A GLOBAL STUDENT SURVEY
"IMPACTS OF THE COVID-19 PANDEMIC ON LIFE OF HIGHER EDUCATION STUDENTS"

Methodological framework

(1st draft version)

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June 2020
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1 Introduction

In just few months, the COVID-19 pandemic, caused by the novel coronavirus, has radically transformed the lives of people around the globe, including higher education students. Apart from the devastating health consequences on people directly affected by the virus, the COVID-19 pandemic has had major implications for the way higher education students live and work, affecting their physical and mental well-being in a profound way. To capture the immediate economic and social effects of this crisis, University of Ljubljana, Faculty of Public Administration (with international partners) launched a large-scale online survey across the world on 5 May 2020. Entitled Impact of the COVID-19 Pandemic on Life of Higher Education Students, the online questionnaire targets higher education students - on what student life looks like during the COVID-19 pandemic, including teaching and learning, social contacts, as well as how students are coping with the situation emotionally in different parts of the world. The first part of the survey was ended by 7 June 2020, while the second part started on 8 June 2020 and follow-up will run in July/August 2020. The majority of questions are based on “The European Students’ Union Survey (2020)”, while other questions are new or were adapted from other recent Covid-19 surveys (e.g. Living, working and COVID-19: First findings, 2020). A global comparative analysis will help us to create best recommendations for policymakers and higher education institutions on how students can be supported in such crises in different environments, such as economic, social, cultural, political and institutional.

The questionnaire was opened to any student across the globe, aged 18 and over, and recruited via announcements at numerous universities and students’ associations world-wide. The survey study was advertised via university communication systems as well as online forums (e.g., through virtual learning environments and academic Facebook/Twitter/LinkedIn/Instagram accounts). By 15 June 2020, 30,877 students from six continents, 100+ countries and 150+ universities took part in the survey. The survey will remain online over the next few months in order to capture even larger number of students and the final results will be presumably published by 30 September 2020.

In the following sections, the questionnaire, methodology, survey sample, survey implementation and global partners (of the first part) of the survey are described.
2 Questionnaire Design and Survey Implementation

The questionnaire titled Impacts of the COVID-19 Pandemic on Life of Higher Education Students composed of 39 questions that were divided into 7 sections as follows:

1. Socio-demographic and academic characteristics – 8 questions on socio-demographic and academic characteristics of students, e.g. country and institution of study in spring semester, level and field of study, study level, citizenship, age and gender.

2. Academic life – 12 questions on how the COVID-19 pandemic affected student's experiences with teaching (lectures and tutorials/seminars), supervisions/mentorships, assessment and workload, teaching and administrative support as well as student performance and expectations.

3. Infrastructure and skills for studying from home – 2 questions on conditions to study from home (workspace, equipment, internet connection etc.) and students’ computer skills.

4. Social life – 2 questions on students’ support network during the COVID-19 pandemic crisis and who they would first turn to in different situations.

5. Emotional life – 1 question on students' emotions since the outbreak of the COVID-19 pandemic.


At the end, the respondents had the option to leave their e-mail address in case they would like to receive the results of the survey.

The majority of questions based on The European Students’ Union survey (2020) which targeted higher education students - on what student life looked like during the COVID-19 pandemic. The questions of our survey were partly adjusted and supplemented with selected elements that enabled the researchers to understand in detail some additional personal and financial circumstances as well as the perception of support measures and change of behaviour.

The questionnaire was at first designed in English – this version of the questionnaire can be found in the Appendix. In the next phase, the international research partners suggested translating it to local languages, so the survey was translated to 6 languages: Italian, North Macedonian, Portuguese, Romanian, Spanish and Turkish.
A set of filters and rooting was applied to the questionnaire in order to adapt the questionnaire to the particular situation of the respondents, i.e. new questions were offered in case of cancelation of on-site classes due to a COVID-19 pandemic, in case of paying tuition fees, receiving a scholarship etc.

The online questionnaire was made available to users via 1KA, which is an open source application that enables services for online surveys free of charge. The development takes place at the Centre for Social Informatics, at the Faculty of Social Sciences, University of Ljubljana, Slovenia. For data protection reasons the survey was open to people aged 18 or over and presently enrolled in a higher education institution. The participants were also informed on the voluntary and anonymous participation in the study.
3 Survey Sample and Methodology

By 15 June 2020, 30,877 students participated in the survey, coming from 129 countries, of which 13,610 (44.08 %) were from Europe, 7,306 (23.66 %) from Asia, 4,220 (13.67 %) from South America, 2,708 (8.77 %) from Africa, 2,419 (7.83 %) from North America and 186 (0.60 %) from Oceania. 428 (1.39 %) students didn’t provide the information on the country. The response rate was 34.80 % (30,087 out of 88,716 who opened the link).

