



Learning Barometer and Education Programme Zoom 2020

Education programme report VIA Graphic Storytelling

Response per cent: 56% (23/41)

Learning Barometer and Education Programme Zoom 2020

- ❑ The questionnaire was conducted:
 - in autumn 2020 among all active students on VIA's undergraduate education programmes
 - at all higher education institutions in Denmark
 - by Epinion on behalf of the Danish Ministry of Higher Education and Science as part of the national quality measurements.
- ❑ The questionnaire is used in and by VIA as a joint study environment survey and teaching environment assessment (TEA), to uncover the academic, mental and physical teaching environments as well as the students' learning and wellbeing.
- ❑ It is a comprehensive questionnaire of 114 questions from different sections (see the next slide).
- ❑ Data from all sections is included in this education programme report.
- ❑ 19,247 students comprise the total population of VIA. Of which 8403 have answered. Thus, the total response per cent for VIA is 44%.
- ❑ Students on leave are not included in the questionnaire.

One questionnaire – many uses

Section	Themes and focus	Use of data
Learning Barometer	Teaching and students' learning	<ul style="list-style-type: none"> Danish Ministry for Higher Education and Science quality measurements of higher education institutions (results from 2018 and the 2021 scores will be included in the calculation of VIA's basic grant for 2023-2026). VIA study environment questionnaire Key figures in VIA's quality system
Education Programme Zoom	Academic and social environment, teaching, teachers and the students' wellbeing as well as the students' assessment of the quality of their education programme	<ul style="list-style-type: none"> Collection of data for www.uddannelseszoom.dk – an online tool under UddannelsesGuiden [Education Programmes Guide] for comparing education programmes in Denmark VIA study environment questionnaire and teaching environment assessment Office for Young People's Welfare under the Danish Ministry for Higher Education and Science
VIA questions	Communication and information to the students as well as study activities in relation to the study activity model	<ul style="list-style-type: none"> VIA study environment questionnaire
DCUM questions	DCUM [Danish Centre for Teaching Environment] questions about the mental, physical and aesthetic teaching environment	<ul style="list-style-type: none"> Part of the teaching environment assessment, which supplements the other questions in the questionnaire and ensures that the criteria of the teaching environment law regarding teaching environment is fulfilled
Specific questions due to Corona	Effects of the Corona situation	<ul style="list-style-type: none"> Evaluation/monitoring

Report structure and composition

- ❑ The results in the report are:
 - Calculated at VIA, education programme and supply level
 - Divided into tables summarising the result for each question under a theme
 - Evaluated according to the same red-yellow-green assessment criteria used for key figures in VIA's quality system.
- ❑ Most answers are given on a scale of 1-5, where 1 is the lowest and 5 is the highest score. Answers from the "Don't know/Not applicable" category are not included.
- ❑ Some of the questions are formulated on an inverted scale, but are reversed in the report, so 1 is always the lowest and 5 is always the highest score. These questions are marked with * in the tables.

New VIA assessment criteria in 2020

2020 assessment criteria

Min. 4	Good assessment
3-3,9	Middle assessment
<3	Low assessment

The assessment criteria have been adapted to the criteria that the Danish Ministry for Higher Education and Science will use for basic grant calculation from 2021.

However, the results in the report are calculated in the same way as in 2018.

Both the 2018 and 2020 results in this report have been assessed according to the new assessment criteria.

2018 assessment criteria

>4	Very good assessment
3,5-4	Good assessment
2,5-3,4	Low to middle assessment
<2,5	Very low assessment

In 2018, the assessment criteria included two green steps for 'good assessment'. In 2020, these two steps have been combined, and the criterion for a green assessment has been tightened to 'min. 4' as opposed to 'min. 3.5' in 2018.

