



# Projects results: Joint programmes students/alumni online questionnaire report

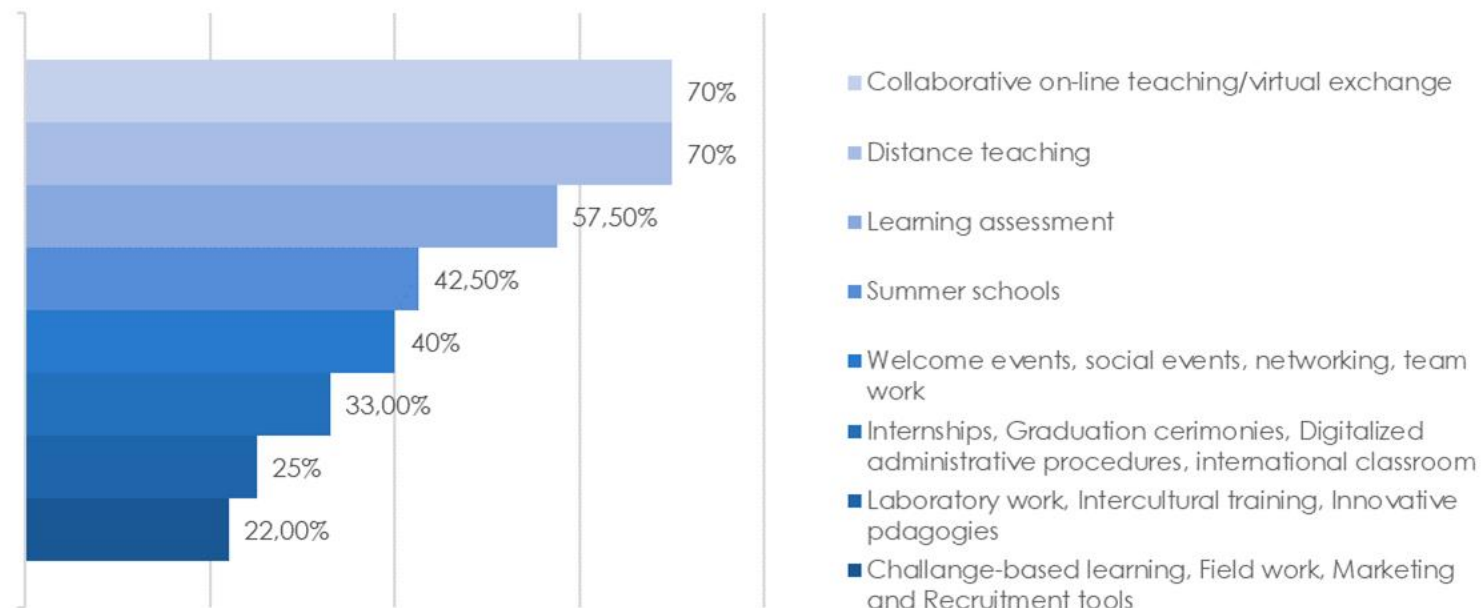
- An online questionnaire was launched by **GO-DIJIP and JPROV** virtual partners among their JP students/alumni, moreover **EMA** (full partner in GO-DIJIP) disseminated the questionnaire among their member students/alumni.
- Students and alumnus evaluated their experience with **digital elements, outlining best and worst practices**, and selected which elements they would like to see included in future Joint Programmes
- This report summarized survey results will serve as the **basis to design the AMPLIFIER Platform** structure and main components, as well as **identify specific needs** to be addressed during the **training programme**
- The questionnaire sample was composed **of 40 people, representing 25 different countries, 30% from EU and 70% from non-EU countries**. The majority of the sample enrolled in 2018, 2019 and 2020, while just few respondents attended their joint degree programmes before 2018.

### ➤ Digital elements integrated into Joint programmes

The students/alumni were asked to indicate which digital elements were foreseen in their joint programme.

- As Figure 3 shows, collaborative on-line teaching/virtual exchange and distance teaching have been indicated as the most common digital elements (70%),
- followed by on-line learning assessment (57,3%),
- virtual summer schools (42,5%),
- virtual welcome events, social events, networking and team work (40%).
- According to the experience of this survey sample, the less used digital elements in Joint Programmes are marketing and recruitment tools, fieldwork and challenge-based learning.