The participation was unequally distributed among world countries (Table 1). In particular:

- 1,000 responses or more were collected in 10 countries (Poland, Mexico, Italy, Chile, Turkey, India, Ecuador, Bangladesh, Portugal, Slovenia);
- more than 500 but less than 1,000 were collected in 6 countries (Romania, Croatia, Pakistan, Indonesia, Hungary, Ghana);
- more than 200 and less than 500 were collected in 19 countries;
- a total of 3,060 responses were collected from 93 countries with less than 200 responses.

The age of respondents varied from 18 to 70 years with mean age of 23.55 years with standard deviation of 5.55 years. Most of the respondents belonged to the age group between 20 and 24 years (54.86 %, i.e. 12,937 out of 23,582 who reported their age), followed by the age group under 20 years (26.88 %) and group between 25 and 30 years (9.84 %). The least frequent group of students was older than 30 years (8.43 %).

The main goal of weighting was to improve the quality and analytic strength of the survey data. For our purposes, we used post-stratification weights based on combinations of demographic characteristics (such as gender, age, level of study, field of study). For comparison of different countries and continents (or other geographical areas), we used population size weights (Bethlehem, n. d., European Social Survey, 2014).
Table 11: Number of responses by country

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of responses</th>
<th>Proportion of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poland</td>
<td>2872</td>
<td>9.3 %</td>
</tr>
<tr>
<td>Mexico</td>
<td>1940</td>
<td>6.3 %</td>
</tr>
<tr>
<td>Italy</td>
<td>1935</td>
<td>6.3 %</td>
</tr>
<tr>
<td>Chile</td>
<td>1784</td>
<td>5.8 %</td>
</tr>
<tr>
<td>Turkey</td>
<td>1708</td>
<td>5.5 %</td>
</tr>
<tr>
<td>India</td>
<td>1587</td>
<td>5.1 %</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1476</td>
<td>4.8 %</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>1318</td>
<td>4.3 %</td>
</tr>
<tr>
<td>Portugal</td>
<td>1208</td>
<td>3.9 %</td>
</tr>
<tr>
<td>Slovenia</td>
<td>1053</td>
<td>3.4 %</td>
</tr>
<tr>
<td>Romania</td>
<td>960</td>
<td>3.1 %</td>
</tr>
<tr>
<td>Croatia</td>
<td>687</td>
<td>2.2 %</td>
</tr>
<tr>
<td>Pakistan</td>
<td>640</td>
<td>2.1 %</td>
</tr>
<tr>
<td>Indonesia</td>
<td>615</td>
<td>2.0 %</td>
</tr>
<tr>
<td>Hungary</td>
<td>540</td>
<td>1.7 %</td>
</tr>
<tr>
<td>Ghana</td>
<td>526</td>
<td>1.7 %</td>
</tr>
<tr>
<td>Argentina</td>
<td>491</td>
<td>1.6 %</td>
</tr>
<tr>
<td>Nigeria</td>
<td>467</td>
<td>1.5 %</td>
</tr>
<tr>
<td>Brazil</td>
<td>465</td>
<td>1.5 %</td>
</tr>
<tr>
<td>Greece</td>
<td>449</td>
<td>1.5 %</td>
</tr>
<tr>
<td>Egypt</td>
<td>438</td>
<td>1.4 %</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>416</td>
<td>1.3 %</td>
</tr>
<tr>
<td>United States of America</td>
<td>385</td>
<td>1.2 %</td>
</tr>
<tr>
<td>South Africa</td>
<td>384</td>
<td>1.2 %</td>
</tr>
<tr>
<td>Kyrgyzstan</td>
<td>371</td>
<td>1.2 %</td>
</tr>
<tr>
<td>Germany</td>
<td>368</td>
<td>1.2 %</td>
</tr>
<tr>
<td>Bosnia and Herzegovina</td>
<td>309</td>
<td>1.0 %</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>289</td>
<td>0.9 %</td>
</tr>
<tr>
<td>Iran</td>
<td>287</td>
<td>0.9 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of responses</th>
<th>Proportion of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mozambique</td>
<td>281</td>
<td>0.9 %</td>
</tr>
<tr>
<td>Kenya</td>
<td>270</td>
<td>0.9 %</td>
</tr>
<tr>
<td>Spain</td>
<td>235</td>
<td>0.8 %</td>
</tr>
<tr>
<td>Malta</td>
<td>231</td>
<td>0.7 %</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>207</td>
<td>0.7 %</td>
</tr>
<tr>
<td>Georgia</td>
<td>200</td>
<td>0.6 %</td>
</tr>
<tr>
<td>Oman</td>
<td>198</td>
<td>0.6 %</td>
</tr>
<tr>
<td>New Zealand</td>
<td>171</td>
<td>0.6 %</td>
</tr>
<tr>
<td>China</td>
<td>169</td>
<td>0.5 %</td>
</tr>
<tr>
<td>Thailand</td>
<td>154</td>
<td>0.5 %</td>
</tr>
<tr>
<td>Slovakia</td>
<td>153</td>
<td>0.5 %</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>152</td>
<td>0.5 %</td>
</tr>
<tr>
<td>Libya</td>
<td>127</td>
<td>0.4 %</td>
</tr>
<tr>
<td>Kuwait</td>
<td>127</td>
<td>0.4 %</td>
</tr>
<tr>
<td>Malaysia</td>
<td>125</td>
<td>0.4 %</td>
</tr>
<tr>
<td>Jordan</td>
<td>117</td>
<td>0.4 %</td>
</tr>
<tr>
<td>Serbia</td>
<td>115</td>
<td>0.4 %</td>
</tr>
<tr>
<td>The Philippines</td>
<td>109</td>
<td>0.4 %</td>
</tr>
<tr>
<td>Sweden</td>
<td>104</td>
<td>0.3 %</td>
</tr>
<tr>
<td>Russia</td>
<td>101</td>
<td>0.3 %</td>
</tr>
<tr>
<td>Austria</td>
<td>90</td>
<td>0.3 %</td>
</tr>
<tr>
<td>Nepal</td>
<td>79</td>
<td>0.3 %</td>
</tr>
<tr>
<td>Japan</td>
<td>75</td>
<td>0.2 %</td>
</tr>
<tr>
<td>Taiwan</td>
<td>74</td>
<td>0.2 %</td>
</tr>
<tr>
<td>Cyprus</td>
<td>72</td>
<td>0.2 %</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>63</td>
<td>0.2 %</td>
</tr>
<tr>
<td>Guatemala</td>
<td>62</td>
<td>0.2 %</td>
</tr>
<tr>
<td>Rwanda</td>
<td>60</td>
<td>0.2 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>70 countries with less than 50 responses</th>
<th>Number of responses</th>
<th>Proportion of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>563</td>
<td>1.82 %</td>
<td></td>
</tr>
</tbody>
</table>

