth time in 2021 and got responses from 659 students. It has since 2018 become a yearly event at the School of Business, Economics and Law at Gothenburg University. The aim is to create an overview of the student's thoughts and perception of their education, and by doing so being able to catch any possible problems at an early stage. The purpose was to collect opinions from as many students as possible and at the same time illustrate the questions regarding educational coverage among students and faculty.

Speak Up Week usually consists of two parts, physical activities at the school and the survey. Similarly to last year's Speak Up Week, adjustments to the event were done due to the pandemic restrictions. It was held completely digital and focused more on mental health and how to handle distance education. After a year with the ongoing pandemic, distance education and closing campus we felt that these subjects were the most important. Not having an on-campus presence challenged us in trying to get the survey out to as many students as possible. We used HHGS's different social media platforms and the survey was also emailed to students from the faculty and was shared on the school's social media platforms. Graduate school also put a link to the survey on the classes Canvas-pages.

The survey itself consists of 46 questions which are divided into six parts. Each part focuses on a different area such as pedagogical quality, forms of examination, digitalization along with other questions regarding the education but also the Student Union. This year we decided to add a sixth part that focused on distance education. There is also one part in which the students can nominate teachers and administrator for Teacher and Administrator of the Year.

The results of the survey are a product of all responses, with no distinction being made between programs or departments. For more detailed results or questions regarding the results, please contact the Head of the Education Committee at Education@hhgs.se.

The Student Union would like to thank all students for taking part in the survey. Your opinion is important to us and essential for us to be able to continue doing our job. We promise to always continue to strive for a better education for all our students.



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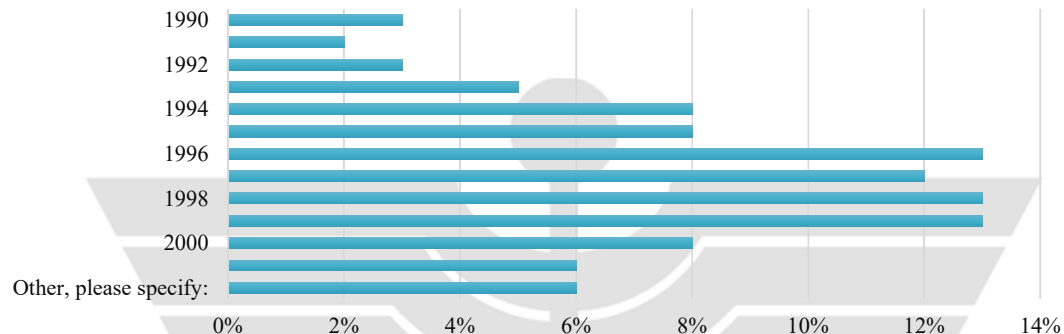
THE STUDENT UNION
SCHOOL OF BUSINESS, ECONOMICS AND LAW

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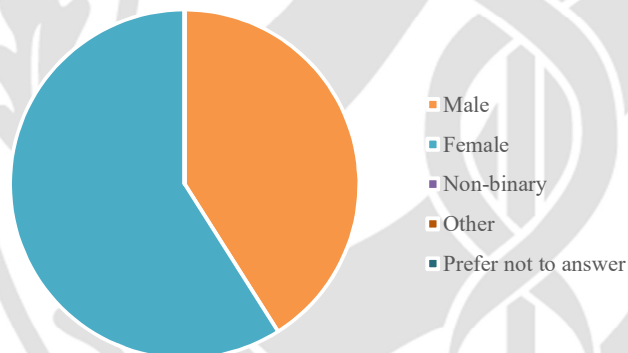
Part 1 of 6: Information about you.

1. What year were you born?



51% of the students who participated in the survey were born between 96-99 and this is consistent if we compare to the previous years. In 2020 54% were born between 95-98 and in 2019 59% were born between 94-98, showing a majority of responses from students between the ages of 22 to 25. The students who chose the respond “other, please specify” were mostly in their thirties, with two born 04 and four students fifty or older.

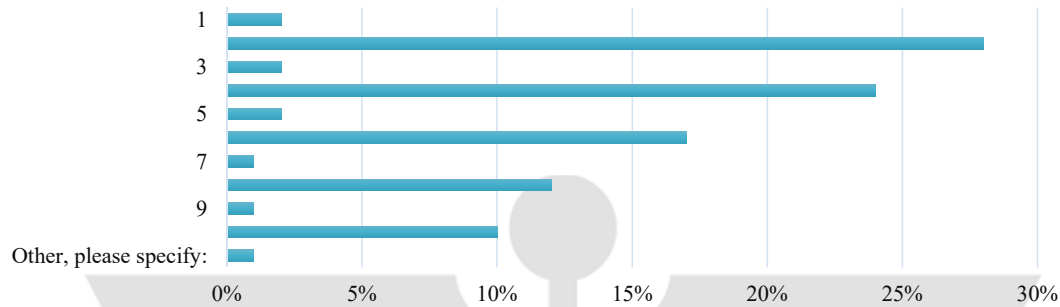
2. What gender do you identify as?



Of the students who answered the survey 59% identify as female and 41% identify as male. If we compare the previous two years, we can see that the majority of the students who have answered the survey have identified as female the last two years. There were no answers from students who identified as other than male or female.

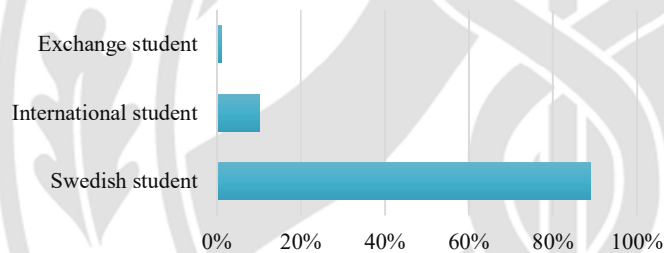


3. What semester are you in?



All programs begin during fall semester which is why the even numbered semesters have a relatively high proportion of students. The main reason for students studying an odd numbered semester is because the students studying independent courses have the opportunity to commence their studies during the spring semester. The graph shows that 55% of students who did the survey are in their first or second year at the school. 9 students have answered “other” and have specified that they are PhD students, in their 12th or 14th semester, are studying independent courses or that they are done with their studies.

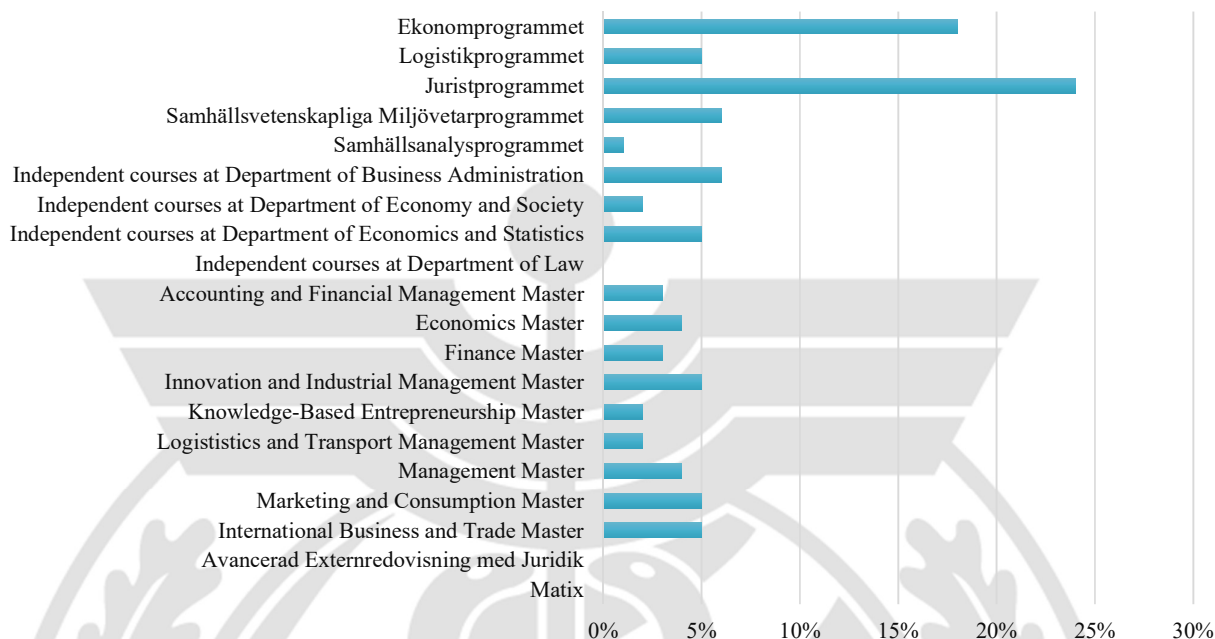
4. Are you an exchange student, international student or Swedish student?



89% of the students are Swedish and 11% of the students are international students of some sorts. 588 Swedish students, 67 international students and 4 exchange students answered the survey.

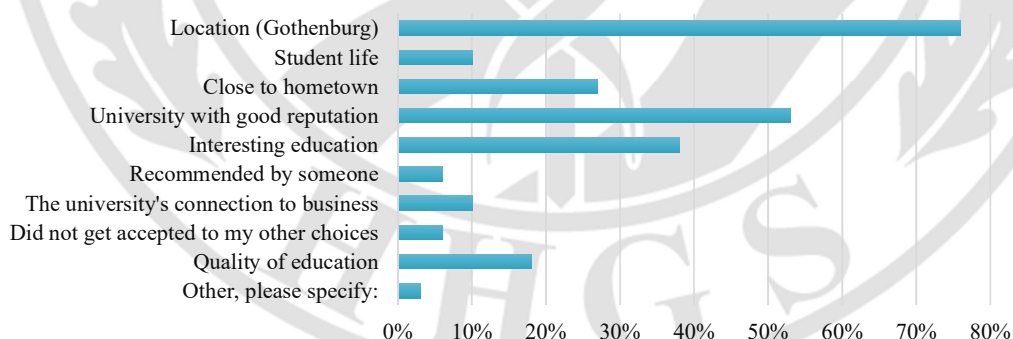


5. What do you study?



The majority of the students have answered that they study the economics program, 18,2% a decrease from 2019's 26%, or the law program, 23,7%. an increase from 2019's 18%. 5,3% are studying the logistic program, 5,8 % the Environmental Social Science program, 1,1% Economic History and Human Geography program, 12,8% Independent courses and 33% are enrolled in one of our different master programs.

