

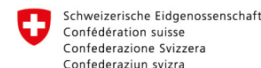
# Effects of the Covid-19 pandemic

Key findings from E8 topical module



**Elisabeth Kendrali (Praxis)**  
**Eurostudent Talks**  
**8 May 2024**

## Consortium members



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The funders are not responsible for the content.

# Eurostudent 8 topical module: effects of the COVID-19 pandemic

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How does COVID-19 still impact students and what kind of a future impact should HE be prepared for?

# Effects of the COVID-19 pandemic

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## **1. To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on ... (1 - very positive; 5– very negative)**

- ... the duration of your studies?
- ... your grades/performance?
- ... the motivation to keep up with your studies?
- ... the quality of teaching?
- ... contacts with your fellow students?
- ... balancing your studies with other responsibilities?
- ... your professional skills?
- ... financing of your studies?
- ... your employment/ paid work situation?
- ... financing your living expenses?

## **2. Do you expect any continued positive or negative impact of the Covid-19 pandemic on ...(1 - very positive; 5– very negative)**

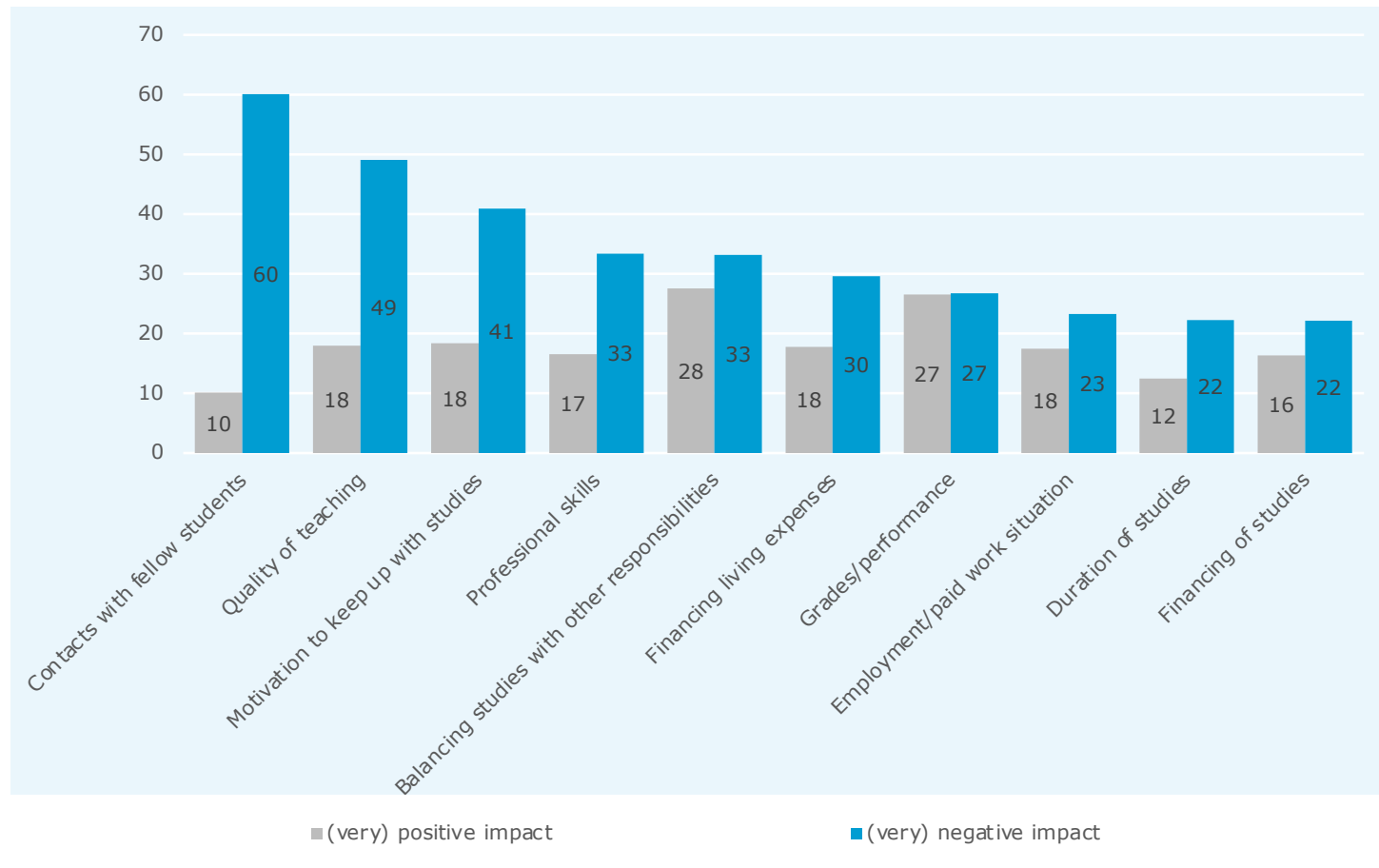
- ... your further studies?
- ... your labour market entry?
- ... your mental health situation?

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# Current impact of the pandemic

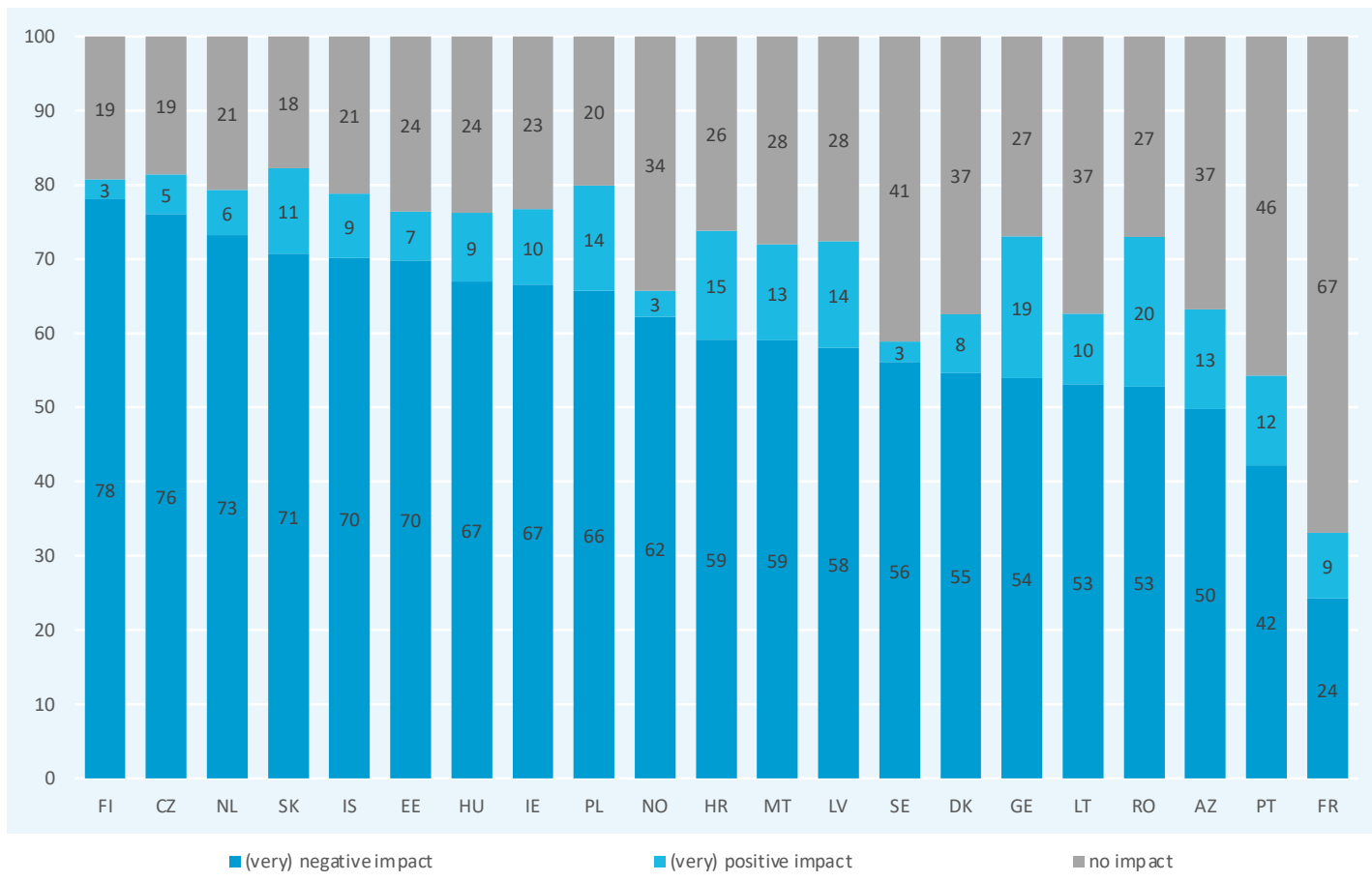
# Current impact of the COVID-19 pandemic