| No country info given                  | 425                 | 1.38 %                   |
The figures below show the distribution of basic demographic characteristics of our sample. Missing values are excluded from the plots, i.e. the relative frequencies sum up to 100%.

In our sample, 30,442 respondents answered the question about their gender. Most of them were female (19,688, i.e. 64.67%). The percentages for male students (10,375, i.e. 34.08%) do not sum up to 100% since 379 students, i.e. 1.24%, are either gender diverse or preferred not to express their gender.

In our sample, 30,350 respondents reported their student status. Most of them were full-time students (26,667, i.e. 87.86%). The remaining 3,683, i.e. 12.14% of students were part-time students.

Figure 1: Gender distribution

Figure 2: Student status distribution
In our sample, 30,139 respondents reported their level of study. Most of them were a bachelor’s degree (1st level) students (24,120, i.e. 80.03 %), followed by master’s degree (2nd level) students (4,575, i.e. 15.18 %). The remaining 1,444, i.e. 4.79 % of students were PhD (doctoral degree (3rd level)) students.

![Figure 3: Level of study distribution](image)

In our sample, 29,785 respondents reported their field of study. Most of them were social sciences students (11,026, i.e. 37.02 %), followed by a group of applied sciences students (9,258, i.e. 31.08 %) and natural and life sciences students (6,470, i.e. 21.72 %). The least frequent group of students was from the field of arts and humanities (3,031, i.e. 10.18 %).

![Figure 4: Field of study distribution](image)
4 Survey Global Partners

Afghanistan
- SMART Afghan International Trainings & Consultancy

Argentina
- Universidad Nacional del Sur

Australia
- Western Sydney University, School of Business

Bangladesh
- Patuakhali Science and Technology University

Bosnia and Herzegovina
- University of Sarajevo, School of Economics and Business Sarajevo

Brazil
- Federal University of Maranhão - UFMA

Cameroon
- University of Dschang, Faculty of Medicine and Pharmaceutical Sciences

Canada
- Nova Southeastern university, Northern Alberta Institute of Technology

Chile
- Universidad del Bío-Bío

China
- Chinese Academy of Science
- Education University of Hong Kong
- Hong Kong Polytechnic University, School of Nursing
- North China University of Science and Technology
- Sichuan Agricultural University, College of Tourism
- South-Central University for Nationalities, School of Education
- Wuhan University of Science and Technology

Congo DR
- Université Protestant au Congo

Croatia
- University of Rijeka, Faculty of Teacher Education
- University of Zagreb, Faculty of Economics and Business

Cyprus
- Cyprus University of Technology, Department of Nursing

Czech Republic
- Masaryk University, Faculty of Economics and Administration

Ecuador
- ESPOL, Facultad de Ciencias Sociales y Humanísticas

Egypt
- Alexandria University, Faculty of Dentistry

Ethiopia
- Mekelle University, College of Health Sciences
- University of Gondar, Department of Human Physiology
Fiji
  Fiji National University, School of Public Health and Primary Care

Gambia
  University of The Gambia

Georgia
  Economics and Business Faculty
  Ilia State University, School of Business

Germany
  Charité – Universitätsmedizin Berlin, Scheffer Center for Medical Education
  Institut für Psychologie, TU Dortmund

