

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.
6. **General circumstances** – 13 questions on worries, financial circumstances, support measures and behaviours.
7. **General reflections** – 1 question on general reflections regarding 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, student status (full-time, part-time), level and field of study). Maximal post-stratification weight used in our analysis was set to 10 (i. e. units with higher post-stratification weight were excluded). For global aggregation and aggregation to continent level (or other geographical areas), we used population size weights (Bethlehem, n. d., European Social Survey, 2014). In our analysis, we selected only countries with at least 100 respondents.



Table 11: Number of responses by country

Country	Number of responses	Proportion of responses	Country	Number of responses	Proportion of responses
Poland	2872	9.3 %	Mozambique	281	0.9 %
Mexico	1940	6.3 %	Kenya	270	0.9 %
Italy	1935	6.3 %	Spain	235	0.8 %
Chile	1784	5.8 %	Malta	231	0.7 %
Turkey	1708	5.5 %	Sri Lanka	207	0.7 %
India	1587	5.1 %	Georgia	200	0.6 %
Ecuador	1476	4.8 %	Oman	198	0.6 %
Bangladesh	1318	4.3 %	New Zealand	171	0.6 %
Portugal	1208	3.9 %	China	169	0.5 %
Slovenia	1053	3.4 %	Thailand	154	0.5 %
Romania	960	3.1 %	Slovakia	153	0.5 %
Croatia	687	2.2 %	Saudi Arabia	152	0.5 %
Pakistan	640	2.1 %	Libya	127	0.4 %
Indonesia	615	2.0 %	Kuwait	127	0.4 %
Hungary	540	1.7 %	Malaysia	125	0.4 %
Ghana	526	1.7 %	Jordan	117	0.4 %
Argentina	491	1.6 %	Serbia	115	0.4 %
Nigeria	467	1.5 %	The Philippines	109	0.4 %
Brazil	465	1.5 %	Sweden	104	0.3 %
Greece	449	1.5 %	Russia	101	0.3 %
Egypt	438	1.4 %	Austria	90	0.3 %
United Arab Emirates	416	1.3 %	Nepal	79	0.3 %
United States of America	385	1.2 %	Japan	75	0.2 %
South Africa	384	1.2 %	Taiwan	74	0.2 %
Kyrgyzstan	371	1.2 %	Cyprus	72	0.2 %
Germany	368	1.2 %	Uzbekistan	63	0.2 %
Bosnia and Herzegovina	309	1.0 %	Guatemala	62	0.2 %
Afghanistan	289	0.9 %	Rwanda	60	0.2 %
Iran	287	0.9 %			

	Number of responses	Proportion of responses
70 countries with less than 50 responses	563	1.82 %
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.

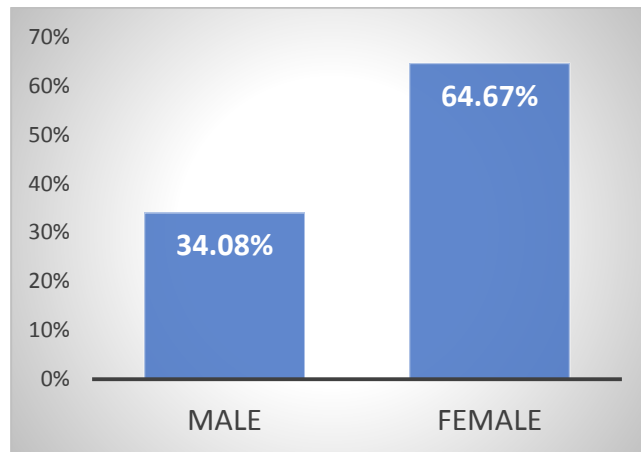


Figure 1: Gender distribution

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.

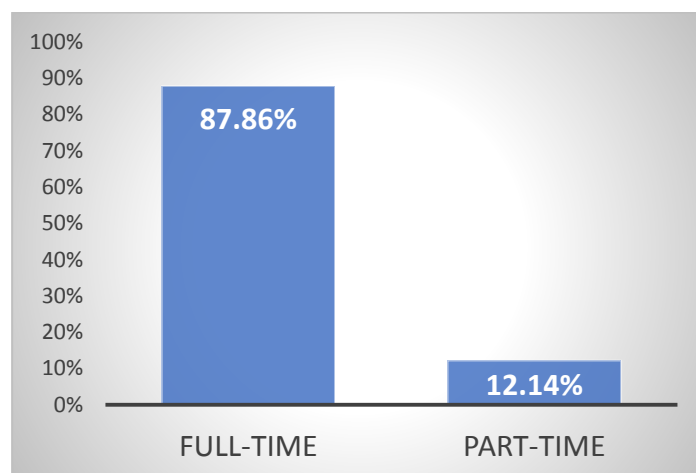


Figure 2: Student status distribution



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.

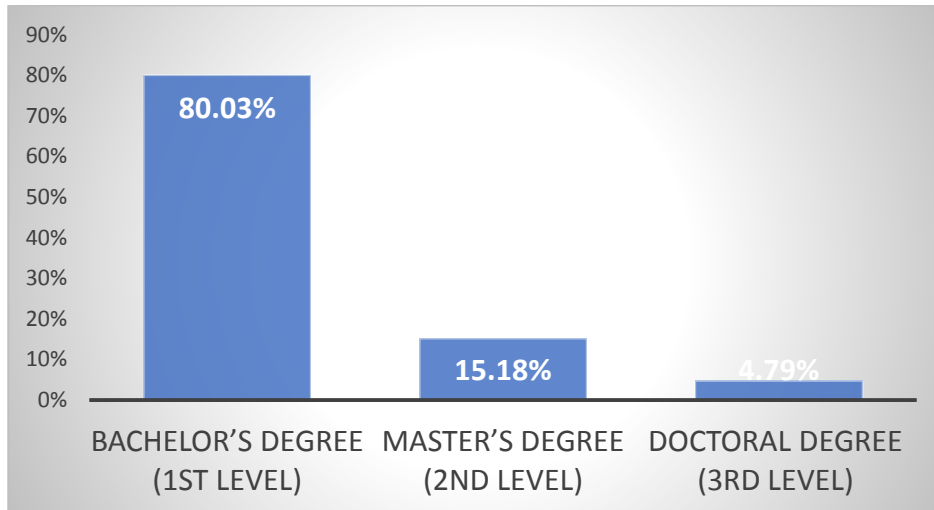


Figure 3: Level of study distribution

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 %).