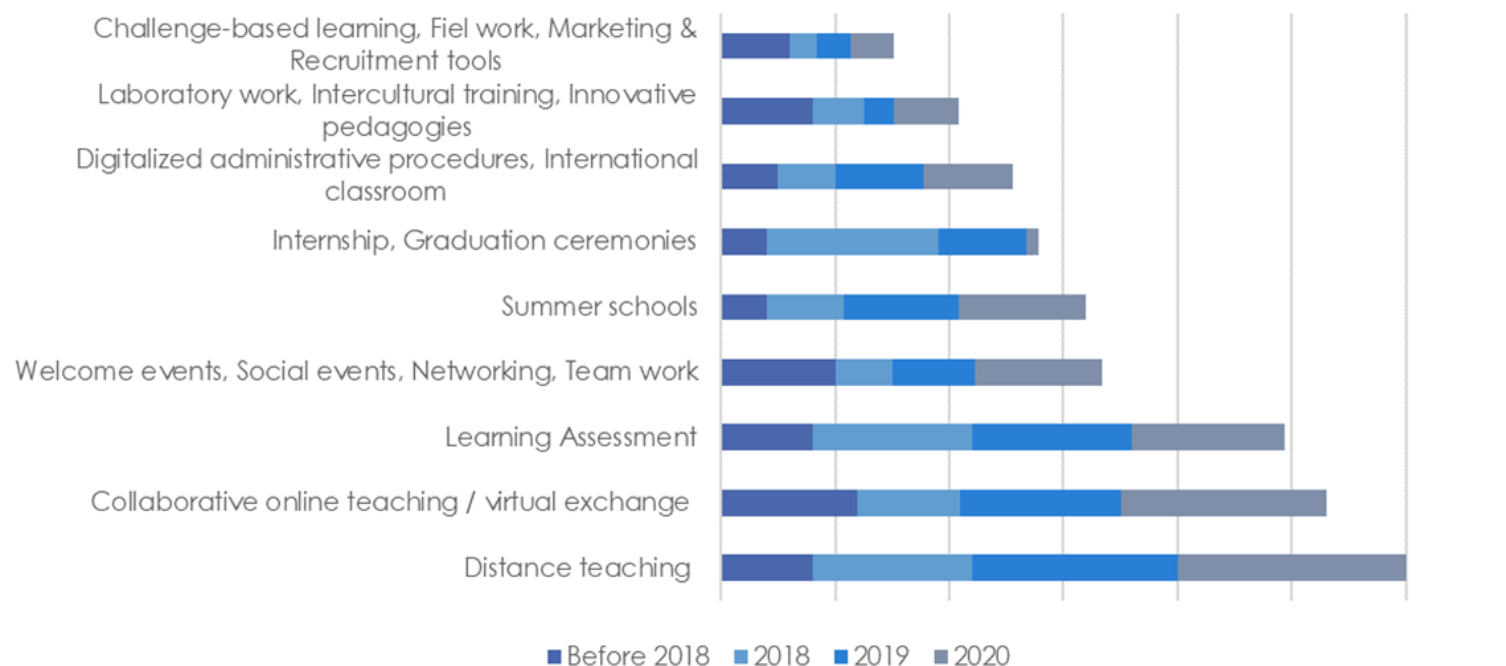
Figure 3: digital elements



### ➤ Digital elements by cohort

- At cohort level were notable variations in the number of integrated digital elements. It is hardly surprising that the programmes attended by students from the two more recent cohorts (2019 and 2020) showed to have integrated more digital elements than in 2018 and before. The pandemic had a strong impact and, as in the case of distance teaching and collaborative on-line teaching, increased these elements from 50% before 2018 to about 100% in 2020. In addition, the organization of virtual summer schools has passed from just 20% before 2018 to more than 50% in 2020.
- It should be noted, however, that in the case of online internships and graduation ceremonies, the 2018 cohort shows a higher presence. The reason could just be found in the study path, as students from 2019 and 2020 cohort are now jet in the first part of their studies, while internship comes usually in the last semester and the graduation is the last step of the students' career.