Ghana
  Central University College
  Kwame Nkrumah University of Science and Technology
  University of Cape Coast, Department of Population and Health
  University of Ghana, Department of Sociology

Greece
  University of Thessaly
  University of West Attica

Guatemala
  Universidad de San Carlos de Guatemala
  Universidad Galileo, Facultad de Educación

Honduras
  Francisco Morazán National Pedagogical University

Hungary
  Óbuda University, Keleti Faculty of Business and Management

India
  Kasturba Medical College, Manipal
  King George's Medical University, Lucknow
  Melaka Manipal Medical College
  National Institute of Mental Health & Neurosciences
  Postgraduate Institute of Medical Education and Research
  SIES College of Management Studies, Mumbai
  Symbiosis Centre for management Studies (SCMS), Noida

Indonesia
  Bina Nusantara University (BINUS)
  IAIN Tulungagung Indonesia
  Jurusan Keperawatan Poltekkes Kemenkes Banjarmasin
  President University
  Universitas Bina Darma, Management Program Study
  University of Mataram, Faculty of Mathematics and Natural Sciences

Iran
  Ahvaz Jundishapur University of Medical Sciences
  Islamic Azad University
  Research Institute Shahid Beheshti University of Medical Sciences
Israel
College of Management Academic Studies, Department of Psychology
Kinneret Academic College
Tel Hai Academic College, Department of Psychology

Italy
Sapienza University of Rome
University of Studies "G. d'Annunzio" Chieti – Pescara
University of Verona

Japan
Chuo University, Faculty of Law
University of Tokyo

Jordan
Middle East University

Kenya
Coast Institute of Technology

Kuwait
College of Social Science, Department of Information Studies
Kuwait University, Department of Educational Administration and Planning

Kyrgyzstan
University of central Asia, Earth and Environmental Sciences

Laos
University of Health Sciences, Faculty of Postgraduate Studies

Latvia
Turiba University
University of Latvia, Faculty of Social Sciences

Lebanon
Notre Dame University-Louaize, Faculty of Natural and Applied Sciences

Libya
University of Benghazi, Faculty of Dentistry, Dental Public Health

Malawi
University of Malawi, School of Public Health and Family medicine

Malaysia
Universiti Sains Malaysia, School of Pharmaceutical Sciences
Universiti Teknologi Malaysia
Universiti Utara Malaysia

Malta
L-Universita ta' Malta, Faculty of Health Sciences

Mexico
Centro de Investigación Biomédica de Michoacán, IMSS,
Universidad Autónoma de Chihuahua, Facultad de Filosofía y Letras
Universidad Autónoma del Estado de Morelos, Faculty of Medicine
Universidad de Guadalajara, Instituto de Astronomía y Meteorología
Universidad Iberoamericana Puebla

Montenegro
University, "Mediterranean" Podgorica, Faculty for Information Technology

Nepal
Kantipur Dental College Teaching Hospital and Research Center
New Zealand
  Otago Polytechnic
  University of Waikato

Nigeria
  Obafemi Awolowo University, Department of Child Dental Health
  Redeemer’s University, Faculty of Law
  University of Ibadan, College of Medicine, Faculty of Public Health
  University of Nigeria, Department of Psychology

North Macedonia
  Healthgrouper Summit, Health and social policy research

Oman
  Middle East College, Computing Department
  Sultan Qaboos University

Pakistan
  Lahore College for Women University
  University of Baluchistan, Faculty of Pharmacy & Health Sciences

Palestine
  Al-Quds University, Department of Periodontology and Preventive Dentistry

Philippines
  Camarines Sur Polytechnic Colleges (CSPC)
  Cebu Technological University
  President Ramon Magsaysay State University
  West Visayas State University

Poland
  Centre for Research and Studies in Sociology
  Global Health and Tropical Medicine, GHTM
  Jagiellonian University Medical College
  Lublin University of Technology, Institute of Computer Science
  Medical University of Lublin, Faculty of Health Sciences
  Poznan University of Medical Sciences
  University of Economics in Katowice
  University of Rzeszów, Institute of Health Sciences

Portugal
  Higher Institute of Engineering of Porto
  ISPA – Instituto Universitário
  Nova University of Lisbon, Faculty of Social and Human Sciences (FCSH)
  Nova University of Lisbon, Institute of Hygiene and Tropical Medicine
  University of Aveiro, DEGEIT
  University of Coimbra, Center for Neuroscience and Cell Biology
  University of Porto, Computer Science Department
Romania
- Bucharest International High School of Informatics
- Bucharest University Hospital
- Carol Davila University of Medicine and Pharmacy
- National Research Institute for Labour and Social Protection
- Universitatea Alexandru Ioan Cuza
- University of Bucharest, Faculty of Sociology and Social Work
- University of Medicine and Pharmacy, Faculty of Medicine

