

# Student Union of Tampere University's Coronasurvey Spring 2021 – summary of the results

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## Execution of the survey

In the autumn of 2020, TREY conducted a student survey on the effects of Tampere University's corona restrictions. The survey was open in September and received a total of 1378 responses. In order to map the situation of students further, TREY conducted a second survey during spring of 2021. The survey was open from 20 April to 16 May.

The spring 2021 corona survey was also conducted using JotForm. The questionnaire consisted of 49 questions, of which 11 were open-ended and 38 were multiple-choice questions. With open-ended answers, the respondents were able to tell more about their experiences if they wished.

The survey got a total of 1313 responses. 94% of the respondents (1237) chose Finnish as their main language at the University and 6% chose English as their main language of business at the University.

The questionnaire link was sent on Tuesday, April 20 2021 from the university's corona information email address to all university students. The survey link was not openly shared on communication channels, but the survey was actively advertised on various TREY channels.

## Background information

Response activity was highest on the city centre campus, which was reported as the main study campus by 58% of respondents.

Of the faculties, the Faculty of Information Technology and Communications (ITC) received the most responses. 29% of respondents chose ITC as their faculty. The second highest number of responses came from the Faculty of Social Sciences

(SOC), which accounted for 18% of respondents, and the third highest, from the Faculty of Management and Business (MAB), with 16% of the respondents.

91% of the respondents (1191 respondents) were full-time students. 9% of the respondents (121 respondents) were not full-time students. This can mean that they are working, on parental leave or in an intermediate year.

25% of the respondents were first year students and 19% second year students. Older students from years 3 to 6+ were also evenly represented.

In the spring survey, 729 respondents, or just over half of the respondents (55%), were in their bachelor's degree. 37% (486 respondents) were in their master's degree. 6% or 78 respondents were postgraduate students. 1% of the respondents were exchange students.

The respondents were also asked about their gender. These were the results:

- 66% women
- 30% man
- 2% other
- 2% prefer not to say

39% of the respondents were in the age group of 22-25 years. The next largest number of respondents, 22% of the respondents, was in the age group of 18-21 years. These are probably students in an earlier stage in their studies. 19% of the respondents were 26-30 years old and 20% of the respondents said that they were over 30 years old.

## University policies

### Multiple choice questions

The effects of space restrictions on study were mapped with the question *“How have the coronavirus-related campus regulations and limited access affected your studies?”*. 68% of the respondents said that restrictions on the use of facilities had a

negative effect on their studies (19% very negatively, 49% somewhat negatively). One-fifth of respondents felt the effects were neutral (21%). Restrictions on the use of facilities were perceived as positive by 9% of respondents (5% somewhat positively, 4% very positively). 3% of respondents chose the option “Don’t know”.

In the second multiple-choice question, respondents assessed the effects of restrictions on university facilities on their well-being in the question *“How have the coronavirus-related campus regulations and limited access affected your well-being?”*. 76% of respondents said that the restrictions had a negative effect on their well-being (21% very negatively, 45% somewhat negatively). 7% of respondents felt that the effects on their well-being were positive (4% somewhat positively, 3% very positively). Two percent of respondents could not say and 24% chose the neutral answer option.

The next question dealt with the loneliness caused by the restrictions. 60% of respondents responded to the statement *“Has limited access to campus facilities made you feel lonely?”* very or quite a lot (21% Yes, very lonely, 39% Yes, somewhat lonely). 13% responded that the restrictions had no effect on well-being. 16% of the respondents had experienced a small effect. 10% chose the option “not at all”.

The last multiple-choice question in the section mapped out how students have experienced university corona policies. The question was *“In view of the general coronavirus situation, I find the University’s policies...”* From the responses, it can be concluded that the majority of respondents have been satisfied with the university’s policies. 61% of respondents had found the policies appropriate to the overall pandemic situation. A quarter of respondents (24%) felt that the policies have been too strict. Only 3% of respondents felt that the policies have been too lenient. 4% of respondents had no opinion on the question and 9% could not say.

### Open-ended questions

To the open-ended question *“If you want to, you can tell us more about the impact of coronavirus-related campus regulations.”* we received 445 answers.

