ACPUA
AGENCIA DE CALIDAD Y PROSPECTIVA UNIVERSITARIA DE ARAGÓN

FINAL REPORT ACPUA+STUDENTS PROGRAMME:
POST-COVID STRATEGIC FORUM

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Final Report ACPUA+Students: Post-Covid Strategic Forum

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Criterion 3.4 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) requires agencies to carry out thematic analyses, with the following standard: "Agencies should regularly publish reports describing and analysing the overall findings of their external quality assurance activities".

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The Agency would like to thank the disinterested participation of the more than 40 student participants, as well as the co-organisers of each of the sessions held in the two Aragonese universities. We hope that these results can be useful for the whole university community, always with a view to improving the quality of higher education and from a methodology focused on student learning.

Antonio Serrano González, Director of the ACPUA

Summary in English
ACPUA+Students Final Report: Covid Strategic Impact Forum

The situation resulting from the emergency caused by the expansion of COVID-19 since March 2020 has led to a rapid adaptation of the Aragonese University System (SUA) to the exceptional health conditions experienced.

With the aim of collecting direct *feedback* from students on their experience of the pandemic and its subsequent evolution in relation to teaching, the ACPUA promoted the POST-COVID STRATEGIC FORUM. One of the most relevant activities consisted of analysing the data collected in the survey generated *ad hoc*, as well as leading *focus group* sessions with 4 groups of students from the University of Zaragoza and San Jorge University, as a way of completing the experiences and feelings of this group.

In this report the ACPUA provides the students' verbatim results, the analysis of these results, the conclusions, as well as a decalogue of recommendations that can serve for the present and future of the university community.

With this activity integrated in the ACPUA+Students Programme, we promote compliance with the European standard ESG3.4 and Strategic Line A6.1 of the ACPUA Strategic Plan 2019-2022, as well as the fulfilment of SDG 4: Quality Education.

Español abstract
Final report ACPUA+Students: Strategic forum Covid Impact

The situation resulting from the emergency caused by the spread of COVID-19 since March 2020 has led to a rapid adaptation of the Aragonese University System (SUA) to the exceptional health conditions experienced.

In order to collect direct feedback from students on their experience of the pandemic and its subsequent evolution in relation to teaching, the ACPUA launched the POST-COVID STRATEGIC FORUM. One of the most relevant activities has been to analyse the data collected in the survey ad hoc, as well as leading focus group sessions with 4 groups of students from the University of Zaragoza and San Jorge University, as a way to complete the experiences and feelings of this group.

In this report the ACPUA offers the literal results of the students, their analysis, conclusions, as well as a decalogue of recommendations that can serve for the present and future of the university community.

With this activity integrated in the ACPUA+Students Programme, we promote compliance with the European standard ESG3.4 and Strategic Line A6.1 of the ACPUA Strategic Plan 2019-2022, as well as the fulfilment of SDG 4: Quality Education.

1   Introduction

The situation resulting from the emergency caused by the expansion of COVID-19 since March 2020 has led to a rapid adaptation of the Aragonese University System (SUA) to the exceptional health conditions experienced.

With the aim of collecting direct *feedback* from students on their experience of the pandemic and its subsequent evolution in relation to teaching, the ACPUA promoted the POST-COVID STRATEGIC FORUM. In this project we have analysed the data collected in the survey generated *ad hoc* and led *focus group* sessions with the students of the regional universities, as a way of completing the experiences and feelings of this group. With this activity, which is part of the ACPUA+Students Programme, we promote compliance with the international standard ESG3.4 and Strategic Line A6.1 of the ACPUA Strategic Plan 2019-2022, as well as with SDG 4: Quality Education.

In parallel, and always within the framework of the Post-Covid Strategic Forum, the Agency has attended international *webinars* on the subject, collected information from other quality agencies, held seminars and gathered information from some media and research studies (see references section).

Throughout these years, the university community has gone through different phases: adaptation to 100% online mode (second semester 2019-2020, coinciding with the confinement of the first State of Alarm); blended learning with capacity restrictions (academic year 2020- 2021); return to 100% face-to-face although with restrictions (first quarter of academic year 2021-2022); flexibility due to the increase in contagion (end of the first quarter 2021-2022). The results presented here are a reflection of all these experiences.

This document details the methodology, results, conclusions and annexes of both the survey (conducted in December 2021-January 2022) and the sessions held during the months of March and April 2022.

2 Methodology

The main objective of the study is to collect direct *feedback* from students about their experience of the pandemic and its subsequent evolution in relation to teaching. In addition to aspects related to teaching and communication with the teaching staff, we were interested in knowing the emotional state experienced, as well as their recovery and current situation.

In order to achieve this objective, the University Quality Agency implemented two activities. Firstly, a survey was carried out and, secondly, four *focus group* sessions were held.

With regard to the survey, the answers obtained were taken from an *online* questionnaire distributed at the end of 2021, following participation in a webinar-type training session for students (held in November 2021). It was also subsequently disseminated through the ACPUA's digital media and through the heads of student affairs at the two universities.

The survey is structured in two distinct sections: pandemic and post-pandemic. The first part asks about the students' personal experience as a recipient of teaching in an exceptional period, determining what has been the best and what has been the worst, as well as their level of emotional affectation, on a scale of 0 to 10.

In the second part, they are asked about their opinion on the impact on the future: which of the teaching adaptations they think should be maintained with the "return to normality"; they are also asked about the level of emotional well-being one year later, on a scale from 0 to 10.

With the exception of the emotional aspects, the rest of the questions are answered in an open and therefore qualitative manner. All the answers collected in the report of the first part were subsequently worked on in detail in the *focus groups*.

With regard to the four *focus group* sessions, the general objective of the activity was maintained: to collect direct *feedback* from students on their experience of the pandemic and its subsequent evolution in relation to teaching. At the same time, a specific objective was established: to improve the contributions made in the survey through the students' verbalisations in a guided session.

Throughout the sessions, we have been able to gather various opinions and suggestions on the impact of the global pandemic caused by COVID-19 on teaching. The feedback has been detailed and thorough, as well as very varied.

A total of four *focus groups were* held, and a final session was organised to compare the results and approve the decalogue of recommendations. Although it was not possible to hold sessions in each of the faculties of both the University of Zaragoza and San Jorge University, we tried to select places and people who could provide the widest possible variety of experiences, thus obtaining a reflection of the real student experience of this period.

The *focus groups* were organised at the Faculty of Health Sciences of the University of Zaragoza, at the Faculty of Education of the University of Zaragoza, at the University Campus of the University of San Jorge and, finally, at the University Campus of Huesca, also belonging to the University of Zaragoza.

The criteria initially proposed for the management of the *focus groups* were as follows:
- ➢ 3rd degree students of the University.
- ➢ Minimum and maximum number of participants: 8 to 12 including 2 facilitators.
- ➢ Format: classroom-based.
- ➢ Venue: compliance with Covid standards, possibility of power point presentation and working groups.
- ➢ Duration: 1 hour and a half.
- ➢ Facilitators: ACPUA.
- ➢ Data collection: As it belongs to the prospective area of the Agency (non-evaluative), we proceeded to the description of the qualitative data received, in a general way, extracted from all the focus groups developed.

The structure of the sessions has always been the same, establishing the timetable to be agreed according to the needs of the students. This is a standard timetable:

15:00 Introduction by the ACPUA
        Dynamics of presentations
15:25 Summary of survey approach and reporting
        The best and worst of the pandemic experience
15:35 Key questions for improving information: 3 working groups
    Maintenance of teaching adaptations: How has teaching been adapted (most common) / What resources should be maintained?
    Teacher-student communication: How has communication with teachers been (most common) / What forms of communication should be maintained?
    Emotional impact: What situations have students experienced (most common experiences) / What resources/projects are needed for improvement?
16:00 Sharing of views
16:25 Closing

Data collection was carried out by the people who participated in the sessions. On some occasions, notes were taken by ACPUA professionals and collaborators; on others, the Agency's internship students provided support; and on others, it was carried out by the students themselves.

The evaluation of satisfaction was carried out using an *ad hoc* survey model developed by the Agency, sent in all cases one day after the participation in each of the sessions, as well as sending a reminder e-mail within three days. With this questionnaire, the students who participated in the sessions were given the opportunity to anonymously evaluate different aspects of the sessions.

The survey is divided into six sections: 1st) Timeliness and interest of the topic; 2nd) Communicative ability and clarity of the organisers; 3rd) General organisation; 4th) Intensity and interest of the debate; 5th) Overall satisfaction; and 6th) How they were aware that the seminar they attended was going to take place.

The first five sections are evaluated quantitatively by the participants on a scale from 1 (this value being the minimum degree of satisfaction) to 5 (this value being the maximum degree of satisfaction). The sixth section is evaluated only by selecting from five options the one that best suits the way in which they have learned about the experience. The options mentioned are: 1st) ACPUA Email; 2nd) ACPUA Website; 3rd) ACPUA Social Networks; 4th) Through friends, colleagues... and 5th) Others.

2.1 Sample data of respondents

The survey involved 79 students from different backgrounds, different levels of education, different courses and different fields of knowledge, as illustrated in Table 1.

Level of education						
Grade	Master's degree	PhD				N
95 %	1 %	4 %				79
Undergraduate course						
1°	2°	3°	4°	5°		N
15 %	47 %	12 %	23 %	4 %		75
Branch of knowledge						
Arts and Humanities	CCSS and Legal	Engineering and Architecture	Science	Health Sciences		N
3%	38 %	33 %	1 %	24 %		79

Table 1. Profile of participating students.

In the following paragraphs, the sample data are detailed, first of all with regard to the level of studies. As can be seen in table 2, almost 5% of the respondents are PhD students, 1% are Master's students and the vast majority, 95%, are Bachelor's students.

Level of education	No. of students	%
Grade	75	95
Master's degree	1	1
PhD	3	4
	79	100

Table 2. Level of education.

Secondly, taking into account the year to which the undergraduate students belong, it can be seen that more than 50% of these students are from the 2nd and 4th years of the degree, with the rest from the 1st and 3rd years in approximately the same proportion, and with the participation of three students from the 5th year (graph 1).
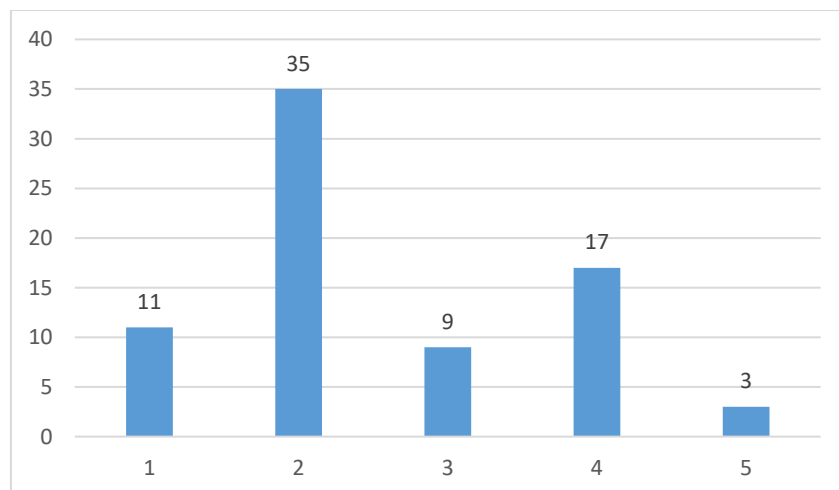
Graph 1. Grade of undergraduate students.

And finally, as shown in graph 2, we have detailed the branch of knowledge to which the students who participated in our survey belonged, detecting that the branches of Social and Legal Sciences, Engineering and Architecture and Health Sciences, in that order, account for more than 24% of representation. The rest of the student body was distributed among the other branches of knowledge in a similar way, highlighting the lack of representativeness of the branches of Sciences and Arts and Humanities.
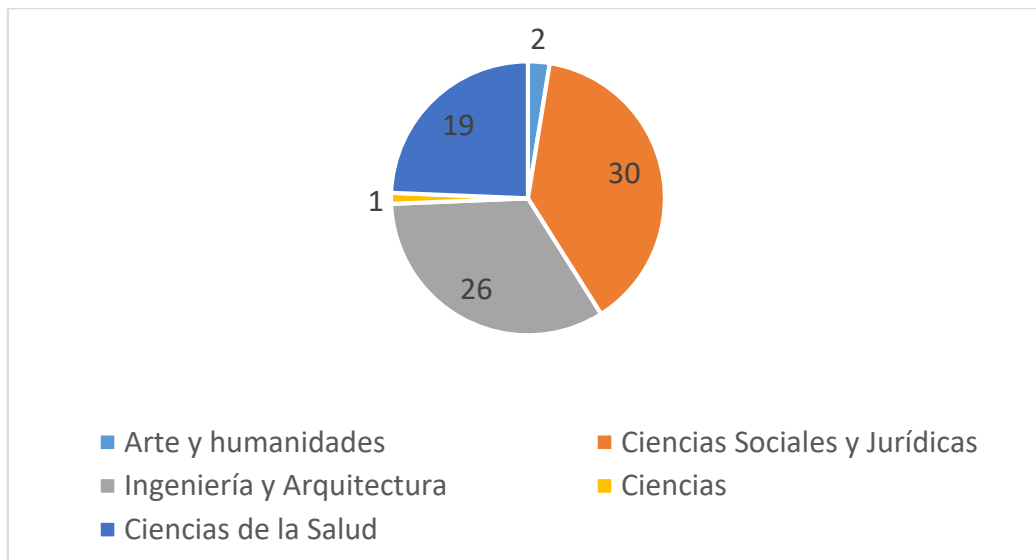
Graph 2. Branch of knowledge of studies.

2.2   Data from the sample of participants in the *Focus Groups*

41 people participated in the *focus groups*, of which 38 are students from the two universities of Aragon (11 from the University of San Jorge and 27 from the University of Zaragoza) and 3 of them are facilitators of the working groups. Of the 38 participating students (of which 53% are men and 47% are women), a series of data related to the University to which they belong, the branch of knowledge and the degree course they are currently studying are broken down.

With regard to the university to which they belong, we can see in graph 3 that 71% of the students studied their university degree at the University of Zaragoza and the other 29% at the University of San Jorge.
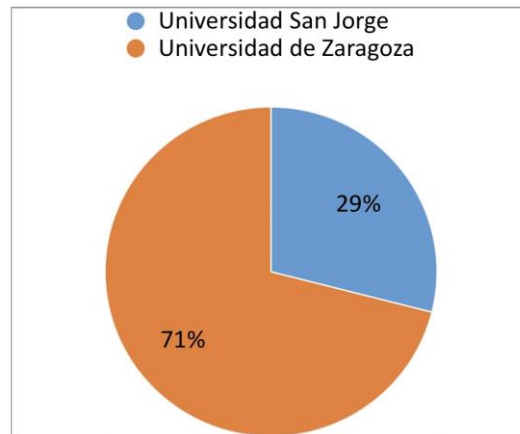
Graph 3. University to which they belong.

With regard to the branch of knowledge to which they belong, we see in graph 4 a clear predominance of Health Sciences (43%) and Social and Legal Sciences (41%).
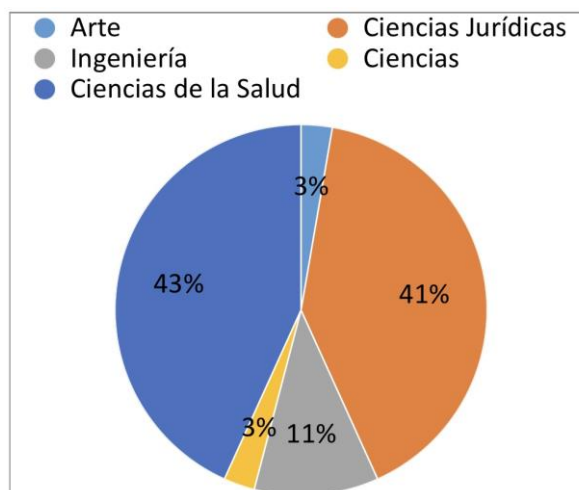
Graph 4. Branch of knowledge.

With regard to the year to which they belong, graph 5 shows that 66 % are in the third year of the university degree, compared to 8 % in the second year and 24 % in the fourth year. There is only one student in the first year.
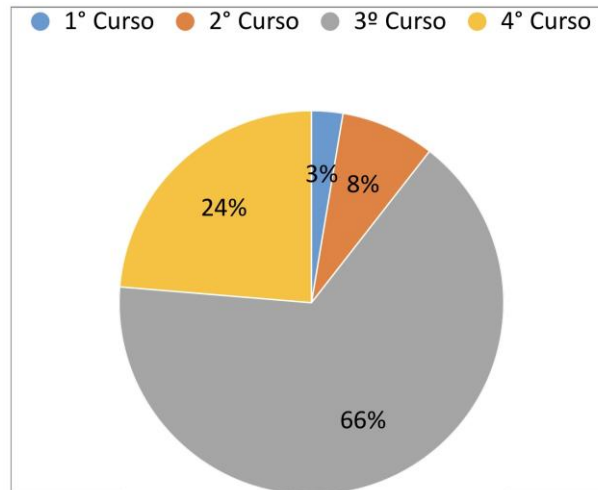
Graph 5. Grade to which they belong.

Table 3 shows the overall data for this sample of 38 Aragonese university students:

STUDENTS PER UNIVERSITY	
University of Zaragoza	St George's University
27	11

STUDENTS BY FIELD OF KNOWLEDGE				
Arts and humanities	Social and legal sciences	Engineering and Architecture	Science	Health Sciences
1	15	4	1	17

STUDENTS PER YEAR			
First	Second	Third	Fourth
1	3	25	9

Table 3. General data of the participants in the focus groups.

3   Results

3.1   Analysis of survey results

This section presents preliminary results and conclusions drawn from a qualitative analysis of the data.

3.1.1   The positives and negatives of teaching in the pandemic

First, there are two sections in the survey in which students are asked to describe in open-ended fields what has been the best and what has been the worst thing about the pandemic. The responses are a mixture of experiences from the three phases mentioned in the previous section, from students in different years and from different curricula. To facilitate the approach to the responses, they have been categorised qualitatively as shown in Figures 6 and 7.