Russia
- Innopolis University, Innopolis
- Omsk State Technical University
- RUDN University (Peoples' Friendship University of Russia)
- Skolkovo Institute of Science and Technology

Rwanda
- University of Rwanda, College of Science and Technology

Saudi Arabia
- Imam Abdulrhman Bin Faisal University

Serbia
- Institute of Criminological and Sociological Research
- University of Belgrade, Faculty of Pharmacy
- University of Niš, Faculty of Economics

Slovakia
- University of Zilina

South Africa
- University of Pretoria, Sociology Department
- University of the Witwatersrand
- University of Zululand
- Walter Sisulu University

Spain
- Miguel Hernandez University of Elche, Department of Health Psychology
- Universidad Autónoma de Madrid, School of Medicine
- Universidad Miguel Hernández
- Universitat Politècnica de València

Sri Lanka
- University of Ruhuna, Faculty of Management and Finance

Sweden
- Stockholm University, Department of Education

Tanzania
- College of Engineering and Technology

Thailand
- Chulalongkorn University, Faculty of Pharmaceutical Sciences
- King Mongkut's University of Technology Thonburi
- Mahidol University, Research Institute for Languages and Cultures of Asia
- Naresuan University, Faculty of Business Economics and Communications

Tunisia
- School of Medicine of Tunis
Turkey
- İstanbul Üniversitesi, Akademik Veri Yönetim Sistemi
- Marmara Üniversitesi
- Ordu University

Uganda
- Makerere University
- Uganda National Institute of Public Health

United Arab Emirates
- Mohammed Bin Rashid School of Government
- University of Sharjah, College of Health Sciences

United Kingdom
- Huddersfield Business School
- University of Portsmouth

United States of America
- Emory University, Department of Biology
- Michigan State University
- University of Arkansas, College of Education and Health Professions
- University of Montana, Department of Geography
- University of Nevada, College of Business, Reno

Uzbekistan
- National University of Uzbekistan

Vietnam
- Faculty Council, Scientific Union

Zimbabwe
- Bindura University of Science Education
5 References


▶ The European Students’ Union. (2020). *Student Life During the COVID-19 Pandemic*. Brussels: The European Students’ Union.

APPENDIX: The Questionnaire

IMPACTS OF THE COVID-19 PANDEMIC ON LIFE OF HIGHER EDUCATION STUDENTS

Dear Student,

University of Ljubljana from Slovenia (with international academic partners) is carrying out the global survey Impacts of the COVID-19 Pandemic on Life of Higher Education Students. The questionnaire is based on and extending The European Students’ Union survey (2020) and targets higher education students - on what student life looks like during the COVID-19 pandemic, including teaching and learning, social contacts, as well as how students are coping with the situation emotionally.

Please, fill in this survey to help us understand the above aspects of your life. The participation in the study is voluntary and will help us to create recommendations for policymakers and higher education institutions on how students can be supported in such crises in different environments, such as economic, social, cultural, political and institutional. It should take about 15 minutes to fill in the questionnaire divided to 7 sections. The answers submitted will be anonymous. The collected data will be used just for purposes of the survey.

If you have any further questions please feel free to contact Professor Aleksander Aristovnik, PhD, from University of Ljubljana: aleksander.aristovnik@fu.uni-lj.si.

By clicking on the Next page I hereby certificate that:

- I was informed on the voluntary and anonymous participation in this study;
- I am at least 18 years old;
- I am presently enrolled in a Higher Education Institution.

Thank you in advance for participating in this study!
S1 - SOCIO-DEMOGRAPHIC AND ACADEMIC CHARACTERISTICS

In this part of the questionnaire, we are interested in your socio-demographic and academic characteristics.

Q1 - In which country do you study (in this semester)?

- Afghanistan
- Albania
- Algeria
- Andorra
- Angola
- Antigua & Barbuda
- Argentina
- Armenia
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bhutan
- Bolivia
- Bosnia & Herzegovina
- Botswana
- Brazil
- Brunei
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Central African Republic
- Chad
- Chile
- China
- Colombia
- Comoros
- Congo
- Congo Democratic Republic of
- Costa Rica
- Cote d'Ivoire
- Croatia
- Cuba
- Cyprus
- Czech Republic
- Denmark
- Djibouti
- Dominica
- Dominican Republic
- Ecuador
- East Timor
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Estonia
- Ethiopia
- Fiji
- Finland
- France
- Gabon
- Gambia
- Georgia
- Germany
- Ghana
- Greece
- Grenada
- Guatemala
- Guinea
- Guinea-Bissau
- Guyana
- Haiti
- Honduras
- Hungary
- Iceland
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Israel
- Italy
- Jamaica
- Japan
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Korea North
- Korea South
- Kosovo
- Kuwait
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Lesotho
- Liberia
- Libya
- Liechtenstein
- Lithuania
- Luxembourg
- Macedonia
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Mauritania
- Mauritius
- Mexico
- Micronesia
- Moldova
- Monaco
- Mongolia
- Montenegro
- Morocco
- Mozambique
- Myanmar (Burma)
- Namibia
- Nauru
- Nepal
- The Netherlands
- New Zealand
- Nicaragua
- Niger
- Nigeria
- Norway
- Oman
- Pakistan
- Palau
- Palestinian State*
- Panama
- Papua New Guinea
- Paraguay
- Peru
- The Philippines
- Poland
- Portugal
- Qatar
- Romania
- Russia
- Rwanda
- St. Kitts & Nevis
- St. Lucia
- St. Vincent & The Grenadines
- Samoa
- San Marino
- Sao Tome & Principe
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Slovak Republic
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Sudan
- Spain
- Sri Lanka
- Sudan
- Suriname
- Swaziland
- Sweden
- Switzerland
- Syria
- Taiwan
- Tajikistan
- Tanzania
- Thailand
- Togo
- Tonga
- Trinidad & Tobago
- Tunisia
- Turkey
- Turkmenistan
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States of America
- Uruguay
- Uzbekistan
- Vanuatu
- Vatican City (Holy See)
- Venezuela
- Vietnam
- Yemen
- Zambia
- Zimbabwe
- Other:
Q2 - Please write the name of your institution (where you study in this semester).
(e.g. University of Ljubljana, Faculty of Public Administration)