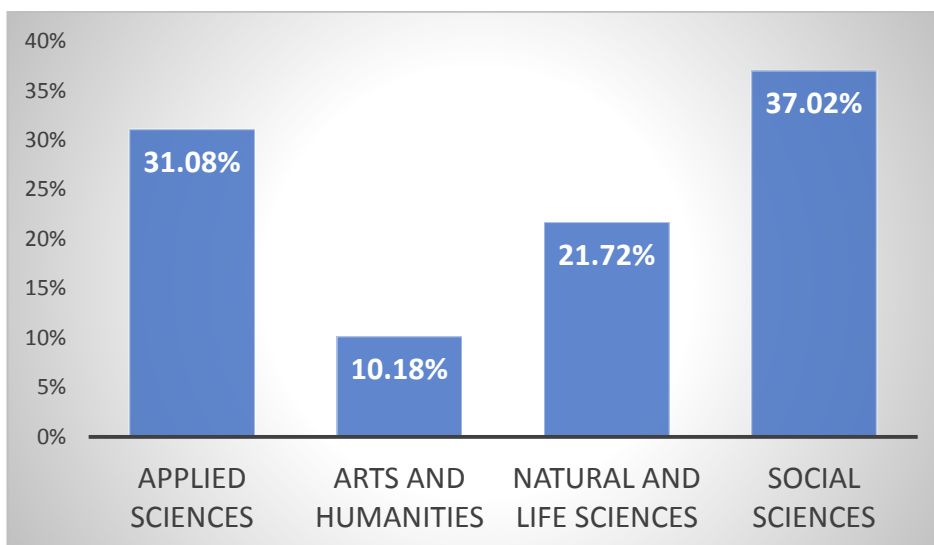


Figure 4: Field of study distribution



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 Protestante 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
Univeritas 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

Turība 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 of 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

Healthgroup 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



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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)?

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

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”.

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable
Online in real-time (videoconference)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online with a video recording (not in real-time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online with an audio recording (not in real-time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online by sending presentations to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication (forums, chat, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) : _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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”.

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable
Online in real-time (videoconference)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online with a video recording (not in real-time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online with an audio recording (not in real-time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online by sending presentations to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication (forums, chat, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable
lectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tutorials/seminars and practical classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
supervisions (mentorships).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q19 - Since on-site classes were cancelled, how satisfied have you been with support of

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable
teaching staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
technical support or IT services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
student affairs office.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
finance and accounting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
international office.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
public relations (websites and social media information).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tutors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
student counselling services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Not applicable
It is more difficult for me to focus during online teaching in comparison to on-site teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My performance as a student has improved since on-site classes were cancelled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My performance as a student has worsened since on-site classes were cancelled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adapted well to the new teaching and learning experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can master the skills taught in class this year even on-site classes were cancelled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can figure out how to do the most difficult classwork since on-site classes were cancelled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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?

	Never	Rarely	Sometimes	Often	Always
A quiet place to study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required software and programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Headphones and microphone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webcam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office supplies (notebooks, pens, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A good internet connection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course study material (e.g. compulsory and recommended literature)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
browsing online information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sharing digital content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using online teaching platforms (BigBlueButton, Moodle, Blackboard, GoToMeeting, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using online collaboration platforms (Zoom, MS Teams, Skype, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using online communication platforms (e-mail, messaging, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using software and programmes required for my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applying advanced settings to some software and programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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?

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

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?

	Close family member	More distant	Close friend	Someone I live with	Neighbours	Colleague from my	Lecturer	Administrative staff	Voluntary organization	Social networks	Someone else	No one
Help you around your home if you were sick and had to stay in bed for a few days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be there for you if you felt a bit down or depressed and wanted to talk about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about problems related to studying issues (lectures, seminars, practical work).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about problems related to future education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about problems related to personal finances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about problems related to family and relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about problems related to professional career in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be there for you if you would like to talk about the COVID-19 crisis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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.

	Never	Rarely	Sometimes	Often	Always
Joyful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hopeful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frustrated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hopeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?

	A little of the time	Some of the time	A good part of the time	Most of the time	All of the time
Personal physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying issues (lectures, seminars, practical work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family and relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional career in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID-19 or similar pandemic crisis in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leisure activities (sports and cultural activities, parties, hanging out with friends, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traveling abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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.

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable
Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Banks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q36 - How important are/will/would be the following actions or support measures by your government, university or by your bank to you?

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

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.

	Before the COVID-19 pandemic					During the COVID-19 pandemic				
	Never	Rarely	Some times	Often	Always	Never	Rarely	Some times	Often	Always
Washing your hands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaving the house for unnecessary reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoided crowds and large gatherings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoided touching your face	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shaking hands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stocked up on essentials at pharmacy and grocery store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a plan for communicating with family friends and neighbours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cancelled travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Filled prescriptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoiding public transport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wearing a mask outside	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering help to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online grocery shopping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreation or workout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting family members or friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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?

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