6. Why did you choose to study at the School of Business, Economics and Law? Maximum of 3



76% of the respondents chose to study at the School of Business, Economics and Law because of the location (Gothenburg). Apart from that, 53% also chose the school because of its good reputation. The third most common answer was that the school has an interesting education. Then 27% also answered that the school is close to their hometown, which could also be linked with the location option. Below you will find some of the quotes that has been taken from the answers in "other, please specify"



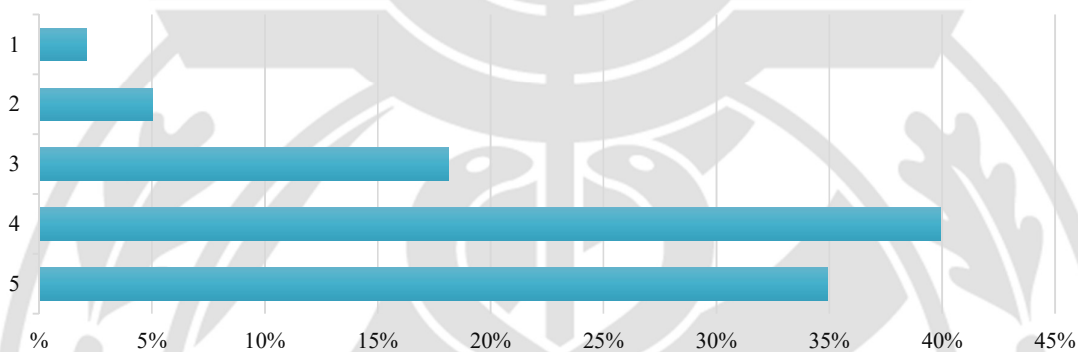
“The school of Business is the only school in Sweden that have "samhällsvetenskapligt miljövetarprogram" as a program”

“Good chance of employment after finishes education”

“Courses that are relevant for my job”

“Health economics is part of my master's degree program”

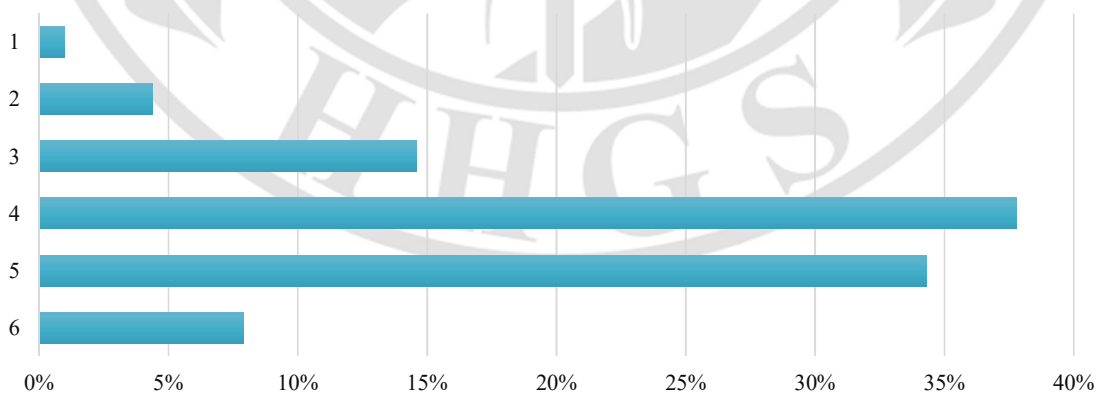
7. What is the probability that you would recommend your program or course to a close friend? 1 = Not likely, 5 = Very likely



The mean value for this question was 4 and the majority of the students would recommend their program. 18,1% answered 3, 5% answered 2 and 2,1% answered 1.

Part 2 of 6: Your studies.

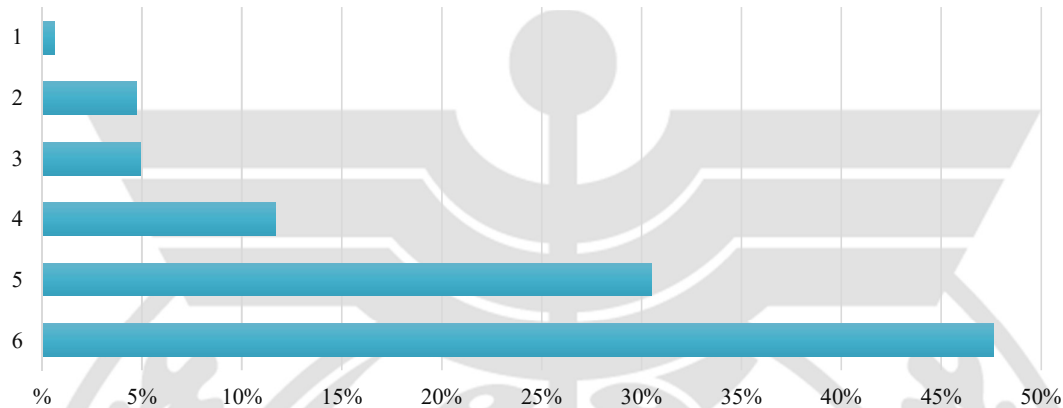
8. How challenging do you experience that your education has been so far? 1 = Not challenging at all, 6 = Very challenging





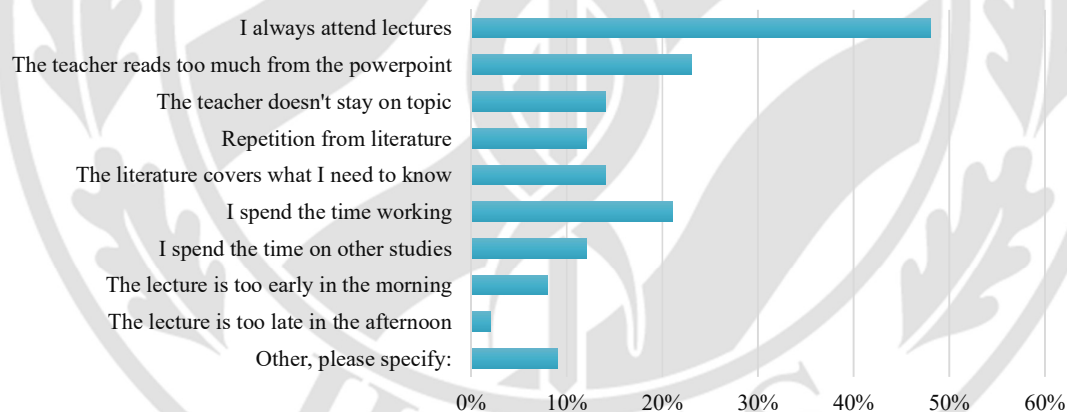
The mean answer for this question was 4, with 37,8% of the answers. After that, the order of the answers was 5 (34,3%), 3 (14,6%), 6 (7,9%), 2 (4,4%) and 1 (1%), with the answer percentage in brackets.

9. To what extent do you (normally) attend lectures? 1 = Never, 6 = Always



Most of the answers stated a high attendance at lectures, with 6 being the most common answer at 48%. 30,5% answered 5, 11,7% answered 4, 4,8% answered 3, 4,7% answered 2 and 0,6% answered 1. To conclude, most students answered that they attend lectures often.

10. Why do you choose NOT to attend lectures? Maximum of 3



The three most common answers here were: “I always attend lectures” (48,4% of the answers), “The teacher reads too much from the PowerPoint” (23,4% of the answers) and “I spend the time working” (20,8% of the answers).

Apart from that, people also stated reasons as that the literature covers what they need to know (14%), the teachers don’t stay on topic (13,5%), repetition from literature (12%), the time was spent on other studies (11,8%), and that the lectures are too early in the morning (8,5%). 9% answered “other, please specify”, and below are some of the specified explanations:



“Due to online studies, my motivation has gone down”

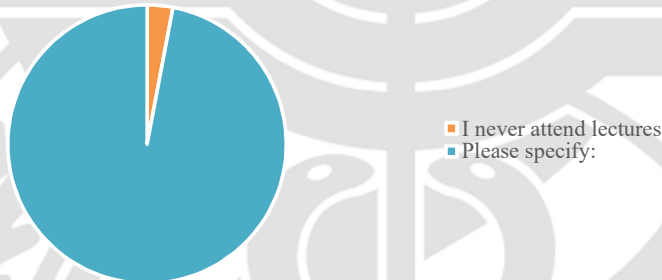
“Because of stress related to studies and deadline”

“It's an inefficient way of learning”

“Tired”

“Because of covid redtrictions my kid is home from school”

11. Why do you choose to attend lectures?



3% responded that they never attend lectures. Below is a list of some of the quotes that has been taken from the answers in “please specify”

“To create a picture of what the teacher thinks is important.”

“Because it gives me an overview on the subject and how everything is connected.”

“Good opportunity to ask questions.”

“Because it gives a better overview to have an expert on the subject explain.”

“Because that's why I'm studying.”

