

Studying during corona: do it together

The Study Success and Diversity research groups at Inholland are conducting a long-term qualitative study among students, focusing on their experiences with (online) higher education. The study examines issues related to social and academic integration, motivation, student well-being and equal opportunities. A total of 60 students were interviewed in June 2020 when education was fully online, and another 50 students from various degree programmes were interviewed in November 2020, when education was in a blended form. In this infographic we share preliminary results of this qualitative study.

Students are missing the social aspect and structure of the university. They need contact and are finding it difficult to stay motivated. Studying at home requires a great deal of energy and self-discipline. Students tend to be distracted more quickly at home and find it harder to concentrate. The preliminary results seem to confirm the assumption that studying together has a motivating effect. In addition to their experiences, we asked for tips on how to increase their well-being and active involvement. We have clustered these tips into four themes.

Stay engaged

“Talking to other people really helps. And not necessarily to find a solution, but just to express your feelings.”



Students

- Stay in touch with each other and also connect offline if possible
- Work together online; find a study buddy
- Talk to each other and share your concerns

Lecturers

- Help students to get to know each other
- Actively approach students, make time for a chat and ask how things are going
- Support students; acknowledge that some things are more difficult now
- Encourage students to work together

Teaching

- Ensure one-on-one contact with students to ask how things are going
- Don't constantly form new groups; it makes it harder to get to know each other online

Create a daily rhythm and structure

“Plan and find a moment of happiness for yourself in the day, that's what I always say. For me, for example, that's when I go to bed in the evening and I take off my make-up. I have a bit of a routine. And I really like doing it, it helps me to relax.”



Students

- Create a proper workplace (don't sit on your bed)
- Apply structure to your day and draw up a schedule
- Take regular breaks

Lecturers

- Provide structure for students who are struggling

Teaching

- Establish priorities. Examine which subjects are truly important and focus on these lessons.

Stay active

“Ask for more help from students. Also for ideas and creative solutions.”

“Lecturers need to ask more questions online so that students stay awake.”



Students

- Take part in all lessons
- Turn on your camera during online lessons

Lecturers

- Ensure adequate interaction
- Involve students actively in the lesson
- Involve students in designing the lessons
- Give students deadlines to keep them busy

Teaching

- Make the groups smaller
- Schedule fewer online lessons shortly after one another
- Involve students more in the organisation of their education
- Evaluate
- Give students who are unable to study at home the possibility to study at university

Student well-being

“I go for a walk or a jog. Personally, I live on the other side of the Zuiderpark. I always like being in nature. It's like talking to myself, you might say.”



Students

- Exercise, sport and meditate
- Do fun things; relax (also worth scheduling!)

Teaching and lecturers

- Also plan enjoyable online activities for the students, e.g. coffee/lunch/drinks

A final note

The majority of the students are pleased that some physical lessons could be resumed in the first semester. They experience a higher quality in the interaction with others and their teachers. We expect to publish the full results of this study in early January.

“And on the part of the college, the lecturer actually, it's just nice if they really listen to you. If they just take the time to ask how you're doing. Or just show a sense of involvement.”