As for the best aspects of teaching in the pandemic (graph 6), 29.1 % of the sample highlighted the greater conciliation between student activity and family life, highlighting the savings in time and money by reducing travel and time at the university. From a strictly academic point of view, 20.3% highlighted the ease of access to classes, 7.6% the possibility of working remotely and 13.9% the adaptation of the university to new modalities (including flexibility with exams, the creation of smaller groups and adaptation in terms of functional diversity). Special mention should be made of the 10.1% who highlighted the good work of the teaching staff, including their efforts and flexibility in dealing with the situation. We have included in a section called other, the responses that have been more specific: 2 people who valued as the best thing the presence in person, 3 who considered the best thing the valuation of what was really important, 2 who explained that the best thing was knowing one's own abilities, 1 who described as positive the avoidance of contagion and 1 response highlighting that the most positive thing was the intra-group and interpersonal links that were established by having classes with smaller groups. Among these responses, 1 stands out, which contrasts with the opinions expressed in the section on the worst thing about the pandemic, and which states the following: "That there was more communication between people and there also seemed to be more humanity".
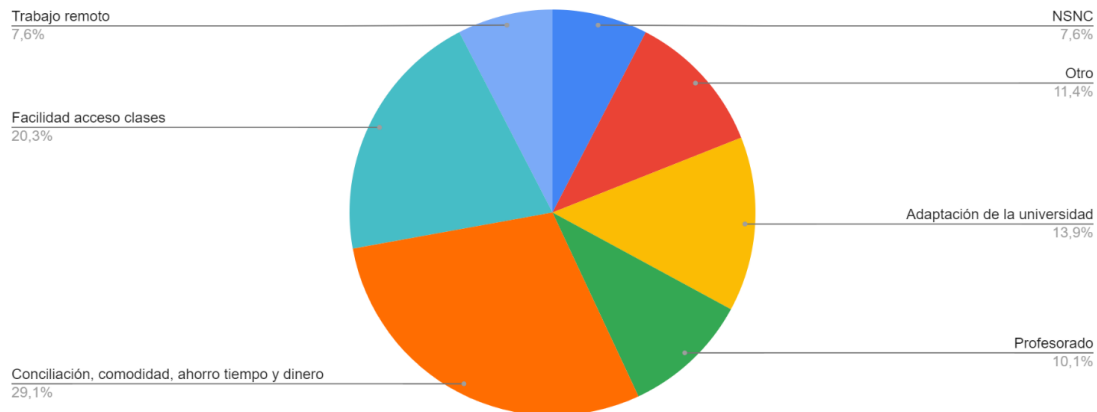
Figure 6. The best of teaching in the pandemic.

As for the *worst thing* about teaching in the pandemic (figure 7), opinions are more varied and reflect different phases. One part of the responses refers to the pandemic situation itself in what seems to be the first phase of confinement: 6.3% highlight fear, loss of loved ones and loneliness; 11.4% highlight the lack of socialisation (especially physical contact, but especially the lack of socialisation under normal conditions); 11.4% highlight the confinement at home (including comments such as no spatial division between leisure and work environment, the disappearance of all other extracurricular activities and, most importantly, the lack of libraries); and 11.4% highlight the lack of libraries: lack of libraries); and 3.8% highlight uncertainty (one response highlights uncertainty in relation to the EVAU). Other responses seem to refer to the second phase: 3.8% highlight blended learning (it is even mentioned that the return to normality was "abrupt"), 5.1% highlight the return to 100% face-to-face learning, and 1.3% highlight the cold on campus. The "other" section of this section (3.8 %) includes the occasional comments made by some people about the pandemic fatigue experienced (that the same thing is always being talked about and that the pandemic never ends), and that the worst thing is that there has not been a complete return to normality.

Then there are other issues that affect purely academic matters. Above all, online classes stand out: 32.9% of the sample consider that they have been the worst of the pandemic. However, it is worth analysing in detail the reasons given: difficulty in concentrating (hours spent in front of the screen are mentioned), lack of empathy in the face of a lack of means and individual situations, and everything related to online exams (such as the "accusation" towards students, preparing formally much more difficult assessment tests, assuming that everyone was going to copy). Lack of adaptation to the online environment appears in almost all responses. 3.8% of the sample said that the worst thing was losing part of the teaching (it seems that, in the first phase of the confinement, in the time of uncertainty when it was not known whether the university would reopen).

While 10.1% of the sample felt that teachers had been the best *thing about the* pandemic, 6.3% felt that they had been *the* worst. Among the reasons for this view are lack of flexibility, lack

of motivation and lack of training for teaching in a virtual environment. Another issue to be highlighted is the difficulty of communication with teachers (7.6 %), which seems to have been a key factor in this situation. 2.5 % said that the worst thing was the workload.
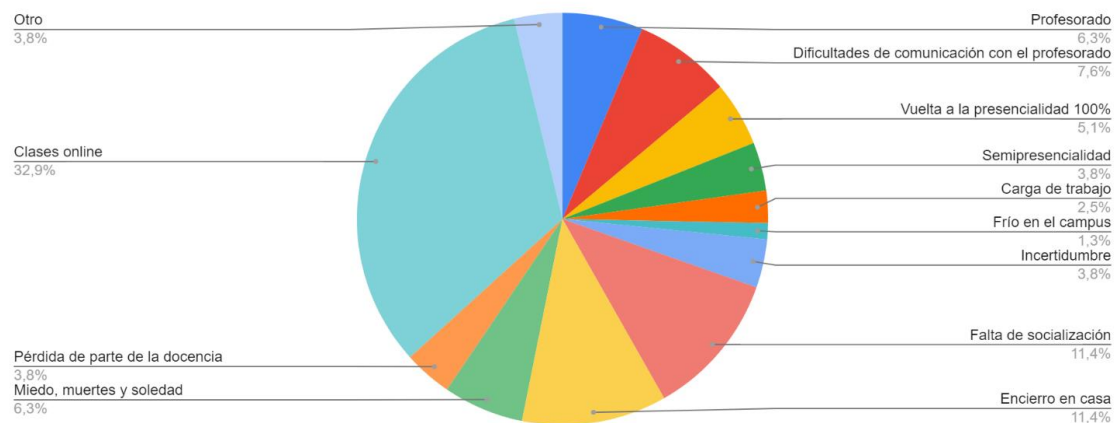
Graph 7. The worst of teaching in the pandemic.

3.1.2   Suggestions on teaching measures to be maintained in the future

Students were also asked which measures should be maintained after the pandemic. Here, too, there was a wide range of opinions (see Figure 8): from 2.5% who would keep everything, to 10.1% who would keep nothing. Although 5.1 % suggest that face-to-face classes should be maintained in any case, there are a number of opinions that deserve to be taken into account. 26.6% of the sample suggested maintaining some online classes, for various reasons: it was suggested that theory classes should be held remotely or that computer-based practical classes should be held at home, but above all the possibility of broadcasting classes in exceptional cases (e.g. occasional illness). Along these lines, 1.3% suggested that online exams could be maintained in exceptional cases, and 7.6% suggested maintaining flexibility and adaptation in assessment systems (not only in the university system, but also in the Baccalaureate and the EVAU).

Then, a series of measures are proposed that are more or less difficult to implement. In line with flexibility, 17.7 % of the sample suggest maintaining the use of ICT (Information and Communication Technologies) and virtual resources, which were so abundant in the first phase of the pandemic. In addition, 7.6 % suggest maintaining online tutoring and the close relationship with teachers; precisely the maintenance of telematic tutoring is something that could easily be implemented. Another, perhaps more controversial, measure is proposed by 10.1% of the sample: recording classes; in this case, if it is to be maintained, it should be at the discretion of the teaching staff.

Finally, 7.6% suggested maintaining sanitary measures, such as the use of masks and hydroalcoholic gel, disinfection of classrooms and reduced seating capacity.
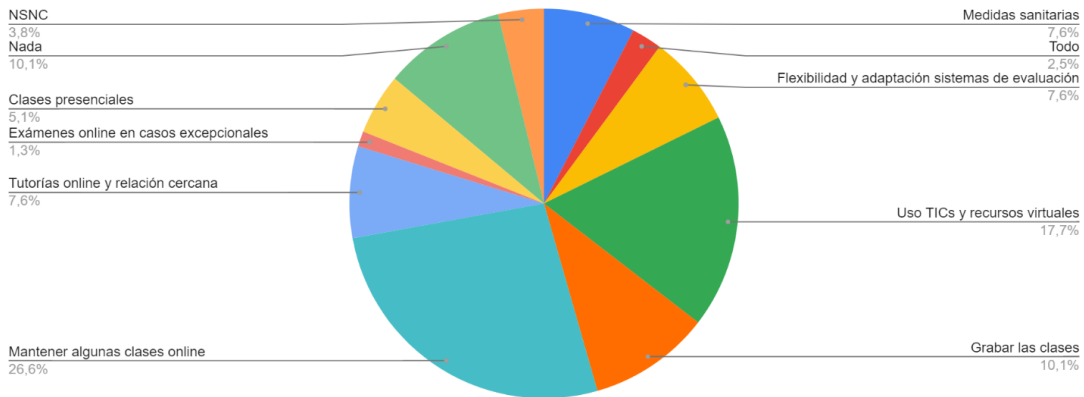
Figure 8. Suggested measures to be maintained after the pandemic.

3.1.3 Level of emotional distress and well-being pre-post

With regard to the question on the level of emotional impact, university students were quite emotionally affected (almost 30%), 57% said they were moderately affected and almost 15% said they had not been affected by the situation (see graph 9).
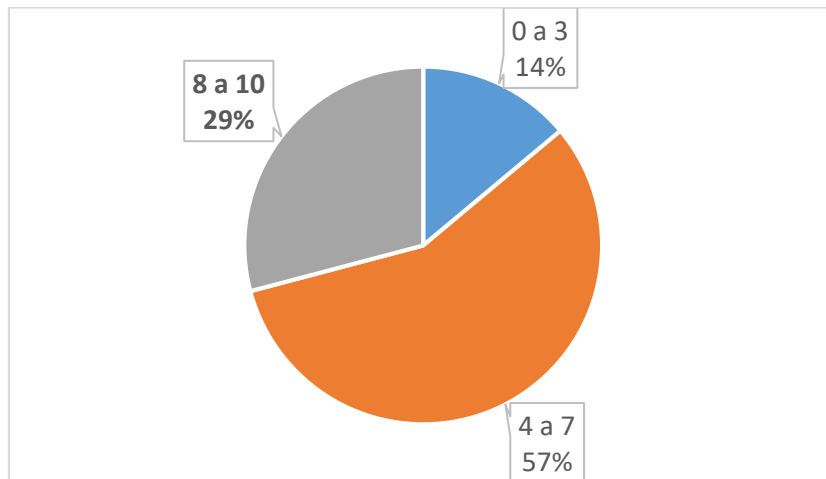
Graph 9. Level of emotional affectation.

The emotional level experienced after one year of the pandemic shows that almost 50% of the students report a current level of emotional well-being above 8, while 43% of our sample are in the medium levels and 10% report a level of emotional well-being below 3 (graph 10).
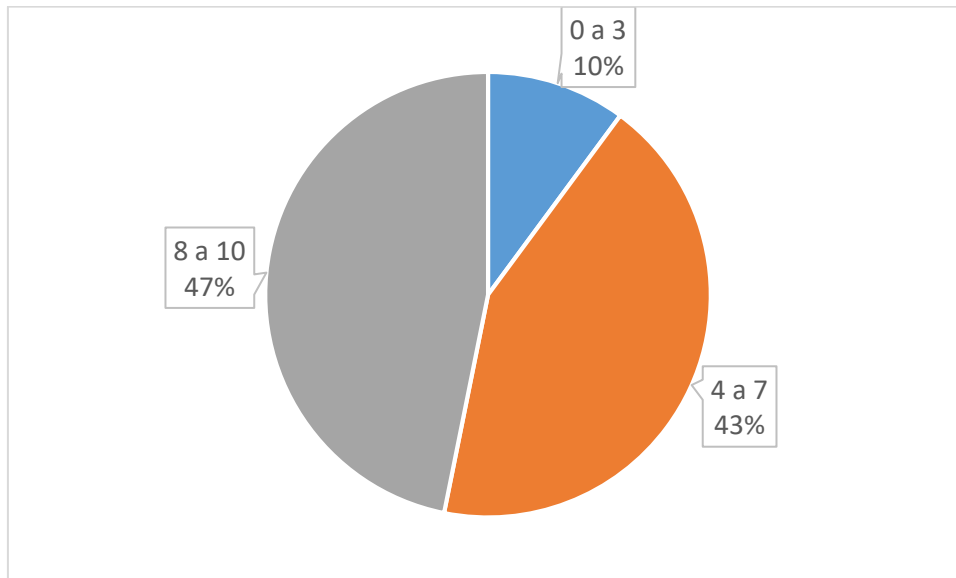
Graph 10. Level of emotional well-being.

3.2   Analysis of the results of the *Focus Groups*

This section presents preliminary results and conclusions obtained from a qualitative analysis of the data. The responses described below correspond to the data provided in the formation of each subgroup and in the sharing of each session. As explained in the section on methodology, the structure of the *focus groups* is ternary: there is a block on teaching adaptations, a block on teacher-student communication, and a block on emotional impact; also, within each block there is a first diagnostic question and another on providing solutions. Some themes appear in several blocks because this was the case in the interviews: several groups deal with different themes in different blocks, mainly work overload and the need for good communication and mutual empathy. These themes therefore appear several times in the analysis. The conclusions of the different groups can be read in annexes 6, 7, 8 and 9.

It is worth mentioning that the students in the four groups have very different characteristics from each other (e.g. public university students vs. private university students, main campus students vs. peripheral campus students, student representatives vs. non-representative students, etc.). However, in the analysis of the results, an attempt was made to give a homogeneous answer to all the questions posed. Where this was not possible, the variation between groups was specified. In Annex 5 it can be seen which groups dealt with which topics.

3.2.1   Teaching adaptations

This section describes the questions regarding changes in university teaching that students brought up during the *focus groups*. The aim of these questions was to obtain a clear overview of how students perceived the different teaching decisions that were made as a

result of the pandemic. It was also assumed that learning takes place from every situation and therefore some of the changes that were exceptionally introduced in the institutions could be considered to be sustained in the future.

3.2.1.1   How has teaching adapted?

All the groups agreed that there were two phases: total confinement in the second semester of the academic year 2019-2020 (when all classes went 100% *online*) and the academic year 2020-2021 (when blended learning was established for the first time, although not in all groups in the same way). Students were very insistent that the adaptations were heterogeneous: there was variation within the same university, within the same centre, within the same degree course, and even within the same year. In general, all the students agreed that the university system was not prepared for something like this, and they consider that if it went well it was because of the people who were involved in it.

Regarding the **provision of *online* classes**, the students emphasised that it was a novelty because this possibility was not offered before, and that it was therefore necessary to train the teaching staff. Some teachers learned to use the corresponding platforms, but in this respect, there was a diversity of responses: there were both teachers who did their best to adapt and teachers who showed no willingness to adapt, and who even took more than a month to communicate with their students. In general, they agreed that the *online* classes were of lower quality, especially because the methodology used in most cases did not encourage participation and attention: they tended to be lectures and there was no eye contact. They all agree that it was a radical change, but not only for the teaching staff, but also for the students; no one was prepared for it. They also felt that there were not adequate and available means to cater for all possible realities, and that *online* classes led to a disconnection with one's peers and a greater distraction when studying (which, they felt, is still the case today). Some groups also mentioned that the adaptation was disorganised and abrupt, and somewhat mediocre, in that the students were not taken into account (often decisions were made "from above", without consulting them on whether they were the right ones). In addition, they commented that the digitalisation of education took place at breakneck speed (by practically all teachers), and with it the use of the digital teaching ring became widespread. At this time, recorded lectures also appeared; some teachers recorded their lectures and uploaded them asynchronously, others recorded synchronous lectures and then uploaded them to the digital teaching ring. There were also *online* exams, which, as we shall see later, were generally not to the students' liking.

With regard to **blended learning**, in general, all the groups agreed that this modality was not well received for several reasons. Firstly, because the available infrastructures did not allow for quality teaching: at times, the cameras did not focus well; at other times, the microphones could not be heard correctly; on occasions, the teaching staff did not interact with the students connected from home. Secondly, because the system did not invite interaction, either with the teaching staff or with other students: those at home felt relegated to the background, they did not feel that they were taken into account in the same way as those

who were at home. They felt that communication was made very difficult, partly because of the teaching staff, but mainly because students were embarrassed to intervene. They explain that this led to a lack of motivation to attend classes. Also because many perceived the measures as inconsistent: (i) they were not given the possibility of attending all the classes in person, but on the day of the exam they had to concentrate many people in one class (while the capacity was limited in shops and bars); (ii) because they paid the registration fee as if the education was 100% face-to-face, and the blended learning lasted the whole course, with teaching that, in their opinion, was generally of poorer quality; (iii) because some security protocols were perceived as unhelpful and even incoherent (QR codes that were no longer filled in once the pandemic was well advanced; the management of bubble groups in the classroom, allowing young people to interact in other contexts, etc.).). It should be noted that all these comments were made with respect for the work of teachers and with the understanding that teachers did what they could to manage the situation.

Of course, all students insisted on **unequal adaptation**, as each subject had its own idiosyncrasies: each centre at each university made its own decisions, and within each degree course and even within each subject, different decisions were made. It could be that one course was face-to-face, another blended, and another mostly *online*. There were also differences according to the teaching staff: some professors were more involved and others less involved. Students at the University of Zaragoza suggested that there was a big difference between older lecturers and those who had more recently taken up teaching (although they stressed that younger lecturers were not always more adaptable). In addition, they felt that some teachers went out of their way to make the situation as easy as possible, while others made things even more complicated. In general, the students felt that the adaptations were heterogeneous and that each group experienced teaching in the pandemic in a different way.

Virtually all groups mentioned that, in general, all teaching adaptations resulted in an **overload of work** to compensate for the non-presential nature of the education. Some students suggested that there were two strategies on the part of the teaching staff: (i) over-easing the assessment (lowering the quality of the training); (ii) increasing the number of assignments and hand-ins to ensure that students were really learning and were not being given anything for free (a situation most commonly commented on in all groups). Students felt that the workload was often miscalculated and not commensurate with the training and attention they were receiving. They also pointed out that they were required to perform the same when they had never experienced such a situation before: they took the same syllabus, but had received fewer classes and were in worse circumstances. Many students reported that they spent almost the entire confinement doing homework, as if they could not have a life outside the university.