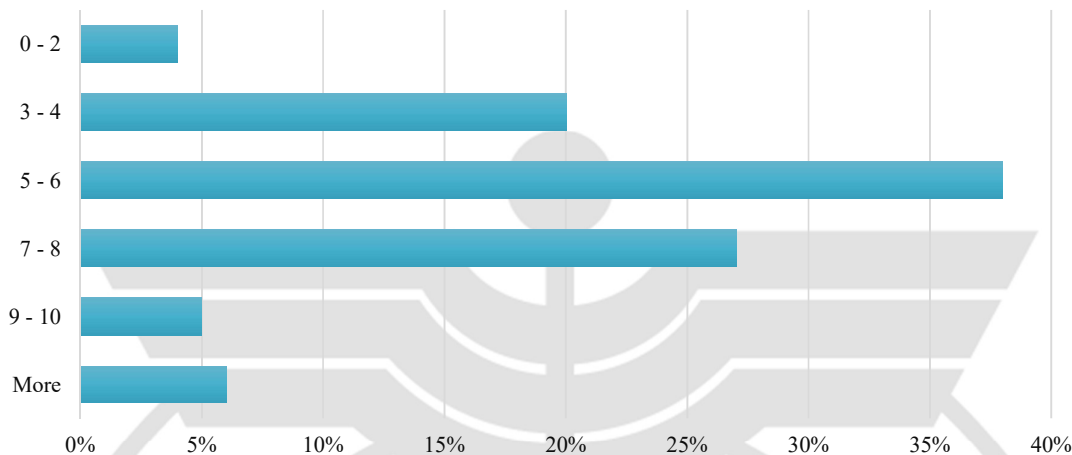
“To get explanations about the literature.”

“Great routine, time efficient way to learn, good for fellowship.”

To summarize the answers, most of the respondents attend lectures because they learn a lot from it, they get to see things in other perspectives and get explanations to understand the literature. Some students also attend lectures in fear of missing out on important information about the course and exam.

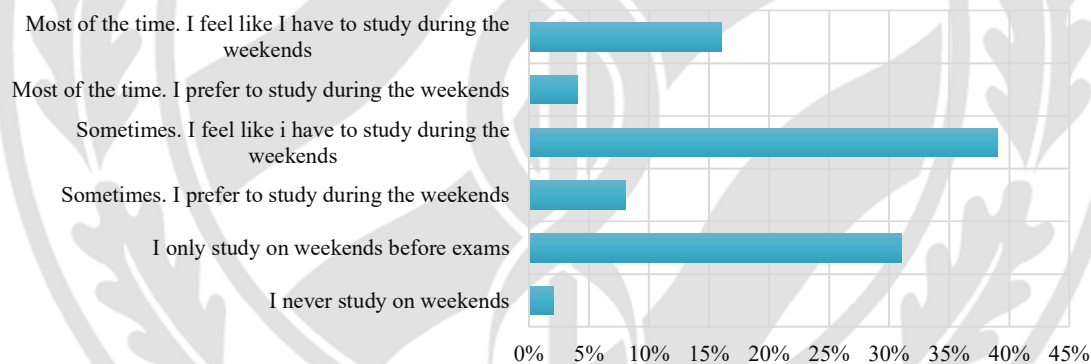


12. How many hours do you study on average per weekday, including lectures?



The largest number of students study 5-6 hours per weekday, 38 %. The corresponding number for those who study 7-8 hours per weekday is 27%. 11 % study more than 8 hours per weekday. Compared to last year's survey, the number of students that study more than 8 hours per weekday has decreased approximately 4%, from 15,58% to 11%.

13. To what extent do you study on weekends?

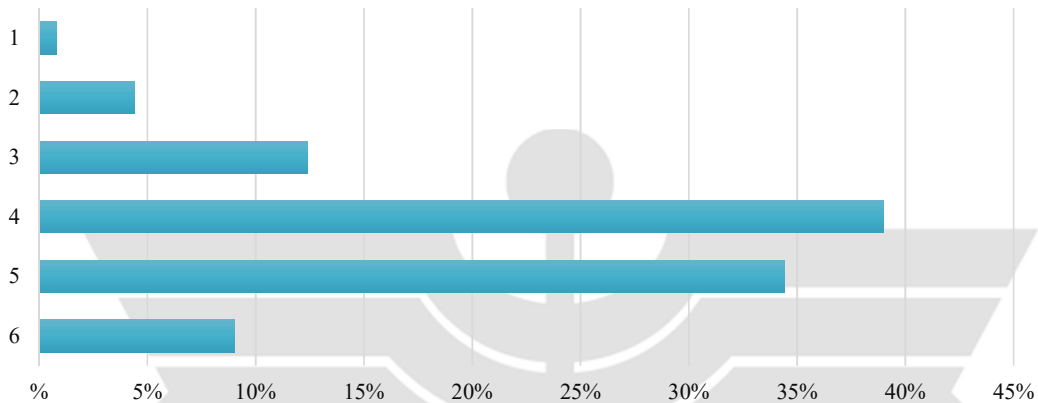


Only 2% of the respondents never study on weekends. More than 50% of the students feel like they must study during the weekends, either most of the time or sometimes. 31% of the students study the weekend or weekends before an exam. These proportions are similar to the ones from last year's survey.



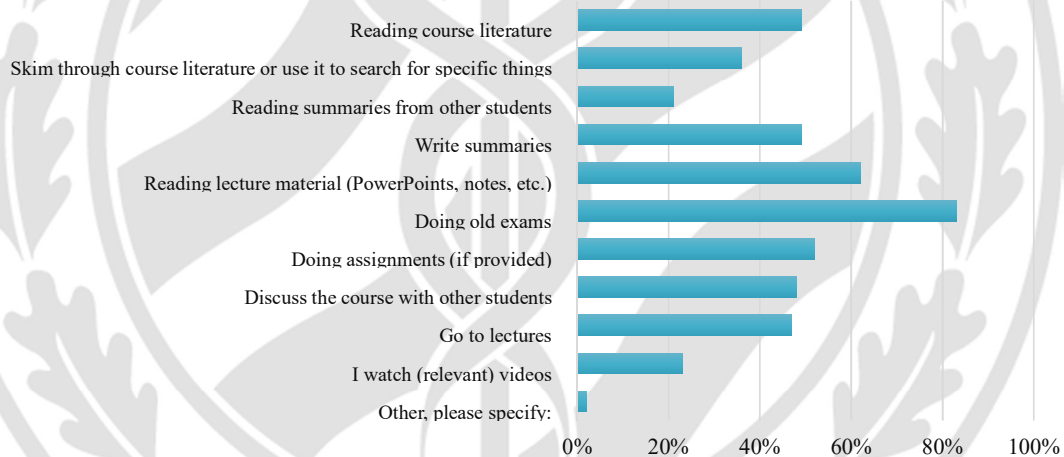
14. How challenging do you experience that your education has been so far?

1 = Not challenging at all, 6 = Very challenging



The results from the survey show the students' educational experience from the university, 1 = Not challenging at all and 6 = Very challenging, the student average is just over 4 on this scale.

15. How do you prefer to prepare for an examination?



Most of the respondents, more than 75 % prefer to do old exams when preparing for an upcoming exam. About 60% prefer to read lecture material. More than 50% of the students are doing assignments (if provided) and almost 50 % read the course literature. The high percentage of the different answers is due to the fact that this question did not have a “Maximum of 3” limitation. Below is a list of some of the quotes that has been taken from the answers in “please specify”

“Study together with my friends.”

“Reading my own summaries

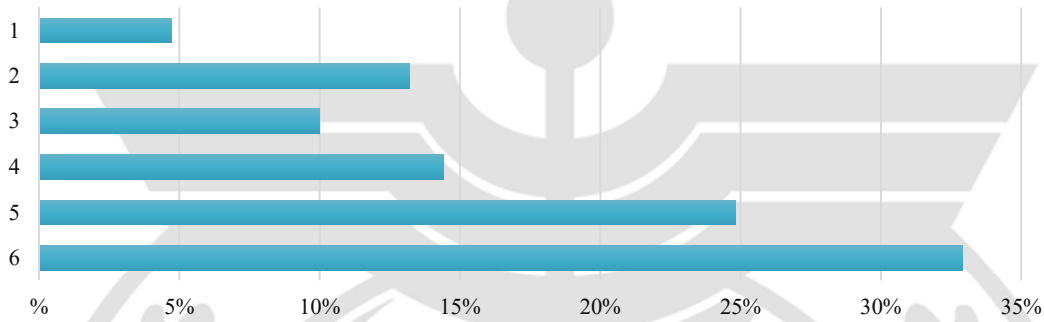


”reading relevant case studies”

“Search the web”

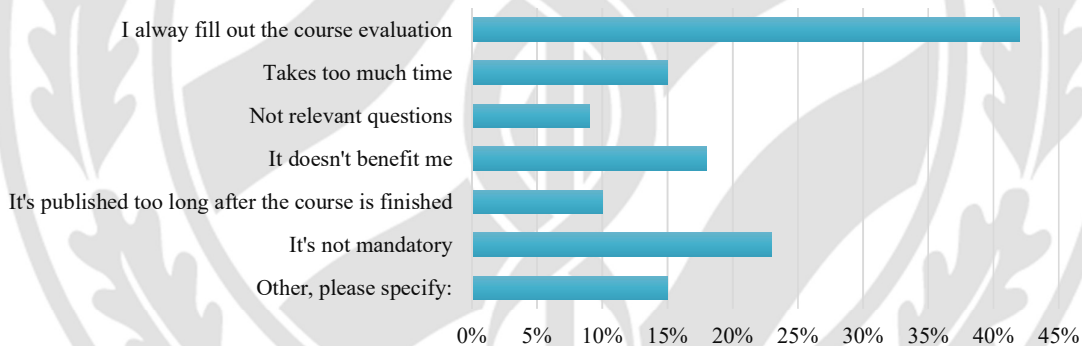
16. After a finished course, how often do you fill out the course evaluation?