Q3 - Are you a citizen of the country in which you study?

☐ Yes
☐ No

Q4 - What is your student status?

☐ Full-time
☐ Part-time

Q5 - What level of study you are enrolled in?

☐ Bachelor’s degree (1st level)
 ☐ Master’s degree (2nd level)
 ☐ Doctoral degree (3rd level)

Q6 - Please indicate your main field of study.

☐ Arts and Humanities (History and Archaeology, Languages and Literature, Philosophy, Ethics and Religion...)
☐ Social Sciences (Business, Law, Educational Science, Sociology...)
☐ Applied Sciences (Civil Engineering and Geodesy, Mechanical Engineering, Sport, Medicine, Health...)
☐ Natural and Life Sciences (Electrical Engineering, Biotechnical, Pharmacy, Chemistry, Mathematics and Physics...)
☐ Other (please specify): ____________________

Q7 - How old are you (in years)?


Q8 - What is your gender?

☐ Male
☐ Female
☐ Gender diverse
☐ I prefer not to say
**S2 - ACADEMIC LIFE**

In this part of the questionnaire, we are interested in finding out how the COVID-19 pandemic has affected your experiences with teaching and administrative support as well as your performance and expectations.

**Q9 - Have your on-site classes (those taking place in the location/campus of your study institution) been cancelled due to the COVID-19 pandemic?**

- No, my on-site classes have not been cancelled.
- Yes, my on-site classes have been cancelled.
- Not applicable (e.g. I do not have classes this semester/term).

**IF Q9 = [2] THEN continue Q10 - Q22 ELSE go to S4**

**S21 - LECTURES**

**Q10 – Since on-site classes were cancelled, the organization of lectures has changed. Below, several different forms of online lectures are listed. Please assess your level of satisfaction with each form. If you have no experience with particular form, please select “Not applicable”.

<table>
<thead>
<tr>
<th>Form of Lecture</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very satisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online in real-time (videoconference)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Online with a video recording (not in real-time)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Online with an audio recording (not in real-time)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Online by sending presentations to students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Written communication (forums, chat, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Q11 - Which of these forms of online lectures has been the most dominant? Please select only one.**

- Online in real-time (videoconference)
- Online with a video recording (not in real-time)
- Online with an audio recording (not in real-time)
- Online by sending presentations to students
- Written communication (forums, chat, etc.)
- Other: ______________________
S22 - TUTORIALS/SEMINARS AND PRACTICAL CLASSES

Q12 – Since on-site classes were cancelled, the organization of tutorials/seminars and practical classes has changed. Below, several different forms of online tutorials/seminars and practical classes are listed. Please assess your level of satisfaction with each form. If you have no experience with particular form, please select “Not applicable”.

<table>
<thead>
<tr>
<th>Form</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very satisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online in real-time (videoconference)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Online with a video recording (not in real-time)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Online with an audio recording (not in real-time)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Online by sending presentations to students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Written communication (forums, chat, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Q13 - Which of these forms of online tutorials/seminars and practical classes has been the most dominant? Please select only one.

- Online in real-time (videoconference)
- Online with a video recording (not in real-time)
- Online with an audio recording (not in real-time)
- Online by sending presentations to students
- Written communication (forums, chat, etc.)
- Other: __________________

S23 - SUPERVISIONS/MENTORSHIPS

Q14 - Since on-site classes were cancelled, my supervisions/mentorship has been organized (please select ALL the answers that are true for you). Multiple answers are possible.

☐ Via video-call
☐ Via voice-call
☐ Via e-mail communication
☐ Via texting on social networks (Facebook messenger, Viber, WhatsApp, WeChat, etc.)
☐ Not applicable (I had no supervisions/mentorships)
☐ Other (please specify): __________________
Q15 - Which is your preferred method of online supervisions/mentorship? Please select one.