All this led to **problems of conciliation**: they insisted that during the confinement it was assumed that the students' only task was to study, without taking into account that in the university, prototypical students (young people who start university at 18-19 years of age and

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who do not have a full-time job to pay for their studies) coexist in the same classroom with others who are not so prototypical (older people, sometimes with significant family burdens). In this sense, several students pointed out the difficulties in carrying out group work (which, in general, remained as such despite the difficulties of some classmates to coincide in timetables and to be able to complete the tasks on time and in a profitable way). In addition, two groups mentioned that during the confinement some subjects changed timetables (due to the problems of the teaching staff's work-life balance resulting from the confinement), which affected above all those who were working as well as studying (difficulty in making the new timetables compatible); however, this did not occur in all the courses. Several students pointed out that, in addition to a general lack of consideration for the reality of students who combine university with work and/or family responsibilities, empathy was uneven: the student body understood the difficulties faced by the teaching staff, but in general did not feel that this understanding was mutual (although sometimes it was). Some students insisted that the university did not take into account the socio-economic resources that each student might have, both materially (it was assumed that everyone had their own mobile phone and computer) and in terms of space (it was assumed that everyone had adequate study space at home and their own room). Several students also pointed out that the whole process has been very different also for foreigners, for people participating in international mobility (incoming or outgoing) and for people with some kind of specific educational needs.

In addition, virtually all groups mentioned that there were **changes in the assessment system**. Of particular note was the emergence of *online* tests, which, in the students' opinion, were often more focused on preventing cheating than on the actual assessment of learning; they felt that the criminalisation was excessive. They also mentioned the additional stress of this type of assessment: they felt very pressured by the uncertainty that the platform might stop working and because they were often being recorded on camera. They pointed out that there were two tendencies in the assessment models: both making it easier to pass (either through disinterest or excessive empathy) and making it more difficult (with a consequent increase in failures); the students consider that many changes were made without thinking in the long term about the quality of teaching, which, in their opinion, was put at stake: they are afraid of not having correctly acquired the skills they may need in the future in their working life (for example, because of the suspension of internships). Another issue mentioned by the groups is that the percentages of the assessment system were changed, and there was a tendency towards continuous assessment rather than overall assessment (assignments were given priority over exams); the students generally agree with this change, but feel that, as it was implemented, it led to an excessive workload.

There is a difference between groups with regard to **teacher training in ICT**. Students at San Jorge University commented that their teachers received training in the use of digital tools and that this was very positive, as they learned to use the corresponding platforms to facilitate education. On the other hand, students at the University of Zaragoza recognised that many of their teachers had to reinvent themselves overnight: despite receiving training,

many had never used the digital teaching ring and had to create one, some had never initiated a video call and had many problems adapting to the situation, others did not know how to deal with blended learning, and so on. The students felt that the pandemic highlighted the lack of ICT training for teachers, although they pointed out that many of them did their best to try to learn as much as possible.

Finally, it is worth mentioning that two groups spoke of the **excessive use of student representation**. They consider that the figure of the class delegate became more important than ever during the confinement: the lack of information was absolute, and the class delegates were the people in charge of mediating between teachers and students at a very sensitive time when many changes were taking place at the same time. Students pointed out that teachers assumed that they had a way of contacting all their classmates, which was not true. Also, all groups mentioned that they did not feel involved in the decisions that were made: actions were taken *for* the students, but not with the students.

3.2.1.2   *What resources should be maintained?*

All the groups agree on the need to **maintain**, for each subject, a course in the **digital teaching ring** (Moodle at the University of Zaragoza and the University Teaching Platform at the University of San Jorge), as a bank of *online* courses and as a platform for teacher-student communication. In other words, the students consider it very positive to have been able to access complementary material after the classes, which is why they would like it to continue to be uploaded to the platform, although with a prior didactic selection to avoid information overload. What is important for them is that the materials are not ephemeral: they prefer to be able to consult the materials once the class is over, and that access to the support presentation used by the teachers does not disappear (which facilitates learning for those who cannot attend). They also consider that all the digital resources that were generated in the 2019-2020 academic year (classes, videos, additional materials, etc.) should be maintained, so that all the extra effort made by the teaching staff is not forgotten, and so that students from other years can also use them. They also consider that the digital teaching ring should be maintained as a platform for communicating all the information concerning the development of the teaching activity: during the pandemic, all timetable changes, all delivery dates, all possible absences of the teacher, all the tasks to be carried out for the following day, all the information about activities to be carried out, etc. were put in writing. The students consider that the responsibility for communicating all this lies with the teaching staff in charge of the subjects, and that continuing to use these forms of communication would facilitate reconciliation, as it would allow those who cannot attend class to be informed equally, and not according to the contacts between classmates that they have managed to make. They regret that all these practices were not widespread before the pandemic, and have been lost in some cases over time. They all agreed that this type of platform should continue to be promoted in all subjects.

They also agree on the need to continue to provide **ICT training** for teachers. They consider that, prior to the pandemic, many teachers had no need to use digital platforms, so their

training was scarce, and this made it difficult for them to adapt to the situation. They stress that this type of training should continue to be offered so that teachers can continue to learn and keep up to date. In addition, they seem to agree to continue using the technological means acquired during the pandemic whenever possible (cameras, microphones, etc.) so that the investment has not been in vain.

All the participants agree on the need to **maintain the empathy** that has been shown with COVID-19 and extend it to other illnesses: they consider that students have the "right to be ill" without this being detrimental to their academic performance, and that they should have the "right not to attend" a class if they are ill, whether it is due to COVID-19 or the flu. They consider that a specific illness should not be a problem for passing practical classes or for obtaining all the content taught in theory classes: with COVID, official exams have been rescheduled to prevent infected people from attending the university, but with other illnesses, students are invited to miss the exam and sit the next one, which they consider to be unfair. They point out that, in addition, the empathy that in some cases has been shown for certain family situations should be extended: during the confinement it was generally understood that students had to take care of a family member, but later reasons such as accompanying a grandparent to hospital have once again become a reason to miss the continuous assessment. Along these lines, they felt that they did their best to understand the situation the teaching staff were going through, but they did not feel that this empathy was, in all cases, two-way. This is particularly noticeable in the case of the Health Science students: they understood that their lecturers were often on the front line and therefore could not attend to them, but they felt that in many cases the exceptional circumstances were not taken into account when assessing them.

All students seem to agree to **maintain the duality of face-to-face and *online* tutoring**. Face-to-face, because they allow them to deal quickly and closely with the teaching staff (i.e.: this possibility should not be eliminated). And *online*, because they are very useful for resolving very specific doubts: in this way, the teaching staff do not have to travel for a five-minute tutorial (especially beneficial in the case of associate lecturers), and they are very appropriate for students who live far away, and who would otherwise give up the possibility of tutorials. They consider that *online* tutoring is good for everyone, as everyone's availability increases, so they think it should be maintained. In general, students think that tutoring should be encouraged as much as possible, as they consider it to be very useful.

In addition, they believe that the more face-to-face activities should be offered, the better, but that ***online* seminars** should also **continue to be offered**: they are in favour of the option of attending certain seminars both face-to-face and online, which would provide greater flexibility and better possibilities for reconciliation, especially if they are held outside school hours and can overlap with other compulsory university activities. This was particularly emphasised by participants from the Huesca campus, for whom *online* events have allowed them to have access to activities that normally only take place on other campuses; this possibility was also mentioned by participants from the Health Sciences campus.

Considerations were also made **about teaching methodologies**. Firstly, some students consider that the greater tendency towards continuous rather than global assessment should be maintained: they consider that the greater monitoring of activities during the confinement was positive, as was the reduction in the number of global exams. However, for this they believe that it is essential to measure the workload well to avoid a repetition of the overload of the 2019-2020 academic year: many feel that they were only able to cope with such a number of assignments because all life activities were restricted, and that this should not be the case. On the other hand, some students commented that the use of active methodologies should be encouraged: in particular, they mentioned the *flipped classroom* as one of the methods they had found useful, especially at the blended learning stage; they also highlighted the usefulness of making materials available so that they could listen to them again later if necessary. They also consider that some multimodal resources (video supports, podcasts, etc.) could help teaching, especially if they are provided before the start of classes and can help students to make their timetables more flexible; they consider that the pandemic has shown them that it is possible to study a subject in greater depth without having to do so solely by reading scientific articles. In addition, they consider that certain gamification techniques have proliferated (through the use of platforms such as Kahoot), which they consider to be positive since, when used properly, they help to better integrate the contents, and could therefore be maintained in the future.

Another group also mentioned the need to **open study spaces** (study rooms, libraries): during the confinement many students did not have adequate space to do their homework (neither for space availability, nor for thermal issues, etc.). They regret that they were closed for the end of the academic year 2019-2020 and that capacity was reduced in the academic year 2020-2021. They consider that it was especially hard in the confinement not to have the possibility to distinguish between leisure and working spaces.

The issues where there is no clear agreement are the possibility of offering *online* classes and the possibility of recording classes; there were students for and against in all four groups interviewed, and there does not seem to be a strong opinion on this issue.

In general, all consider that the digital tools and skills acquired during the pandemic should be used to prevent being sick from being a problem. It seems difficult to do away with *online* classes altogether once their advantages (and disadvantages) are known: some students consider that continuing to offer the possibility to go online favours students who live far away, students who also work and those who have family responsibilities, and ultimately those who have a non-prototypical way of learning (which would make it easier to focus learning on the student body). Others think that the *online* possibility should not be maintained as an obligation, but as a complementary resource: if someone is ill, they should be allowed to go online so that they do not miss class; or if they have to travel, or if they have to stay at home to look after a family member, and so on. However, many others consider that the universities do not have the means and resources of the distance universities and that the two systems should not be compatible, especially because the raison d'être of the

two Aragonese universities is precisely face-to-face classes. Many felt that *online* classes were generally a very bad experience that they did not want to repeat (due to the teaching methodologies used, the audiovisual deficiencies, the association with a traumatic experience such as the pandemic, etc.), and insisted that *online* classes reduced participation (in contrast, they felt that face-to-face classes maintained motivation and participation). Where there does seem to be agreement is on the possibility of holding some *online* classes on an ad hoc basis in very specific cases.

Regarding the possibility of recording lessons, they are not clear whether it is legal, but they consider that in some cases it has been very useful (especially for theory lessons), and insist that it can help reconciliation. In general, there seems to be more opposition to keeping *online* classes than to recording some classes. But in both cases there is a hesitancy in the responses: all are aware that this whole situation has caused a lot of harm to many students and, although they believe there may be advantages, it is clear that there is no unanimous opinion.

3.2.2   Teacher-student communication

This section describes questions concerning communication between teachers and students during the different phases of the pandemic, an issue of vital importance to ensure the teaching-learning process at a time when the boundaries of the traditional classroom were of necessity broken down. The aim of these questions was to gather information about what it was like in the worst moments of the pandemic and what lessons can be learned from these experiences; in other words, the aim was to find out what was done well and what could therefore be maintained in the future. During the *focus group* sessions, a notable difference emerged between the San Jorge University and Zaragoza University groups in terms of communication during confinement (positive in the first case and negative in the second); however, during the blended learning stage, the responses were similar in all respects.

3.2.2.1   *How has communication with teachers been?*

As with the teaching adaptations, all the groups agreed that there were two phases: total confinement in the second semester of the 2019-2020 academic year (100% *online* stage), the 2020-2021 academic year -and the start of the 2021-2022 academic year (blended learning stage). The students insisted that, although there are experiences that were very common, there are always exceptions: there were professors with whom it was very easy to communicate and professors who, for whatever reason, practically did not communicate. Just as some students say that their teachers hardly ever wrote to them, others say that some teachers responded almost immediately by post to queries raised, even more quickly than they did before the pandemic began.

As far as communication during the 2019-2020 **placement** is concerned, in general the students consider that it was cold and distant, scarce and, in some cases, non-existent (always bearing in mind that there are exceptions in this generalisation). All students

consider that it was cold because face-to-face communication was replaced in most cases by e-mails; this communication was especially difficult in the case of the teaching staff, who usually made very little use of this means of communication. In general, they felt that the treatment was more distant, which increased the feeling of strangeness and, in some cases, uncertainty. Health Science students pointed out that many of their professors were fighting COVID-19 from the front line in the hospitals, and this justified the changes in schedules and the late and untimely communication (sometimes late night mails, and even several days later). They point out that, because of these circumstances, some teachers took almost a month to contact them to propose an alternative (which took time to find): some classes had to be rescheduled and had to be adapted to the new situations of the teaching staff.

Some teachers did not communicate during the confinement: some did not even teach telematics classes, and instead only uploaded their notes to the technology platform and did not interact with students even through the digital teaching ring. In some cases, face-to-face teaching was immediately replaced by *online* teaching and no classes were lost; in other cases, it took more than a month to find a solution, so that many hours of teaching were lost (and not necessarily a reduction in the subject matter to be assessed). Likewise, students highlighted that there was misinformation regarding the exams: the final exams were more or less clear, but with the mid-term exams they did not know what the protocols were or what would happen if you had to be confined on the day of the exam (this applies to the blended stage). At this stage, internships were cancelled (especially worrying those carried out in health centres), some classes were delayed, students felt a loss of quality in the teaching they received, *online* tutorials and exams and changes in timetables that were sometimes communicated too late; they noted the frustration of the teaching staff, and that not all their teachers behaved in the same way (each case is unique). Some students pointed out that the digital divide was not taken into account and that not everyone had the same ease of access to digital media. In general, they all considered that the great variability in good or bad communication by teachers was influenced by factors such as age or their own ICT competence. They also pointed out that there was good practice on the part of the teaching staff, who were sometimes willing to get personally involved and to contribute their own resources if the university resources were not adequate (e.g. using their own phone if the classroom microphone did not work).

In the case of **institutional communication,** it should be noted that the San Jorge University student body did not make any reference to this issue, so no comparisons can be made on this point. Students at the University of Zaragoza pointed out that most of the official communication came too late: information was usually transmitted through unofficial channels (word of mouth, informal groups, through the delegates), and information came later from the university. Students remember that time as a time of chaos: there were changes of opinion and information was sometimes contradictory (especially worrying in the case of internships); although they understand that the circumstances were exceptional and that the uncertainty extended to all parts of the university. The students consider that part of the "success" in communicating with the teaching staff was due to the good student

companionship, and the involvement of their classmates in passing on the little information they knew.

All students agree that communication during the placement was 100% digital, that it was different depending on the teacher, and that **online tutorials** (both individual and group) were offered almost for the first time. With regard to communication through digital media, the students value very favourably that all questions related to teaching were transmitted through the digital teaching ring (Moodle at the University of Zaragoza and the University Teaching Platform at the University of San Jorge). In addition, students consider that the *online* tutorials were very useful and that they helped them to feel that they had a more human and close relationship with their teachers. Some students commented that they did not usually go to tutorials before the pandemic, and that their use increased a lot during the confinement and was extended during the blended learning period, because the fact that they were *online* facilitated their access, not only because they did not have to travel, but also because of the flexible timetable (especially during the confinement).

As far as blended learning is concerned, everyone agrees that **communication in the hybrid classes** was not positive. Partly because the infrastructures available at the university were not sufficient and at home (problems with microphones, cameras, internet connection, etc.), but also because the teaching staff did not necessarily know how to manage the situation (people in class with whom they can establish visual contact and people in class whom they could not necessarily see, comments in the chat on the video call platform that they sometimes did not hear, microphones at home that could not be heard in the classroom, etc.). Students commented that this system increased their demotivation to attend classes. They pointed out that it is not a functional system because human contact with the teacher and other classmates was lost: those who connected from home felt that they were relegated to the background (and often felt that it was not taken into account whether they were following the lecture correctly or not). Some students suggested that part of the lack of success of blended learning had to do with not being given a choice: there were students who would have preferred to always go face-to-face and were not allowed to do so, just as there were students who would have preferred to always connect from home and were not allowed to do so either. Many students felt that they were not listened to. In this case, the contrast with the Huesca campus group, where there are fewer students enrolled in the subjects, stands out: they felt that their proposals and initiatives were listened to, and they would like this to continue in the future.

In general, all students felt that the *online* system has led to a **noticeable decrease in class participation**. They explained that they feel more embarrassed when intervening by having to remove the microphone mute than when intervening in class (where they can answer quietly without being heard, or nod, or simply approach the teacher without being heard by everyone). They consider that in the face-to-face classroom, the teacher can see from their faces whether or not they are understanding the explanations. There was little interaction in the *online* classes, as the multimodal communication facilities offered by the face-to-face

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class were lost. They also consider that the issue of cameras made the experience much colder: many students had their cameras turned off and did not participate at all (sometimes out of embarrassment, sometimes because of connection difficulties, and sometimes because the type of teaching methodology did not encourage this), and sometimes the teacher even had the camera turned off. They consider that much of the *online* teaching was limited to the mere transmission of knowledge, to a very theoretical exposition with a totally expository methodology that, in general, did not invite debate or participation; they pointed out that even some subjects that are normally participative changed pace. During the blended learning period this improved, but those at home felt that they could not participate. Therefore, they concluded that it was very difficult to follow the blended classes from home. The lack of motivation to attend classes, they believe, led to a consequent demotivation on the part of the teaching staff. In addition, they pointed out other difficulties, such as combining face-to-face and *online* classes on the same day, for which they did not have enough time to travel. Finally, they stressed that, of course, not all students behaved in an exemplary manner: there were also those who took advantage of these classes to do other tasks at the same time, to eat, to sleep, etc. Those who were student representatives at the time pointed out that they tried to convince their colleagues to connect the cameras, but consider that there were too many flaws in the system for it to succeed. Nevertheless, some students felt that a semi-presential system could be set up on an ad hoc basis (for example, to allow someone who is ill to connect from home); the key, they suggest, is that it should not be permanent (the whole course alternating), but should be an additional resource that can be used if necessary to facilitate learning.

3.2.2.2   *What modes of communication should be maintained?*

All the students agree that **a course** should be maintained **for each subject in the digital teaching ring** (Moodle at the University of Zaragoza and the University Teaching Platform at the University of San Jorge), which serves to provide students with teaching materials, presentations, resources and solved exercises, as well as relevant information (such as the planning of classes with objectives and activities to achieve them; this allows students to know in advance what is going to be covered in the session, or to make up the subject if they have missed it). They also agree that all issues affecting teaching (changes to timetables, organisation of exams, instructions for taking assessment tests, etc.) should be communicated via this platform rather than only by voice in the classroom. They consider that, during the pandemic, this was very helpful, because it ensured that all students had access to all information without depending on their peers. They believe that the responsibility for communication should lie with the teachers, not with the students: only the teacher responsible for the subject has access to all contacts, and if important information is not transmitted in writing, it is possible that someone will not find out until it is too late (because it is not by post, it does not reach everyone). They consider that communicating information only out loud makes the student experience even more difficult for those who have to combine studies with work and/or family responsibilities.