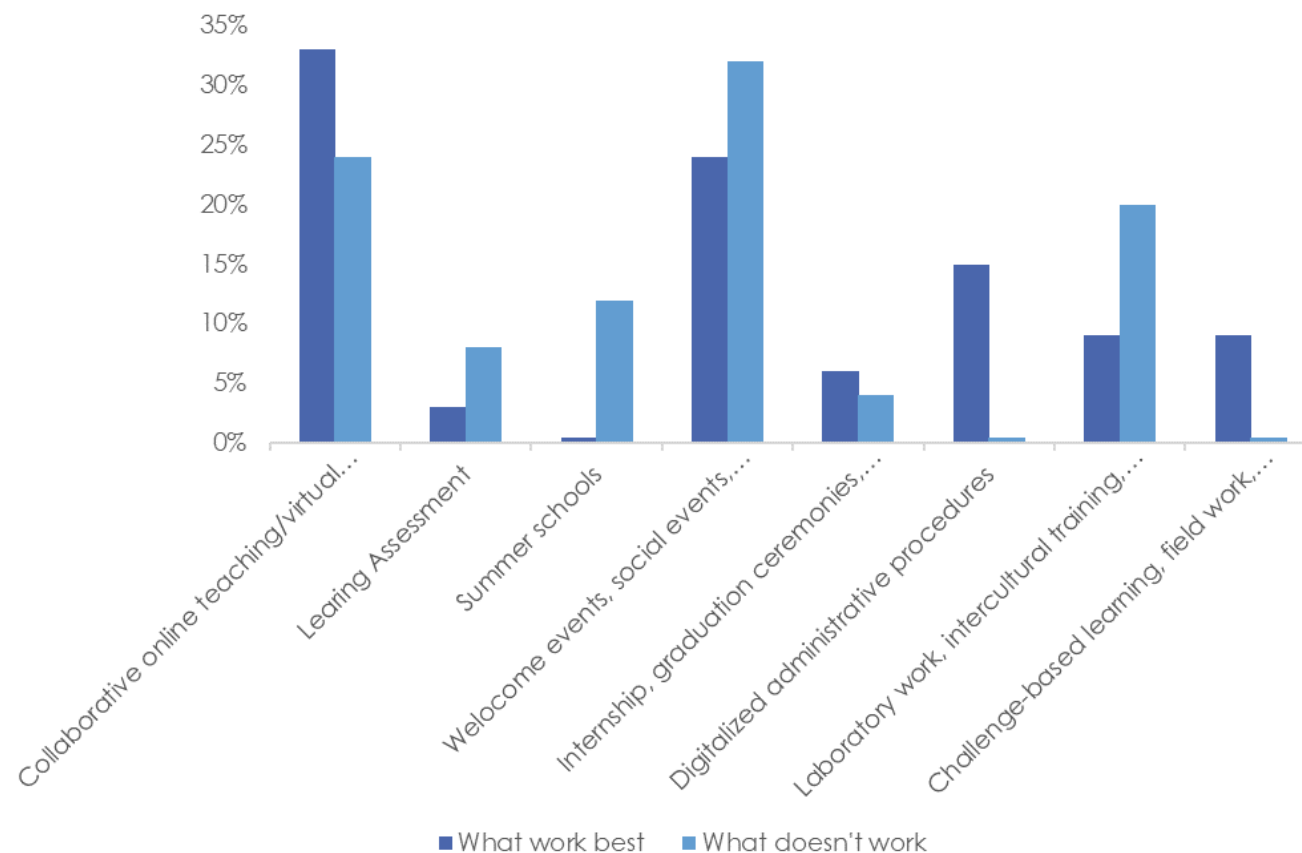
Figure 4: digital elements by cohort



### ➤ Experience with digital environments

- The majority of survey participants (33%) identified the collaborative online teaching as the element that works best, while 23% of them have perceived it as the worst.
- They felt rather ambivalent also about virtual welcome and social events and networking. On this regard, 24% of the respondents rate them as successful while 31% rate them as "poor".
- Digitalized administrative procedures were perceived as a best practice by 15% of the respondents and nobody mentioned it as something that did not work.
- By contrast, laboratory work and intercultural training were considered as worst practices by 19% of the students/alumni, followed by virtual summer schools (12%) and on-line learning assessment (8%).
- Further comments stressed teachers' lack of experience in using teaching digital environments as something that strongly affected the teaching quality and the quality of the interaction within students and between them and teachers. Other respondents highlighted also the stress linked to online exams, which are perceived as much more stressful than in-presence exams.