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on...? E8 cross-country average (in %)



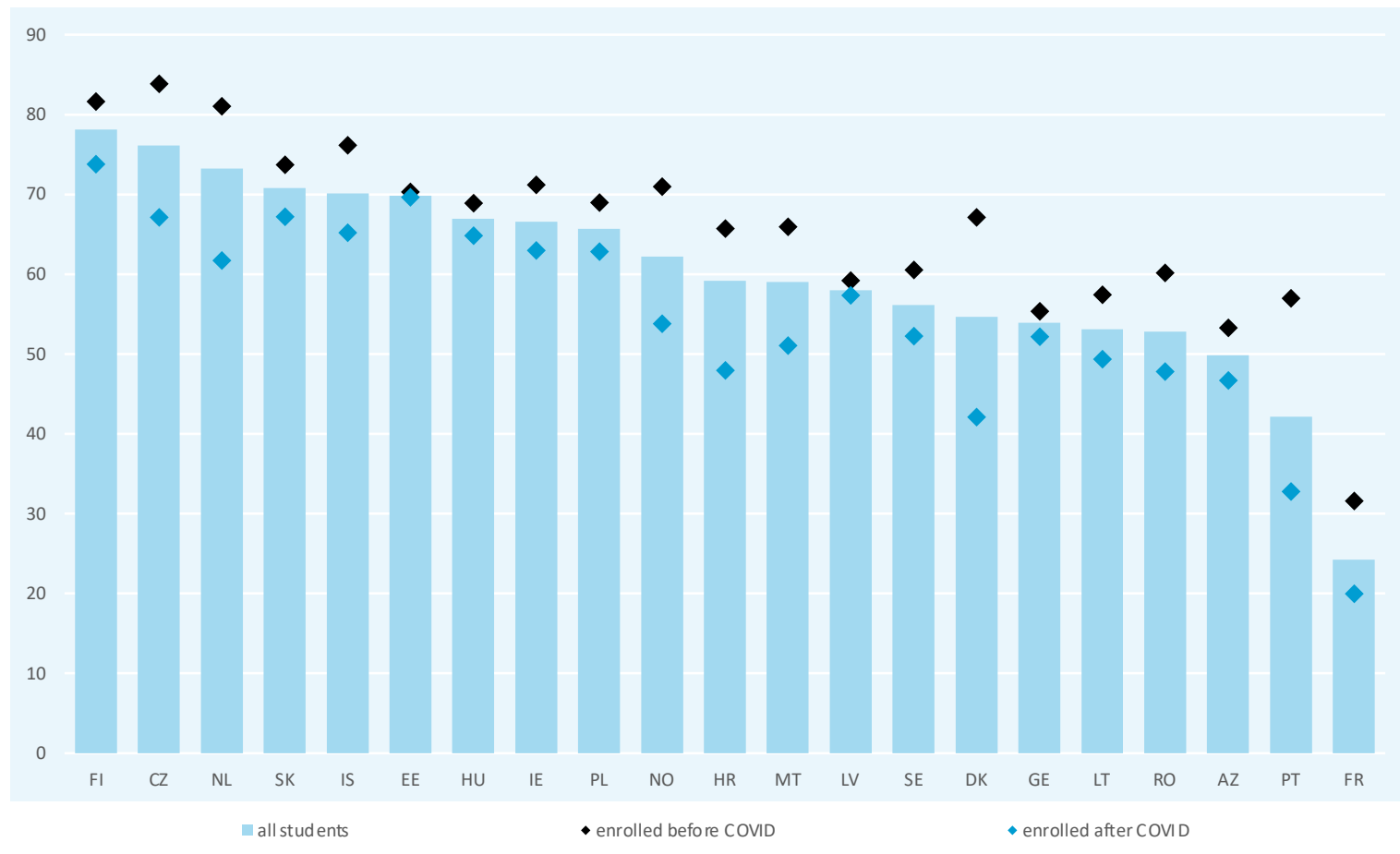
# COVID-19 impact on contacts with fellow students

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on... contacts with fellow students? *Share of students (in %)*



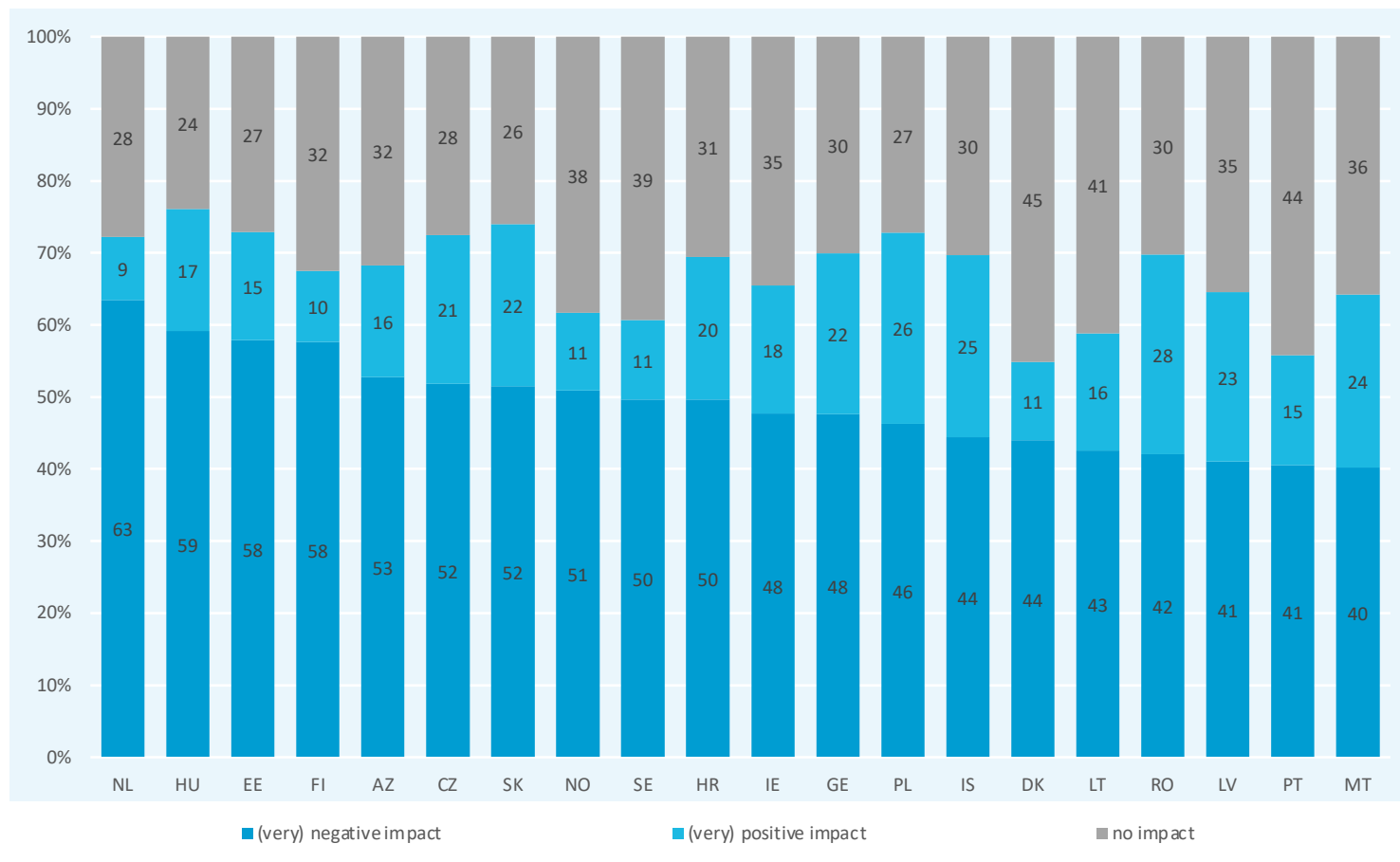
# Negative impact of Covid-19 on **contacts with fellow students** – students enrolled before vs. after the pandemic