Themes in the questionnaire

Learning Barometer (Q1-45)	Education Programme Zoom (Q46-79)
Teaching and learning (Q1-8)	Social and academic environment (Q46-49)
Students and teachers (Q9-17)	Teaching, teachers and fellow students (Q50-57)
Requirements and expectations (Q18-24)	Wellbeing: Study-related wellbeing (Q58-68)
Learning approaches (Q25-36)	Wellbeing: Loneliness and stress (Q69-71)
Practice and research base (Q37-45)	Wellbeing: Wellbeing and experienced wellbeing (Q72-76)
LEARN indicators: 1) Agreement; 2) Constructive feedback; 3) Interest and motivation; 4) Support from fellow students; 5) Teacher interaction; 6) Learning and understanding; 7) Organised learning approach; 8) Surface learning; 9) In-depth learning	Wellbeing: Performance and experienced pressure (Q77)
	Study activities (Q78-79)
	Use of time: Study intensity
	Use of time: Work
Danish Centre for Teaching Environment and VIA questions (Q83-114)	
DCUM – Bullying, harassment and violations: Extent, where and who (Q83-90)	
DCUM – Bullying, harassment and violations: Support and guidance (Q91)	
DCUM – Physical environment (Q92-98)	
Covid-19 (Q99-102)	
VIA – Communication and information on the education programme (Q103-109)	
VIA – Study activity model (Q110-114)	

Follow-up on the questionnaire – a part of the teaching environment assessment (TEA)

- **The report is reviewed jointly** by representatives for students, teachers and education programme management. They are to:
- **Reflect on questions/themes, where there may be challenges in relation to the teaching environment.** Challenges can be identified based on the red-yellow-green assessment and should be discussed in light of other knowledge available on conditions on the education programme.
- **Prioritise and describe the efforts**, which the TEA gives rise to in the **action plan** (a template has been distributed with the report).
- **Consider what effects** the selected efforts are expected to have for the students.
- **Simultaneously plan the later follow-up on the efforts** (to be written in the action plan).
- NB. The **action plan is obligatory** cf. teaching environment law and together with the education programme report is to be made public on via.dk and Studienet.

Response per cent

	Response per cent		Number of population		Number of respondents	
	2020	2018	2020	2018	2020	2018
Supply level						
VIA total	44%	53%	19.247	18.739	8.403	9.861
Graphic Storytelling	56%	76%	41	41	23	31

Representativeness: Gender, age and study progression

If the results are not representative of one or more of the 3 parameters compared to the full population, conclusions should not be made based only on the survey results.

	Representativeness (Chi2-test)					
	Gender		Age		Study progression	
	(men and women)		(students ≤ 25 years and students > 25 years)		(Students in first year of study and students longer than first year of study)	
	Result	Comment	Result	Comment	Result	Comment
Graphic Storytelling	Representative	-	Representative	-	Representative	-

Teaching and learning (LB)

	2020	2020	2018
Question	VIA total	Graphic Storytelling	Graphic Storytelling
1 It is clear to me what I am expected to learn	4,0	4,8	4,6
2 We have some degree of influence on what teachers emphasize	3,2	4,6	4,4
3 What we are taught matches what we are expected to learn	4,0	4,8	4,6
4 The study programme has given me a sense of the work done by professionals in the field	4,0	4,9	4,9
5 The courses help me to critically appraise new knowledge or research I am presented with	3,9	4,5	4,6
6 The study programme helps me put what I have learned into a wider context	4,1	4,7	4,8
7 I think most of what I have learned is interesting	4,1	4,9	4,9
8 I have enjoyed participating in the courses so far	4,2	5,0	4,8

Students and teachers (LB)

	2020	2020	2018
Question	VIA total	Graphic Storytelling	Graphic Storytelling
9 The teachers seem enthusiastic about what they teach	4,2	4,9	4,9
10 I understand things better once I have spoken to my fellow students about them	4,2	4,5	4,5
11 The teachers spend time helping us understand difficult things	3,9	4,5	4,5
12 The teachers help us understand how to think and come to conclusions in the study programme	3,8	4,5	4,5
13 I generally feel comfortable working with other students	4,2	4,5	4,5
14 There are good opportunities to discuss important topics of relevance with the teachers	3,9	4,6	4,5
15 I often cooperate with other students in my studies	4,2	3,9	3,6
16 The teachers are good at involving the students in the courses	3,9	4,6	4,6
17 The teachers emphasize that we can apply what we have learned to a new context or to practical issues	3,9	4,9	4,8