- Via video-call
- Via voice-call
- Via e-mail communication
- Via texting on social networks (Facebook messenger, Viber, WhatsApp, WeChat, etc.)
- Not applicable (I had no supervisions/mentorships)
- Other (please specify): __________________

S24 - ASSESSMENT AND WORKLOAD

Q16 - Please rate your agreement with the following statements. Since on-site classes were cancelled, my lecturers

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>have provided course assignments (e.g. readings, homework, quizzes) on a regular basis.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>have provided feedback on my performance on given assignments.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>have responded to my questions in a timely manner.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>have been open to students’ suggestions and adjustments of online classes.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>have informed me on what exams will look like in this new situation.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q17 - On average, compared to the workload before on-site classes were cancelled, would you say that your study workload over the last weeks has been

- significantly smaller.
- smaller.
- the same.
- larger.
- significantly larger.

S25 - SATISFACTION WITH TEACHING AND ADMINISTRATIVE SUPPORT

Q18 - Since on-site classes were cancelled, how satisfied have you been with the organization of

<table>
<thead>
<tr>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very satisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>lectures.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>tutorials/seminars and practical classes.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>supervisions (mentorships).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q19 - Since on-site classes were cancelled, how satisfied have you been with support of

<table>
<thead>
<tr>
<th>Service</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very satisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>teaching staff.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>technical support or IT services.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>student affairs office.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>finance and accounting.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>international office.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>library.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>public relations (websites and social media information).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>tutors.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>student counselling services.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

S26 - STUDENT PERFORMANCE AND EXPECTATIONS

Q20 - In view of the new teaching and learning environment, to what extent do you agree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is more difficult for me to focus during online teaching in comparison to on-site teaching.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My performance as a student has improved since on-site classes were cancelled.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My performance as a student has worsen since on-site classes were cancelled.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have adapted well to the new teaching and learning experience.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I can master the skills taught in class this year even on-site classes were cancelled.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I can figure out how to do the most difficult classwork since on-site classes were cancelled.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
S3 - INFRASTRUCTURE AND SKILLS FOR STUDYING FROM HOME

In this part of the questionnaire, we are interested in whether you have the conditions to study from home.

Q21 - In your home, do you have access to the following?

<table>
<thead>
<tr>
<th>Access to</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>A quiet place to study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A desk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required software and programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A printer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headphones and microphone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Webcam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office supplies (notebooks, pens, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A good internet connection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course study material (e.g. compulsory and recommended literature)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify): ________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q22 - To what extent do you agree with the following statements about your computer skills. I am confident in

<table>
<thead>
<tr>
<th>Use of</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>browsing online information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sharing digital content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>using online teaching platforms (BigBlueButton, Moodle, Blackboard, GoToMeeting, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>using online collaboration platforms (Zoom, MS Teams, Skype, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>using online communication platforms (e-mail, messaging, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>using software and programmes required for my studies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>applying advanced settings to some software and programmes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
S4 - SOCIAL LIFE

In this part of the questionnaire we are interested in finding out about your support network during the COVID-19 crisis.

Q23 - How often have you communicated with the following people online since the COVID-19 pandemic online?

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Two or three times a month</th>
<th>Once a week</th>
<th>Several times a week</th>
<th>Once a day</th>
<th>Several times a day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close family member</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More distant family member</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close friend</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone I live with (e.g. roommate)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighbours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleague from my course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voluntary organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social networks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone else (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q24 - For each of the following situations, please select who you would turn to first. If there are several people, you are equally likely to turn to, please select the one you feel closest to. Who would you turn to first to?

<table>
<thead>
<tr>
<th>Situation</th>
<th>Close family member</th>
<th>More distant family member</th>
<th>Close friend</th>
<th>Someone I live with (e.g. roommate)</th>
<th>Neighbours</th>
<th>Colleague from my course</th>
<th>Lecturer</th>
<th>Administrative staff</th>
<th>Voluntary organizations</th>
<th>Social networks</th>
<th>Someone else (please specify)</th>
<th>No one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help you around your home if you were sick and had to stay in bed for a few days.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be there for you if you felt a bit down or depressed and wanted to talk about it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about problems related to studying issues (lectures, seminars, practical work).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Talk about problems related to future education.</td>
<td></td>
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<tr>
<td>Talk about problems related to personal finances.</td>
<td></td>
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<tr>
<td>Talk about problems related to family and relationships.</td>
<td></td>
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</tr>
<tr>
<td>Talk about problems related to professional career in the future.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Be there for you if you would like to talk about the COVID-19 crisis.</td>
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</tr>
</tbody>
</table>
S5 - EMOTIONAL LIFE

In this part of the questionnaire we are interested in finding out how you have been feeling since the onset of the COVID-19 pandemic.

Q25 - Please rate to what extent have you felt the following emotions while attending your classes and studying and preparing for them since the outbreak of COVID-19 in your country.