Figure 5: What works best and what doesn't work



➤ Level of overall satisfaction with digital elements

Figure 6: overall satisfaction

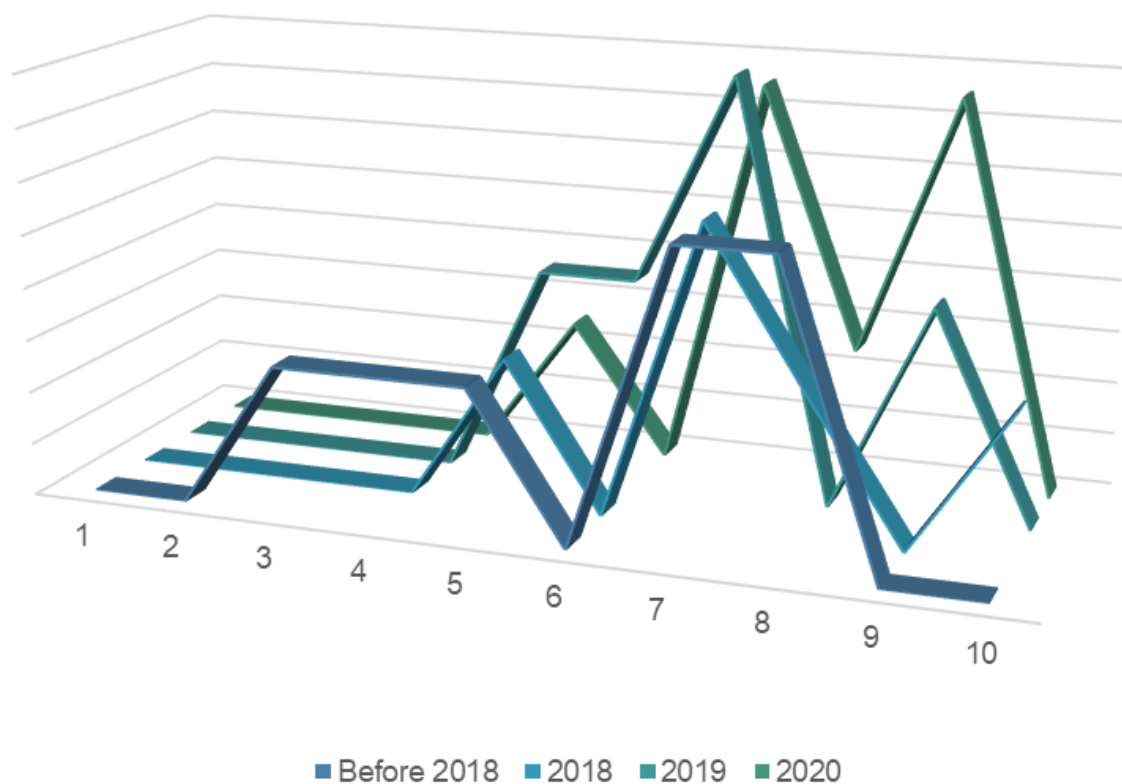


This section looks at the overall level of satisfaction with the digital elements integrated into Joint Programmes on a ten-point scale.

As Figure 6 shows, the overwhelming majority of respondents (82,5%) rates their satisfaction from 6 upwards and only a very small proportion of survey respondents (17,5) stated that they had not found their experience with digital elements satisfying, rating it less than 6.