Requirements and expectations (LB)

	2020	2020	2018
Question	VIA total	Graphic Storytelling	Graphic Storytelling
18 I feel I get enough feedback on what I do on the programme (e.g. individual or collective feedback from teachers, peers or supervisors)	3,2	4,6	4,4
19 It is clear what is expected from the work that will be assessed (e.g. tasks, projects, exams and tests)	3,3	4,6	4,4
20 I see a connection between what we are expected to work on outside the classroom (e.g. assessments, preparation or study groups) and what we need to learn	3,8	4,9	4,6
21 The feedback I receive helps me continue working on what I need to learn	3,7	4,7	4,6
22 On my study programme, I continuously receive feedback on what I do	3,2	4,9	4,6
23 What I have not quite understood is made more clear by the feedback I receive	3,3	4,5	4,5
24 I think I will use, what I am learning after I have finished my study programme	4,2	5,0	5,0

Learning approaches (LB)

	2020	2020	2018
Question	VIA total	Graphic Storytelling	Graphic Storytelling
*25 I often find it difficult to remember what I need to learn	2,9	4,3	3,9
26 I put a lot of effort into my studies	4,0	4,7	4,7
*27 Much of what I have learned seems no more than unrelated bits and pieces in my mind	3,6	4,7	4,2
28 I generally take a systematic and well-organized approach to my studies	3,8	3,9	4,0
29 I often find the content presented on the programme stimulating, and continue to think about it outside the classroom	3,8	4,6	4,6
30 I study the topics thoroughly so that I can take a critical view of the work we do on the study programme	3,6	4,2	4,4
*31 I often find it difficult to understand what I need to learn because it is too complicated	3,4	4,4	4,1
32 I plan my studying in a way that will ensure optimal use of my time	3,6	3,9	3,9
*33 I often find that things are difficult to understand, even though I have tried to learn it over and over again	3,5	4,4	4,2
34 I prioritize my work so that I cover most of what I am supposed to during my study programme	4,0	4,5	4,3
35 I do my best to relate new knowledge with what I already know about the subject	4,0	4,5	4,7
36 I do my best to connect and create an overview of what I learn in different parts of the study programme	4,1	4,4	4,5

Practice and research base (LB)

	2020	2020	2018
Question	VIA total	Graphic Storytelling	Graphic Storytelling
37 On the study programme we are often presented with new knowledge or research	3,8	4,3	4,4
38 The study programme gives me a good understanding of theory and method	4,0	4,6	4,6
39 I know of some of the research or development projects at my institution	2,8	4,1	4,0
40 It is possible to get involved in research or development projects on my study programme	3,2	3,9	4,4
41 We often meet researchers on the courses	2,5	2,7	4,6
42 Some of what we do resembles research	2,8	2,9	4,2
43 The courses include knowledge from practice to a relevant extent (e.g. from visiting lecturers, case studies or practice-based examples)	3,9	4,8	4,7
44 The courses are organized in a way that gives me the opportunity to apply my practical competences and skills	3,7	4,9	4,8
45 My internship, clinical placement, project-based placement etc. has given me a better understanding of the link between theory and practice	4,4	5,0	4,9

LEARN indicators

	2020	2020	2018
Indikator	VIA total	Graphic Storytelling	Graphic Storytelling
Alignment	3,8	4,8	4,6
Constructive feedback	3,3	4,7	4,5
Interest and relevance	4,2	4,9	4,8
Peer support	4,2	4,4	4,4
Staff enthusiasm	3,8	4,6	4,6
Teaching for understanding	4,0	4,7	4,7
Strategic learning approach	3,9	4,3	4,2
Surface learning	3,4	4,4	4,1
Learning in depth approach	3,9	4,5	4,6