The most common comments were:

- Challenges to study caused by campus regulations

- Interference factors
- Challenges in recovery
- The importance of library facilities
- Impact on social life

The second open-ended response collected ideas from students for policy development with the question *“If you want to, you can tell us how the University could develop its pandemic policies. How could the negative effects of campus regulations be reduced?”*. 314 open answers were received to the question.

The most common comments were:

- Moderation in decision-making regarding corona restrictions
- Opening of library services and facilities
- Appointment calendar for facilities use
- More contact teaching

## Campus restaurants

The first multiple choice asked *“How often did you used to eat in campus restaurants before the coronavirus pandemic?”*. The responses were distributed as follows: 19% roughly once a day, 29% around 4-6 times a week, 27% around 1-3 times a week, 8% around 1-3 times a month, and 16% less frequently or never.

The second question asked *“Have you eaten in or bought takeaway from campus restaurants during the coronavirus pandemic?”*. The responses were distributed as follows: 2% roughly once a day, 3% around 4-6 times a week, 10% around 1-3 times a week, 18% around 1-3 times a month, and 66% less frequently or never.

Third question in this part was about *“How has the pandemic affected your eating habits?”*The answers were distributed as follows: 7 % positively, 42 % negatively, 51 % neutrally.

To the question *“How important are student discount meals for your personal well-being? ”*, the answers were distributed as follows: 29% very important, 35% somewhat important, 18% no effect, 7% somewhat unimportant, 6% completely unimportant and 3% Don't know.

We also asked “How has the pandemic affected your eating habits?”. 7 % of the respondents answered that the pandemic has had a positive effect on eating habits, 42 % has seen negative effects and 51 % have had neutral effects.

In the open-ended question a few things came up :

- One-sidedness and unhealthiness of the diet
- Deterioration of the economic situation
- The role of campus restaurants in the rhythm of the days

## Student organizations

### Multiple choices

We asked the respondents to select from multiple choices what they think was a good response to the question “In what ways have student associations supported your well-being during the pandemic?”. Most common answers were:

- Remote events (selected 647 times)
- Remote events with programme (selected 434 times)
- Organising contests or challenges (selected 343 times)
- Student associations have organised activities for supporting well-being but I have not participated (selected 266 times)
- Informal discussions (selected 221 times)
- Asking how the members are doing (selected 220 times)
- The number of events has decreased considerably/I have been unable to find any events (selected 201 times)
- Setting up discussion groups for keeping in touch (selected 173 times)

## Open-ended questions

We asked an open-ended question “What kind of activities would you like the associations to organise?”, and we got 194 answers. Things that were brought up most commonly were:

- The organizations have done their best for the circumstances
- Remote events do not motivate
- Discussion events
- Community study

## Health and well-being

### Multiple choices

In the first question, we asked “How has the coronavirus pandemic affected your well-being?”. From the respondents 72 % experienced negative effects (21 % Very negative and 51 % somewhat negative), 15 % experienced neutral effects, 9 % experienced positive effects (7% somewhat positive and 2 % very positive), and 3 % chose the option “Don’t know”.

Next we asked “How has the coronavirus pandemic affected students’ well-being at the University?”. From the respondents 77 % felt negative effects ( 25 % very negative and 52 % somewhat negative), 20% chose the option “Don’t know”, 1 % saw positive effects (1 % somewhat positive and 0 % very positive) and 1 % felt neutral effects.

We asked the respondents to choose from multiple choices, which ones were true in their cases, when asked “Which of the following statements apply to your life during the coronavirus pandemic?”. Most common answers were:

- I have difficulty getting things done (selected 847 times)
- My mood is lower (selected 834 times)
- My study motivation has deteriorated (selected 816 times)
- I am stressed (selected 806 times)
- My concentration has deteriorated (selected 784 times)
- I feel lonely (selected 781 times)

- I feel burdened (selected 724 times)
- I have not exercised as much (selected 627 times)

In the next question we asked the respondents “How often have you felt lonely?”. From the respondents 14 % felt lonely every day, 37 % every week, 25% a couple of times a month, 12 % less frequently that couple of times a month, 11 % haven’t felt lonely at all and 1 % chose the option “Don’t know”.

We also asked respondents to tell their opinion on the statement “During the pandemic, I have been able to find safe and suitable ways to exercise.”. 70% said that they agree (32% completely agree and 38% somewhat agree), 21% disagree (17% somewhat disagree and 4% completely disagree), 6% haven’t felt any chance and 3% chose the option “Don’t know”.

