



UPPSALA
UNIVERSITET

Welcome to the Uppsala University Student Barometer!

This survey is intended to gain a picture of students' opinions of the learning and study environment at Uppsala University. Your answers are important and will be used in study programme reviews and for quality development at the University.

When you answer the questions in the survey, please consider only the programme/subject you will specify in the background questions. If you have studied several semesters/courses within the same subject, please evaluate these as a whole. The results will be compiled and presented in such a way that individuals cannot be identified.

The questionnaire is estimated to take about 15 minutes to complete.

BACKGROUND

1. Gender identity

Male Female I do not define myself as male
or female

2. Age

Age 20 or younger 21-25 years 26-30 years 31-35 years 36 years or older

3. Where did you mainly study the education (e.g., secondary school or other qualifying education) that qualified you for university studies?

In Sweden In another EU country Outside the EU

4. What is the highest level of education either of your parents have obtained?

- None
- Lower secondary
- Upper secondary
- Post secondary (i.e. university)
- Post-graduate
- Don't know

5. How many semesters (including this semester) have you been in higher education (regardless of higher education institution)?

- 1-2 3-4 5-6 7-8 9-10 11-12 13 or more
-

6. Are you working in parallel with your studies this semester (select all that apply)?

- Yes, paid work
- Yes, voluntary work (e.g., at a student nation, union, other organisation)
- No

6 b) State approximately how many hours per week you work on average. [Conditional, if yes on question 6]

- < 5 hours
- 5-10 hours
- 11-20 hours
- 21-30 hours
- 31-39 hours
- 40 hours or more
- Don't know

7. Are you studying a degree programme or a freestanding course? (If you are studying a degree programme *and* a freestanding course at the same time, please *select one* and base your answers to the survey on that. If you have studied more than one semester/course in the same subject, please assess them as a whole).

Degree programme

Freestanding course

8. Which of the following degree programmes are you studying? [Conditional, if programme in question 7]

(Please observe that if you are answering the survey in a web browser, only the first 50 programmes will be shown. To find your programme, type a word in the programme name, for example Biology, to choose among the alternatives. If you cannot find your programme, please type "other" and choose this alternative. Then specify what you are studying.)

[Searchable drop-down list with programmes]

8 b) Which semester are you studying in your *degree programme*? (If you have incomplete courses from previous semesters, specify the semester you are mainly studying courses in right now) [Conditional, if programme in question 7]

First semester

Seventh semester

Second semester

Eighth semester

Third semester

Ninth semester

Fourth semester

Tenth semester

Fifth semester

Eleventh semester

Sixth semester

9. What subject do the course you are currently studying belong to? (If you are studying more than one course at the same time that belong to different subjects, please base your answers to the survey on *one of these subjects*.) [Conditional, if freestanding course in question 7]

(Please observe that if you are answering the survey in a web browser, only the first 50 subjects will be shown. Type the subject name, for example Biology, to find your subject. If you cannot find your subject or do not know which subject your course belongs to, please type "other" and choose this alternative. Then specify what you are studying)

9 b) Are you studying your subject at the undergraduate or advanced level this semester? (Your subject = the subject chosen in the previous question) [Conditional, if freestanding course in question 7]

Undergraduate level (Bachelor)

Advanced level (Master)

Don't know

9 c) Which semester are you studying in your *subject*? [Conditional, if freestanding course in question 7]

- First semester
- Second semester
- Third semester
- Fourth semester
- Fifth semester
- Sixth semester or later

10. At what study rate is your programme/subject taught?

- 25% 50% 75% 100% Other/Don't know
-

11. Is your programme/subject a distance programme/course?

- Yes No Partly
-

12. Do you study your programme/subject at Campus Gotland (regardless of whether it is a distance or campus programme/course)?

- Yes No
-

GENERAL OPINION OF YOUR EDUCATION

13. How satisfied are you with your programme/subject overall so far?

- Very satisfied
- Quite satisfied
- Neither satisfied nor unsatisfied
- Quite unsatisfied
- Very unsatisfied
- Don't know

LEARNING

14. Approximately how many hours a week on average do you spend on studying your programme/subject (including scheduled time)?