1 = Never, 6 = Always



The mean for this question is 4 but there were 14,4% that answered 4 and over 50% of the students answered 5 or 6 which indicates that they most of the time or always answered the course evaluation.

17. Why don't you fill out the course evaluation?



41,9 % of the students always fill out the course evaluation (C.E). The biggest reason not to fill out the C.E is the fact that it is not mandatory, according to 23,2 %. This is then followed by “it doesn't benefit me” and with 17,6 % and that it takes too much time, 14,6 %. 10,3 % of the students think the C.E is published too long after the course is finished and 8,6 % believe the questions are irrelevant. 15,2 % chose “other” where the most recurring answer is that the students simply forget. Other things mentioned in the “other” section are that they don't believe the teacher will change anything anyways, that there are too many surveys, and some students only fill out the C.E if they are displeased with the course. Below is a list of some of the quotes that has been taken from the answers in “please specify”

“Sometimes hard to find”

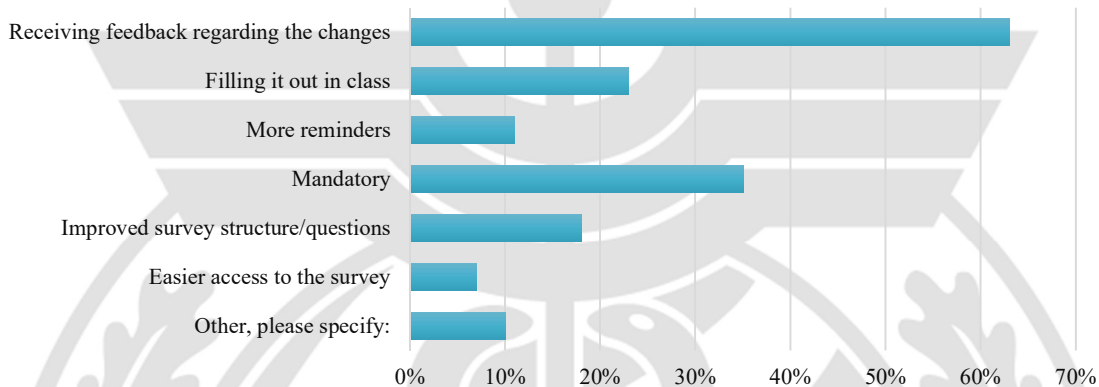


“Usually I don't have that much to say”

“The exam results come in after the evaluation is closed”

“I forget about it.”

18. What would make you more likely to fill out the course evaluation?



A majority of the students, 62,7%, would be more likely to fill out the C.E if they got some feedback on the changes. Second to that with 34,7% claims they would more likely fill it out if it were mandatory and 23,1% if it were filled out in class. 18,1 % answered if there were improved questions and structure, 10,8 % if there were more reminders and 6,52 % if it were easier to access the C.E. Below are some quotes from students who have chosen Other, please specify:

“I Always do it”

“Improved administration, putting it out at Canvas”

“Being able to fill it out after I get my exam back so I can give a fair evaluation on if the exam actually was about what we have learned. When the exams are structured badly their is no way of communicating that at the moment”

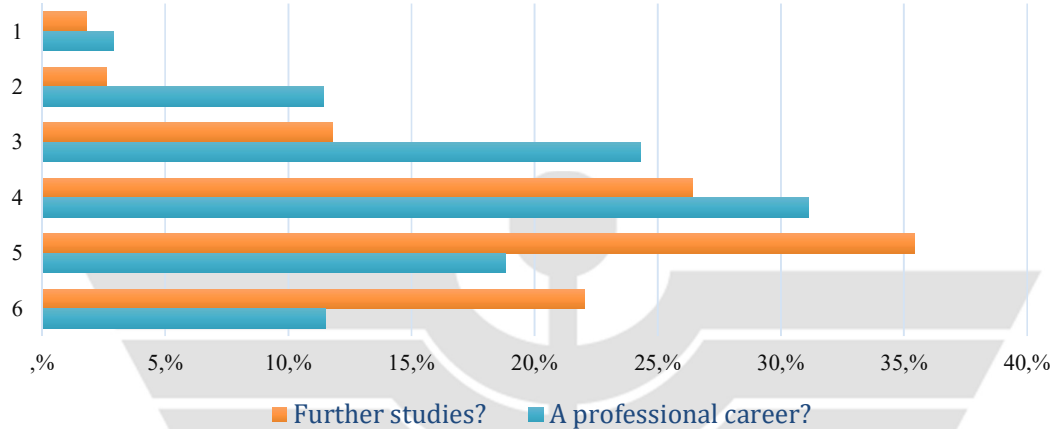
“information regarding changes based on the previous years evaluation”

“Less extensive material (easier to answer, with more "open" questions)”

“Possibility to win something/get a benefit”

“Receiving summary of the responses”

19. on a scale of 1-6, to what extent do you feel prepared for...



This question shows what the students feel and not really if they are prepared or not but with that said, a high number could show that the education and teachers give the students confident.

19.1 - further studies

The mean is 4,6 and 26,4% students answered 4, 35,4% answered 5 and 22% answered 6, which shows that majority of the students feel prepared for future studies.

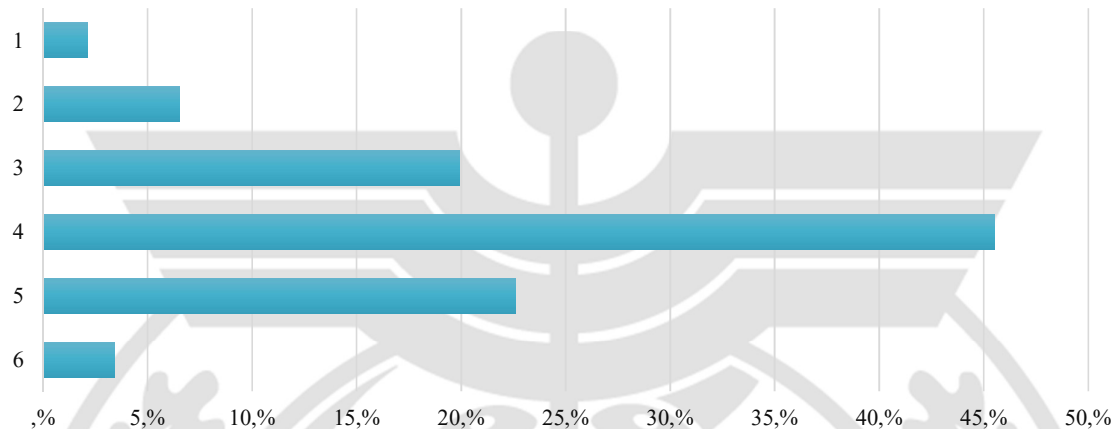
19.2 - a professional career

The mean is 3,9 and 31,1% answered 4, 18,8% answered 5 and 11,5% answered 6. This also shows that a majority of the students feels prepared for a professional career but there are also 24,3% who answered 3 and 11,4 who answered 2 so a large part don't feel completely prepared.



Part 3 of 6: Quality of education

20. Between 1-6 (1= low, 6 =high), how would you rate the pedagogical skills of an average teacher at Handels?



Our mean is 3,9 and when you look at the percentile in the middle 19,9% students answered 3, 45,5% answered 4 and 22,6% answered 5. A mean value of about 4 is not a particularly bad number but it should be higher, only 3,4% answered 6 which indicate that the pedagogical skills need to be higher.

21. Think of the best teacher you have had during your time at Handels, what made that teacher good?

The result shows that students appreciate various characteristics, but some certain qualities were more commonly mentioned in the answers. Generally, four themes occurred in the answers: *structure*, *communication*, *pedagogics* and *engagement*. The first one, "structure", is about having a good structure when lecturing as well as in the administration, which contributes to fulfilling students' will of planning. The second, "Communication", is partly about teachers opening for discussions, but also listening to the students and understanding their situation and needs. The third, "pedagogics" students wrote in terms of having pedagogical skills, being good at explaining the subject and giving many good examples. Lastly, "engagement", which has been referred to having engagement towards students, trying their best to make them interested and engagement to their teaching subject. This was also the most popular quality mentioned. Besides these characteristics there were other mentioned. Students for example valued teachers that are kind, calm, efficient, has good PowerPoints and cares about student's health. Down below are there several quotes chosen in order to illustrate the student's opinions:

"He [...] made studying fun. He highlighted what was the most imported things, hinted on what we needed to know in order to pass the exam, gave us new study questions after each lecture etc etc. He used tough love by demanding much from us at the same time that he helped us achive the goals. Also, if doing "slarvfel" he only looked at the method and that we

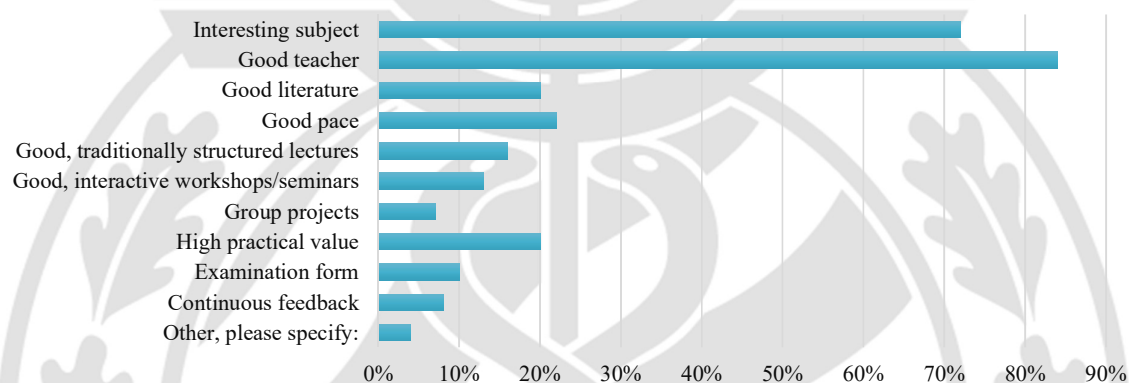


knew how to calculate something and gave us full points anyway and not giving us minus for writing $1+3$ is 2 for example.”