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on... **contacts with fellow students**? *Share of students – „(very) negative impact“ (in %)*



# COVID-19 impact on quality of teaching

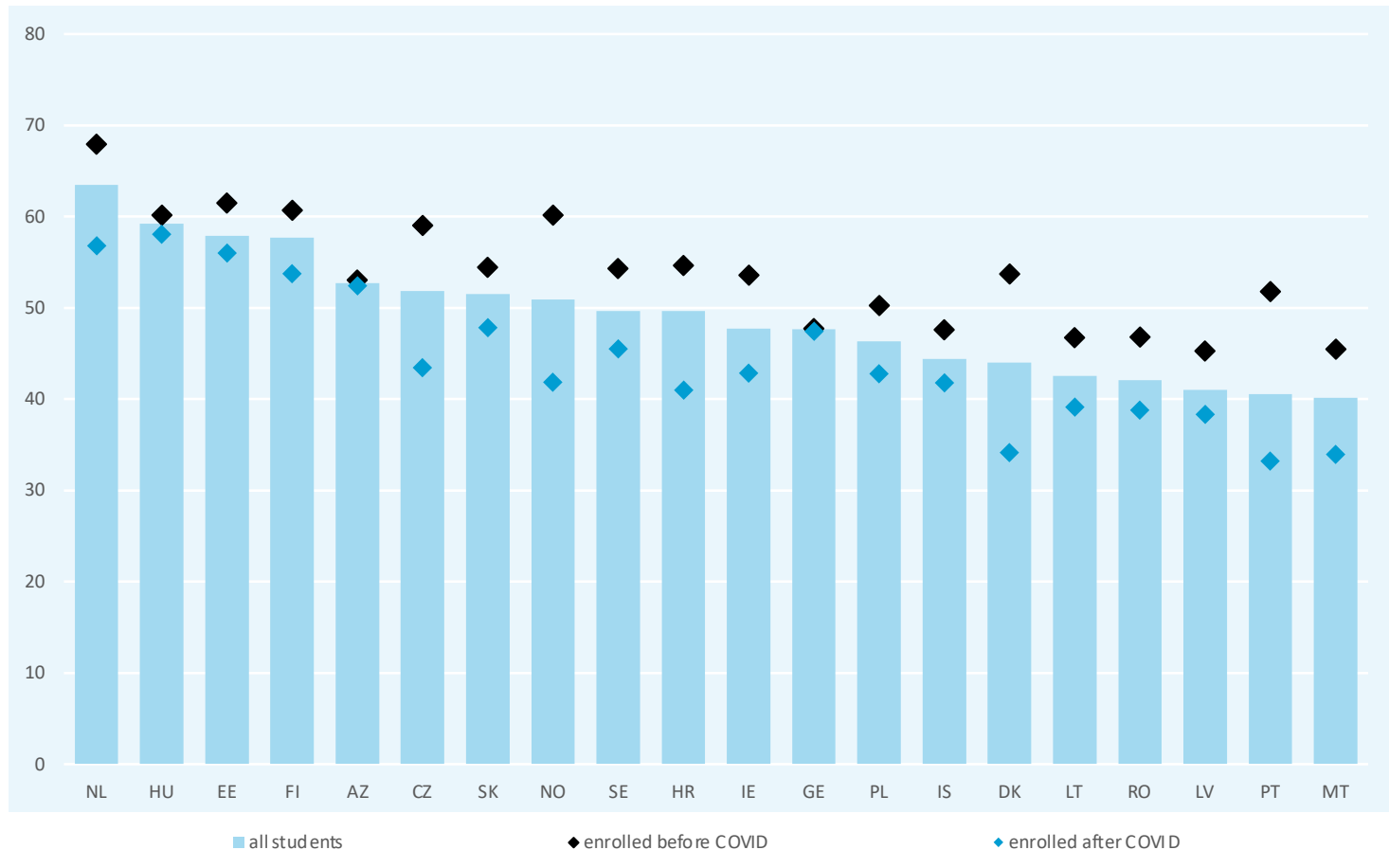
To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on... the quality of teaching? *Share of students (in %)*





# Negative impact of Covid-19 on **quality of teaching** – students enrolled before vs. after the pandemic

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on... the quality of teaching? *Share of students – „(very) negative impact“ (in %)*

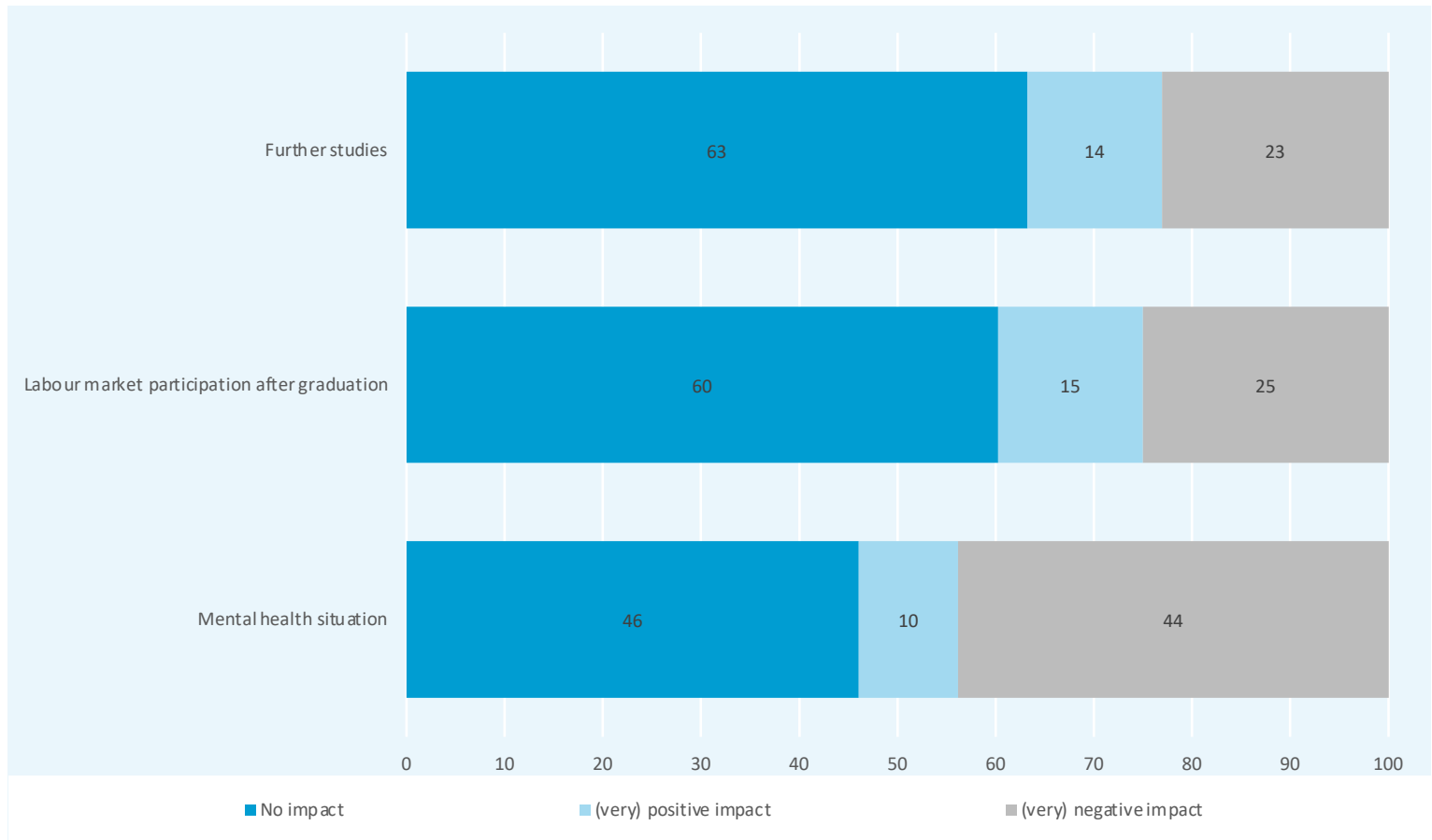


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## Expected continued impact of the pandemic