Less than 5 hours	5-14 hours	15-24 hours	25-34 hours	35-44 hours	45-54 hours	55 hours or more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. How do you assess the level of your programme/subject thus far with regard to:

	Far too low	A little too low	Adequate	A little too high	Far too high	Don't know
Degree of difficulty?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workload?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demands for personal responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. To what degree do you believe the studies in your programme/subject thus far have been intellectually stimulating (providing food for thought, though-provoking, stimulating new ways of thinking)?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. To what degree have you been given the opportunity in your programme/subject to integrate theoretical elements with practical experience (e.g., exercises, site-based education (VFU), lab work)?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know/does not apply
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Do you think your programme/subject should generally have had more or less elements of:

	Much less	Somewhat less	About right	Somewhat more	Much more	Don't know/does not apply
Teacher-led lectures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminars/discussions or the equivalent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work/group exercises?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback from other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital tools used in teaching (e.g., clickers, smart boards, web-based tests, interactive videos)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-based teaching (e.g., PBL or cases)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Own oral presentations (individually or in group)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excursions or comparable (e.g. field studies, outings)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placement/site-based education (VFU)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. To what degree has your programme/subject thus far contained teaching elements that have made it possible for you and your fellow students to contribute to each other's learning (through group projects, defences, written/oral remarks on each other's work, etc.)?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. To what degree do you believe that you have thus far taken *personal responsibility* for your own learning in your programme/subject?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SKILLS, ABILITIES AND CONNECTIONS TO RESEARCH

21. To what degree have studies in your programme/subject thus far contributed to developing your ability to:

	To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know/does not apply
Solve problems independently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think critically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search for and evaluate information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct independent analysis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain what you have learned to people who have no specialist knowledge in the field?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and understand scientific texts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write scientific texts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make oral presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make ethical assessments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in groups/cooperate with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor the production of knowledge within the academic field of the education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the difference between scientific citation and plagiarism?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use scientific methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. To what degree do you believe teaching in your programme/subject thus far has given you a good idea of research in the field?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHERS/TEACHING STAFF

23. To what degree do you believe your teachers/teaching staff generally:

	To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know
Seem to have good subject knowledge in relation to course content?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stimulate students to be active participants in elements of teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seem committed to teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have been good at explaining things that are difficult to understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. To what degree have you received feedback from teachers/teaching staff in your programme/subject thus far concerning your performance (e.g. through oral/written remarks on memos, lab/project reports, essays, seminar contributions)?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know/does not apply
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24 b) To what degree has the feedback you have thus far received been useful?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know/does not apply
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDENT INFLUENCE

25. To what degree do you believe programme/course directors in your programme/subject thus far have been receptive to students' opinions concerning the education?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. To what degree have you used your opportunities to influence the education in your programme/subject (e.g., by completing course evaluations, participating as a student representative)?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. To what degree do you believe you have been informed thus far in your programme/subject about outcomes and any measures taken (e.g., through compiled results, course reports) regarding:

	To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know/does not apply
Course evaluations that you have previously completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course evaluations completed by students who studied the course before you did?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERNATIONAL SUSTAINABILITY AND GENDER EQUALITY PERSPECTIVES

28. To what degree has your programme/subject thus far contained (e.g. in course literature, course assignments, lectures or seminars):

	To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know
An international perspective (understanding of other countries and international conditions)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aspects of sustainable development (environmental, economic and social development perspectives)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A gender equality perspective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROGRESSION AND EXAMINATION

29. To what degree do you believe that the standards for deeper understanding (such as analysis, independently developed argument and more complex problem solving) have been raised the further you have progressed in your programme/subject?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know/does not apply
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. To what degree do you believe exams in your programme/subject thus far have required deeper understanding?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know/does not apply
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. To what degree do you have a clear understanding of what is required of you to pass exams in your programme/subject?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know/does not apply
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREPARATIONS FOR A FUTURE WORKING LIFE

32. To what degree do you think what you have learned thus far in your programme/subject has prepared you for a future working life?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. To what degree do you believe that study programme representatives of your programme/subject thus far have given you an understanding of your future career options?