Social and academic environment (EPZ)

	2020	2020	2018
Question	VIA total	Graphic Storytelling	Graphic Storytelling
46 The social study environment is good	3,9	5,0	4,9
47 The educational environment is good	4,1	4,9	5,0
48 The social study environment increases my motivation to study	3,9	4,7	4,8
49 The educational environment increases my motivation to study	4,1	4,8	4,9

Teaching, teachers and fellow students (EPZ)

	2020	2020	2018
Question	VIA total	Graphic Storytelling	Graphic Storytelling
50 My teachers are committed to teaching	4,3	4,8	4,9
51 My teachers are professionally competent	4,4	4,8	4,8
52 My teachers are good communicators during teaching	4,0	4,5	4,4
53 My teachers provide me with helpful feedback	3,5	4,6	4,5
54 My teachers are easy to get in touch with	4,0	4,7	4,6
55 My fellow students are committed to the teaching activities	3,7	4,8	4,6
56 I benefit from the programme	3,9	5,0	4,8
57 The quality of my programme is generally high	3,9	5,0	4,9

Wellbeing: Study-related wellbeing (EPZ)

	2020	2020	2018
	VIA total	Graphic Storytelling	Graphic Storytelling
Question			
58 I can always do what I set out to do in my studies	3,8	4,2	-
59 I am certain that I can meet the expectations set for me as a student	3,9	4,5	-
60 I am good at using the academic adversity and frustration I encounter in my studies to grow and learn	3,7	4,4	-
*61 When something does not go as planned in my studies, I often feel discouraged	3,0	3,3	-
*62 Sometimes I am not sure that I belong in my study programme	3,5	4,2	-
63 I have a group of fellow students with whom I feel comfortable	4,2	4,9	-
64 I focus my efforts on what I need to know for my exams	3,7	3,0	-
*65 I often don't ask questions and participate actively in class because I fear that I will look stupid	3,4	4,4	-
66 In general, I feel really good at my education	4,0	4,7	4,8
67 I think most of what we learn is relevant to me	4,0	4,7	4,8
68 I can get help and support from my fellow students when I need it	4,1	4,7	4,8

Wellbeing: Loneliness and stress (EPZ)

	2020	2020	2018
Question	VIA total	Graphic Storytelling	Graphic Storytelling
69 Have you experienced feeling lonely at your study?	3,7	3,8	4,0
70 Have you experienced strong stress symptoms* in connection with your study in the everyday life?	3,5	3,3	3,4
71 Have you experienced strong stress symptoms* in connection with your study up to exams?	3,0	4,0	3,6

Wellbeing: Wellbeing and experienced wellbeing (EPZ)

	VIA total	Graphic Storytelling
<i>The last two weeks...</i>		
72 I have felt cheerful and in good spirits	4,3	4,8
73 I have felt calm and relaxed	3,9	4,0
74 I have felt active and vigorous	3,7	4,1
75 I woke up feeling fresh and rested	3,4	3,3
76 My daily life has been filled with things that interest me	4,1	5,1

Wellbeing: Performance and experienced pressure (EPZ)

	VIA total	Graphic Storytelling
<i>In recent weeks I have felt pressure from... (you may select more than one answer):</i>		
The expectations others have about my academic performance	35%	13%
Having more things on my mind than I can manage	45%	65%
My own expectations about my academic performance	59%	61%
My social life, family life and other personal relations	45%	39%
Practical issues at my institution (rules and regulations, schedule, flexibility, lack of information, etc.)	31%	9%
Practical circumstances outside my studies (work, economy, housing, etc.)	44%	70%
Thoughts about what I will be doing after graduation	38%	65%
Thoughts about whether I can keep up with my studies	40%	17%
None of the above	6%	4%

Study activities (EPZ)