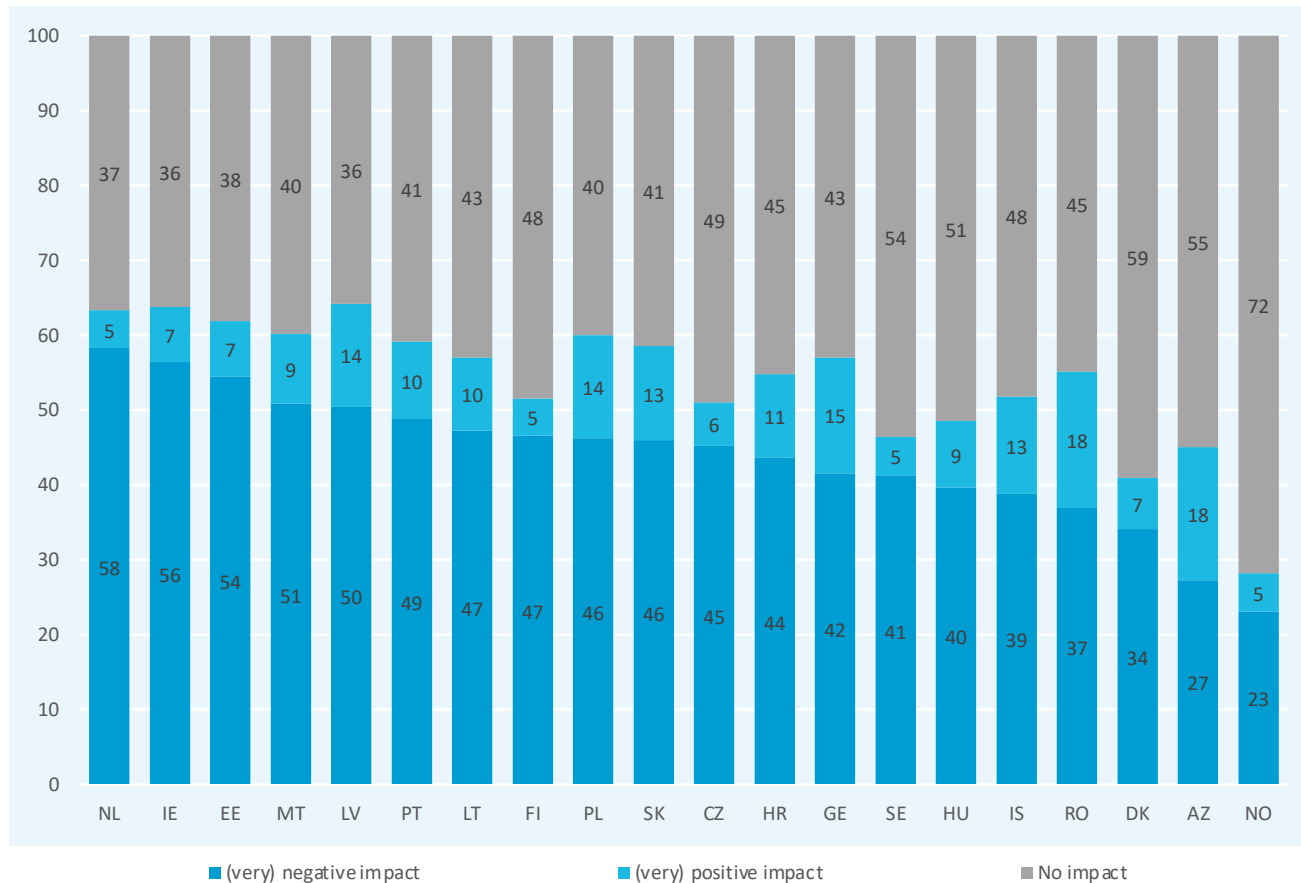
# Expected continued impact of Covid-19

**Do you expect any continued positive or negative impact of the Covid-19 pandemic on your ...?**  
*E8 cross-country average (in %)*



# Expected continued impact of Covid-19 on students' mental health situation

Do you expect any continued positive or negative impact of the Covid-19 pandemic on your mental health situation? *Share of students (in %)*



# Key results

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- More than half of students report that **teaching quality** and **contacts with fellow students** currently still (summer 2022) negatively affected by the pandemic.
- Students enrolled before COVID-19 **more likely** to experience negative effects of the pandemic on teaching quality and contacts with fellow students.
- Most students expect **no continued impact** of the pandemic on their further studies and labour market participation, **but 44% expect continued negative impact on mental health.**

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# Thank you!

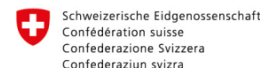
Elisabeth Kendrali  
elisabeth@praxis.ee

# Digitalisation of teaching, learning, and student life



**Hendrik Schirmer**  
**EUROSTUDENT Talks webinar, May 8<sup>th</sup> 2024**

## Consortium members



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Federal Ministry  
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Ministry of Education, Culture and  
Science

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# Digitalisation of teaching, learning, and student life

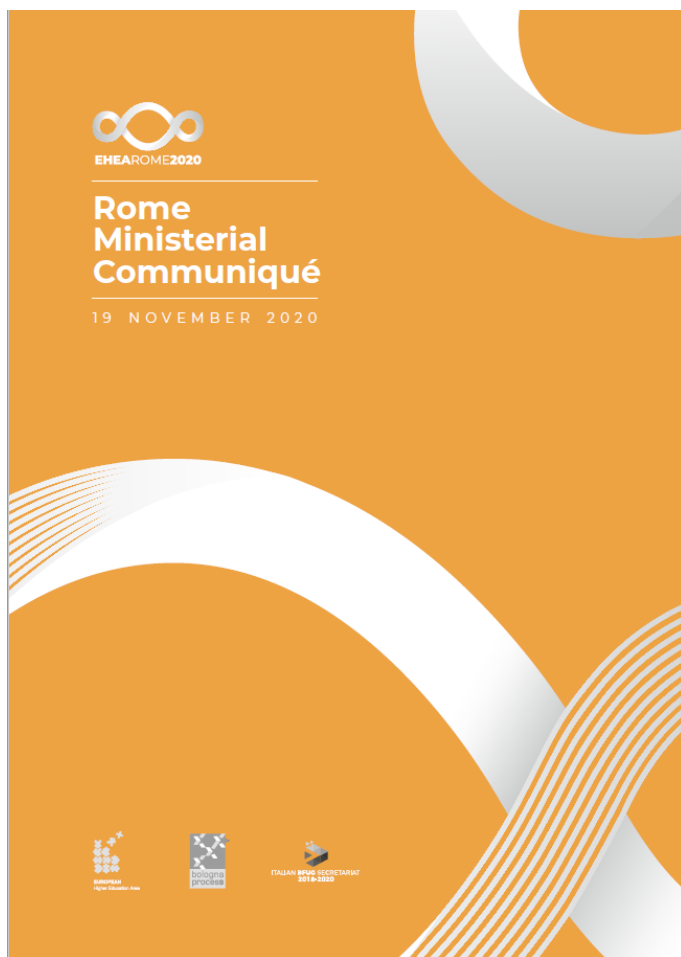


“Digitalisation has allowed most of our systems to continue to function during the COVID-19 pandemic, although the intensified use of digital means has brought to light certain limits. (...) We commit to reinforcing social inclusion and enhancing quality education, using fully the new opportunities provided by digitalisation. (...) We recognize that digitalisation does not offer ‘one size fits all’ solutions, and ask the BFUG to propose ways in which all learners can benefit from the new technologies.”

(EHEA Ministerial Conference, 2020)



# Digitalisation of teaching, learning, and student life



“Digitalisation has allowed most of our systems to continue to function during the COVID-19 pandemic, although the intensified use of digital means has brought to light certain limits. (...) We commit to **reinforcing social inclusion and enhancing quality education**, using fully the new opportunities provided by digitalisation. (...) We recognize that **digitalisation does not offer ‘one size fits all’ solutions**, and ask the BFUG to propose ways in which all learners can benefit from the new technologies.”