To a very low degree	To a low degree	To some degree	To a high degree	To a very high degree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACADEMIC SOCIAL ISSUES AND DISCRIMINATION

34. To what extent do you agree with the following statements?

	Disagree completely	Agree to a low extent	Agree to some extent	Agree to a high extent	Agree completely	Don't know
I am happy in my academic situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a good sense of fellowship among students in my programme/course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My studies have positive effect on my well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. To what extent do you agree with the following statements?

	Disagree completely	Agree to a low extent	Agree to some extent	Agree to a high extent	Agree completely	Don't know
I feel negative stress due to my studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put such high demands on my own academic performance that it causes problems for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that my academic situation is causing me psychological distress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to turn to for help if I am feeling psychological distress in my academic situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. In relation to your studies in your programme/subject, have you ever felt discriminated against?

(According to Swedish law, discrimination is defined as someone being disadvantaged because they are given poorer treatment than someone else in a direct or indirect way or due to insufficient accessibility based on any of the seven grounds for discrimination listed in question 36b.)

Yes

No (skip to question 37a)

Prefer not to answer

36 b) If yes, on what grounds do you feel you were discriminated against? (Select as many as apply.)

Gender

Transgender identity or expression

Ethnicity

Religion or other belief

Disability

Sexual orientation

Age

37. In relation to your studies in your programme/subject, have you ever felt harassed?

(According to Swedish law, harassment refers to behaviour that offends the dignity of another person and is connected with any of the grounds for discrimination listed in question 37b.)

Yes

No (skip to question 38)

Prefer not to answer

37 b) If yes, on what grounds do you feel you were harassed? (Select as many as apply.)

Gender

Transgender identity or expression

Ethnicity

Religion or other belief

Disability

Sexual orientation

Age

38. During your studies in your programme/subject, have you ever felt that you were sexually harassed?

(Sexual harassment means behaviour of a sexual nature that offends the dignity of another person.)

Yes

No

Prefer not to answer

Contact information regarding academic social problems

The Student Health Service is available to students who are having problems with student-related issues such as exam anxiety, fear of public speaking, stress, difficulty sleeping and other lifestyle issues. For more information, go to: <http://uu.se/student/stod-och-service/studenthalsan/>. For Campus Gotland see: <http://www.campusgotland.uu.se/students/health/>

If you are having other medical problems, start by phoning the health advice service on 1177 for advice.

If you feel you are now or have in the past been discriminated against, harassed, or sexually harassed in connection with your studies at Uppsala University and need information about where you can get advice and support, go to: <http://uu.se/student/rattigheter/arbetsmiljo-och-lika-villkor/>.

ACCESSIBLE AND EFFECTIVE STUDY ENVIRONMENT

39. How satisfied are you overall with the places to study academic locations where you are studying your programme/subject?

Very satisfied

Quite satisfied

Neither satisfied nor unsatisfied

Quite unsatisfied

Very unsatisfied

Don't know

40. How satisfied are you overall with your options for eating lunch where you are studying your programme/subject?

Very satisfied

Quite satisfied

Neither satisfied nor unsatisfied

Quite unsatisfied

Very unsatisfied

Don't know

41. How satisfied are you overall with IT resources provided by the University (such as computers, wireless networks, printers, IT support)?

- Very satisfied
- Quite satisfied
- Neither satisfied nor unsatisfied
- Quite unsatisfied
- Very unsatisfied
- Don't know

42. How satisfied are you with the university libraries with regard to:

	Very unsatisfied	Quite unsatisfied	Neither satisfied nor unsatisfied	Quite satisfied	Very satisfied	Don't know
Library services (e.g., information desks, library teaching, course literature, periodicals/journals, e- services)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Places to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have now completed the survey.

To finish, please click on the "Submit" button.

If you have any other comments regarding the survey questions, please write them here:

Thank you for your participation!