	2020	2020	2018
	VIA total	Graphic Storytelling	Graphic Storytelling
<i>Which educational activities do you experience most of in your educational programme? (You can choose up to five activities)</i>			
E-learning (e.g. distance learning)	29%	22%	0%
Guidance from teaching staff	11%	57%	74%
Lectures	30%	52%	58%
Group work (study group)	76%	4%	10%
Classroom teaching	80%	65%	71%
Internship (clinical courses or internship within a public or private institution)	33%	4%	6%
Project work (individually or group based)	47%	96%	94%
Independent study activities (preparation, reading, home assignments)	66%	48%	77%
Practical classes (workshops or lab work)	17%	61%	81%

Use of time: Study intensity (EPZ)

	2020	2020	2018
Hours per week	VIA total	Graphic Storytelling	Graphic Storytelling
Taught studies hours per week average	17	13	17
Personal study time hours per week average	14	31	12
Internship hours per week average	6	1	10
Study intensity hours per week median	37	45	41

Use of time: Work (EPZ)

	2020	2020	2018
Hours per week	VIA total	Graphic Storytelling	Graphic Storytelling
How many hours do you spend on paid job (paid work outside your studies) in a typical week during the current semester/half-year period?	6	2	2
How many hours do you spend on voluntary work in a typical week during the current semester/half-year period?	1	0	0
Work total hours per week average	7	2	2

Bullying, harassment and violations (DCUM)

Ignored or excluded from the study community

Extent	VIA total		Graphic Storytelling	
	Number	Percent	Number	Percent
5 Never	6.251	74%	22	96%
4 Rare	1.376	16%	-	-
3 Monthly	386	5%	1	4%
2 Weekly	265	3%	-	-
1 Daily	125	1%	-	-

Bullying, harassment and violations (DCUM)

Received offensive, rough or condescending comments

Extent	VIA total		Graphic Storytelling	
	Number	Percent	Number	Percent
5 Never	7.054	84%	21	91%
4 Rare	1.009	12%	2	9%
3 Monthly	219	3%	-	-
2 Weekly	102	1%	-	-
1 Daily	19	0%	-	-

Bullying, harassment and violations (DCUM)

Exposed to unwanted sexual attention (i.e., comments, unwanted physical touching or kissing)

Extent	VIA total		Graphic Storytelling	
	Number	Percent	Number	Percent
5 Never	8.023	95%	21	91%
4 Rare	287	3%	2	9%
3 Monthly	57	1%	-	-
2 Weekly	22	0%	-	-
1 Daily	14	0%	-	-

Bullying, harassment and violations (DCUM)

Discriminatory treatment (for example based on sexual orientation, religion, sex, disability)

Extent	VIA total		Graphic Storytelling	
	Number	Percent	Number	Percent
5 Never	7.560	90%	22	96%
4 Rare	542	6%	1	4%
3 Monthly	182	2%	-	-
2 Weekly	80	1%	-	-
1 Daily	39	0%	-	-

Bullying, harassment and violations (DCUM)

Threatened with violence or experienced threatening behaviour

Percentages under **where** and **who** are based on the students who under **extent** did not answer never

Extent	VIA total		Graphic Storytelling	
	Number	Percent	Number	Percent
5 Never	8.220	98%	22	96%
4 Rare	132	2%	1	4%
3 Monthly	35	0%	-	-
2 Weekly	10	0%	-	-
1 Daily	6	0%	-	-

Bullying, harassment and violations (DCUM)

Being punched, pushed, kicked etc.