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joyful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hopeful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proud</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frustrated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anxious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashamed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relieved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hopeless</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bored</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

S6 - LIFE CIRCUMSTANCES

In this part of the questionnaire we are interested in finding out whether you have some life circumstances (general and financial) that you are worried about in the context of your student life and what is your opinion regarding the support measures and changes made in behaviour since the onset of the COVID-19 pandemic.

S61 - GENERAL CIRCUMSTANCES

Q26 - How often you have worries about the following personal circumstances?

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>A little of the time</th>
<th>Some of the time</th>
<th>A good part of the time</th>
<th>Most of the time</th>
<th>All of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal physical health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal mental health</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Studying issues (lectures, seminars, practical work)</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Future education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal finances</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family and relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional career in the future</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>COVID-19 or similar pandemic crisis in the future</td>
<td></td>
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</tr>
<tr>
<td>Leisure activities (sports and cultural activities, parties, hanging out with friends, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traveling abroad</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
S62 - FINANCIAL CIRCUMSTANCES

Q27 - When you take into account your total monthly disposable income (before COVID-19 pandemic) would you say that you can pay the overall costs of your study (including living costs such as accommodation etc.)?

- Very easily
- Easily
- Quite easily
- With small difficulty
- With difficulty

Q28 - Have you had a paid job during the current academic year or were you planning on having a paid job during the current academic year?

- Yes, I worked regularly this academic year.
- Yes, I worked occasionally this academic year.
- No, I have not worked this academic year but was planning to.
- No, I have not worked this academic year and was not planning to work.
- None of the above (please specify): __________

Q29 - If you have been working or were planning to work, has this paid job been affected by the COVID-19 pandemic:

- Yes, I have lost the job permanently.
- Yes, I have lost the job temporarily.
- Yes, I have had a salary cut.
- No, the job ended before the COVID-19 crisis.
- No, I am still working.
- None of the above (please specify): __________

Q30 - What are your plans for September/October 2020?

- Returning to full-time studies.
- Already accepted a full-time job.
- Still seeking a full-time job.
- Other (please specify): __________

Q31 - Do you pay tuition fees?

- Yes
- No

IF Q31 = [1] THEN continue Q32
Q32 - In the context of the COVID-19 pandemic please indicate whether:

- fee payment has remained the same at my institution.
- my institution has reduced the amount of fees which need to be paid this term.
- my institution has cancelled the payment of fees for this term.
- my institution has introduced flexible ways of paying fees this term (e.g. in more instalments).
- none of the above (please specify):

Q33 - Do you receive a scholarship for your studies?

- Yes
- No

IF Q33 = [1] THEN continue Q34

Q34 - In the context of the COVID-19 pandemic please indicate whether

- the amount of my scholarship has remained the same.
- the amount of my scholarship has been reduced.
- my scholarship has been cancelled.
- payment of the scholarship has been postponed.
- none of the above (please specify): _____________

S63 - SUPPORT MEASURES AND BEHAVIOUR

Q35 - Please assess the satisfaction in dealing with the COVID-19 pandemic of the following institutions.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very satisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banks</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospitals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Q36 - How important are/will/would be the following actions or support measures by your government, university or by your bank to you?

<table>
<thead>
<tr>
<th>Action</th>
<th>Not Important</th>
<th>Slightly Important</th>
<th>Moderately Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport fares and passes are not required.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Freezing rents.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Financial assistance for renters.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Deferred or reduced mortgage payments.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Emergency supports for people on income assistance, disability assistance, and low-income seniors.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Monthly payments can be deferred up to 90 days and insurance renewals can now be done by phone or email.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Delayed tax filing deadline and due date for taxes owed.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Deferred student loan payments.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Emergency childcare for essential workers.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Delayed taxes.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q37 - Have you moved due to the COVID-19 pandemic (for example from student dorm to family home, etc.)?

○ Yes
○ No
Q38 - Please assess the frequency of your habits before and during the COVID-19 pandemic.

<table>
<thead>
<tr>
<th></th>
<th>Before the COVID-19 pandemic</th>
<th>During the COVID-19 pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Rarely</td>
</tr>
<tr>
<td>Washing your hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaving the house for unnecessary reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoided crowds and large gatherings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoided touching your face</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaking hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stocked up on essentials at pharmacy and grocery store</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made a plan for communicating with family friends and neighbours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cancelled travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filled prescriptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked from home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoiding public transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wearing a mask outside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offering help to people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online grocery shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation or workout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visiting family members or friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify): __________</td>
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<td></td>
</tr>
</tbody>
</table>
S7 - GENERAL REFLECTIONS

In this part of the questionnaire we are interested in your general reflections on the COVID-19 pandemic.

Q39 - Can you share some general views/words of your reflection on Covid-19?

[Blank text box]

email - If you would like to receive the results of the survey, please leave your e-mail:
(e.g. john@gmail.com)

[Blank text box]