(EHEA Ministerial Conference, 2020)

## Introduction

1. Institutional services
2. Learning formats: supply vs. student demand
3. Students' digital resources
4. Study success in the context of digital learning

## Summary

# Digitalisation of teaching, learning, and student life

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## Introduction

### **1. Institutional services**

2. Learning formats: supply vs. student demand
3. Students' digital resources
4. Study success in the context of digital learning

## Summary

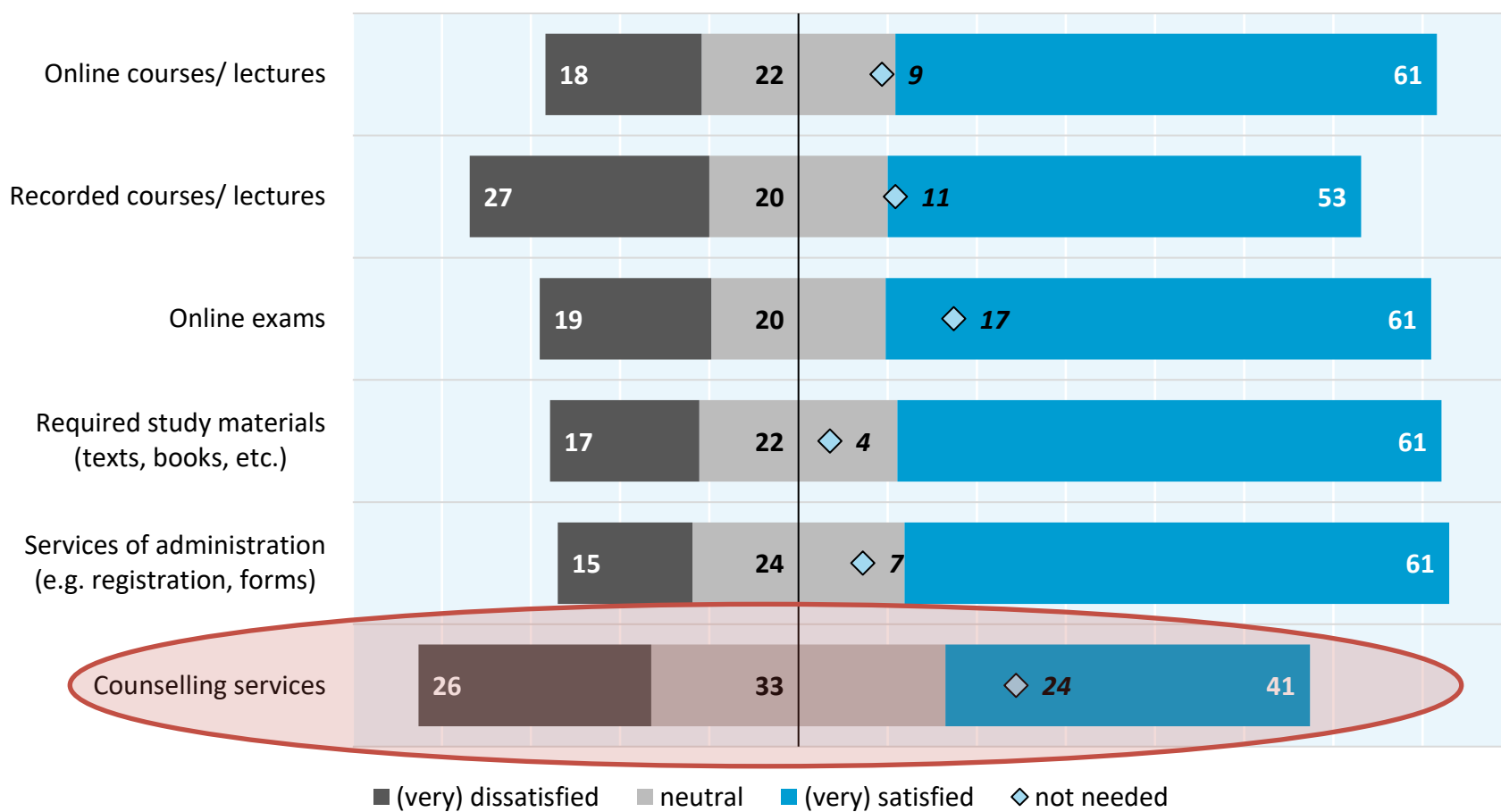
# 1. Institutional services

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- To what extent are students satisfied with the digital availability of study contents and institutional support structures?

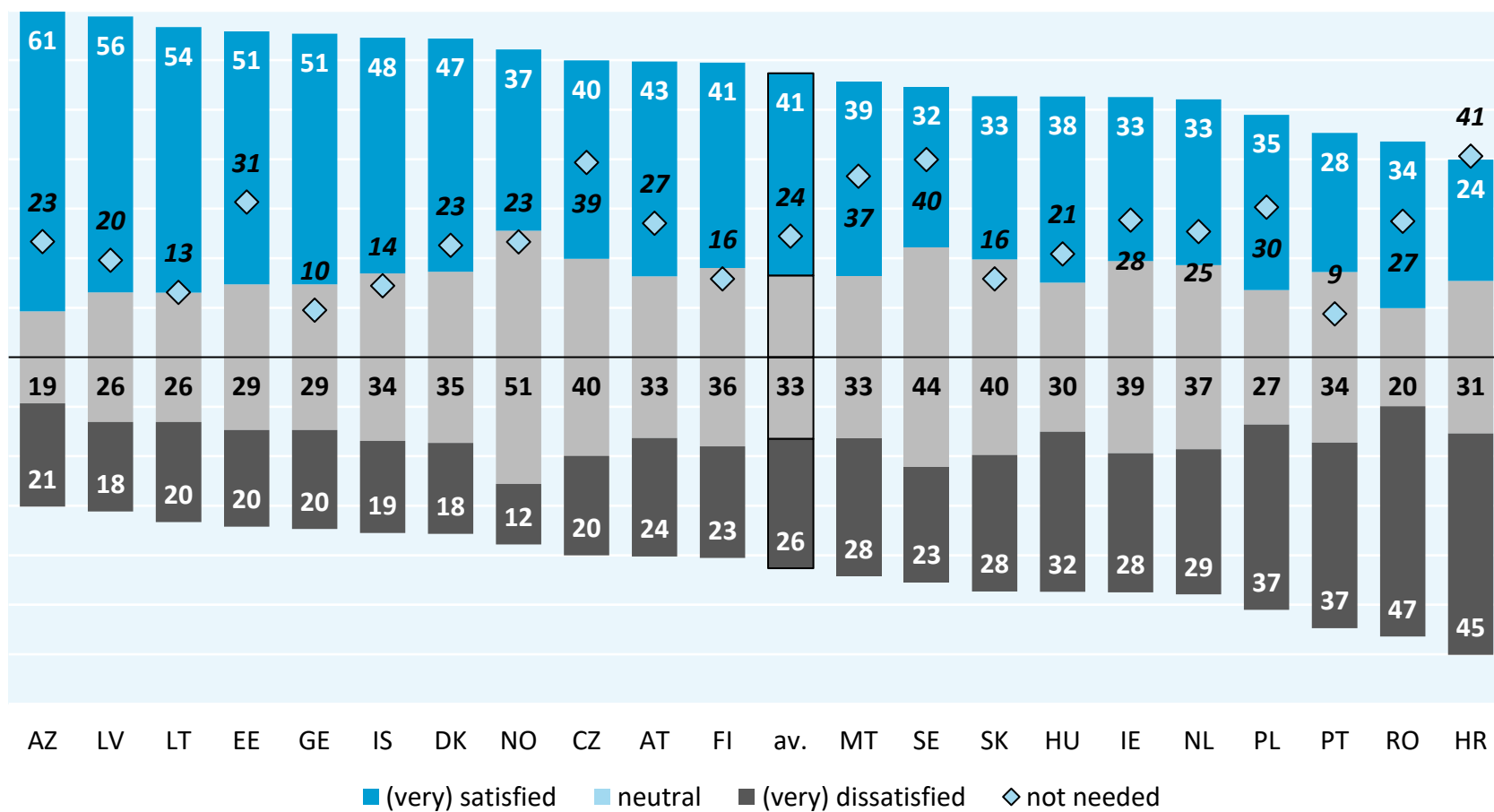
# 1. Institutional services

**Satisfaction with digital availability of study aspects** (cross-country averages, in %)



# 1. Institutional services

Satisfaction with digital availability of counselling services (in %)



# Digitalisation of teaching, learning, and student life

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## Introduction

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## 2. Learning formats: supply vs. student demand