### Open-ended question

We gave the respondents an opportunity to tell us more about how the coronavirus pandemic has affected their well-being. We got 285 responses. Most common answers were about:

- Decrease in exercise
- Decreased motivation
- Increase in the amount of exercise
- Studies are not going well
- Deterioration of eating habits
- Increased flexibility

### Income

#### Multiple choices

Respondents were asked to select different statements according to how they have affected the respondent’s livelihood during the coronavirus pandemic period. As the most common arguments, the respondents chose the following:

- Combining study and work has become easier (selected 309 times)
- My income has deteriorated (selected 246 times)



- I have been able to do more work through distance learning (selected 209 times)
- Summer jobs have been canceled (selected 185 times)
- My working hours have been reduced (selected 181 times)
- It has become more difficult to combine study and work (selected 130 times)
- My working hours have increased (selected 129 times)
- My income has improved (selected 127 times)
- I am worried about how I can cover my income during my studies due to a change caused by the corona (selected 108 times)
- I have had to take out a student loan involuntarily (selected 84 times)
- I have been laid off or my shifts have been reduced due to the corona (selected 54 times)

*"How has the coronavirus pandemic affected your income?"* A total of 24% of respondents felt the effect was negative (7% Very negative and 17% Somewhat negative), 65% of respondents did not experience the coronavirus pandemic affecting their income, and 8% of respondents felt the effect was positive (6% Somewhat positive and 2% Very positive). In addition, 3% of respondents chose the option "I don't know".

*"How has the pandemic affected summer job search?"* 37% of the respondents felt that the effect of the pandemic on summer job search was negative (15% very negative and 22% somewhat negative), 54% of respondents felt that pandemic did not affect summer job search and 2% felt that the effect was positive (2% Somewhat positive and 0% very positive), with a total of 8% of respondents answering this question "I can't say".

### Open-ended question

In the open-ended income question, we asked respondents "If you want to, you can tell us more about how the coronavirus pandemic has affected your income situation.". A total of 246 open responses were received to this question.

As positive effects on income were raised

- reduction in consumption and expenditure
- increasing work opportunities.

The negative effects on income during the coronavirus pandemic, in turn, were raised

- increase in expenditure
- reduction of work hours
- concerns e.g. for study grants.

## Remote learning, course arrangements and support

This section focused on, among other things, the effects of remote learning on the ability to study and the progress of studies, the implementation and guidance of teaching. The section had a total of 9 multiple-choice questions and two open-ended questions.

### Multiple choices

“Opiskelun ja vapaa-ajan erottaminen on minulle helppoa” kysymykseen saatiin seuraavasti vastauksia: Täysin samaa mieltä 8 %, Melko samaa mieltä 15 %, Melko eri mieltä 36 %, Täysin eri mieltä 35 %, Ei ole vaikuttanut 5 % ja En osaa sanoa 9 %.

The answers to the first question “*What has it been like for you to study remotely from home?*” were as follows: Very difficult 15%, Quite difficult 39%, Quite easy 24%, Very easy 13%, Not applicable 6% and Don’t know 3%.

In the second question, “*How do you feel that remote studying has affected your study progress?*” 45% experienced negative effects (Very negative 13% and somewhat negative 32%), 22% experienced positive effects (Somewhat positive 12% and Very positive 10%), 28% did not experience the effect and 5% could not say the effects.

The following answers were given to the question “It is easy for me to draw a line between studies and free time.”: Completely agree 8%, Somewhat agree 15%,

Somewhat disagree 36%, Completely disagree 35%, Not applicable 5% and Don't say 9 %.

To the question "Which of the following study-related statements apply to you?" we got the following answers:

- I have managed to gain more study credits (selected 543 times)
- I have gained less study credits than before (selected 480 times)
- My exchange studies were delayed or cancelled altogether (selected 475 times)
- I have made faster progress with my studies (selected 454 times)
- I have progressed more slowly with my studies (selected 432 times)
- I find my studies more meaningful and rewarding (selected 260 times)
- I do not find my studies meaningful or rewarding (selected 234 times)
- I know what is expected of me as a student (selected 196 times)
- I don't know what is expected of me as a student (selected 174 times)
- I have been able to find support for remote learning (selected 174 times)
- I have not found support for remote learning (selected 170 times)

The question "How has remote learning affected your study ability?" The responses were distributed as follows: "It has decreased significantly" 23%, "It has decreased slightly" 42%, "It has improved slightly" 9%, "It has improved significantly" 6%, "Not applicable" 15% and "Don't know" 4%.