All the students agree on the need to continue promoting **teacher training in the use of ICT**, as they have noticed that throughout this process teachers have been improving their skills. They consider that all the multimodal IT resources generated in the 2019-2020 academic year (recorded classes, videos, podcasts, etc.) should be maintained and that the infrastructures that were acquired out of necessity should continue to be used for this purpose. They consider that the multimedia supports that can be provided before the start of the class would be useful, not only to learn in a different way, but also to be able to make their timetables more flexible. Above all, they believe that a lot of progress has been made and that it is important that it is understood that learning more about the subject can go beyond the mere reading of articles: in recent years, a lot of quality content has been generated which is easily accessible on the Internet, and which can be used after filtering by the teaching staff. Some students also consider that some seminars should continue to be offered in hybrid form, especially if they are held outside school hours, so that students can participate more flexibly and to reduce, at least to some extent, the problems of reconciliation (it is easier to connect from home than to have to adapt their schedules to attend, especially if they live far away).

Likewise, all students seem to agree on the convenience of maintaining the **duality of face-to-face and *online* tutorials**. They consider that, in this case, the *online* modality offers greater possibilities of conciliation, flexibility and convenience, both for students and teachers. Although face-to-face tutorials are maintained if necessary, students consider that *online* tutorials are particularly useful for resolving specific doubts, and especially beneficial in the case of students and/or teachers who live far away and have to travel to resolve questions very quickly. They also believe that the possibility of *online* tutorials increases the availability of the teaching staff and, therefore, the ability of students to attend; this is especially noticeable in the case of associate lecturers, who often have more difficulties in setting up a timetable that suits their students. Some students believe that during the confinement period students were more encouraged to take advantage of the experience with this type of tutorials, but that with the return to face-to-face attendance their use has declined again; therefore, they should continue to be encouraged.

On the other hand, almost all the students agree that the **possibility of recording some classes on an occasional basis** should be maintained. Regardless of the group interviewed, they consider that the recorded lectures have been particularly useful when a student has been indisposed and/or unable to attend the university in person at a specific time. Moreover, they believe that the possibility of re-listening to classes they have already attended is very useful for the understanding of the syllabus in certain subjects: they can watch the explanations or case resolutions at their own pace, and repeat them as many times as necessary without having to interrupt the class, which can be detrimental to the teacher and their classmates. However, there is no clear agreement on this point.

Finally, practically all students consider that communication should be based on **two-way empathy**: in the same way that students understand the difficulties that the teaching staff

may experience, they consider that the teaching staff should understand the possible difficulties that the students may experience, and that this does not happen on a regular basis. Throughout the pandemic, they have often felt abandoned: they understood that the teaching staff were overwhelmed, but they were being asked to perform as usual when they were going through exceptional circumstances that they had never experienced before. They stressed that during the confinement they had been very patient, but that the teaching staff were not usually patient with them: neither because of illness, nor fear, nor because of difficulties arising from the health and economic crises caused by the pandemic (although there are always exceptions). They believe that when communicating with teachers, manners are also important: some solutions may not be possible, but they should always communicate with each other respectfully and put themselves in the place of the person with whom they are interacting.

3.2.3   Emotionally Affected

This section describes questions related to the mental health of the student body. The aim of these questions was to understand how they have been affected emotionally by their experiences during the pandemic, and from there to seek solutions to improve the role that the university can play in this regard. All of this is based on the consideration that mental health plays a very important role in the teaching-learning process and on the knowledge that this issue has only been dealt with very superficially so far. It seems relevant to point out that the students in all the groups interviewed in the *focus groups* commented on similar experiences, regardless of the characteristics of the students who made up the groups.

3.2.3.1   *What situations have students experienced?*

All groups agreed that during the pandemic they experienced a total **overload of work**: students commented that, especially during the confinement, teachers asked for work almost constantly, so that the tasks to be done "outside" the classroom grew exponentially. The students were overwhelmed, and they consider that this led them to feel that their performance was diminishing. They recall as a negative experience having to coordinate with other people to work in groups, especially when people who had other obligations in addition to their studies were involved, as it was not possible for them to get everything done (and under normal conditions it was). They experienced the work overload with frustration at not being able to achieve everything that was required of them: they felt that the situation was exceptional, that many people were dying outside, that everyone was in danger, and yet the level of demand with regard to classes and exams, instead of adapting to the situation, kept rising. Students in two groups also commented that this fear extended to the blended learning situation: due to the lack of flexibility of some teachers, some students were afraid that infected students without symptoms would attend class for fear of the academic consequences, thus endangering the health of their classmates; several students spoke of the fear of entering the classroom.

The whole situation caused the students to **feel stress, anxiety** and unease. They felt that everything was required to be business as usual when everything was business as usual, and this made them feel overwhelmed. They felt powerless in not being involved in making decisions that affected their education, and the uncertainty of not knowing anything made them more anxious (in addition to the uncertainty of the situation in general). They also reported that work overload led to high levels of stress. In the *online* exams, they felt particularly overwhelmed, because they depended not only on themselves, but also on a good internet connection to carry out the assessment tests, which they were finding more difficult than ever (they reiterated that the exams were designed more to prevent them from cheating than to assess them well). They also felt frustration: both their own frustration at everything that was happening and at not being able to achieve what was being asked of them academically, and that of the teaching staff who, despite their attempts, could not offer appropriate solutions (for example, they did not know how to deal with a blended class with few people in person and many people at home; which the students consider to be normal, because it is not a situation for which anyone could have been prepared beforehand). They also felt a lot of frustration when the January 2021 exams arrived with a very high incidence and they were required to attend face-to-face in order to concentrate more people in a classroom than usual.

Moreover, especially during the confinement, they felt **uneasy about the changes and the lack of official communications**: first everything was delayed for a fortnight, then it was delayed for another fortnight, the internships were cancelled, it seemed that they were coming back, but no… Some students mentioned that they felt abandoned because they did not receive information from the university and, above all, because the same demands were made of them despite what was happening. Moreover, during the beginning of the blended learning stage, they saw that the situation was getting longer and longer, that what had initially been planned as a face-to-face course had turned into a blended learning course, and that the decision to return to normality was delayed every fortnight. They also felt that they were not taken into account when it came to making decisions, so they felt excluded from the university, as if they could not participate in it and it did not matter what they had to say about their preferences. Above all, students are concerned that they see increased levels of anxiety among their peers and a reduced ability to perform academically.

All this has led to a greater **lack of motivation to attend classes**. They consider that *online* classes (full or hybrid format) have led to a loss of participation in class in all senses. Not only in *online classes* because they were embarrassed to interact, as discussed in the previous sections. Also in face-to-face classes: sometimes because of the convenience of not leaving home, sometimes because of thermal conditions (cold in classrooms in winter to ensure ventilation), but also sometimes because students felt that attending face-to-face classes would not improve their performance because the teaching was not what they expected or because they already had the notes.

In addition, some commented that attendance also declined because of the **loss of the classroom as a space for socialising**: they felt that separating students into subgroups, although necessary because of the conditions, was very demotivating because it prevented socialising and made them disconnected from their own peers. Moreover, they believe that this was especially hard for those who have started university at this time: many students do not know many of their classmates. They consider that the lack of socialisation and not seeing their peers negatively affected their motivation: they lost the sense of group and cohesion in class groups, missing the university identity (many students do not feel a sense of belonging to the university community, especially as some claim not to have noticed the transition between high school and higher education). They also feel that social isolation during confinement affected them negatively.

In spite of this, they consider that there was **good student fellowship**: if the means failed and information was scarce, they collaborated with each other to the best of their ability, contributing their own resources and sharing what they knew. They consider that, in the blended learning stage, those who attended in person were aware that the following week they would have to be at home, and there was a lot of empathy. Some students also highlighted that this whole stage has served as a learning experience about online cooperative work: they have learnt how to do work remotely and by video call. However, the students regretted that the empathy on the part of the teaching staff was not equal: they were required to be on time for *online* subjects when they left a face-to-face subject without taking into account travel time, they were required to demonstrate digital competences that were not required of the teaching staff, etc. They stressed, however, that many teachers did behave in a friendly and very humane manner: there were teachers who made the adaptation very difficult, but there were also others whose kindness meant that the experience was not so negative.

On the other hand, the situation has led all students to **question the quality of the education** they were receiving, as they were not getting what they were promised when they enrolled at the university. The third-year students insisted that they lack basic training: they studied by heart to pass exams planned to make copying difficult, and now they feel that they are missing out on that knowledge. In addition, they regret having lost teaching hours and, above all, having made it to this course without an internship. Health Science students commented that they did not see themselves capable of performing actions they had learned by watching videos, without applying the knowledge, and feel that in the future they may not be able to do what society expects of them. Some students even mentioned pandemic fatigue: they said that sometimes they could not see beyond COVID-19, and that they felt that if the pandemic did not end, perhaps their training would end up not being adequate. They are afraid that they will not be sufficiently prepared when they enter the labour market.

In addition, some students report that **their ability to concentrate** has been **negatively affected**: they feel that they are much more scattered in receiving information, probably as a consequence of the confinement. They believe that *online* classes encourage *multitasking*,

both for better and for worse. They consider that during the confinement they had difficulties in maintaining their attention in the *online* classes: in some cases the timetables were kept, which meant spending six hours in front of the computer at a time. During the blended learning stage, the *online* classes were more uninteresting, especially because they felt that they had less attention span and concentration (they felt it was unavoidable to do other tasks at the same time, although this was due to various reasons). They also stated that they have developed a greater dependency on technology: they feel that since the confinement they have spent many more hours in front of the computer than they did before, and that they now constantly have to be aware of communications and *online* resources. They believe that this has negatively affected their ability to concentrate, and as a result they believe that their performance has decreased.

All students seem to agree in their **disappointment with student life**. They feel that one of the most promising stages of their education (not only academically, but also in terms of personal growth and development) has been cut short by the pandemic. They feel that they do not belong to the university community, and believe that they are missing out on the university experience they have heard so much about: they have only experienced the negative side (assignments and other assessment tests) due to the loss of spaces for socialising and group cohesion (they feel that the conditions have made it difficult for them to create bonds with their classmates). They feel that university life was lost for a long time, and that it has not been encouraged again: at university you could only go to study, but you could not go to meet other people (because the situation did not allow it either, but that did not make it any less hard). Also, some students felt that the separation between leisure and relaxation space was lost: not only during confinement because everything was *online*, but also in the university spaces themselves because the cafeterias were closed and there were no activities in which to interact with other people. In this sense, several students commented that higher education became monotonous and that they felt they could no longer do anything.

3.2.3.2   *What resources/projects are needed for improvement?*

All the students seem to agree on the need for **teaching staff** to take into account **the mental health of students**: they consider that universities should provide more training on this issue for teaching staff, so that the emotional situation of students is taken into account in the development of teaching throughout the semester. Their experience has shown them that many lecturers are not aware of this and that, although they do understand what physical discomfort is, many do not take psychological discomfort into account (they do not know, for example, what depression or anxiety are). They felt that many students are still suffering from the after-effects of confinement and the whole pandemic, so it is urgent for teachers to be aware of the mental health issues that can affect their students. Some students suggested that these issues should be addressed in teachers' teaching.

Therefore, all the students from the two universities agree on the need to **improve the psychological care services at the university**, making them visible so that the entire

university community is aware of them and increasing their resources so that they can reach more people. They consider that these services are currently fundamental, but that they are not sufficient and cannot cover all the needs. For example, those who are familiar with them say that they address only academic needs and problems, leaving many realities unaddressed. Students believe that these services should remain free, and that they should be properly funded so that they can reach every member of the university community who needs them.

Continuing with the idea of looking after the mental health of the student body, they all agree that **greater conciliation should be ensured,** and that students have the right to disconnect from the university at some point during the day (not only for leisure, but also to attend to work and/or family matters). They believe that there should be more flexibility for those who cannot attend classes, either due to chronic needs or at specific times; furthermore, they consider that throughout this process, many resources have been developed and acquired that allow for this. Likewise, all of them consider that the spaces for socialising should be recovered from the university centres and the number of face-to-face activities should be increased, thus recovering the university life that has been lost with the pandemic. Some students insisted on the need to strengthen university life, from the student delegations, from the culture committees, etc., through attractive and fun proposals that encourage networking between students within the university. They consider that the institution itself should provide spaces and promote extracurricular activities to promote university life.

Finally, all agree on the need to maintain **the flexibility in relation to health issues** that has been the case so far with COVID-19: if someone has a fever, they should not feel forced to attend class, whatever the cause. They believe that more consideration has been given to COVID-19 than to other illnesses and consider that one of the lessons learned from the pandemic is that no one should go to class when sick or unwell. For this reason, they propose that there should be more academic flexibility (missing an internship or a continuous assessment test usually means giving up part of the mark). They consider that, in the same way that students understand the occasional health problems of teaching staff, or that they may be absent to attend a congress, teachers should try to understand the circumstances of their students. They also feel that it is imperative that their views are taken into account and that decisions about possible future changes are made on the basis of discussion and negotiation with the people who are directly affected by them, the students.

3.2.4   Satisfaction of the participants in the focus groups

The data from the satisfaction survey reflect, with a level of participation of almost 90% (35 out of 39), a very positive assessment by the students, who give this activity a 9.5/10. A total of 35 students took part in the survey: 7 at the Huesca Campus, 10 at the Faculty of Health Sciences, 9 at the Faculty of Education and 9 at the San Jorge University Campus.

In addition (see appendix 9), positive feedback was obtained on the timeliness and interest of the topic, the communicative ability and clarity of the organisers, the general organisation and the intensity and interest of the debate. Finally, in the last question, we assessed how the students were able to find out about the existence of the seminars that the Agency was organising in the different faculties and university centres. The majority of the 35 respondents found out about the activity through the ACPUA's e-mail (15 students). Of the remaining 20, 12 chose the option "other" and 8 found out about it "through friends, colleagues...". It is important to note that none of the respondents found out about the proposal through social networks or the Agency's website.

In graph 11, on a score between 0 and 5, an average overall satisfaction level of 4.75/5 is detected, highlighting the positive perceptions of the student body of the Faculty of Education of the University of Zaragoza with a final score of 5/5, as well as at the lowest level the score of 4.4/5 as the final average result of the student body of the Huesca Campus of the University of Zaragoza. With the same score and at an intermediate and also very satisfactory level, the students of both the Faculty of Health Sciences of the University of Zaragoza and the University of San Jorge are at the same level.

SATISFACCION GLOBAL

CENTRO HUESCA	4,4
FAC CC SALUD ZARAGOZA	4,8
FAC EDUCACION ZARAGOZA	5
USJ	4,8

SATISFACCIÓN GLOBAL MEDIA
4,75
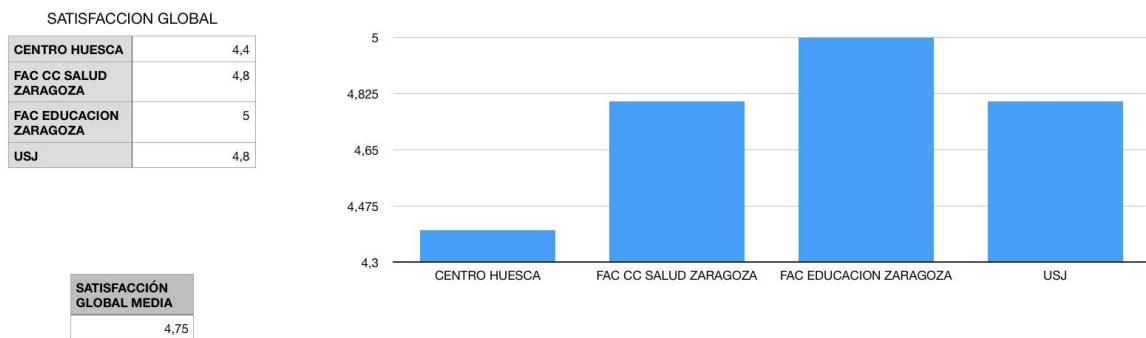
Figure 11. Overall results of the satisfaction survey

4 Conclusions

From the answers obtained both in the surveys and in the *focus groups*, we can deduce something that is very important to bear in mind: each student has experienced a different pandemic and each situation has been unique. This means that the academic situation of each person has been marked by many factors, not only individual, but also concerning the teaching staff, an agent within the university community that has played a determining role throughout this process: the actions of the teachers made the adaptation to the *online* mode and blended learning more or less acceptable for the students. While there were teachers who did not know how to adapt and made the experience negative, the teachers who got involved made the experience more satisfactory, as the students verbalised in the sessions.

The results of the survey suggest that there are different profiles of opinions, but that the academic experiences have been marked to a large extent by flexibility in the assessment and adaptation of the teaching staff. Likewise, the results of the *focus groups* are along the

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Page 36

same lines: not all subjects in the same degree, in the same centre, at the same university were adapted in the same way. As we have already mentioned, it is necessary to understand that the experiences have been very heterogeneous and that, nevertheless, students from very different contexts agree on what have been the most common ones.

In addition, as we have already described during this report, there is a wide diversity of opinions on some specific issues in general. For example, there are students who preferred the 100% *online* mode because of the convenience and/or work-life balance possibilities, but there are also students who hated it because of the inability to concentrate and the lack of socialisation with other people. There were those who preferred blended learning because it was easier to access training and to maintain a work-life balance without losing focus, and those who hated it because they could not concentrate in front of the screen or because of a lack of resources. There are those who value the return to 100% face-to-face learning because of the socialisation and the better use of the learning situation, and those who hate it because they have lost the possibility of reconciling work and family life. For this reason, opinions also vary regarding the possibility of continuing to offer *online* classes on an ad hoc basis and even to record some classes: once new formats have become known, it seems impossible to give them up altogether. In general, the idea that emerges is that the Aragon University System will never be the same as it was before the pandemic: this whole process has involved a learning process, and one cannot just reject it and go back to the way things *were before.* It seems that the Aragon University System is going through a period of change in which there are lessons learned from the pandemic that should be maintained and situations that should not be repeated (as reflected in the responses to the survey and in the answers to the diagnostic questions in the *focus groups*).

More specifically, as regards the **teaching adaptations** that should be maintained in the future, most of them refer to the availability of materials (including the use of the digital teaching ring as a resource bank and communication platform) and to the possibility of following classes in exceptional situations, because the pandemic has highlighted the social dimension of the university and the fact that not all students can afford to devote 100% of their lives to their studies. Flexibility in the assessment system and closeness to the students, both features of Student-Centred Learning[1] , should be maintained as much as possible. The important role of ICT in the near future is also clear from the responses: they consider that teachers should continue to be trained, and that the digital resources generated in the academic year 2019-2020 should continue to be used.

With regard to **communication between students and teaching staff**, it is worth noting that in the survey the human factor of the teaching staff is highlighted as the *best*, while *the* difficulties of communication with the teaching staff have a considerable weight; similar ideas can be extracted from the interviews in the *focus group* sessions. This means that good student-teacher communication, which is already very important in a normal context, plays

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[1] Compliance with the European ESG1.6 standard for quality assurance in higher education.

