

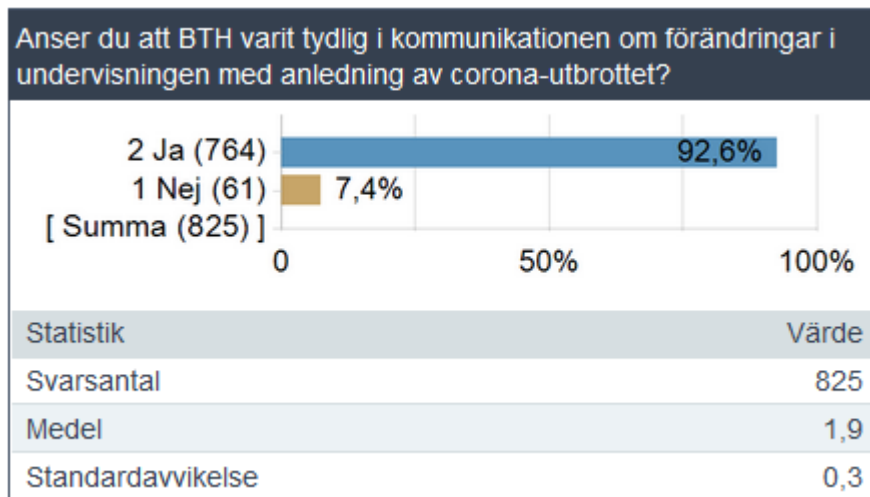


2020 05 11

Analysis of student survey regarding the transition to distance education

The questionnaire was sent to 2550 students who studied on a campus course during study period 4. The response rate was 33%.

Question 1. Do you consider that BTH has been clear in the communication about the changes in teaching due to the Corona outbreak?



Positive:

The vast majority of students believe that BTH has provided good and clear information continuously and in good time.

Canvas and the student portal have been good communication channels where it has been easy to navigate, and some students have said that it has been positive with the clear markings of the updated information.

Some students felt that course changes were able to take place quickly, that teachers have been flexible and been giving good information about specific courses on Canvas. It has been easy to find information there and teachers have been good at answering questions quickly. The fact that the information has been provided in both Swedish and English was good, and that the library has had a Zoom link and provided the opportunity for telephone calls. One teacher offered a training lesson in Zoom.



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Negative:

Some students felt that the information has been difficult to find and that information about specific teaching has been poor. A few students pointed out that information links have not worked.

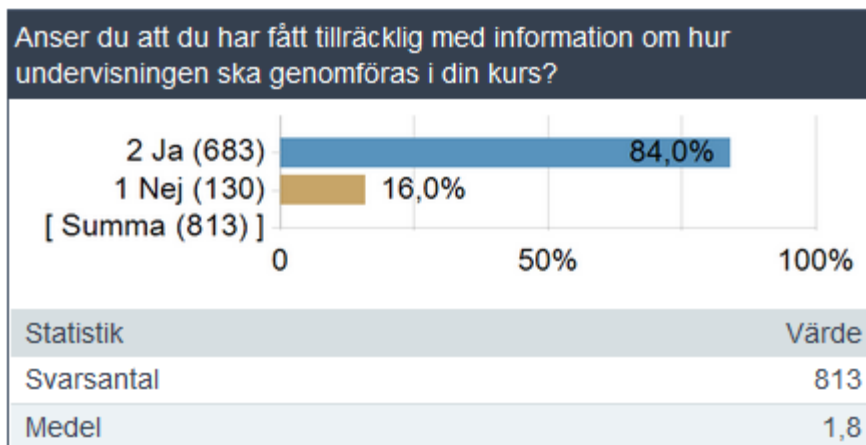
A couple of students were critical towards lectures being canceled, and some students felt that the school closed too quickly. Practical things, like bringing home material, accessing computer programs and completing the courses became more difficult. Someone said that it felt like they were bothering their teacher if they asked questions and some students felt that the information about how the exams were to be operated and how to register for the exams had been inadequate. A few students commented on the information being unclear for specific student groups, such as the students at Campus Karlshamn, exchange students and for students doing their degree examinations or internships.

Suggestions based on the survey:

- A reminder to register for the exam.
 - Information about Zoom, both how to get it and how to use it.
- Notifications regarding new information on Canvas or through email.

- More support and information to the international students, also including general social information. They do not know what sources they can trust. Clarify what applies this fall to international students who will be present.

Question 2. Do you consider that you have received sufficient information on how the teaching will be implemented in your course?





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The information seems to have been very different depending on the course. Teachers are getting a lot of appreciation for changing their courses so quickly. There is generally a great understanding of the situation and a feeling that everyone is doing the best they can.

Positive:

The teachers/course managers have been quick with supplying information via Canvas and email. Some students think it has worked better with distance learning. Lectures via the web are appreciated.