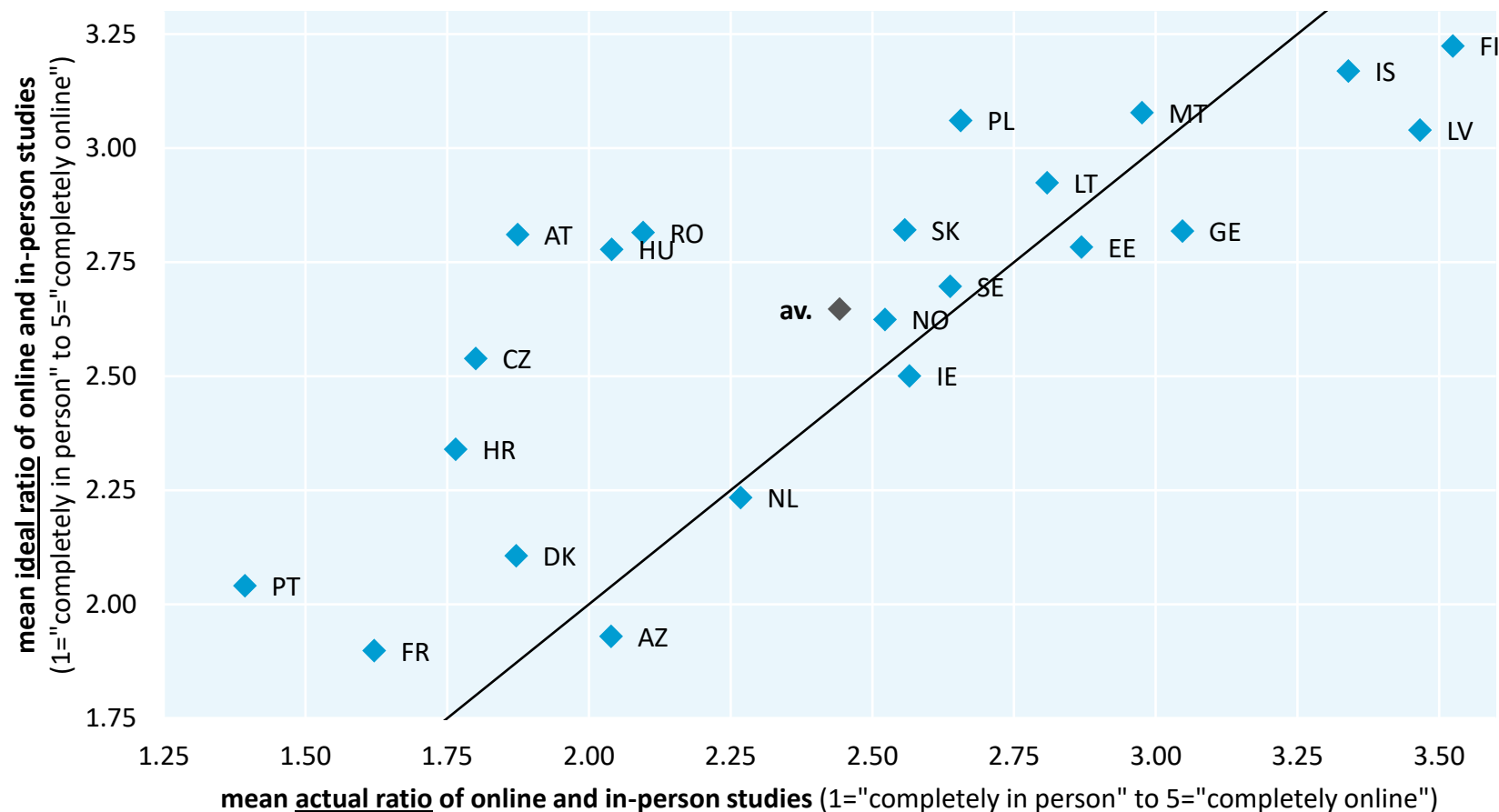
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- To what extent are studies digitalised and does the degree of digitalisation match different student groups' demands?



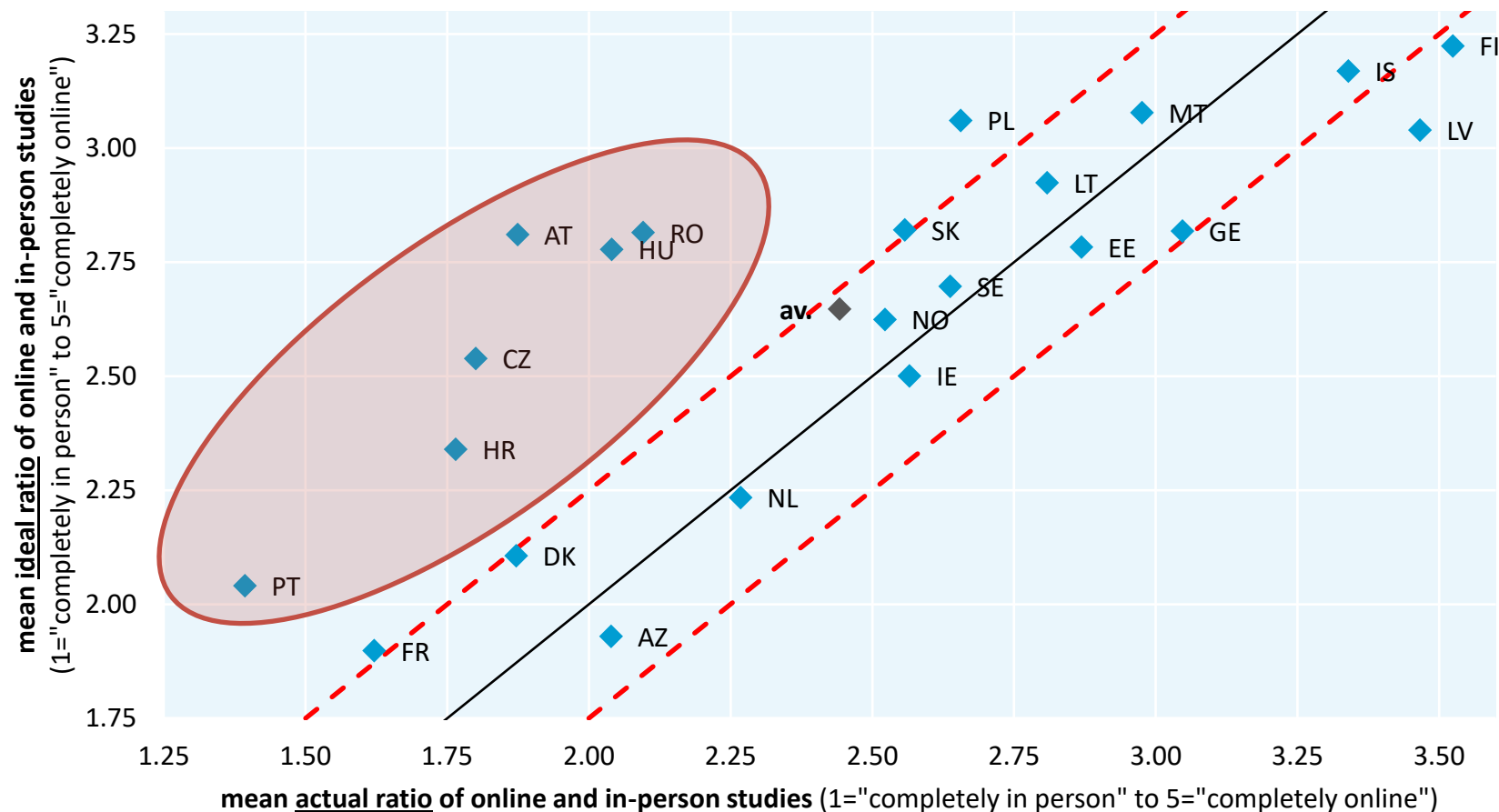
## 2. Learning formats: supply vs. student demand

Actual and ideal ratio of online and in person study modes (mean values)



## 2. Learning formats: supply vs. student demand

Actual and ideal ratio of online and in person study modes (mean values)



## 2. Learning formats: supply vs. student demand

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### Preferences for ...