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an essential role in blended or remote contexts. The experiences of those who had teachers who dealt with the situation flexibly contrast with those who had teachers who, for whatever reason, did not know how or did not want to adapt to the situation (some of the responses mention the lack of teacher training, not as a criticism, but as a sign of empathy). The question of empathy appears in a bidirectional way: not only from the students towards the teachers (in general, they understand their situation), but also from the teachers towards the students (their involvement and flexibility is valued positively, and their lack of consideration for personal adverse situations is valued negatively). This suggests, once again, the need to implement student-centred learning in order to be able to correctly assess students' acquisition of competences in a situation where taking into consideration the context outside the classroom is essential. The students consider that all communications concerning teaching activity should be put in writing (preferably through the digital teaching ring) and that the duality of *face-to-face-online* tutorials should be maintained.

With regard to **emotional distress**, the analysis of the surveys shows that students recover quickly from the level of emotional distress, from almost 30 % to 10 %. Likewise, the improvement reported by the students went from 14 % to 47 %. Therefore, even if we do not forget the 10 % who consider themselves most affected, it is very important to note that 90 % of them are already at values higher than 5. In the *focus groups,* the students spoke openly about many experiences which, according to them, are not usually heard at university: they consider that taking mental health into account in addition to physical health is essential, and that the considerations taken into account with COVID-19 should be extended to other illnesses. Among the most common experiences are social disconnection, increased stress and anxiety, decreased concentration and reduced academic performance, all of which add to the loss of a sense of belonging to the university and the disappearance of university life. One of the greatest fears of students is that the whole situation will affect their future career: they are afraid of losing the quality of their studies. All these issues should be monitored in the future. The most important proposal, in this sense, is to extend the resources of the universities' psychological care services, disseminating their existence and offering training in mental health to the teaching staff so that they can better understand all these issues and know how to deal with their students if they are going through delicate situations.

As an improvement in relation to this report, it would be necessary to carry out a disaggregated analysis of the responses by academic year and, perhaps, by branch of knowledge. As far as the survey is concerned, most of the sample of undergraduate students comes from the 2nd and 4th years, which are very interesting for this analysis for several reasons. On the one hand, the 2nd year students experienced phase I in the 2nd year of the baccalaureate (hence the uncertainty about the EVAU), phase II in the 1st year of the university degree (they adapted to the blended university, as we had never known it before) and are experiencing phase III (and will experience phase IV) this year (with the return to full face-to-face attendance once the advantages and disadvantages of the blended system have become known); this group is of particular interest because they have never known the pre-pandemic university system. On the other hand, the 4th year students experienced phase I

in their 2nd year, phase II in their 3rd year and phase III in the current academic year, so they had already had some time to adapt to the pre-pandemic university, but their university experience is clearly marked by the health situation. In the case of the *focus groups*, the majority of the students were third-year undergraduates (66%): people who entered university before the outbreak of the pandemic, who experienced phase I in the first year of their university studies, phase II in the second year and phase III in the third year, during the 2021-2022 academic year. Looking ahead, it would be interesting, for example, to address questions such as whether they had considered participating in mobility programmes before the pandemic declaration and how it has shaped their future plans in terms of study.

It is also worth mentioning that the general satisfaction of the student body with regard to the collection of data for this report is very positive, both in terms of the subject matter and the way in which the different meetings were organised. Both the quantitative results and the various written comments obtained from the respondents reinforce the need to continue to carry out actions of this nature, in which participants can give their opinions freely and discuss issues that concern them directly, sharing with other students who are in a similar situation. In this way, positions are confronted for debate and common ground is sought in the dialogue. It also provides the ACPUA with interesting *feedback in* order to be able to continue to offer safe spaces in which students' opinions are valued and listened to, and to improve any organisational and communicative deviations that may have arisen.

In short, at the end of the 2021-2022 academic year, we are at a time when the pandemic seems to have finally entered a final phase, but there have been many ups and downs during the last two years: without going any further, in January 2022 the unexpected negative evolution of the pandemic with the consequent dizzying increase in cases, meant that the Aragonese University System had to turn once again to offering all possible flexibility to face the evaluation period of the first evaluation. It is therefore advisable to follow up on these opinions, to seek the opinion of other stakeholders and to advise on the implementation of those measures that seem feasible. Proposals for the future (see Annex 12) should be considered calmly and raised in future follow-up evaluations, with a view to the continuous improvement of the quality of higher education in Aragon.

With this last objective and by way of conclusions, as described in the methodology section, we held a final evaluation session in which all participants were invited once again and which ended with the ratification of the decalogue of recommendations (appendix 12), in the presence of the Director General of Universities of the Government of Aragon.

Finally, the Agency would like to thank the disinterested participation of the more than 40 young participants, as well as the co-organisers (see appendix 11) of each of the sessions held in the two Aragonese universities. We hope that these results can be useful for the entire university community, always with a view to improving the quality of higher education and from a methodology focused on student learning.

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6 ANNEXES

ANNEX 1.- L a survey

FOCUS GROUP STUDENTS. PROPOSAL
Poscovid Strategic Forum19
2021-2022

SURVEY SENT TO 90 STUDENTS, POSTED ON THE ACPUA WEBSITE AND SHARED ON SOCIAL NETWORKS

Target
Gather direct feedback from students on their experience of the pandemic and its subsequent evolution in relation to teaching.

Survey fields
ACPUA briefly needs your opinion:

I.- THE PANDEMIC:

1.- Your experience as a recipient of teaching in an exceptional period:
1a.- What has been the best
1b.- What was the worst thing
1c.- On a scale of 0 to 10, your level of emotional distress

II.- POSCOVID:

2.- Your opinion on the impact on the future:
2a.- Which of the teaching adaptations you have had should be maintained with the "return to normality"?
2c.- From 0 to 10, your current level of emotional wellbeing

III.- SOME DATA:

You are a student of:
- ➢ Grade
- ➢ Master's degree
- ➢ PhD

If you are an undergraduate student, what year are you in? (1 to 6)
Branch of knowledge of your studies:
- ➢ Arts and Humanities
- ➢ Social and legal sciences
- ➢ Engineering and Architecture
- ➢ Science
- ➢ Health Sciences

Thank you very much for your collaboration. Your opinions are very valuable for ACPUA. We will keep you informed.
SEND button (before 15 December 2021).

ANNEX 2.- Responses to the survey What was the best thing about it?

Spending time with the family[2]
That students with disabilities who are sometimes unable to go to university have been able to do all kinds of online activities that were not considered before.
The possibility to take a break from the hustle and bustle of our lives and spend time with our families.
Ease of access to classes
Learning to work remotely (in terms of coordination)
Having more time to devote to yourself and your family
The teachers who have worked tirelessly to provide us with the necessary knowledge to pass the subjects properly.
The realisation that things that were unthinkable before can be done telematically.
Comfort
Do not spend so much time and resources on public and private transport.
Being in home confinement, some teachers have become more involved with the students when it comes to online tutoring and trying to show a closer relationship with them.
The best thing has been to discover new methods of online teaching.
The speed with which the university was able to adapt to such an abrupt change.
How to spend family time and seek fun indoors as well.
Being able to give virtual classes from home. Avoiding 2 hours of public transport. Being able to invest those hours in leisure activities that I couldn't do before, such as exercise for example.
Not having to travel to the university every day. The involvement of the teachers in trying to make the classes as enjoyable as possible, within the possibilities.
The accessibility of learning (the Zoom platform) and the content, which has been delivered in a very dynamic way.
Not having missed any classes due to highflex teaching
The time I had when doing the activities was longer
Ease of teaching
Smaller groups
Spending more time with my family
Perpetual learning material thanks to recordings.
Abolition of some examination
Blended learning classes
Online classes.
online tests
Presenciality
The online classes
Professionalism
Be available to watch recorded classes and be able to attend online.
Quick adaptation and easy follow-up of the studies in a short period of time
The adaptation of some teachers when teaching their subjects.
Teachers' adaptation to the situation
Greater independence
The facilities provided for the teaching of the classes.
Knowing how far I can go and the effort.
I couldn't say anything

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[2] *The answers given in the annexes are authoritative; they are a verbatim copy of what the students wrote.*

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the adaptation of the university to online teaching
The online classes
Valuing the things that really matter
Nothing
Nothing
Nothing
To be able to relax with my partner at home.
Not to lose completely the rhythm of the classes
Family time
That they have given us a lot of means to be able to carry out the classes and the work.
There was more communication between people and there seemed to be more humanity.
The availability of teachers' time and the resources they have provided.
I wouldn't know how to say
Online monitoring of teaching.
It has taught us to better appreciate the things we have.
Possibility of having given practical classes adapted according to covid measures.
Saving me travel time to school
To be in my warm house.
Learning to create routines and organising my time
Delivery of teachers
Being at home
Online classes meant you didn't have to waste time on assignments and exams and we didn't have to go to the university every day of the week.
Do not waste time travelling.
The continuation of classes telematically
Presnciality
To be able to follow the classes at home and not lose any material.
More free time.
I had to get up less early to get to class.
be able to take the exams online
Online classes and subject facilitation.
Being able to take classes from home and not having to get up so early.
That the day could be better used.
I don't want to get infected
Nothing
the adaptation of blended learning
It made me keep in touch with friends that I can only talk to virtually. It gave me time to do things I don't normally have that much time for.
To be able to have time for myself and to do things I wouldn't normally do, more peace and quiet to learn.
Online classes and exams. The change in stress and pressure is very noticeable.
We have learned that life can change at any time.
As far as I can tell, being divided in class has made you establish stronger bonds with your classmates and maximised intra-group trust as we were all in the same situation.
On the downside, the classes could be followed more or less well with the cameras, but it had nothing to do with

ANNEX 3.- Responses to the survey What was the worst thing?

We couldn't leave the house
I think that in the country we live in we are fortunate to have the means to have virtual teaching, in terms of being able to teach online. The worst thing would be independent of being a recipient of teaching and of course would be the deaths and loneliness of relatives and patients.
Confinement and fear of contagion
Attention to the classes
The loss of teaching at the beginning of the pandemic.
Not being able to get away from your family from time to time
The continuous failures of the virtual campus that was not designed to have such a heavy load and to be alone at home.
It has been a bit difficult to organise all the subjects so that they are taught in a similar way as they were before.
Being able to socialise with people and have physical contact
Teachers abandoning people in the first years of their careers to their fate.
Online teaching. The platform was down, it was under maintenance many times and the teaching staff did not know how to use it.
The worst thing was, without a doubt, the uncertainty and the feeling that nothing was under control. That year I was taking the EVAU and it was chaotic to take the online classes, especially at the beginning.
The blended learning period. When we had to go one week face-to-face and one week online.
The way of working and the bad methods that we students have acquired
So all the classes were virtual. Depending on the subject, some of them were too heavy and could not be explained properly.
The online classes, because I personally find it much more difficult to concentrate in class online than in person. In addition to this, the exams, because the fact that we were at home and they suspected that we might be cheating, meant that they gave us exams with less time than necessary to do the exam correctly and without the possibility of going back to change answers or revise, which added stress to the situation because you had everything at stake in the little time you had for each question.
The loss of human contact between peers
Little flexibility for teachers to understand the situation and give more time for group work or the stress of online exams dependent on wifi or bb saturation.
Not being able to relate
That a lot of teachers had no idea how it all worked.... We, the pupils, were the ones who taught the teachers how it all worked.
Lower class attendance (especially in the last academic year).
Online classes
Difficulty in maintaining contact between pupils and teachers.
Millions of jobs
Back to face-to-face classes
Not being able to attend classes in person.
the complicity of paying attention in class
Capacity limits
The timetable after returning to full attendance
Many teachers were not comfortable teaching online.
That there was a substantial drop in the attention paid. The academic load was still as demanding (which is understandable but makes the situation harder), how much the quarantine affected psychologically as well as the effects of the virus...
Lack of direct contact, because sometimes messages cannot be expressed as well as in oral form
Having to teach telematically has been the most difficult part of the pandemic.

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No online classes
Lack of contact
Difficulty concentrating in front of the computer screen.
Reduced social relations, either through confinement or reduced hours.
the online classes
Online classes were much harder to follow
Contact with certain teachers
Seeing so much suffering and uncertainty, so much time lost
The lack of closeness to teachers and the few activities carried out
Online classes and minimal peer-to-peer contact
Online classes, and the lack of activities
The quality of education was not the same, the emotional issue was more complicated and that made concentration levels lower. Concern for family members and in my case medical care as I had a chronic illness.
I feel that all the time invested has been for almost nothing.
Losses
The online classes as you don't learn as much as you would like to.
Not being able to go out, in addition to the controls and abuses by the powers that be
The learning style proposed (not very dynamic classes, only teacher participation...) and the poor use of ICT by teachers.
The feeling of less human affection, not being able to see people's faces and expressions through the mask.
Activities that should be done in person could not be carried out. Maintaining the thread of the classes. The impediment to socialising
The number of people who have passed away in this time
Poor adaptation of some teachers to online classes.
The technical problems and the many unknowns that arise when facing an online exam e.g.: What if the power goes out in the middle of an exam and I can't get back?
How cold it was on campus
Not being able to go out of the house and the use of masks
The online mode
Being at home too much
Not being able to socialise with classmates
The online modality in general.
Connection via telematic means
Less contact with teachers
The uncertainty of not knowing when we would return to the classroom and the difficulty of following an online class.
It is more difficult to attend
little social and university contact
the mental fatigue that so much restriction is becoming and is being talked about so often
Lack of contact between students, doubts with changing restrictions and how they affected us when attending libraries, university cafeteria, etc. Problems when handing in exams in online format.
Lack of contact and difficulties in studying.
Having the same environment for studying, being in class, spending time and resting.
They limited all my daily activities, making it difficult for me to carry them out.
Being confined for so many months
the abrupt return to normality in terms of classes and exams.
The uninspiring atmosphere and the constant feeling that everything is going wrong.

Not being able to leave home, how badly they have managed everything academically, how hard it has been to adapt, the abrupt changes that have taken place.
The ban on socialising; banning going out during breaks. We would then return home in a bus full of people from other races.
We have not been able to live our lives normally. We have lost a lot of time with our loved ones.
The online classes ultimately deprive you a lot of participation and openness, you lose the thread of the class, you don't understand as much, you don't see the blackboard well.... In addition, experiencing the first year of your entry to the university having COVID, without being able to get to know the whole campus well, without being able to socialise so much and meet new people... it has been quite disappointing.
Going to class so little, it was more difficult for me to get to know people and I still don't know very well how the university works. Also, sometimes the teachers forgot that we were at home online and there were activities planned that we couldn't follow, like debates or things like that (because you couldn't hear people, mainly). Of course, it takes a lot of willpower to attend from home, which makes it even more difficult.

ANNEX 4.- Responses to the survey Which of the teaching adaptations you have had should be maintained with the "return to normality"?

Mask
All of them, it was a demand of the students who have disabilities and they always told you that it was impossible and that that was what the UNED was for. Evidently it is an opportunity that also allows students from other countries to share naturally.
The optional nature of selectivity and passing the baccalaureate with a failed grade
The difficulty of adaptation
Encouraging the use of ICT, as far as possible, in teaching (explanatory videos, use of office automation tools, etc.).
Record your lessons so that when you study you can watch them again.
All the contents that were generated for online consultation
I find it more convenient to do some theory classes telematically.
Virtual content
Online teaching should coexist with face-to-face teaching
Teachers maintaining a close relationship with students
Increased use of technology as a basis for classes and, in some cases, blended learning.
The possibility of being able to take online classes if you are unable to attend due to illness. In my opinion, it should also be possible to record all the classes, so that, as a student, you have the possibility of being able to review concepts in case of doubt. I think it would also be a way to make use of the material that was required at the time we were confined.
Virtual mode
It depends on the subject. For example, nowadays, there are practical courses that have to be done in computer rooms and that during confinement we used to do at home. I would maintain the teaching adaptations in which the use of the computer can be done from home.
Tutorials with teachers and voluntary revision classes for the exam online, as this is something that is detrimental to those of us who live far from the university, because we end up wasting more time travelling than the time we spend in the meeting itself. Classes with fewer students, as it creates a more welcoming and comfortable atmosphere. This means, among other things, that people who find it difficult to present work in class feel more comfortable, or that there is greater participation in class, because people are more comfortable.
The possibility of having online spaces such as student forums.
Online tests. Now we're all coming down with flu, cold sores...
Classroom teaching
They should be able to re-explain on the blackboard and be able to read the students' faces to see if they understand what is being said or not.
Smaller class sizes, it is even better because if you have questions you get better service.
Retain the possibility of having an online class in case you are sick/cannot attend for any reason.
Perpetual technical support with recordings, interactive learning material and/or prompts.
Recording classes
Semi-Presidential
The large amount of additional content uploaded to the cloud that was offered during the confinement.
class recording

None
Record the lessons. This would not only help the student, but also the teacher to analyse where to improve.
Hybrid online-attendance model in case of inability to attend due to major reasons
Record the lessons online so that you can review them at any time.
Recordings of some classes
Introduce more individual work or facilitate group work, because of the difficulties involved in getting together, even electronically.
Online classes in exceptional cases
Incorporation of new technologies in the classroom.
100% attendance
More contact by mail and longer meetings online.
for me, none
that the classes can also be followed online.
Online/recorded classes
None
Classes via teams
Gel
To be able to give lessons via Teams to students who have missed a lesson, so as not to miss it.
Some meetings can be held by TEAMS, the rest nothing.
None
The facility offered to us by the teachers
I am of the opinion that none of them should be kept.
We should go back to the way things were before, but I would leave the possibility of choice in EVAU for future students.
Accessibility to various online resources and computer-based examinations.
That all the content of the subjects is online so that it is not necessary to take notes in class and we can attend better.
online teaching system
The adaptation of the evaluation systems is one of them, giving much more weight to continuous work, and not so much to the completion of an exam. In addition, being able to take classes in blended learning format is a good way of making it easier to reconcile studies with work and internships, for example.
Hybrid format (part of the theoretical classes, lectures, seminars or briefings in online format and the rest of the theoretical and practical classes in face-to-face format).
Recording the classes, I consider that although it may encourage not paying attention in class, being able to review the day's lesson again is quite beneficial in terms of being able to resolve doubts at home and consolidate the information.
All
disinfection of classrooms
Don't know
Always face-to-face classes
I would not currently maintain anything

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Cleanliness.
Tutorials in a more explicit way
Virtuality
None, I like the methodology of face-to-face classes in the classroom, with classmates and teachers.
Optional attendance
the ease and usefulness of online.
I couldn't say.
Meetings with teachers via online meetings.
The use of computers for testing and work would reduce paper waste.
The online classes, when you are unwell, allow you not to miss the class.
Give online lessons in case of absence in case someone is unwell.
online classes and online exams
Hygiene behaviours.
The use of technology in the subjects in the normal way, the possibility of blended learning and online classes if necessary.
Online classes, face-to-face classes.
Online classes for people with COVID-19 status, it is not fair to miss 10 days of class because you have COVID even if you are well.
I don't think any.
Being able to connect to online classes if for example you have to go to the doctor that day or if you are ill, so you don't miss all the classes

ANNEX 5.- Topics covered per question and per group

1. Maintenance of teaching adaptations
1.a. How has the teaching been adapted (most common)?
1.b. What resources should be maintained?