When asked about study facilities: "Have you been able to find remote learning spaces that suit your needs?" 38 % felt that they had found the facilities easily (Very easily 11% and Quite easily 27%), 49 % felt that they had difficulties finding the study facilities (Not that easily 30% and It has been very difficult 19%) and 13% "Don't know".

The answers to the question "Teachers have offered support for remote learning." were as follows: Completely agree 5%, Somewhat agree 30%, Somewhat disagree 24%, Completely disagree 10%, Not applicable 16% and Don't know 14%.

To the question "Which remote learning tools and methods have your teachers utilised?" we got following answers:

- Zoom (selected 1233 times)
- Moodle (selected 1200 times)
- Lecture recordings (selected 1074 times)
- Teams (selected 1037 times)
- Remote exams (selected 939 times)
- Panopto (selected 866 times)
- Working in small groups (selected 680 times)
- Flinga (selected 465 times)
- Interactive learning methods (selected 459 times)
- Q&A sessions (selected 307 times)
- Q&A platform (selected 262 times)
- Discord, Telegram, WhatsApp or other instant messaging service (selected 229 times)

To the question “How have guidance and counselling worked during the period of remote learning?”, the response distribution was: “Very well” 4 %, “Quite well” 24 %, “Quite poorly” 15 %, “Very poorly” 8 % ja “Don’t know” 49 %.

### Open-ended questions

We got 204 responses to the question “What group activities would you like the University to organise to promote study ability, learning skills, social interaction and well-being?”. The most common answers were about

- Opening study spaces for students
- Communication from support channels and resources for support
- Easy access channels for support
- Investing in course implementations
- Need to have more interactions with other students and teachers

We gave the respondents an opportunity to tell us more about their experiences of remote learning, course arrangements and support. We got 184 responses to this open-ended question. Most common responses were

- Need for additional support, such as peer support
- Desire to increase interactivity
- Variation in the level of support and teaching

- Increased workload
- Flexibility

## Contact teaching

### Multiple choices

From the survey respondents, in the spring of 2021 only 182 have participated in contact teaching at campuses. We also asked them how often they have participated in teaching at campuses. 4 have participated every day, 45 every week, 42 a couple of times a month, 91 less frequently than a couple of times a month and 22 answered "Don't know".

We asked in the survey "How has contact teaching affected your study ability?". Of the respondents 39 % didn't know, 22 % felt no effect, 34 % said it had a positive effect on their study ability (Very positive 21 % and somewhat positive 13 %) and 5 % felt a negative effect on their study ability (Very negative 1 % and somewhat negative 4 %).

### Open-ended question

We asked an open-ended question "If you have participated in classroom lectures, what were the arrangements like and how did the lectures work?" and got 119 responses. Most common topics were:

- Mainly in contact teaching, safe implementation methods and general restrictions have been taken into account
- Contact teaching has motivated students, lifted the mood and helped them cope
- Mandatory contact teaching events cause stress from possible exposure to coronavirus
- In some situations, safe arrangements have not been taken care of

## International aspects

### Multiple choices

We asked “How have the coronavirus-related regulations and restrictions affected your internationalisation opportunities?”. From the respondents 42 % felt a negative effect (19 % very negative, and 23 % somewhat negative), 5 % felt a positive effect (4 % somewhat positive and 1 % very positive), 33 % felt no effect and 24 % chose “Don’t know”.

### Open-ended question

We gave the respondents an opportunity to explain in more detail about the effects on internationalisation opportunities. We got 155 responses. Most common answers were

- interrupted or canceled exchange studies
- movement restrictions
- reduced encounters between Finnish and international students

### Other comments

At the end of the survey, we gave the respondents an opportunity to submit other comments. The layout of this question was “What other aspects would you like to bring to the attention of the University or the Student Union concerning studies and coronavirus-related restrictions? TREY will pass on the results of this survey to Tampere University.” We got 225 responses. Most common answers were about

- Enabling distance learning after the corona
- Opening the study spaces
- More support for students
- Understanding towards students
- Mitigation of the policies regarding the coronavirus pandemic
- Thanks for the work done so far