#### ... in-person studies:

- young students
- students without financial difficulties
- full-time students
- students dependent on family/public support

#### ... online studies:

- older students
- students with financial difficulties
- part-time students
- students dependent on self-earned income

→ Preferences are commonly reflected in actual study modes of these groups

# Digitalisation of teaching, learning, and student life

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### 3. Students' digital resources

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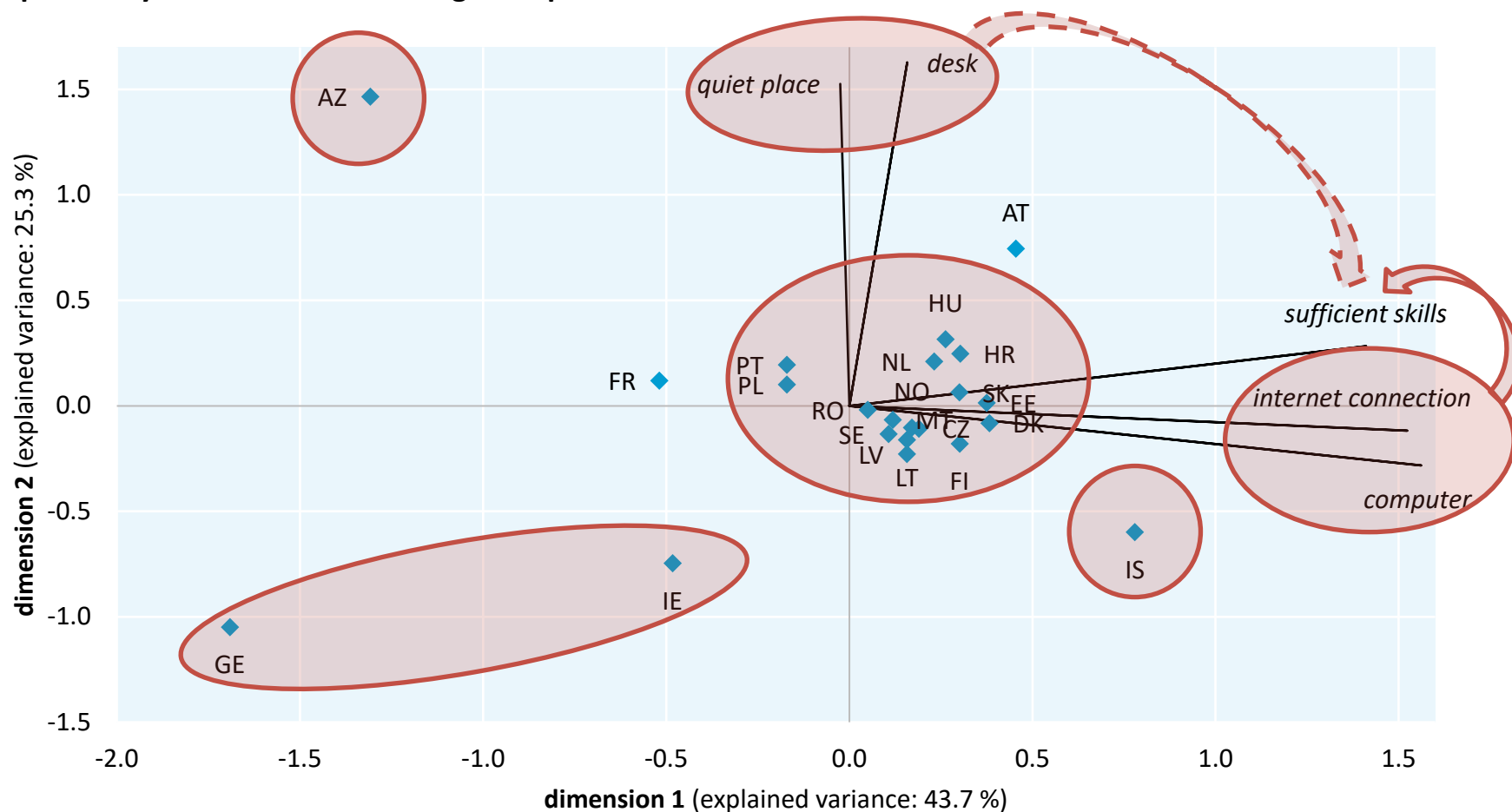
- To what extent are students able to participate in remote teaching and learning?
  - How do they assess their digital skills?
  - Do they have access to digital infrastructure and infrastructure for learning at home?

### 3. Students' digital resources

| <b>"How sufficient do you think your professional digital skills are compared to what is currently required of you in your studies?"</b><br>(1="not sufficient at all" to 5="completely sufficient", excluding category "not applicable") |     | <b>"In your home, when you need it for your studies, do you have access to...?"</b><br>(1="never" to 5="always", excluding category "not relevant for my studies") |      |                                |                      |
|---|-----|--|------|--------------------------------|----------------------|
|   |     | Computer/laptop/tablet   | Desk | Sufficient internet connection | Quiet place to study |
| AT  | 4.5 | 4.9  | 4.7  | 4.6                            | 4.3                  |
| AZ  | 4.0 | 4.3  | 4.9  | 4.2                            | 4.5                  |
| CZ  | 4.3 | 4.9  | 4.7  | 4.6                            | 3.9                  |
| DK  | 4.5 | 4.9  | 4.4  | 4.6                            | 4.2                  |
| EE  | 4.5 | 4.9  | 4.6  | 4.5                            | 4.0                  |
| FI  | 4.2 | 5.0  | 4.4  | 4.7                            | 4.2                  |
| FR  | 4.0 | 4.9  | 4.5  | 4.3                            | 4.2                  |
| GE  | 3.9 | 4.3  | 4.2  | 4.1                            | 3.8                  |
| HR  | 4.7 | 4.8  | 4.7  | 4.5                            | 4.1                  |
| HU  | 4.4 | 4.9  | 4.7  | 4.5                            | 4.1                  |
| IE  | 4.1 | 4.9  | 4.4  | 4.3                            | 3.8                  |
| IS  | 4.6 | 5.0  | 4.3  | 4.8                            | 4.0                  |
| LT  | 4.4 | 4.9  | 4.6  | 4.5                            | 4.0                  |
| LV  | 4.3 | 4.9  | 4.6  | 4.5                            | 3.9                  |
| MT  | 4.3 | 4.9  | 4.7  | 4.5                            | 3.9                  |
| NL  | 4.5 | 4.9  | 4.7  | 4.4                            | 4.1                  |
| NO  | 4.3 | 4.9  | 4.4  | 4.5                            | 4.2                  |
| PL  | 4.4 | 4.9  | 4.7  | 4.2                            | 4.0                  |
| PT  | 4.0 | 4.9  | 4.7  | 4.5                            | 4.1                  |
| RO  | 4.5 | 4.8  | 4.4  | 4.5                            | 4.2                  |
| SE  | 4.2 | 4.9  | 4.4  | 4.6                            | 4.3                  |
| SK  | 4.4 | 4.9  | 4.8  | 4.6                            | 3.9                  |
| av.   | 4.3 | 4.8  | 4.6  | 4.5                            | 4.1                  |

### 3. Students' digital resources

Biplot analysis of dimensions of digital capital



# Digitalisation of teaching, learning, and student life

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## Introduction

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2. Learning formats: supply vs. student demand
3. Students' digital resources
- 4. Study success in the context of digital learning**