			1	2	3	4
Block 1	**Question 1a**	Online classes on offer	Yes	Yes	Yes	Yes
		Work overload	Yes	Yes	?	Yes
		Lack of teacher training in ICTs	Yes	Yes	No	?
		Changes to the evaluation system	Yes	Yes	No	?
		The need for the university to reinvent itself	Yes	?	No	?
		Timetable changes	Yes	Yes	No	No
		Reconciliation problems	Yes	Yes	?	Yes
		Saturation of student representation	Yes	Yes	?	?
		Blended learning	Yes	Yes	Yes	Yes
		Inequality in adaptation	Yes	Yes	Yes	Yes
	Question 1b	Using the ADD as a communication platform and online resource bank	Yes	Yes	Yes	Yes
		Possibility to record lessons	Yes	Yes	Yes	?
		Opening of study spaces as libraries	Yes	No	No	No
		Increased tendency towards continuous rather than global evaluation.	Yes	Yes	?	?
		Teacher training in ICTs	Yes	Yes	Yes	Yes
		Possibility of online classes	Yes	Yes	Yes	Yes
		Empathising with other diseases	Yes	Yes	Yes	Yes
		Duality of online/on-site tutorials	Yes	Yes	Yes	?
		Use of active methodologies	?	Yes	?	?
		Maintain all digital resources that were generated in the 2019-2020 academic year.	Yes	Yes	Yes	Yes
		Maintain the webinars	?	Yes	?	Yes
		Using the technological means acquired during the pandemic	?	?	Yes	Yes

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2. Teacher-student communication
2.a. How was the communication with teachers (most common)?
2.b. What modes of communication should be maintained?

Block 2			1	2	3	4
	Question 2a	Scarce and late (confinement)	Yes	Yes	No	Yes
		Not necessarily through official channels	Yes	Yes	No	Yes
		Disregarding the digital divide	?	Yes	No	?
		Through online tutorials	Yes	Yes	Yes	Yes
		Mala in blended learning classes	Yes	Yes	Yes	Yes
		Different according to teacher	Yes	Yes	Yes	Yes
		Decrease in class participation	Yes	Yes	Yes	Yes
		Through IT means	Yes	Yes	Yes	Yes
		No mutual empathy	Yes	Yes	?	Yes
		Without taking into account the student body	Yes	Yes	No	?
	Question 2b	Communication of all changes to the ADD	Yes	Yes	Yes	Yes
		Responsibility resting with teachers	?	Yes	?	?
		Duality online tutoring	Yes	Yes	Yes	?
		Teacher training in ICTs	Yes	Yes	Yes	Yes
		Possibility to record lessons	Yes	Yes	Yes	?
		Course at the ADD for each subject	Yes	Yes	Yes	Yes
		Maintain the webinars	?	Yes	?	?
		Maintain the IT resources obtained in the 2019 academic year- 2020	Yes	Yes	Yes	Yes
		Two-way empathy	Yes	Yes	?	Yes

3. Emotional impact

3.a. What situations have the students experienced (the most common experiences)?

3.b. What resources/projects are needed for improvement?

Block 3			1	2	3	4
Block 3	Question 3a	Social disengagement	Yes	?	Yes	?
		Lack of separation between leisure and study	Yes	?	Yes	?
		Decreased concentration and loss of performance	Yes	Yes	Yes	?
		Increased reliance on technology	Yes	Yes	Yes	?
		Work overload	Yes	Yes	Yes	Yes
		Loss of university identity	Yes	Yes	Yes	?
		Loss of socialisation spaces	Yes	?	Yes	?
		Disappointment with student life	Yes	Yes	Yes	?
		Stress, anxiety and unease about change	Yes	Yes	Yes	Yes
		Feeling of loss of quality	Yes	Yes	Yes	Yes
		Unequal empathy	Yes	Yes	No	Yes
		Lack of motivation to attend classes	Yes	Yes	Yes	Yes
		Fear	Yes	?	Yes	?
		Peer empathy and good fellowship	Yes	Yes	Yes	Yes
		Pandemic fatigue	?	Yes	?	Yes
		Lack of decision-making capacity	Yes	Yes	?	?
	Question 3b	Enhancing university life	Yes	Yes	?	Yes
		Encouraging socialisation in the classroom space	Yes	Yes	Yes	Yes
		Greater conciliation	Yes	Yes	Yes	Yes
		Taking mental health into account	Yes	Yes	?	Yes
		Improving psychological care at the university	Yes	Yes	Yes	Yes
		Maintain the health considerations that have been taken into account so far.	Yes	Yes	Yes	Yes
		Two-way empathy	Yes	Yes	?	Yes
		Taking into account the opinion of the student body	Yes	Yes	?	Yes

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CONCLUSIONS GROUP 1: FOCUS GROUP (PLENARY)
Faculty of Education, 2 March 2022. Informant: Laura Peiró
TEACHING ADAPTATIONS

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1a. How has the teaching been adapted (most common)?
- <u>Offering online classes</u>: There was no such possibility before; it was done as it was possible. They argue that online classes, in general, were of lower quality. Students connected this issue with the points made below: (i) <u>overload of work</u> (there was an attempt to compensate for the non-presence; (ii) evidence of the <u>lack of ICT training of the teaching staff</u> (differences between younger/older teaching staff); (iii) <u>communication difficulties</u> (the existing ones were increased); (iv) <u>changes in the evaluation system</u> (more focused on avoiding copying than on evaluating vs. too lax); (v) <u>need for the University to reinvent itself</u> (opportunity to see that the university system was not prepared for something like this: "if it went well, it was because of the people; not because of the system".
- <u>Digitisation of education at breakneck speed</u>: This highlighted the lack of training in the use of ICTs by teachers, who had to reinvent themselves overnight. Even teachers who did not even use ADD before the pandemic had to adapt. Students also commented that they noticed the differences between younger teachers, who generally had less difficulty adapting, and older teachers; they empathetically noted their desperation.
- <u>New forms of student-teacher communication</u>: As a result of the pandemic, all teachers started to communicate on Moodle the information that was previously only communicated orally in class. Students comment that this was positive, but that it is being lost. They feel that the lack of communication between students and teachers has always been a problem and that the pandemic has increased this problem.
- <u>Change of timetable</u>: During confinement. This did not happen in all courses, but the teaching staff also had new problems of reconciliation. Teaching time was lost due to coordination problems in this regard.
- <u>Work overload</u>: During the confinement, to compensate for not being able to attend class, some of the teachers wanted to compensate for this non-attendance with more work to ensure that their students were really learning and were not being "given" anything for free. The students commented that they spent practically the entire confinement doing homework, and pointed out the lack of empathy on the part of the teaching staff towards the experiences they were going through.

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- <u>Changes in assessment systems without long-term thinking</u>: In addition to work overload, students comment that two years later it is becoming clear that there were two opposing trends:
- Making assessment too difficult, criminalising students, and prioritising "avoiding cheating" over good assessment of competence acquisition. This has led to an increase in failures. Students point out that teachers had "the need to show that no one was being given anything for free".
- Excessive facilitation of assessment, either due to the teachers' lack of interest in adjusting to the new reality or excessive empathy. This has not been maintained over time; it was only during confinement.

1b. What resources should be maintained?

- <u>Communication in Moodle of all the information necessary for the proper development of the teaching activity</u>, so that students who for whatever reason do not attend a class do not depend on other classmates to find out about it. For example, this would include notices of deadlines, possible absences of the teacher, homework, information about activities to be carried out, etc. Normally some of this information is only communicated by word of mouth in class and students feel that the responsibility for communicating it to the rest of the group should not be theirs but that of the teacher in charge. Students regret that this is being lost with the return to 100% face-to-face teaching. They insist that the <u>uploading of the programme to Moodle</u> should be maintained, and that teaching materials should continue to be uploaded. The possibility of recording classes was also mentioned.
- <u>Maintaining the use of Moodle as a communication platform and as a **bank of online resources**</u>, although making a didactic selection of the materials, so that the amount of information is not excessive. If this is not done properly, it can lead to an overload of unmanageable information. The proposal is to keep them so that they are not ephemeral (they prefer to be able to consult the materials after the class and that the possibility of consulting the presentation used by the teacher does not disappear at the end of the class); but always without overloading the students.
- <u>Opening of study spaces such as libraries</u>, since during the confinement many students had nowhere to do their study work because of the situation at home and to be able to distinguish between leisure and work spaces. Students regret that they were closed.
- <u>Maintain the online/online duality</u>, given that it helps to reconcile work and family life, reduces student commuting and allows students who also work to be integrated into the university, because it means that education is not 100% of your life. However, there <u>is no agreement on this</u>. What is clear is that students want the university to be face-to-face, but that the online option should be maintained

as a complementary resource, i.e. as a possibility rather than an obligation. They commented that there are students who would prefer to stay at home and others who would prefer to attend face-to-face; it can help student-centred learning by highlighting that everyone has their own way of learning: "let everyone do what they prefer", they said. They consider that the online possibility can help with work-life balance and help older people and people with family obligations to access university (which relates to the <u>social dimension</u> point). However, they consider that virtual classes are not the raison d'être of the face-to-face university. It seems difficult to do away with online classes altogether once the advantages (and disadvantages) of online classes have become known. They also consider that they have already seen the bad side of online classes (deficiencies in sound, visuals, etc.), but this can be a starting point for improvement in the future.

- <u>Greater tendency towards continuous assessment instead of global assessment</u>, but measuring the workload well to avoid a repetition of the overload of the 2019-2020 academic year. They consider that during the confinement there was a greater follow-up of the activities and that it was positive to reduce the overall exams, although they agree that the workload should be better measured.

- <u>Maintain the empathy that has been shown for COVID-19 and extend it to other illnesses</u>. They consider that students have the right to be ill without this being detrimental to their academic performance and that they should have the right to miss classes if they are ill, or even if there is a reason that may not seem to be a major cause, such as accompanying a family member to hospital, and that this cannot be a reason for missing continuous assessment. So far, there has been a lot of empathy for a one-off absence, but this is being lost.

- <u>Duality of online/on-site tutorials</u>. Even so, they consider that even more incentive should be given to tutorials.

Other

- **Reconciliation** considerations: During confinement, it was assumed that the only task of the student body was to study, assuming that no one worked and studied at the same time. This issue is related to the following.

- <u>Social dimension</u>: It has often been assumed that all students enrolled in a subject know each other, which is not true. It is common for university professors to think of the prototypical young student, who starts university at 18-19 years of age and who does not have to work in order to pay for his or her studies in the meantime. However, the social dimension of the university is immense. This whole process has been very different for older people who also study at the university, for foreigners, also for people participating in international mobility, and also for people with some kind of specific educational needs. Students also mentioned the <u>rigidity of the curricula</u> and how society (and the faculty) expects you to finish your degree in four years instead of assuming that you can do other things while

studying. Also during the pandemic, the university often did not take into account that not everyone has their own room, study space, mobile phone, computer; "many things were taken for granted". They believe that the socio-economic resources that each student could have, both material and in terms of space, were not taken into account.

- Saturation of student representation: The figure of the class delegate took on a very important role, especially in the confinement. There was an absolute lack of information and he or she was the person in charge of mediating. The teaching staff assumed that they had a way of contacting all the students enrolled, and due to data protection this is neither true nor possible.

Difficulties in preparing for the EVAU: In the year of the confinement, there were institutes that decided not to have online teaching, which increased the feeling of unease among students in the 2nd year of Bachillerato.

CONCLUSIONS GROUP 2: FOCUS GROUP (PLENARY)

Faculty of Education, 2 March 2022. Informant: Irene Melchor
COMMUNICATION MODALITIES

2. a. How was the communication with teachers?

The most common or usual communication with the teaching staff has been through:

1. Moodle, for sharing resources.
2. Email
3. Online tutoring. Students did not often use face-to-face tutoring before the pandemic and its use increased greatly during the confinement and during hybrid or semi-face-to-face teaching. It proved very useful. It has now fallen back to very low use, as before the pandemic.
4. Online classes: the assessment of these classes differed among the students, but it can be generalised that there was little interaction, most of the students had their cameras turned off and did not participate at all, and even the teacher sometimes had the camera turned off. The online teaching was limited to the transmission of content, with no interaction at all.

In all cases, there was great variability influenced by factors such as the age of the teaching staff and their difficulties with ICT, with some teachers even making very little use of e-mail and with whom communication was difficult and very scarce.

In general, communication was cold, distant. The words most repeated by the students were "coldness, disconnection". And this is due to both the teacher and the student, since the teacher's contact was distant - very theoretical and with a totally expository teaching methodology which, in general, did not invite participation or include opportunities for debate or participation, but the students also recognise that they took advantage of online teaching for their comfort and convenience without doing their part, since they did not participate or use the cameras (they used

the online classes to do other tasks at the same time, to eat, sleep, etc. and they even used the word "laziness"). The Law student did say that in her case, some subjects that are normally very participative in person did give rise to debate and greater student participation, but in the case of Economics they were totally theoretical and without any participation whatsoever.

2.b. What modes of communication should be maintained?
1. Moodle of the subject.
- Didactic materials, presentations, resources, solved exercises
-Many teachers now share their lesson plans on Moodle: Teaching planning in the form of a calendar with activities - daily objectives, which allows students to know in advance what is going to be covered in the session, or to make up the subject if they have missed it.
- Recorded classes: this is the resource unanimously valued by the group as the most useful resource. Many teachers recorded the classes during the confinement or afterwards and the sessions are available and allow the students to watch the explanations or case resolutions at their own pace and as many times as they need to, clarify doubts, etc.
- Increased use of online tutoring. During the confinement, the teaching staff encouraged their use and the students were more encouraged to take advantage of this opportunity, but now their use has declined again. Students miss the teachers' encouragement of their use.

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CONCLUSIONS GROUP 3: FOCUS GROUP (PLENARY)
Faculty of Education, 2 March 2022. Informant: Belén Serrano
EMOTIONAL DISTRESS

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3a.- What situations have students experienced? The most common experiences
Social disengagement
Your workspace also becomes your leisure and resting place; this produces monotony, as well as "imposed" symptoms of depression.
The level of concentration has decreased due to having much more dispersed reception of information.
Increased dependence on technology; need to be aware of connections, access, online resources, assessments.
Teachers were constantly asking for work to be done and the students' homework load was growing exponentially.
University identity has diminished.
Cafés do not exist as a social space.

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3b.- What resources/projects are necessary for the improvement?
Greater proposal of activities to recover spaces for socialisation from university centres.
Increased socialisation also in the classroom
They propose more interaction and more identity. To strengthen university life more: from student delegations, cultural commissions, attractive and playful proposals that encourage networking.
Always encourage face-to-face contacts at a face-to-face university.

Remarks:
Second year students consider that they have not had a differentiating space between what they have experienced in ESO and access to University.

<h2 style="color:red; text-align:center">CONCLUSIONS working groups</h2>

<h3 style="color:red; text-align:center">Trainee 4th year Law student: Ana Solanillas</h3>

On 2 March, we met at the Faculty of Education to discuss with other students of different ages and grades the impact that the pandemic and the confinement caused by covid had had on the university level.

For this purpose, we gave an overview of the main milestones that we would later deal with. Firstly, one group would deal with the teaching adaptation to the confinement situation and the subsequent blended learning; the second group would deal with the form of communication between teachers and students throughout the pandemic situation and, finally, the third group would deal with the emotional impact that the changes and restrictions brought about by COVID-19 had had on the students.
After each group had discussed the issues raised on each topic, it was time for sharing. The first group had reached the conclusion that the change most noticed by the students had been the change from face-to-face teaching to online teaching: this had meant an overload of work for many students, as not all teachers knew how to adapt to the change of pace due to insufficient training, both in terms of technological knowledge and the media they had to use and the way in which they had to assess the subject, adapting to the circumstances of the moment.
In contrast, resource banks had been created that had benefited the student community as well as activities on the Moodle platform for monitoring and continuous assessment. These last two resources, as well as the possibility of maintaining the duality of online and face-to-face classes, are teaching adaptations that students consider should be maintained.

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The second group pointed out that there was little interaction with the teaching staff through any of the channels they already used to communicate (the university platform, e-mail, etc.).

This lack of interaction pointed to the teachers' incompetence in getting their teaching across to their students and conveyed a coldness on the part of the institutions, as if they were disengaged from their students. More follow-up through tutorials was tried and, although successful at the time, it is being lost despite the fact that students want to keep them.

At the same time, it was positively valued that the basic materials to follow the teaching are uploaded to the online platforms and that the possibility of facilitating the recording of the classes given so that students can consult them at a later date is also considered.

Finally, the third group focused on the emotional impact of these exceptional circumstances.

In general terms, social isolation was difficult to cope with and students suffered particularly badly, leading to a high level of social disconnection. One of the most promising stages of student life had been cut short by the pandemic: class attendance, often in precarious situations, has meant a lack of cohesion in class groups, as well as a feeling of not belonging to the university community. All these circumstances have led to a notable decrease in concentration and a greater dependence on technology on the part of students.

In order to remedy this situation, university institutions should encourage leisure activities beyond the extracurricular activities that are already organised and which, for the most part, are very similar to attending classes (seminars, debates, etc.).

Looking at all the issues we dealt with, my overall assessment is positive. The creation of spaces for students to openly express their opinions on issues that affect them directly is encouraging to say the least. It gives students the value and recognition that their personal experiences deserve. Even so, I think it would be interesting to give greater relevance to perspectives that go beyond the classic framework of the student who devotes himself entirely to study. The personal experience of this model of student is infinitely different from that of other students, since university degrees are designed by and for them. There is another percentage of students who are pursuing higher education while coping with family life and the world of work, which should also be taken into account in order to gather their opinion.

Furthermore, there is also a substantial difference between the experience of student representatives and those who do not have access to this type of positions within the university, who are not normally listened to and who live disconnected from most of this type of experience. Therefore, it would also be very enriching to get them involved and participate in projects like this.