“An understanding of what level the education should be held at. An experienced teacher knows which parts need further explanation and which can almost be skipped over.”

“He was precise, talked outside of the PowerPoints and explained everything in an interesting way so that everyone still had focus rather than in a boring way that makes us lose focus.”

22. Think of the best course you have had during your time at Handels, what made that course good? Maximum of 3



The superior most frequently chosen answer was “good teacher” and “interesting subject”, 84 % and 72 % of the students picked these answers. About 20 % of the students chose the answers “good pace”, “good literature” and “high practical value”. “Group projects” were the least frequently chosen alternative, with only 7 %. Below are some quotes from students who have chosen “Other, please specify”.

“Clear structure of course”

“Engaged feedback on assignments, felt that the teacher actually had read it through and had an opinion on the work”

“Quiz on canvas ones a week to prevent the students from falling behind”

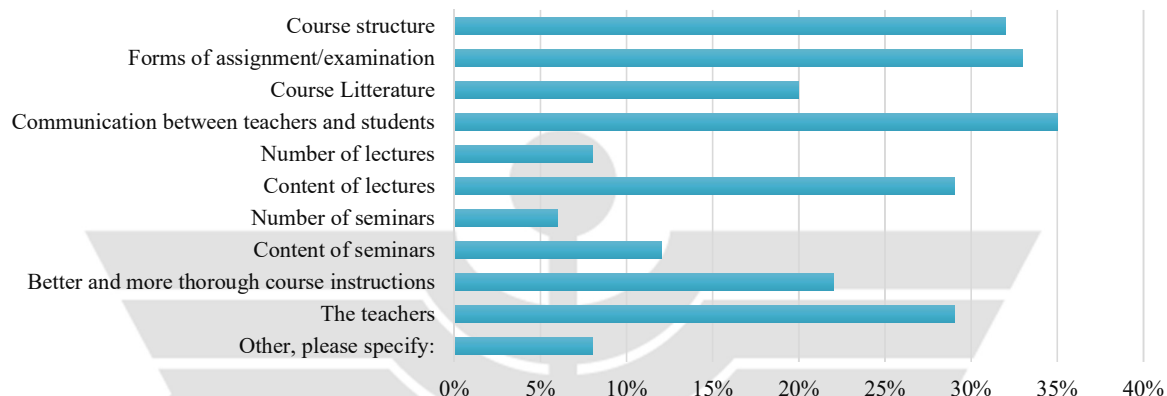
“The workload was divided throughout the whole course”

“Great guest lectures”

“Clear expectations”



23. In what area of your education do you see most potential for improvement? Maximum of 3



On this question were the answers various, without any superior answers. 35 % want better communication between teachers and students, 33 % and 32 % see the most potential for improvement in forms of examination and course structure. 29 % and 29 % chose the answers “the teachers” and “content of lectures”. About 20 % chose the answers “course literature” and “better and more thorough course instructions”. Not many students found the number of seminars problematic, only 6 %. Under the “other”-alternative, students wrote the lack of feedback, practical elements and individual interaction with the teacher as problems. Furthermore, some students wrote that the link to companies and the work life can be improved. Below are some quotes from students who have chosen “other, please specify”.

“Courses that relates more to the skills needed at work”

“More feedback on assignments, more than just points.”

“Better technical equipment for teachers.”

“scheduling, pace”

“Practical value - most students don’t study to become phds. We need more practical value for the future professionals.”

“More practical assignments rather than only written reports”

24. What potential improvement would you suggest within these areas?

A consistent theme is that students want clearer information on what is expected and better communications between students and teachers. Students wrote that teachers should stay more on the subject and focus on the things coming up on the exam. Furthermore, they want better structure on the courses, the teachers to be more involved and the lectures to be more modern. Many students suggested seminars in smaller groups, better literature and other examination



forms. Lastly, many students wrote that they do not know what the improvements could be. Below are there several quotes chosen in order to illustrate the students' opinions:

“Better communication both between teachers and between teachers and students. It is quite frustrating as a student to be unsure about what to do, when you're expected to adjust your schedule in order to be able to attend live lectures etc. Also: Narrowing down the subject areas. They are, in nature, very broad and I don't believe it's necessary to go through every single thing – especially when the time frame is quite unforgiving (as it typically is in courses with many teachers and subjects).”

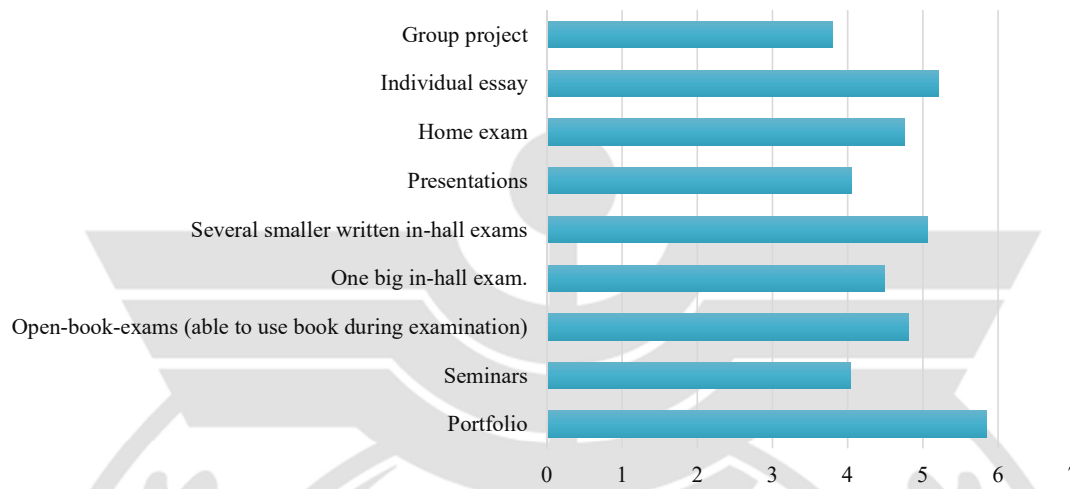
“That the teachers actually answer mail and communicate. I've had times where I've messaged a teacher through canvas intra system. And it went good but they after a few weeks the teacher said "you should know that I dont answer messages in canvas, mail me instead." Which was very unclear.”

- “1. Clearer and more frequent communication with students.
2. It is also important that teachers link their content in teaching to the course objectives and learning objectives.
3. Reading instructions and study recommendations facilitate the planning of study time.”

“Hard to say. But every course I've had so far has been different from the previous. There's little continuity between them. Everyone learns differently, so it's also difficult to accomodate everyone's preferred structure. At the same time, the structure of the course is obviously important. As far as the forms of assignments/exminations: studying law, I personally feel like exams don't accurately represent what working as a legal expert would be like. It's, as an example, a bit funny to have your entire grade ride on an end-of-course exam done under time pressure (I don't think any legal expert or lawyer works this way). At the same time as nothing else done during the course has any weight.”

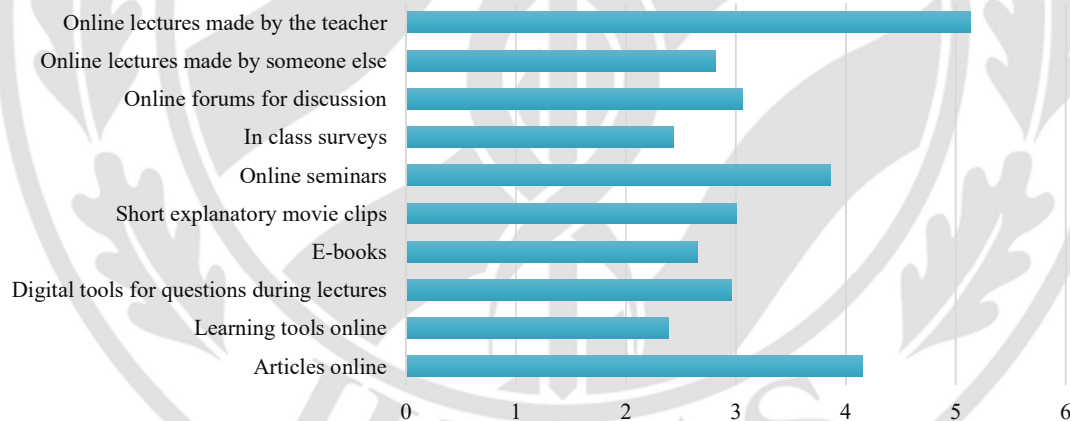


25. Examinations: How well do you feel the following forms of examinations test your knowledge within the subject? 1 = Not at all, 6 = Very well



Most forms of examination seem to make students feel like their knowledge on the subjects are tested properly, with “Group project” getting the lowest mean with 3.8 and Portfolio the highest mean with 5.8.