## Summary



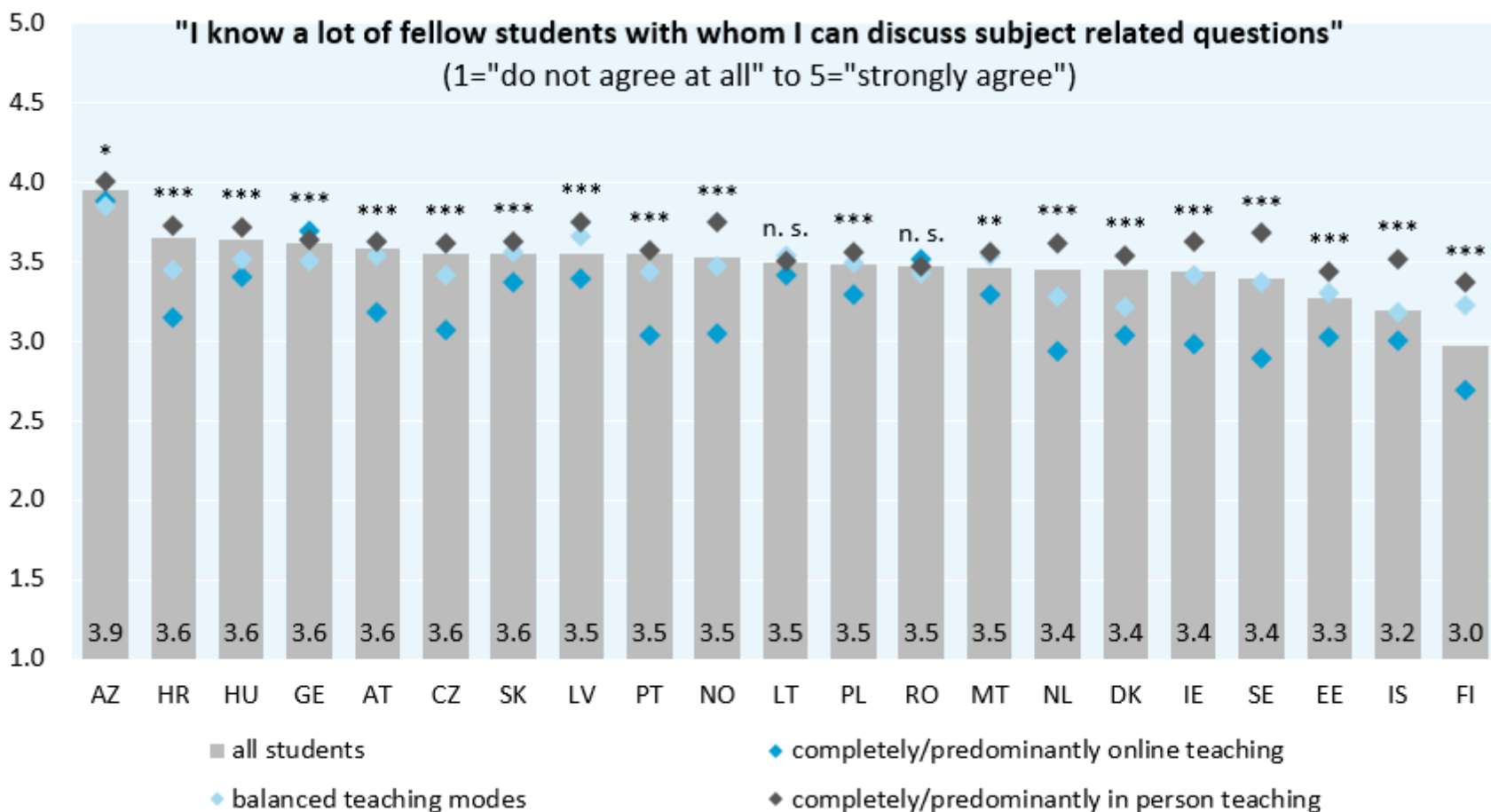
## 4. Academic success in the context of digital learning

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- Does the degree of digitalisation of studies relate to the social and academic integration of students and – in the medium term – their academic success?

## 2. Learning formats: supply vs. student demand

Students' perceived study integration by mode of studies (mean values)



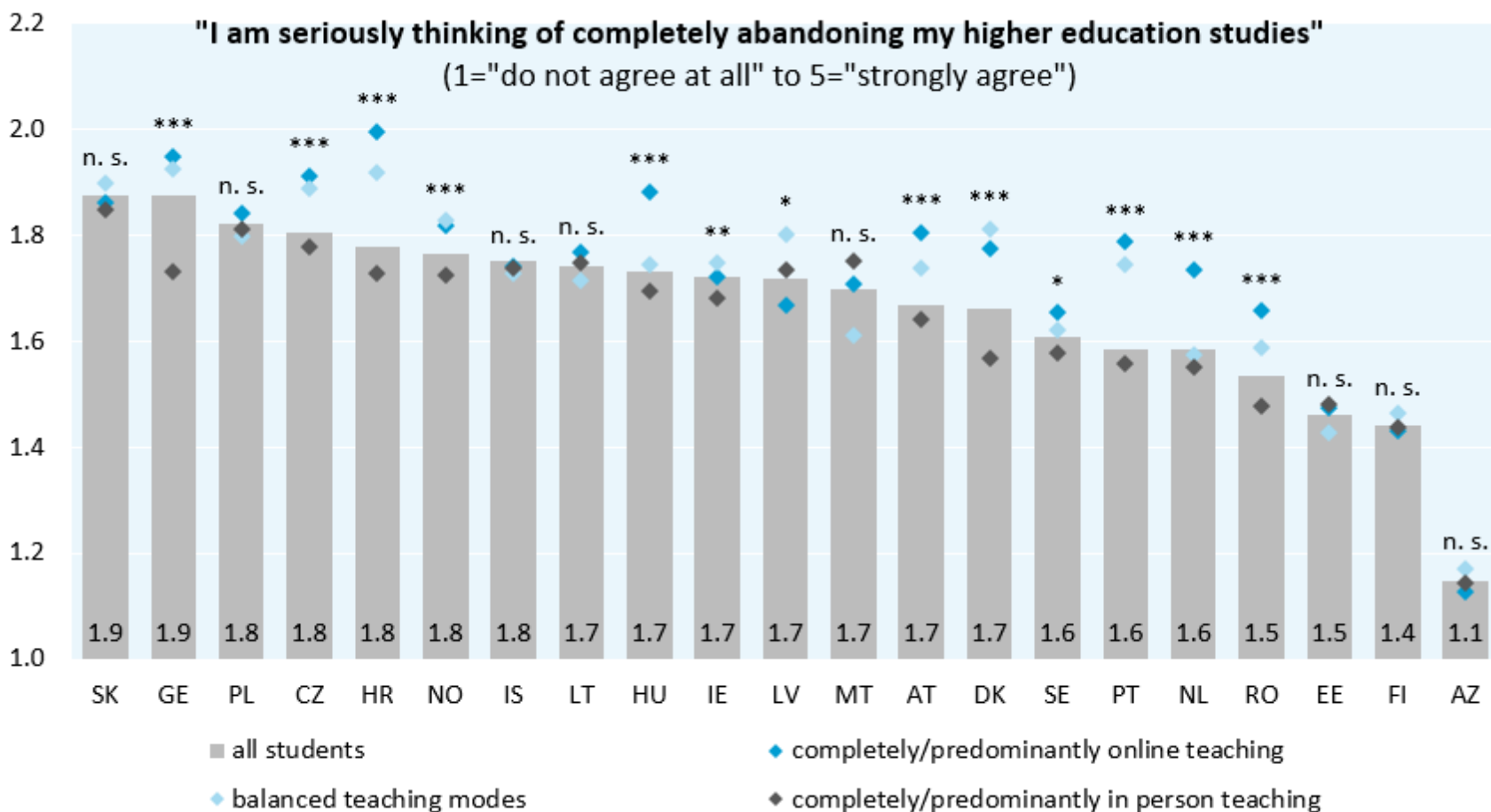
**Note(s):** Significance levels based on ANOVA ( $p \geq .05 = n. s.$ ,  $p < .05 = *$ ,  $p < .01 = **$ ,  $p < .001 = ***$ ).

## 2. Learning formats: supply vs. student demand

|  | „The lecturers normally give me helpful feedback on how I am going” | „The lecturers motivate me to do my best work” | „The lecturers are extremely good at explaining things”         |
|--|---|--|---|
| Online students significantly <b>above</b> average | Georgia, Hungary, Malta, Poland, Romania, and Sweden                | Georgia, Hungary, Malta, Poland, and Romania   | Austria, Georgia, Hungary, Malta, Poland, Romania, and Slovakia |
| Online students significantly <b>below</b> average | Croatia, Estonia, Finland, and the Netherlands                      | Denmark, Estonia, Finland, and the Netherlands | Croatia, Denmark, Finland, and the Netherlands                  |

## 2. Learning formats: supply vs. student demand

Students' dropout intention by mode of studies (mean values)



**Note(s):** Significance levels based on ANOVA ( $p \geq .05 = n. s.$ ,  $p < .05 = *$ ,  $p < .01 = **$ ,  $p < .001 = ***$ ).

# Digitalisation of teaching, learning, and student life

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# Summary

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To what extent are students satisfied with the digital availability of study contents and institutional support structures?

- Good overall, majorities in most countries
- However: Increased backlog demand with regards to counselling services

To what extent are studies digitalised and does the degree of digitalisation match different student groups' demands?

- Demand goes – depending on student group – both ways, with preference for online or in-person modes
- In many cases: sufficient flexibility to meet different groups' preferences

# Summary

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To what extent are students able to participate in remote teaching and learning?

- Commonly well, with exceptions in specific countries

Does the degree of digitalisation of studies relate to the social and academic integration of students and – in the medium term – their academic success?

- Online learning disrupts peer integration across countries (diverse interactions between teaching modes and student-lecturer relationships).
- There is a varied relationship between teaching modes and dropout intention.

# Summary & discussion

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Questions, suggestions, & comments?