CONCLUSIONS working groups
Trainee (4th year Law): Alicia Giménez

<u>Maintenance of teaching adaptations</u>

In terms of the adaptation of teaching, the change from face-to-face to the online system meant a radical change for both teaching staff and students.

The older teachers lacked ICT training (they did not know how to use the Moodle platform, nor how to initiate a video call, for example) and found it difficult to adapt to the situation.

On the other hand, younger teachers, in general, were able to reinvent themselves and look for solutions so that teaching could continue online.

The student body, on the other hand, was overwhelmed and saturated by the work overload, which sometimes did not correspond to the training and attention they were receiving.

With regard to the resources that should be maintained, the debate arises as to whether online teaching should be maintained alongside face-to-face teaching.

Part of the student body supports online teaching, as it allows them to reconcile family life or to miss classes at specific times, and also encourages multitasking.

On the other hand, most students consider that the University of Zaragoza is a face-to-face university and does not have the means and resources of distance learning universities, and therefore, the two systems are not compatible.

<u>Teacher-student communication</u>

In order to analyse communication with the teaching staff, it is important to differentiate between the confinement stage in March-April 2020 and the second stage, which corresponds to the academic year 2020-2021, in which it started online and ended up being combined with the face-to-face mode (in some degrees, in others it was online for the whole course).

During the confinement, communication between teacher and pupil was poor, especially due to the lack of teacher training, as I mentioned above.

The students, in general, also did not interact in the video calls offered by the teachers to teach the classes, neither did they connect the cameras nor the microphones, which made the communication even colder on both sides.

During the academic year 2020-2021, the communication improved a lot, all subjects switched to Moodle and teachers started to use it better. Online tutorials were also implemented and worked very well.

The modes of communication that should be maintained would be online tutorials, the Moodle platform, where subjects are updated and teachers upload useful resources, course organisation... Teachers could also upload recorded lectures to facilitate understanding of the subject.

<u>Emotionally Affected</u>

The most common situations experienced by students have been work overload, dependence on technology and decreased concentration, as following the subject online makes it easier to get lost and get lost.

Also, separating the students into subgroups for the theoretical classes and not being able to socialise was demotivating for them.

A large proportion of students report depressive symptoms and emotional deprivation.

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CONCLUSIONS working groups
Internship student (4th year Law): Rubén Marco

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In this activity, it was possible to observe the students' feelings about a fairly continuous period of time such as the pandemic and the impact it had on university life, both inside and outside the university.

In my opinion, it was quite interesting to hear the impressions of the students from other faculties and their opinions about how the organisation was organised in the faculties, although it was quite similar in all of them.

As could be heard in the activity, most of us agreed that the adaptation of the teaching was somewhat mediocre in that we students were not taken into account too much. The methodology of the online classes did not encourage participation and attention as we did not see each other's faces. This led to an increase in distracted studying, which is still going on today. In my personal experience, there was only one subject where we were forced to turn on the camera and participate, so it was the most rewarding subject.

I also believe that group work should have been encouraged, as we all felt a disconnection with our own peers and for those who were just starting university it was very difficult to build relationships with them.

After the quarantine, and in a new course, the situation was quite disconcerting in that there was not much coherent management. At the beginning, the return to face-to-face education was delayed every 15 days, having paid a tuition fee in accordance with a face-to-face education. Later, when it came to exams, the measures were not very coherent as we had 80 people in a class (with a metre of separation between each one), and in shops, bars and other establishments, the maximum capacity was very limited.

All this has led to many students suffering from stress, anxiety and above all the loss of a university life, which is a far cry from how it was portrayed to us when we were at school, as the university seems not to be very busy encouraging it.

FOCUS GROUP PARTICIPANTS.

PARTICIPANTS OF THE FOCUS GROUPS. HELD AT THE FACULTY OF EDUCATION

Ignacio Tabar Morancho
José Manuel González Quintero
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Santiago Vela Espiago
Eduardo Serrano Ibáñez
Lizer Fleta Esteban
Maryna Kolisnyk

ACPUA internship students (4th right):
Alicia Giménez
Ana Solanillas Sentís
Ruben Marco

ACPUA staff and partners:
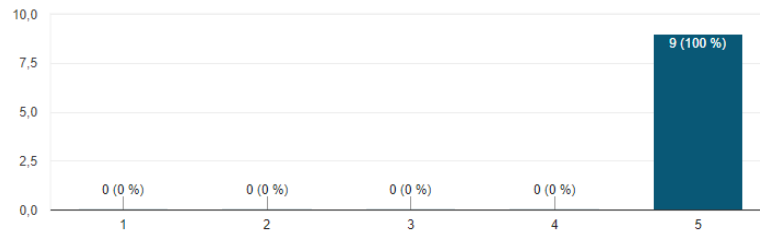Laura Peiró
Irene Melchor
Belén Serrano Valenzuela

SATISFACTION SURVEY_FOCUS GROUP EDUCATION_2 March 2022

1ª CUESTIÓN.- OPORTUNIDAD E INTERÉS DEL TEMA

Valoración

9 respuestas

COMENTARIOS A LA 1ª CUESTIÓN

2 respuestas

Sin duda, una experiencia que deseo poder repetir.

Un tema de actualidad, está bien poner en común experiencias de diferentes personas respecto a la pandemia.

2ª CUESTIÓN.- CAPACIDAD COMUNICATIVA Y CLARIDAD DE LOS ORGANIZADORES EN LA EXPLICACIÓN DEL CONTENIDO

Valoración
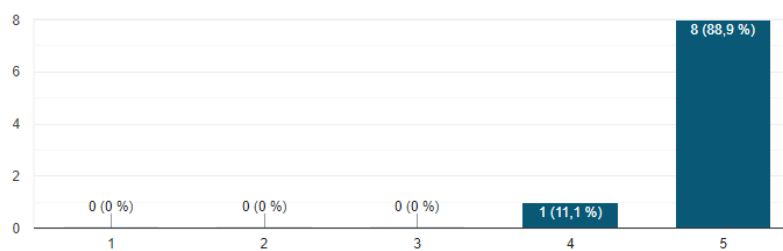
9 respuestas

COMENTARIOS A LA 2ª CUESTIÓN

2 respuestas

La preparación fue correcta y la charla fue amena.

La explicación de lo qué es ACPUA podría haber sido más interactiva. Pero aún así interesante conocer qué es ACPUA

3ª CUESTIÓN.- ORGANIZACIÓN

Valoración

9 respuestas
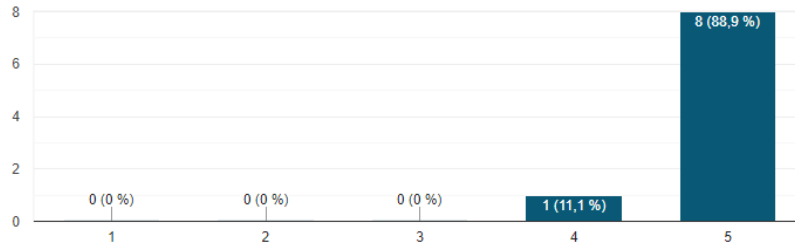
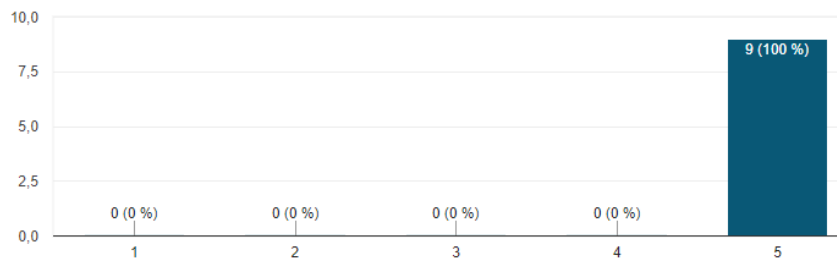
COMENTARIOS A LA 3ª CUESTIÓN

1 respuesta

Muy buena organización, sin problema.

4ª CUESTIÓN.- INTENSIDAD E INTERÉS DEL DEBATE

Valoración

9 respuestas

COMENTARIOS A LA 4ª CUESTIÓN

2 respuestas

Casi podría decir que nos faltó tiempo. Es un tema que da mucho de sí, pero en el poco tiempo que estuvimos se trabajo muy bien.
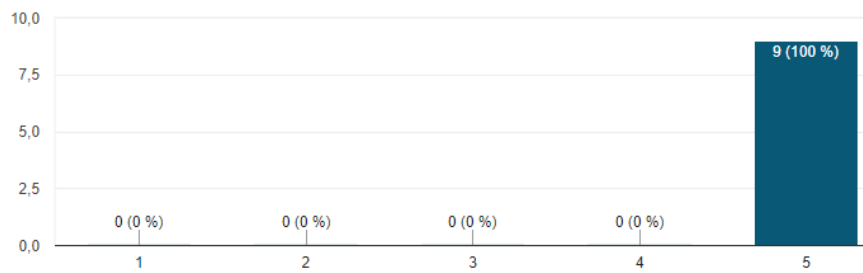
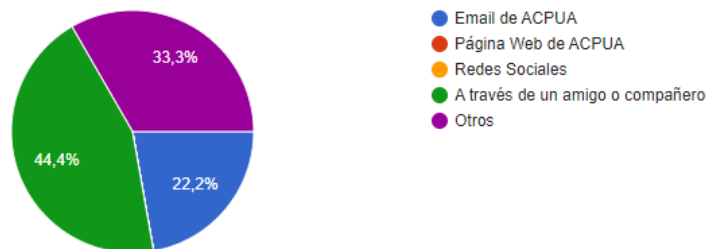Muy enriquecedor el debate.

5ª CUESTIÓN.- SATISFACCIÓN GLOBAL

Valoración

9 respuestas

¿CÓMO TE ENTERASTE DEL SEMINARIO?

9 respuestas

- ● Email de ACPUA
- ● Página Web de ACPUA
- ● Redes Sociales
- ● A través de un amigo o compañero
- ● Otros

SUGERENCIAS

ESPACIO ABIERTO PARA SUGERENCIAS

2 respuestas

Realizar más Focus-Group con estudiantes. Espero con ganas el 2º posible encuentro en junio, post exámenes (se comentó la posibilidad en la reunión). Y gracias!

Estuvo muy bien la actividad. Es una buena manera de hacer conocer la ACPUA. Enhorabuena a los organizadores!

ANNEX 7.- UNIZAR Fac. CC Health_Results, Participants and Satisfaction

CONCLUSIONS GROUP 1: FOCUS GROUP (PLENARY)
Faculty of Health Sciences, 15 March 2022. Informant: Belén Serrano
TEACHING ADAPTATIONS

1a. How has the teaching been adapted (most common)?

They consider that the quality of the online classes received was poor.

There were excessive requests for group work (daily and also at weekends). This leads to difficulties in coordinating with people working in parallel.

Affecting the syllabus, as everything was included in general in all subjects, thus increasing the workload.

At no time were the students involved in the decisions that were taken.

Many security protocols were put in place but to no avail: bubble groups, QR codes, and so on.

At-risk teachers were allowed to teach online only, but there was no flexibility for students.

Difficulty to reconcile schedules.

There were neither adequate means nor 100% available to deal with the reality of non-classroom or hybrid teaching in all subjects.

Inequality in adaptation: the adaptation of the realities of each centre was different, as well as of each teacher and each subject.

They consider that in some cases there was a lack of willingness to provide adequate and necessary resources. Lack of willingness to adapt on the part of some of the teaching staff.

Unequal empathy: students understood the faculty (many working on the front line in front of COVID), faculty did not always understand the students.

Lack of consideration of the reality of students who combine university with work and/or family responsibilities.

1b. What resources should be maintained?

Making examinations more flexible.

Maintain the online system only on an exceptional basis. They consider online participation to be complicated and prefer face-to-face participation.

They give the teaching example of an exceptional teacher: he records his teaching in power point before the face-to-face session, uploads it on drive and attaches resources in Moodle.

Request for mutual empathy: for teachers, but also for students.

Other

CONCLUSIONS GROUP 2: FOCUS GROUP (PLENARY)
Faculty of Health Sciences, 15 March 2022. Informant: Laura Peiró
COMMUNICATION MODALITIES

2. a. How was the communication with teachers?

Division into two phases:
During the confinement of the 2019/2020 academic year:
Cancellation of placements in health care institutions: Communication, in most cases, was not official, but information was passed on by word of mouth.
Delay of classes: Students commented that some teachers did not say anything for 3-4 weeks, and some did not even teach (they only provided notes, so communication was non-existent). It took a long time to organise e-learning via Meet (older teachers, lack of computer skills...). Many teaching hours were lost (not made up).
Variation in teachers' behaviour: There were those who made an effort and those who did not. The students comment on their understanding of the issue: they understand that many of them were working on the front line, and that no more could be demanded of them. Even so, they note that many did not even send a message on Moodle, which complicated their academic activity.
EVAU: A lot of care was taken. There were no complications, and entry to the university was facilitated.
Feeling of loss of quality: The students commented that they did not receive what they had been promised when they enrolled at the university. They feel that continuous assessment should be a better option and that not everything should depend exclusively on the final exam (there is the use of assignments, which allowed for a better balance). In the 3rd year, they feel that they lack basic training: they studied from memory and feel that they lack basic knowledge. Practical knowledge was acquired by watching videos, without applying it.
Frustration on the part of teachers.
Few tutorials.
Online exams.
Schedule changes were sometimes communicated at the last minute, or even too late.
Blended learning in the 2020/2021 academic year:
Insufficient IT infrastructure. The students commented that the microphones often could not be heard, that the cameras did not focus well on the blackboard, that the Internet was disconnected, that the teaching staff did not know how to manage it... They considered that, during the blended learning period, the attention in class was fine, but from home it was very difficult to follow the classes.

<u>Good practice by the teaching staff</u>, providing their own resources, which the university did not provide. For example, if the microphone did not work, teachers had to use their own mobile phone to connect the videoconference; however, if the teacher's battery ran out, the class was over for those at home.

<u>Good student fellowship</u>. If the resources failed, the students collaborated as far as they could, contributing their mobiles and even their computers. Those who attended face-to-face classes were aware that the following week they would have to be at home, and there was a lot of empathy.

<u>Lack of motivation to attend classes</u>. Students stopped going to class for the convenience of staying at home and/or on the advice of the teaching staff, taking into account the thermal conditions (cold in the classrooms). <u>Consequent demotivation of the teaching staff</u>, who did not know how to manage having two people in class and the rest at home. Difficulties in reconciling face-to-face subjects with online-only subjects (at-risk teacher).

<u>Decrease in class participation</u>. They say that online they are too embarrassed to speak into the microphone, and that the comments made on Meet were often not read by the teachers.

<u>Online tutorials</u> (good).

<u>Lack of information about the exams</u>. Lack of communication: no one explained what would happen if you were confined on the day of the exam (especially a mid-term exam). There were no alternatives. At first, the protocol was not explained. There was a fear that infected students without symptoms would attend in order not to miss the exam, endangering the health of their classmates.

<u>Improvement in teachers' IT skills as a result of</u> Covid-19. Students complained that skills were required of students that were not required of teachers.

<u>Learning about online cooperative work</u>. The students comment that they have learnt how to do work via video call.

<u>Empathy from the teaching staff</u> (very human, partly because of the courses they are studying) and <u>from the student body</u> (they understood that their teachers were on the front line and could not attend to them, even though their lack of communication was detrimental to them academically and made them feel abandoned).

2.b. What modes of communication should be maintained?

<u>Communication via Moodle of all changes that affect teaching</u>. There are lecturers who only inform about changes in class timetables by word of mouth; as this is not

done by post, it does not reach everyone, and makes the student experience even more difficult for those who have to reconcile work and/or family commitments. The students consider that this is the responsibility of the teaching staff, who are the only ones who have access to the contacts of all the students enrolled in the subject, and that this responsibility should not fall on the students. The same applies to the performance of the assessment tests.

Online tutorials. Very suitable for students who live far away and for teaching staff who had to travel to resolve very specific doubts; especially beneficial in the case of associate lecturers in Health Sciences.

Group work by video call.

Encourage teacher training in computer skills.

Collaboration and fellowship between students and between teachers.

Face-to-face classes, to maintain motivation and participation, although with some flexibility in cases of need, especially in theory classes. Classes can be recorded to help people who study and work at the same time.

Maintain all IT resources that were generated in the 2019/2020 academic year out of necessity.

Flipped classroom. The students point out that a teacher would upload the PowerPoint presentation with his recorded explanations, and then in class he would explain the same thing, but focusing only on the main points. This resource is then available for them to listen to again if necessary.

Video supports, podcasts... That can be provided before the start of the class and that can be used by students to make their timetables more flexible (i.e.: use multimodal resources, so that the in-depth study does not only consist of reading articles).

Gamification (e.g. Kahoot). Resources that help to better integrate the contents.

Maintain online seminars. Without eliminating the face-to-face ones, but maintaining the option of attending online: better work-life balance, more flexibility.

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CONCLUSIONS GROUP 3: FOCUS GROUP (PLENARY)
Faculty of Health Sciences, 15 March 2022. Informant: Laura Peiró and Ana Solanilla
EMOTIONAL DISTRESS

3a.- What situations have students experienced? The most common experiences

- <u>Demotivation, frustration</u>: 2020. A lot of abandonment and lack of preparation. A month with no news from the university. And then the same level of demand, despite everything that was happening. Digital divide and lack of adaptation.

- <u>Question about the quality of the training</u>: Some classes were well adapted, others were not. Sometimes the class was simply terminated (technical difficulties). For example, 1st and 2nd year students were kicked out of hospitals, and 3rd-4th year students were not. They regret that there are people who are going to move on to 4th year and have never had the opportunity to take a pathway: they are the future of health care and they consider that they do not have sufficient training. <u>Fear of not being sufficiently prepared</u>, fear of lack of adequate training.

- <u>Loss of university experience</u>: They only experienced the negative (exams and studying; no friends).

- <u>Not being able to see beyond covid</u> (pandemic fatigue). "If COVID doesn't end, which is what it looks like, how are we going to train? Demotivation: the essence of any aspect of life was being lost.

- <u>Powerlessness</u>, not being involved in decision-making because of what was happening at the university. They felt that they were in the *dark*. Lack of decision-making capacity: they were not consulted.

- <u>Uncertainty</u> of not knowing anything.

- <u>Unease at the lack of official communications</u>, if they did not arrive in night mails and even several days late. Changes of opinion, contradictory information.

- <u>The digital divide</u> and the need for digital adaptations were not taken into account at all.

3b.- What resources/projects are necessary for the improvement?

- <u>Take into account the mental health of students (and teachers)</u>.

- <u>Strengthen the Psychosocial Office of the University of Zaragoza</u>.