**26. To what extent is the following digital tools used in your courses?
1 = Never, 6 = Always.**

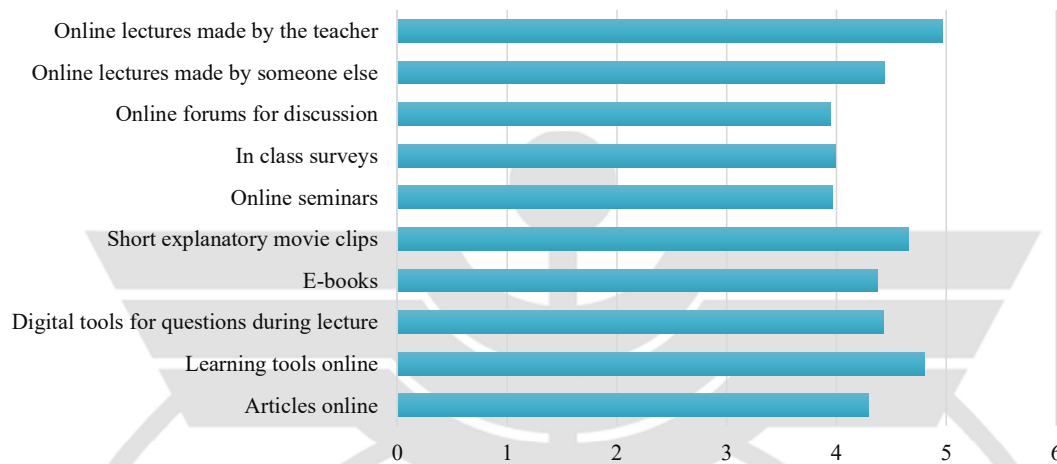


When it comes to indicating what tools the students' teachers used to improve the courses during this extended period of digital learning, there was a clear dominance by two specific tools. Around 75% of students answered that the lecturers almost always made use of online lectures and online articles, which isn't that surprising since we have had distance education for over a year.



27. To what extent is this tool helpful in your education?

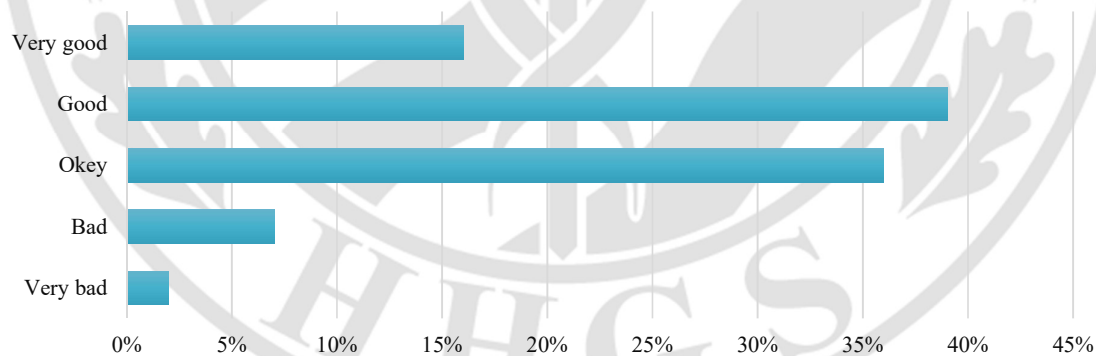
1 = Not at all, 6 = Very helpful



When it comes to voicing what tools would be helpful, we see a more balanced distribution of the different digital tool alternatives. A vast majority of the answers were on the higher part of the scale, hence 4-6, with the clear exception of “in class surveys”, which received lower numbers. In a way indicating that the students appreciate almost any kind of digital tools, almost giving the impression that variety is in demand.

Part 4 of 6: Your health.

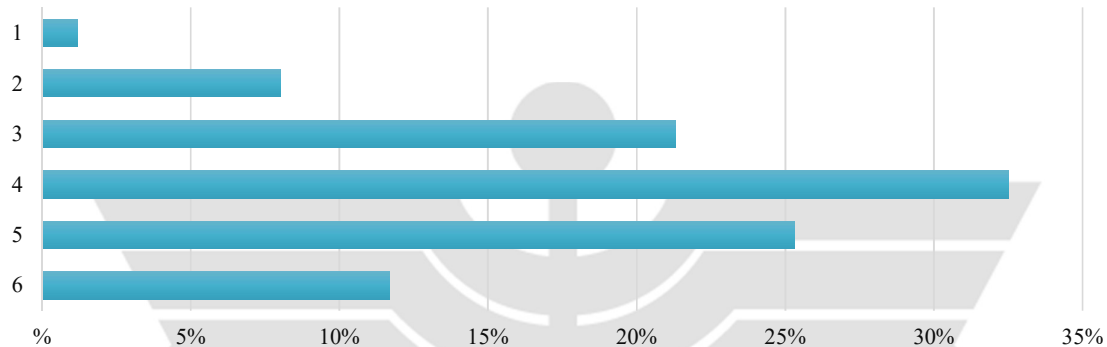
28. How do you feel right now?



Most of the students feel at least okay, with about 90% being "Okay or better. Despite this relatively positive response, almost 10% of the participants feel bad or very bad, presumably a much higher percentage because of the pandemic.

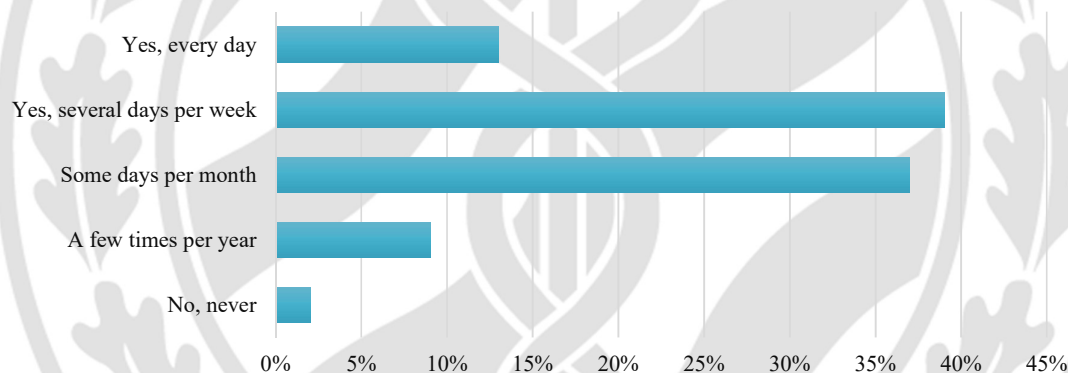


29. How do you assess that your general state of health (feeling healthy, being without pain and health-related problems etc.) has been so far during your studies? 1 = Very bad, 6 = Very well



The mean of all the answers is 4, which we could translate to okay. 69% chose a 4 or higher and 30% chose a 3 or lower. The majority of the students feel that their general health is okay or better but there are large block that feel worse than okay.

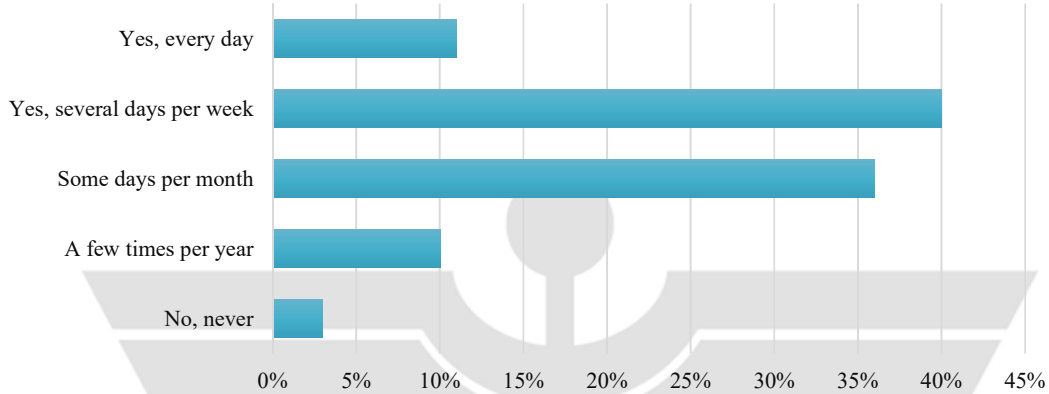
30. Do you often feel stressed in general?



When it comes to stress, one can see a clear right-side skew, right side being "yes very stressed". The largest portion of students say that they do feel stressed, several days a week in combination with "several times a month" & "yes every day", the percentage rests at 88%. In general, one could say that students feel very stressed.

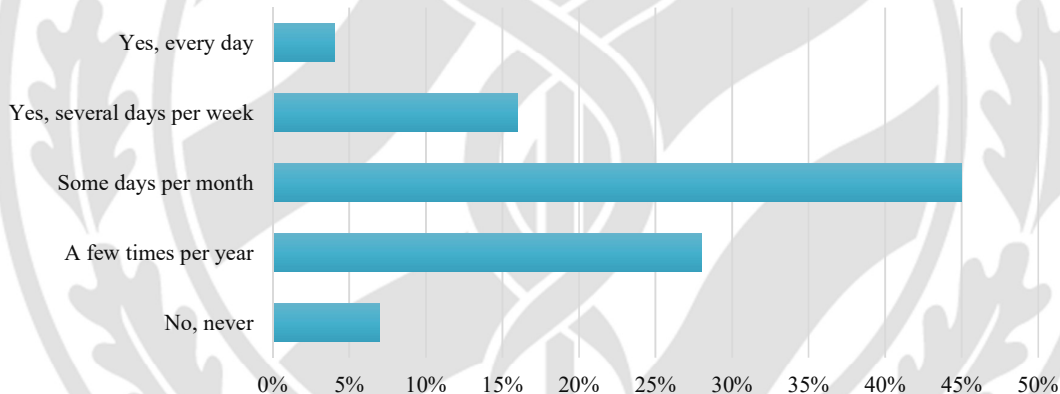


31. Do you often feel stressed because of your studies?



The majority of the respondents state that they feel stressed because of their studies. 76% of the students that have answered the survey admit that they feel stressed monthly, where 40% feels stressed several days per week and 36% feel stressed a few times per month. There are only 17 students that say that they don't feel stressed because of their studies, which corresponds to 3% of the respondents.