➤ Level of overall satisfaction with digital elements by cohort

Figure 7: overall satisfaction by cohort



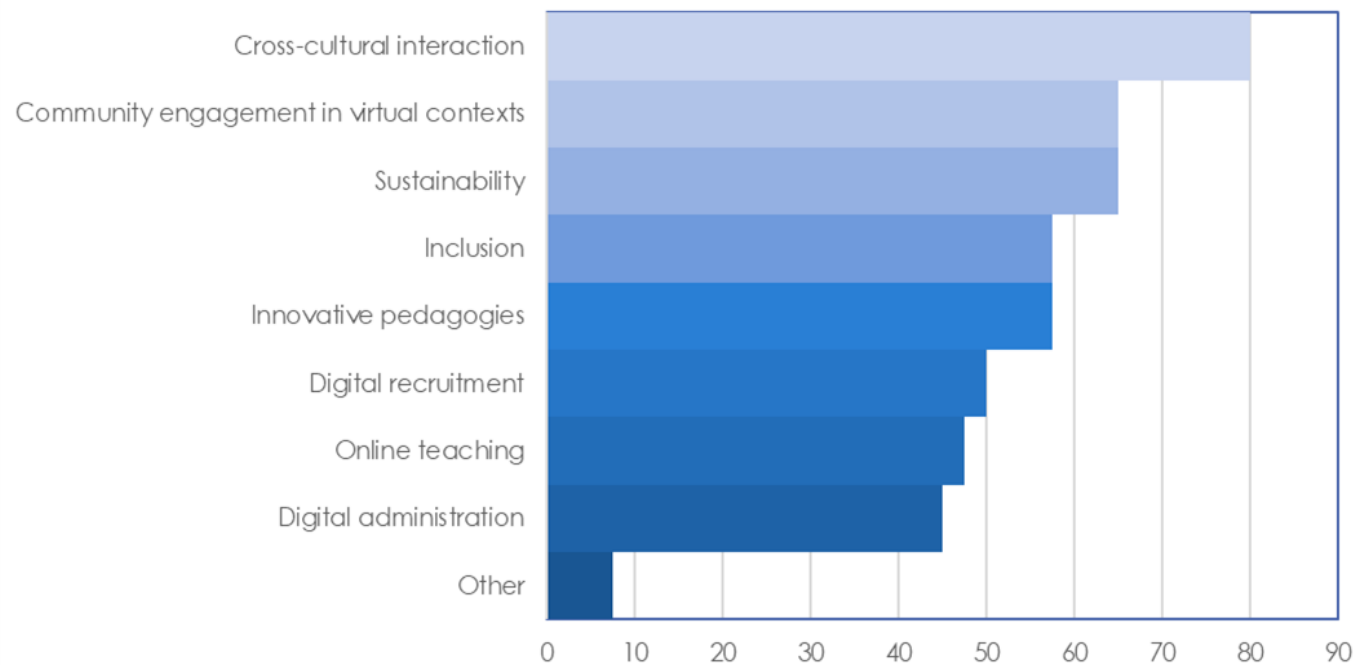
In this respect, there were significant differences between the cohorts (see Figure 7).

For instance, students from the more recent cohorts (2019 and 2020) showed higher level of satisfaction (87,5% of students rated the experience between 7 and 10) than their counterparts enrolled before 2018 (57,20% of students rated the experience between 7 and 8 while 42% of them rated it less than 5).

### ➤ What elements should be included in future Joint Programmes

- 80% of respondents would like to see included cross-cultural interaction activities in future joint programmes;
- 65% asked for a stronger focus on community engagement in virtual contexts and sustainability;
- 58% are interested in Inclusion and Innovative pedagogies
- about 50% are willing to see digital recruitment, online teaching and digital administration included in future joint programmes.
- Suggestions include training activities to enhance intercultural competences and entrepreneurial skills.

Figure 8: What elements would you like to see included in future joint programmes





According to this survey sample, the most used **digital elements** integrated into joint programmes are **collaborative on-line teaching/virtual exchange and distance teaching** followed by on-line learning assessment, virtual summer schools, virtual welcome events, social events, networking and team work.

- At cohort level, the impact of covid-19 pandemic is evident as 2019 and 2020 cohorts showed to have integrated much more digital elements compared to the previous cohorts.
- As for the level of satisfaction with specific digital elements, respondents felt **rather ambivalent on collaborative online teaching and virtual welcome/social events and networking**, while **digitalized administrative procedures are generally appreciated**. Students/alumnus expressed **dissatisfaction** mainly on regard **to laboratory work and intercultural training, virtual summer schools and on-line learning assessment**.
- As for the overall level of satisfaction, the **majority of respondents (82,5%) were satisfied with the integrated digital elements**, rating their experience from 6 upwards on a ten-point scale.
- In the last section respondents indicated **cross-cultural interaction activities, community engagement in virtual contexts and sustainability** as the elements they would like to see **included in future Joint Programmes**, highlighting the need for **more inclusive programmes**.

# THANK YOU FOR YOUR ATTENTION