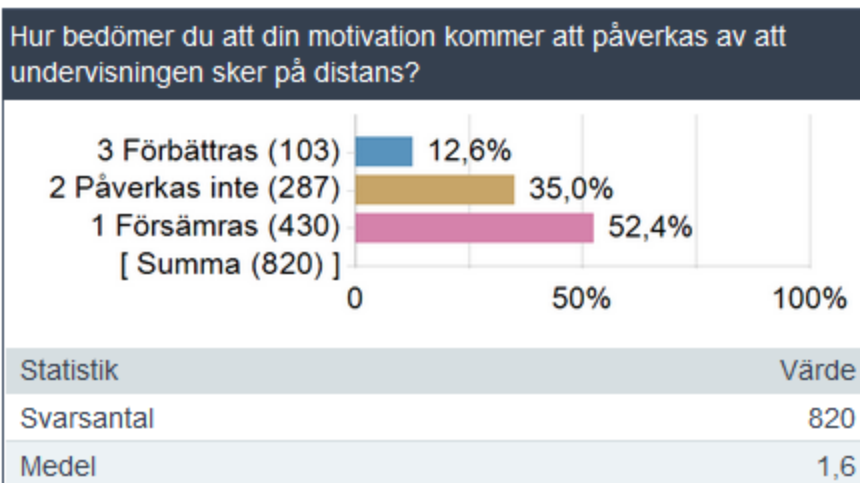
Negative:

The schedule in Time Edit is not accurate, which has made it difficult to know where and when different elements should take place. Different Zoom links and sometimes messy structure on Canvas. Canceled activities. Information in different places is perceived as messy. Unclear information about how exams and practical exams are to be conducted.

Suggestions based on the survey:

- Everyone should use Zoom and preferably record the lectures.
- More information about education in Autumn.
- Teachers need more knowledge about how to use Zoom and Canvas.
- A chat function is requested.

Question 3. How do you assess that your motivation will be affected by distance learning?





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Positive:

Among the positive comments mentioned is the opportunity to plan for yourself, that the course material is better because some are recorded, and shorter traveling times.

Negative:

A very large proportion of respondents answered that distance learning impaired their motivation. They highlighted the lack of social contexts that Campus provides and stated more reasons why it is more difficult to motivate oneself at home. Campus is a place where you go to in the morning, where people are waiting for you. They ask you questions, and you can ask questions to them. This is highlighted as positive and important, something that is now missing. Some respondents also mention the lack of activities at the end of the semester as something that makes the motivation worse. There are various distractions when studying at home. A few respondents mention the lack of pedagogy or instructions, more difficult to get in touch with teachers, or difficult to find a good workplace, all of which are important points of view, but not so distinctive.

Suggestions based on the survey:

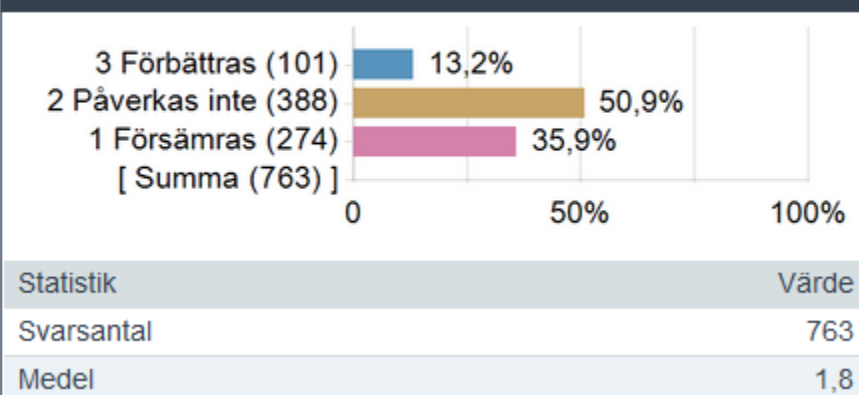
- Make it easier to create a social context during the course. For example, working groups that have their own Zoom rooms for which the working groups can be responsible.
- The programme managers should try to organize certain social activities, such as lunch walks, and perhaps some social events at a distance.
- Ensure that working methods and examinations also work for people with a special family situation, such as children.

Question 4: How do you experience that the course structure has changed your prerequisites for achieving the learning objectives?



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Hur anser du att kursens upplägg har förändrat dina förutsättningar för att nå lärandemålen?



Positive:

Repetition: Very good that one can watch the lectures several times. Repetition provides increased knowledge. Extra support: With the help of digital tools, learning difficulties and concentration difficulties can be better handled. Easier to read the learning material. Canvas is well constructed with good information. Better focus: Easier to focus. The lectures are recorded, which makes it possible to repeat things that you do not understand or want to see again. Easier to write notes. Flexibility: A more flexible work environment. Travel: No need to travel back and forth to school. Saves time and money.

Negative:

Interaction: The social interaction, both between students and between teachers and students, has deteriorated and thus also the opportunity to ask questions. It can feel isolated and lonely. More difficult to conduct group reviews. Changes in course structure: Fewer lectures, which reduces the possibility of interaction. Some elements are missing. The course structure feels somewhat indistinct which makes it difficult to prepare. The fact that different teachers have different arrangements can also be confusing (some teach live in ZOOM while others record videos). Some teachers have not changed the course structure enough. There is a concern about exams, how they measure knowledge and how they will be designed in the future. More difficult to perform various practical assignments, e.g. laboratory work and group work. Problems with the computer, equipment, or the connection. Digital forms: As a student, it is more difficult to concentrate via ZOOM. Some teachers are very unaccustomed to teaching at a distance, which is reflected in both the pedagogy and their handling of the technique. Difficult to get help and to get an overview of the studies. Less creative and less inspiring.



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Resources/learning environment: Occasionally technical issues. Decreased access to resources, including limited access to the library. Difficult to get working routines around the studies.

Suggestions based on the survey:

- Make it easier to create a social context during the course (the same tips as above). More areas for social interaction need to be created in our courses, both between students and between teachers and students.
- The teacher can offer office hours via ZOOM.
- Teachers within each program can, if possible, synchronize their educational structures.
- Further adaptation of the structure to better suit distance studies.