32. Did you experience stress previous to your studies?



93% (612 students) of the respondents have felt stress before their studies while only 7% (47 students) have not. The majority of the 93%, namely 45%, feel stressed some days per month while 20% either felt stressed a few times per week or daily.



33. If you experience stress as a result of your studies, what do you think it is due to? Check all options that apply.



Having high expectations on themselves is a big reason why students feel that their studies make them feel stressed since it stands for 59% of the answers. Being anxious toward an exam, working alongside studying, the grading system and feeling like you will not succeed if you do not have good grades are other big reasons as to why students feel stressed. Some students also experience that the courses are too fast-paced and that distance studies have also taken a toll on them. They also pointed out that group work is stressful especially when they can't pick whom they work with since it can for example lead to not evenly distributed workload in the group. Below are some quotes from students who have chosen "other, please specify".

"Distance education"

"It is hard to keep up with the tempo of the courses."

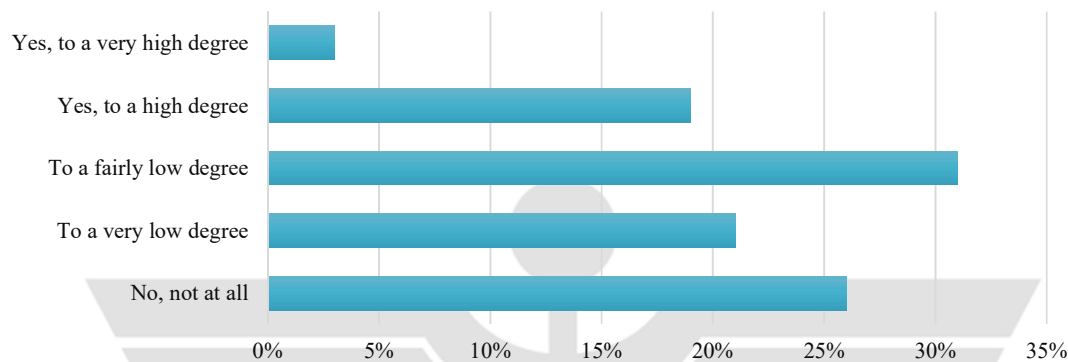
"Finding job after graduation"

"Not meeting other students"

"The digital examinations have been highly stressful this last year, and many of the lecturers have made harder exams so it is hard to know what to expect compared to previous year's exams"

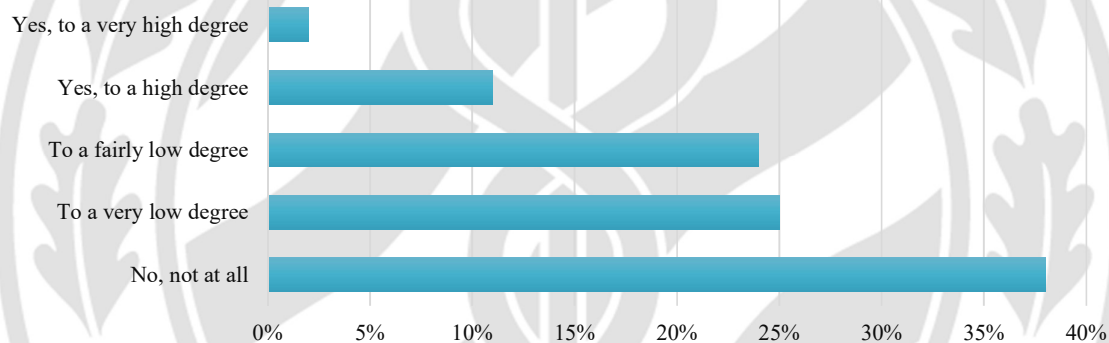


34. Do you think that your study situation has made you feel mentally ill?



74% of the students that answered the survey feel that their study situations have made them feel mentally ill while 26% believe that it hasn't. Out of this 74%, 52% states that it is to a low degree while 22% states that it has made them feel mentally ill to a high degree.

35. Did you ever feel mentally ill previous to your studies?



62% (406 students) of the respondents state that they have felt mentally ill previous to their studies while 38% (253 students) state that they haven't. 49% have felt mentally ill to a low degree and 13% state that they have felt it to a high degree.

36. Is there anything you want to add concerning this?

Regarding the previous question regarding the students' mental illness, a majority of the participants have nothing to add to the question. Although the ones who did, explained that distance studies are partly the reason for their mental illness. Furthermore, some believe that the teachers demand more of the students, than they are capable of. They feel that the school does not care enough about the students and would want more support in their wellbeing and that the teachers are pressuring the student to get excellent grades. The pressuring grading system is in the survey mentioned mainly regarding the school's law program and is brought up along with criticism of the portfolio course at the law program, which the respondents write enhance the stress. Although, some respondents do not necessarily see stress as something bad. Instead, some mention stress to be a factor which makes the students work better; given the stress is experienced in a moderate proportion.



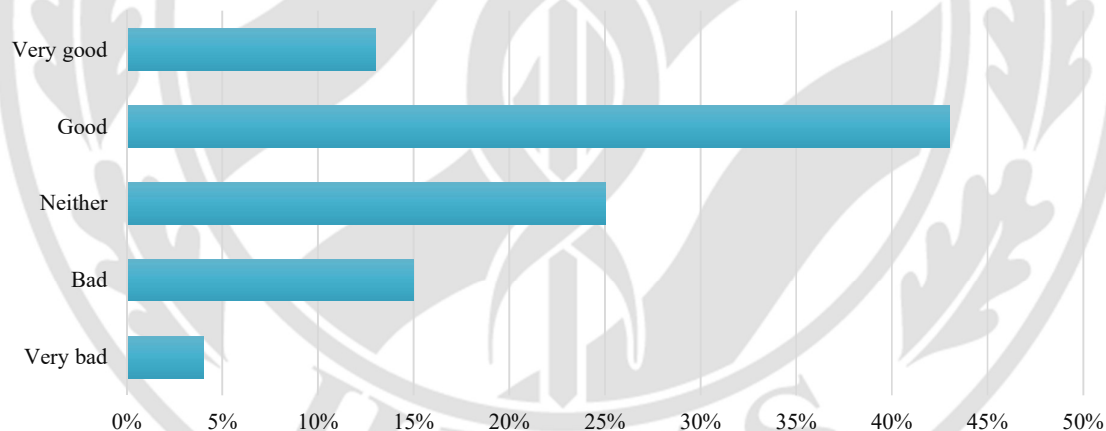
37. Are you aware of our student health service "Feelgood" where you can get help and support if you have health issues due to you studies?



The report shows that a little less than a half of the participants were informed about the student service feelgood. If we compare this to previous years we can see that even though the result is better this year, it still states that more information about the service should be given to the students.

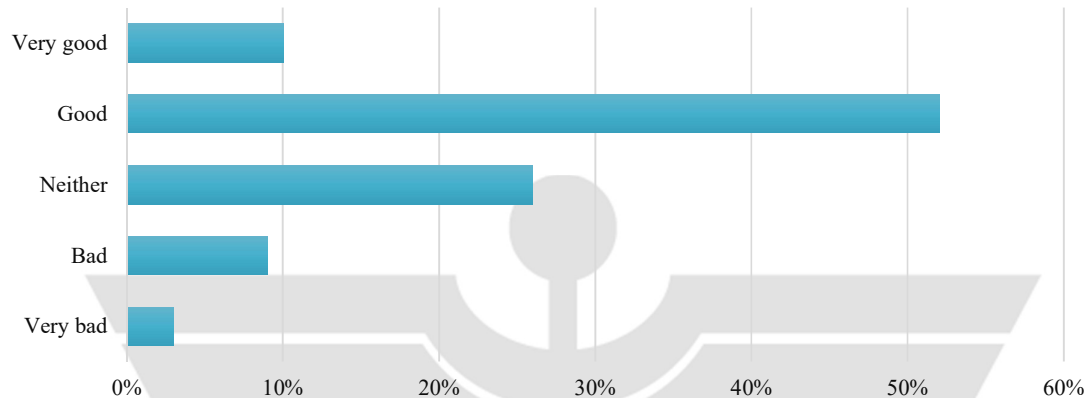
Part 5 of 6: Distance education.

38. What is your overall opinion about distance education so far?



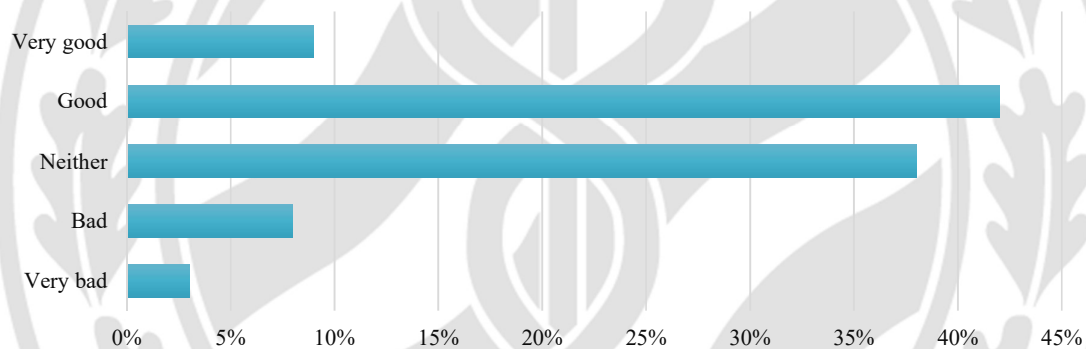
The result shows that most of the respondents (43%) experience the distance studies to have been good. A very interesting result since the distance studies are explained to be the reasons behind the student's mental illness.