<i>Percentages under where and who are based on the students who under extent did not answer never</i>				
Extent	VIA total		Graphic Storytelling	
	Number	Percent	Number	Percent
5 Never	8.290	99%	23	100%
4 Rare	69	1%	-	-
3 Monthly	28	0%	-	-
2 Weekly	10	0%	-	-
1 Daily	6	0%	-	-

Bullying, harassment and violations (DCUM)

Your appearance or gender being commented on in a way that made you uncomfortable or was offensive to you

*Percentages under **where** and **who** are based on the students who under **extent** did not answer never*

Extent	VIA total		Graphic Storytelling	
	Number	Percent	Number	Percent
5 Never	7.621	91%	19	83%
4 Rare	593	7%	4	17%
3 Monthly	130	2%	-	-
2 Weekly	46	1%	-	-
1 Daily	13	0%	-	-

Bullying, harassment and violations (DCUM)

Being touched, embraced or kissed in a way that you did not want to be

Extent	VIA total		Graphic Storytelling	
	Number	Percent	Number	Percent
5 Never	8.145	97%	22	96%
4 Rare	198	2%	1	4%
3 Monthly	37	0%	-	-
2 Weekly	16	0%	-	-
1 Daily	7	0%	-	-

Bullying, harassment and violations (DCUM)

Support and guidance

	VIA total		Graphic Storytelling	
	Number	Percent	Number	Percent
<i>I know where to get support and guidance at my [campus] if I'm not well</i>				
Yes, and I have received support and guidance at my study program	2039	24%	14	61%
Yes, but I have not needed it	4666	56%	5	22%
No, I do not know, but I have needed it	517	6%	2	9%
No, I do not know, but I have not needed it	1181	14%	2	9%

The physical environment (DCUM)

Question	VIA total	Graphic Storytelling
92 How satisfied are you with the indoor climate in the classrooms where you generally attend class? (indoor climate regards both noise, illumination, ventilation and temperatur)	3,2	4,2
93 How satisfied are you with the sanitary facilities at your educational institution? (Please consider the number of toilets, location, condition, cleaning etc.)	4,0	4,2
94 How satisfied are you with the cleaning of the classrooms, group study rooms and common areas at your educational institution?	4,1	4,4
95 The classrooms at my educational institution is suited to the teaching that takes place there	3,8	4,4
96 Group study rooms, study places and reading rooms at my educational institution is suited for the study-relevant activities that take place in them	3,8	4,6
97 The fysical surroundings at my educational institution are welcoming and comfortable	4,0	4,5
98 It is my experience that the fysical surroundings at my educational institution are safe to be at	4,4	5,0

Covid-19

Question	VIA total	Graphic Storytelling
*99 I had a hard time during the corona-shutdown in the spring	2,5	2,2
100 The shutdown have not delayed me in my studies	3,6	3,7
101 Today, my everyday life in my study program works well despite the corona situation	3,7	4,2
*102 The Corona situation removes some of the joy of studyng	2,2	2,9

Communication and information on the education programme (VIA)

	2020	2020	2018
Question	VIA total	Graphic Storytelling	Graphic Storytelling
103 Information about the allocation of study time is communicated clearly (teaching, preparation and other study activities) across the educational programme	3,6	4,3	4,2
104 I have access to relevant teaching material, literature and timetables in due time for when I need it	3,6	4,5	4,6
105 I am given timely information about changes to the timetable (e.g. cancellation of classes, classroom changes, etc.)	3,4	4,5	4,5
106 I can easily find relevant information about the educational programme on itslearning and Studienet	3,7	3,9	4,2
107 The student's assessment of educational programme and proposals for changes are listened to	3,6	4,7	4,7
108 I have easy access to Student Counselling in my education programme if I need it	4,0	4,5	-
109 There are good opportunities to get career guidance on my education programme	3,7	4,6	-

Study activity model (VIA)

	2020	2020	2018
Question	VIA total	Graphic Storytelling	Graphic Storytelling
110 The planned teaching is rewarding to me (class teaching, lectures, class- or group discussions etc.)	4,0	4,7	4,8
111 It is academically rewarding to me to participate in project- and group work, internships, study days and field trips	4,1	4,6	4,6
112 Self-study is rewarding to me (preparation, reading, home assignments, etc.)	3,6	4,5	4,5
113 It is rewarding to me to work in my study-/reading groups	3,9	4,0	4,3
114 The academic events planned by students are rewarding to me (lectures, presentations, guidance, etc.)	3,6	4,3	4,4