39. How do you think the quality of the lectures is?



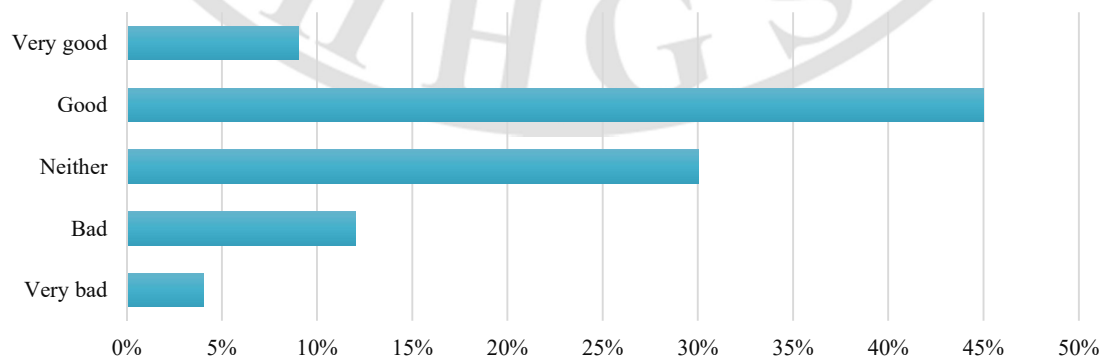
Not only the distance studies experienced to be good but also the quality of the lectures is considered to be good by a majority of the students (52,2%).

40. If you have had practice sessions (övningstillfällen), how has the quality of these been?



The result of this question shows the quality of the practice sessions not to be as good as the lectures. In majority, the students have graded the quality of the sessions to be good or neither. Although very few experience the sessions to be very good nor bad nor very bad.

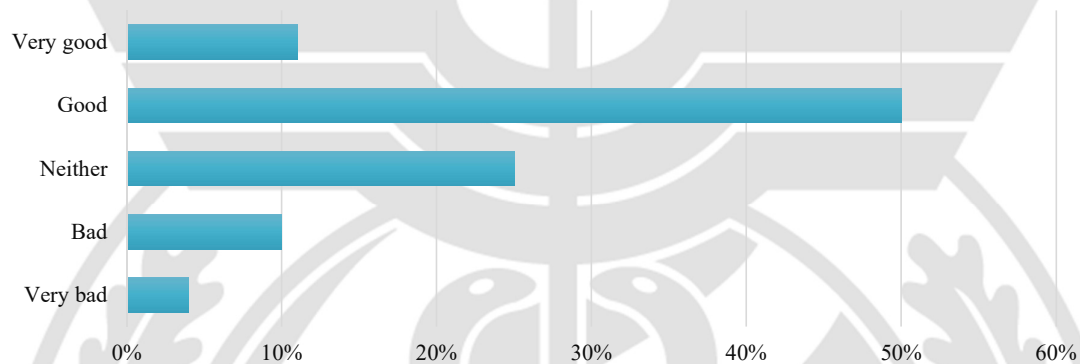
41. If you have had seminars, how has the quality of these been?





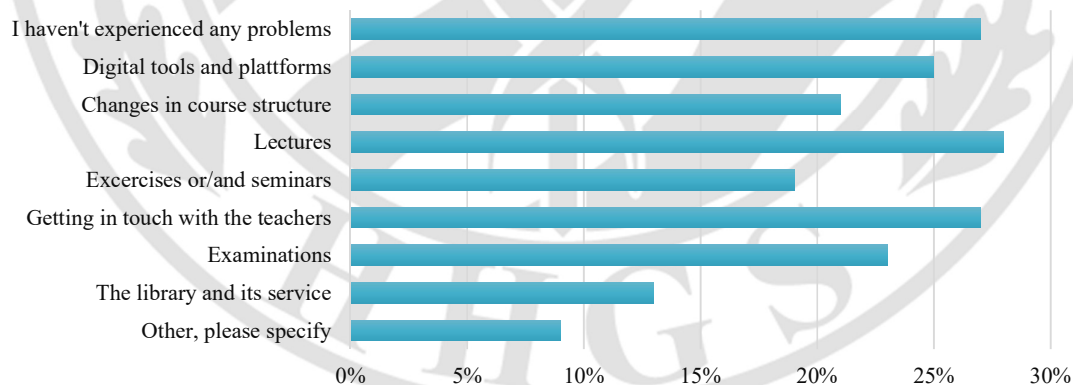
The largest proportion (45%) of the students consider the quality of the seminars as good. Simultaneously, there are only 9% of the students review the quality as very good. The reason that the proportion of very good quality is smaller may be due to the fact that a decently large proportion of the students (30%) consider the quality as neither good nor bad. By comparing the proportion of bad quality with good quality, we will see that the proportion for good quality is greater, which indicates a positive trend.

42. What do you think about the quality of the examining moments?



The vast majority of the students believe that the quality of the examination moments is good. Only a small proportion (11%) of the students consider the quality of the examining moments as very good. The main reason for the low percentage could be the fact that the quality has decreased during the distance examinations.

43. If you have experienced any problems with distance education, what have these been about?



The allocation of the proportions over the different answer options is fairly even. 27% of the students haven't experienced any problems. As we can observe in the table, digital tools and platforms, lectures, and getting in touch with the teachers are the portions that most students have experienced problems in. These are all subjects related to distance education which leads to a fairly even distribution of the answers, especially since all students are affected by that.



The students who had experienced other problems specified them being about structure, motivation, education, interaction, and technical problems. According to the students, studying at home causes stress, is ergonomically challenging and also difficult to maintain the structure of schoolwork. The students find it difficult to maintain interest during zoom lectures since it is more engaging being in the lecture room. As mentioned by the students, not having lectures to go to and not being able to be a part of the social interactions make schoolwork less fun and fulfilling. When it comes to education the students consider the pre-recorded lectures a problem, especially since there is a certain loss in discussions between students and teachers. This leads us to the problems about interaction. According to the students, the lack of physical contact with teachers results in a less engaging school experience. In comparison to before the pandemic, the discussions and social interaction on breaks are practically nonexistent during this time. According to the students, this results in a sense of loneliness and increased personal responsibility of structuring the schoolwork, with only themselves to ensure that they keep working, combined with increased social anxiety. Below you will find some of the quotes that has been taken from the answers in “please specify”.

“The sort of "natural" conversations with other students, e.g. on breaks, is practically nonexistent in comparison to before.”

“Not having lectures to go to and live people to meet has majorly impacted my motivation.”

“hard to find information”

“The increased personal responsibility of structuring my studies, with only myself to ensure that I keep working, combined with social anxiety and general social incapability has been a major problem. Not having lectures to go to and live people to meet has majorly impacted my motivation.”

“Teachers not comfortable with digital tools”

As stated by the students, Handelshögskolan has adapted well to the technical changes. At the same time, there are some lecturers inexperienced in digital tools and rarely willing to improve and adapt according to a few students. The students consider distance education as something we all have to deal with and think that the teachers should see this as an opportunity to complement traditional education with distance learning even after the pandemic.

Part 6 of 6: Last part

44. Do you have any other feedback that you want to share?

This was a question where the students could write freely if they had anything more they wanted to add. Below you will find some of the quotes from the survey.



“Make course evaluations public. Or create a website where we can share our opinions about a course we have taken which would make it easier for students to choose the "best" course for them (in terms of electives and even when applying for a programme)”

“Thank you for providing good and interesting education”

“Open more space to sit and study in school so it is easy to keep distance”

“students should not be punished in exams for Corona... shorter time and harder questions in most exams so far”

“I don't like when almost a whole course is consisted of recorded lectures. That's the case with the course I'm studying now, "Skatterätt med redovisning". I think it's bad and I would have wanted them to be live or only a few of them to be recorded. It takes longer time to listen to 3-4 hour long recordings than to listen to them live.”

“I am writing my bachelor thesis in economics and feel very unprepared for this type of assignment. During my three years on Handels I have never done anything like it and felt very lost in the beginning.”

“I think that we should embrace the online platform after corona too, since you now can attend even if you are feeling ill, having cramps, taking care of your children, having a pet etc etc. or if you have a doctor appoitment you don't have to go back and forwards and you save so much time that you can spend on studying when you don't have to come in to campus everyday for a 1-3 h lecture.”

“I would add more electives to the MSc Finance program to make it more comparable to other Finance programs, e.g., SSE, CBS etc.”

Conclusion

This year we were prepared for how different the event would have to be from the previous year. Even though it was also completely digital last year, this year we have had a whole year of digital events to learn from and the committee knew what to focus on. The biggest challenge for us was that we have been missing the physical connection, not only with the students that we were trying to reach with our lectures and the survey but within the committee itself as well. Zoom is a great tool but it has been a challenge not being able to have physical meetings and not having the same flow in our discussions that you can have while being in the same room. Even though we had some challenges we are happy with the number of answers we got and we are very grateful for the 659 students who took the time to fill in the survey.

Last year they decided to not ask any questions about the pandemic, but instead they did another survey at the end of the year that focused solely on distance education. This year we



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decided to include some questions about the distance education because we wanted to take the opportunity and ask the questions in a survey, we knew a lot of our students take the time to answer.

In regard to the result of the survey, there were some common themes. There seem to be flaws in the communication between the teachers and the students, which have become more noticeable this last year due to the distance education, when we have not been on campus. We have the problems with communication regarding where students can turn to about their mental health problems, or problems with their education and when the survey also shows that our students are stressed and that a lot of them feel like this because of their studies, this becomes a serious issue. Lastly, something that we can see this year, as well as last year, is the student's wish for more practical elements in their education and more connection to companies and real-life experiences.

The Education Committee 2021
Contact: Education@hhgs.se