- <u>Provide more mental health training for teachers</u> to take into account the emotional situation and mental health of students (students claim that many

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do not understand depression and anxiety); they feel that psychological discomfort is not taken into account: only physical discomfort is taken into account.

- <u>Keeping recorded lectures and resources uploaded to Moodle to facilitate the work-life balance</u>. They see it as a way of broadening the vision and making the university go where it has not gone before. They consider that recording the classes will not have a negative impact on the teaching staff.

- <u>Maintain the health considerations that have been in place so far</u>: having a fever is having a fever, whether or not it is COVID.

- <u>Promote extracurricular activities from the university itself</u>, facilitating spaces, now that there is room for face-to-face activity.

- <u>Reclaiming social gatherings</u>.

Remarks:

- Some students commented that they spent too many hours in front of the computer because of the excessive group work. Working in a group online has been very chaotic and horrible for people who also work.

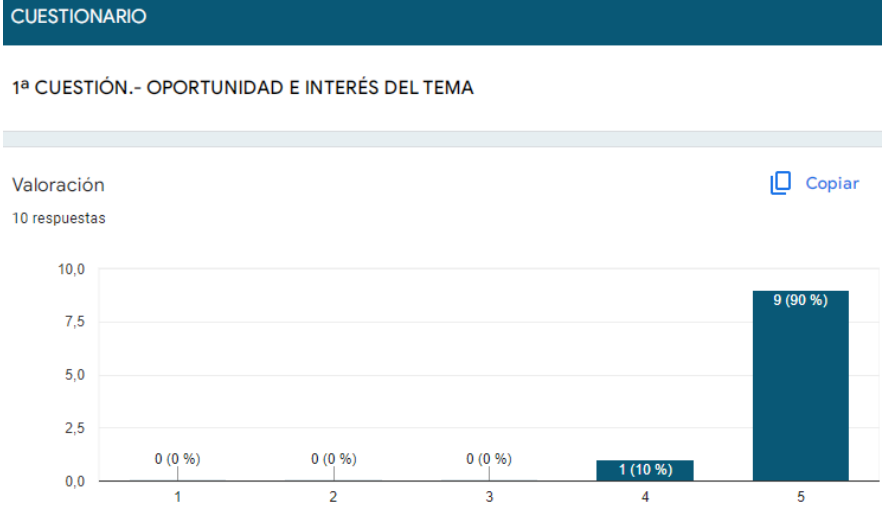# PARTICIPANTS OF THE FOCUS GROUPS HELD AT THE FACULTY OF HEALTH SCIENCES

Manuel Piazuelo Guíu
Lola Vicente Álvarez
Belén Izquierdo Guerrero
Inés Velasco Serrat
Cristina Morutan
Elena Martín Giménez
Mª Lorena Martínez Gaona
Sergio Arruga
Elen Kocharyan
Natalia Fresneda González

Vice-Dean for Students, Diversity and Employment
Ángel Gasch Gallén

ACPUA internship students (4th right):
Ana Solanillas Sentís

ACPUA staff and partners:
Laura Peiró and Belén Serrano Valenzuela

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SATISFACTION SURVEY_FOCUS GROUP HEALTH SCIENCES_15 March 2022

CUESTIONARIO

1ª CUESTIÓN.- OPORTUNIDAD E INTERÉS DEL TEMA

Valoración

Copiar

10 respuestas

COMENTARIOS A LA 1ª CUESTIÓN

4 respuestas

Creo que la evaluación constante de nuestra Universidad y la docencia impartida en la misma es un tema muy interesante para todos, ya que el fin último es aumentar su calidad y mejorar sus servicios.

Me ha parecido una gran experiencia para poder compartir nuestras vivencias y sugerencias respecto a la docencia impartida durante esta pandemia

Se trata de una iniciativa innovadora y necesaria, no solo porque tiene en cuenta la percepción del alumnado sobre los cambios estructurales y de organización que de manera urgente se realizaron con la pandemia, sino también porque incorpora aspectos emocionales y su impacto en el bienestar y manejo de las situaciones cambiantes que les tocó vivir.

Agradezco mucho que se nos de la posibilidad de aportar sobre esta situación y que tambien los estudiantes podamos dar nuestra perspectiva de como hemos vivido la situación para así, intentar tomar medidas al respecto.
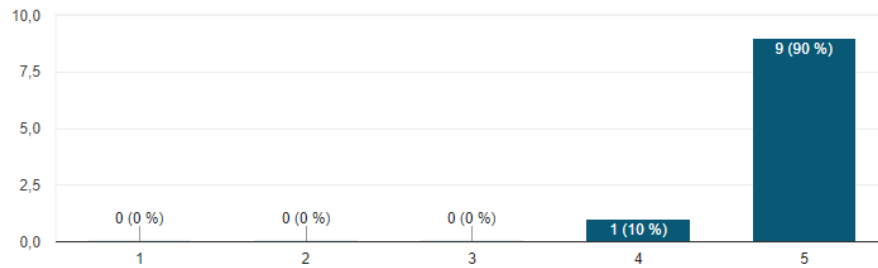
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2ª CUESTIÓN.- CAPACIDAD COMUNICATIVA Y CLARIDAD DE LOS ORGANIZADORES EN LA EXPLICACIÓN DEL CONTENIDO

Valoración

Copiar

10 respuestas

COMENTARIOS A LA 2ª CUESTIÓN

4 respuestas

Se explicó todo con la máxima claridad y estaban presentes por las posibles dudas que pudieran surgir.

La sesión fue muy clara, amena y altamente participativa.

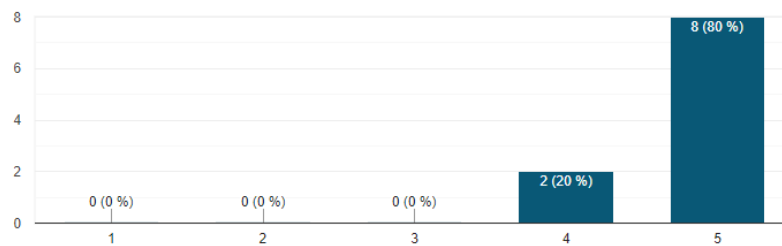La explicación sobre la ACPUA y sobre lo que íbamos a hacer ha estado muy clara.

Fue un debate muy agradable en el que todos podiamos aportar nuestra opinión abiertamente y escucharnos los unos a los otros.

3ª CUESTIÓN.- ORGANIZACIÓN

Valoración

Copiar

10 respuestas

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COMENTARIOS A LA 3ª CUESTIÓN

3 respuestas

Sesión perfectamente estructurada y programada, con horarios concretos bien indicados

La organización estuvo muy bien, quizás se hubiera necesitado un poco más de tiempo para comentar todas las ideas
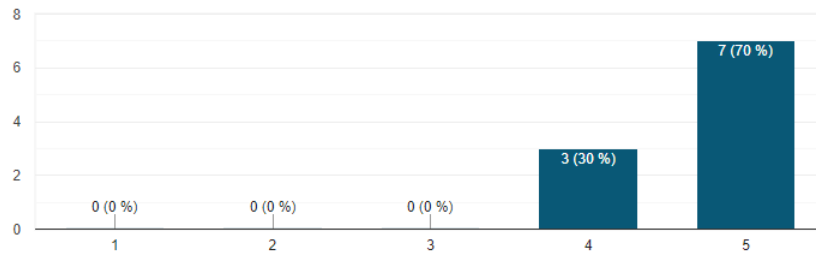
Muy bien organizada la sesión.

4ª CUESTIÓN.- INTENSIDAD E INTERÉS DEL DEBATE

Valoración

10 respuestas

Copiar

COMENTARIOS A LA 4ª CUESTIÓN

3 respuestas

Fue un debate muy interesante e intenso, pero la opinión general era similar y en ningún momento hubo confrontación de opiniones radicalmente opuestas.

El alumnado aportó muchos temas de interés y también propuestas de mejora que pueden ser tomadas en cuenta, más allá de situaciones específicas como las vividas tras la pandemia.

Todos nosotros hemos participado en el debate ya que a todos hemos pasado por lo mismo y al fin y al cabo, nos hemos unido todos por una causa común.
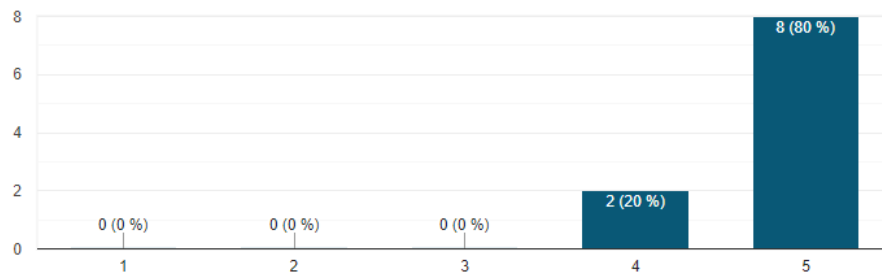
5ª CUESTIÓN.- SATISFACCIÓN GLOBAL

Valoración

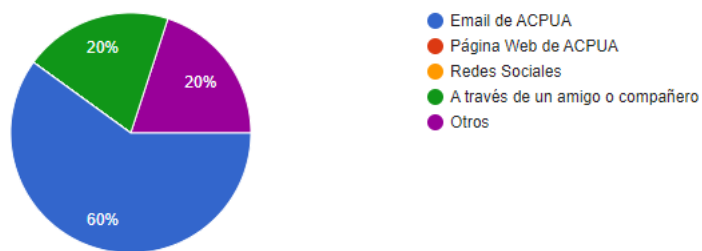10 respuestas

[] Copiar

¿CÓMO TE ENTERASTE DEL SEMINARIO?

10 respuestas

[] Copiar

- ● Email de ACPUA
- ● Página Web de ACPUA
- ● Redes Sociales
- ● A través de un amigo o compañero
- ● Otros

SUGERENCIAS

ESPACIO ABIERTO PARA SUGERENCIAS

1 respuesta

Fue una sesión muy útil y me encantaría participar en sesiones similares con el propósito de evaluar la situación y mejorar en todo lo posible.

enqa. eqar ////

ANNEX 8. - USJ_Results, Participants and Satisfaction

CONCLUSIONS GROUP 1:
San Jorge University, 22 March 2022. Informant: Rubén Marco
TEACHING ADAPTATIONS

1a. How has the teaching been adapted (most common)?
- At the beginning, in the forties, the classes were online. Some courses had recorded lectures, others did not. Teachers learned to use the relevant platforms to facilitate education.
- The exams were chaotic as the platform sometimes crashed. They felt under a lot of pressure when taking the exams because of the uncertainty of the platform crashing and they were very nervous because the student was being recorded.
- The percentages changed and exams were only worth 5%, the rest were papers.
- The second course was a blended course, however, they hardly went to class (only 4 days a month). This course was chaotic. In CAFD some took exams online and others in person (people from the same class).
- Many people complained about the prices, as they were not reduced and yet they did not have the possibility to go to a face-to-face class.

1b. What resources should be maintained?
- The online tutorials were very useful and could be maintained. Thanks to this there was more communication with the teaching staff. There was greater availability with the teaching staff.
- In some races, if you get sick there is no possibility to follow the class via streaming, however, in most of them there is.

CONCLUSIONS GROUP 2:

San Jorge University, 22 March 2022. Informant: Ana Solanilla
COMMUNICATION MODALITIES

2. a. How has communication with teachers been?

Communication during the confinement is generally rated positively. The teachers were provided with electronic means to be able to continue teaching from the beginning and this greatly facilitated their task. Classes were not interrupted and, on occasions, some teachers decided to hold general tutorials to which any student enrolled in the subject could connect to resolve doubts, share concerns or simply talk about how they were experiencing the quarantine. Although it is true that the efforts were noticeable, students who had already taken the course in previous years noticed substantial differences between face-to-face and online classes: a feeling of strangeness, coldness when participating in class, loss of the verbal and non-verbal communication facilities that face-to-face classes allow...

2.b. What modes of communication should be maintained?

It would be interesting if the goodwill that teachers had throughout the confinement, as well as as as teaching returned to normal, was not lost. There was a greater personal involvement and a more active follow-up through tutorials that they would not want to be lost. In addition, as a complement to the teaching, they would like to be able to continue to enjoy the flexibility of having the classes broadcast online when someone is indisposed or unable to attend the University in person; it would also be a good option to keep the classes recorded on the online platforms they have been working on for the last two years.

CONCLUSIONS GROUP 3:

San Jorge University, 22 March 2022. Informant: Alicia Giménez
EMOTIONAL DISTRESS

3a.- What situations have students experienced? The most common experiences
- Lack of interest, attention and concentration in online classes during quarantine. Students remove the camera and do other tasks.
- The work overload and the feeling of being locked in the same room all day (eating, studying, sleeping, leisure, etc.) generated stress and anxiety.

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- The lack of socialisation and not seeing their classmates had a negative effect and some were demotivated. They felt that there was no sense of belonging to a group and little sense of university (except in the CCAFD degree, where the work placements were face-to-face as they were outdoors and they were able to socialise more than in other degrees).
- They rated as very positive the availability, closeness, attention and humanity of the teachers during the confinement (they answered emails more quickly and were more attentive to the needs of the students).

3b.- What resources/projects are necessary for the improvement?
- Psychological support could be improved. At present it is scarce and deals with students' needs and problems related to teaching. In case of personal issues, you are referred to public health care.
- Possibility to keep recorded lectures, especially in more complicated subjects (not very clear due to university or intellectual property issues).
- Maintain and continue to enhance the tools that have been in use since the pandemic began (Microsoft and other programmes), as well as the university teaching platform (PDU).

Some GENERAL CONCLUSIONS PLENARY

San Jorge University, 22 March 2022. Informant: Belén Serrano

Group 1: On group 1, as it was the last group and there was very little time left, the aspects that Rubén Marco, who was the spokesperson, had mentioned/repeated and which are already included in this document.

Group 2:
2. a. How was the communication with teachers?
Difficulties in maintaining contact
Feeling of being treated more distantly
Feeling of strangeness and uncertainty.
There was weekend training for teachers (digital materials) and this was very positive, as it helped them to learn about digital tools to better connect with students.

The second phase of blended learning was not perfect, it was also complicated.
There was greater flexibility in tutoring on the subject and in relation to individuals.
Some classes were recorded.

There was a lot of workload that was not well sized.
Examination was also complicated; most of them were test-type examinations.

2.b. What modes of communication should be maintained?

What is positive and should be maintained:
Very good technological adaptation of teachers
Continued training in digital tools

In any case, they do not want blended learning, only face-to-face, except for tutorials that can be more flexible and frequent if they are also managed online.
Always maintain flexibility in relation to any illness.

Remarks
A great deal of empathy is expressed by the students towards the teaching staff in relation to the main moment of confinement.

Group 3:

3a.- What situations have students experienced? The most common experiences
Difficulties in maintaining the attention of the online class. Students remove the camera. When the session ends, many cameras are still on.
In particular, pharmacy students complained about the difficulty of maintaining concentration for 6 long hours in front of a screen.
However, in other degree programmes, such as sports, the situation was very different because many of the practical classes were still held outdoors and this also facilitated interaction with classmates.
There is an increased overload of tasks, teaching and work and this leads to stress.
Being locked up "killed us".
Lack of emotional bonding and lack of group cohesion.

The positive thing: The availability of the teachers was very good:
- To resolve doubts
- For conducting tutorials (they used them much more than before).

3b.- What resources/projects are necessary for the improvement?

There is a need for more psychological care, as currently the focus is only on teaching difficulties and if there is a socio-emotional problem, you are referred to health centres where free public care is saturated. Cases such as fear of entering the classroom are mentioned.

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Current difficulties in some specific cases due to being at home for a week with covid and not getting a response from the teachers. Need to regulate this adequately. This problem has not existed in the rest of the degree programmes.

They would like to see the recording of classes maintained, although they have doubts as to whether this is legal (as has been said).

Positives. Maintenance of:

- The advantages of the use and availability of digital tools.
- The existence of the PDU or University Teaching Platform
- The use of teams

FOCUS GROUP PARTICIPANTS. HELD AT THE SAN JORGE UNIVERSITY

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Francisco Chico Cerón
Juan Embid Urzola
Jaime Mata Gazulla
Samuel Navarro Díez
Alejandro Peño Gómez
Iván Luis Bro
Lucía Ventura Serrano
Mª José Asensi Gómez-Lus
Daniel Sotelo González
Óscar Villanueva Guerrero

ACPUA internship students (4th right):
Ana Solanillas Sentís
Rubén Marco
Alicia Giménez

ACPUA staff and partners:
Belén Serrano Valenzuela

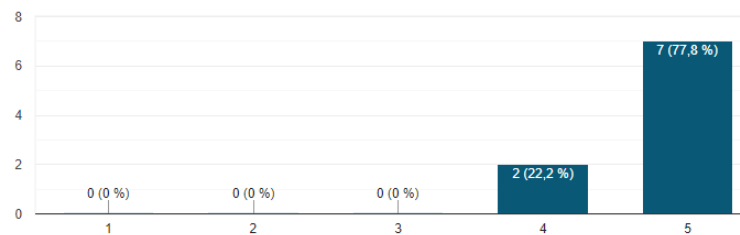# SATISFACTION SURVEY_FOCUS GROUP UNIVERSIDAD SAN JORGE_5 April 2022

CUESTIONARIO

1ª CUESTIÓN.- OPORTUNIDAD E INTERÉS DEL TEMA

Valoración

9 respuestas

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COMENTARIOS A LA 1ª CUESTIÓN

2 respuestas

Relacionado a nuestra educación universitaria, el covid y sus medidas han tenido un impacto muy fuerte en muchos ámbitos de la vida estudiantil, que hay que tener en cuenta para un futuro.
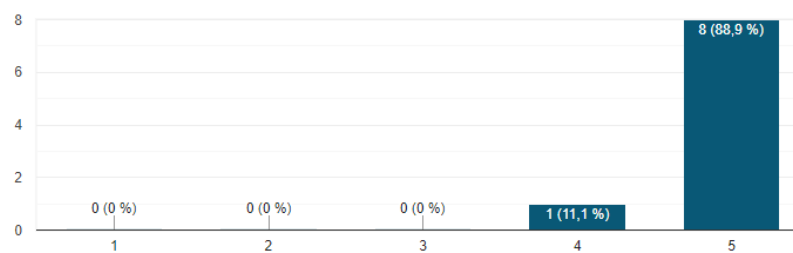
Me gusto ver más puntos de vista y que sean parecidos al que yo he percibido.

2ª CUESTIÓN.- CAPACIDAD COMUNICATIVA Y CLARIDAD DE LOS ORGANIZADORES EN LA EXPLICACIÓN DEL CONTENIDO

Valoración

9 respuestas

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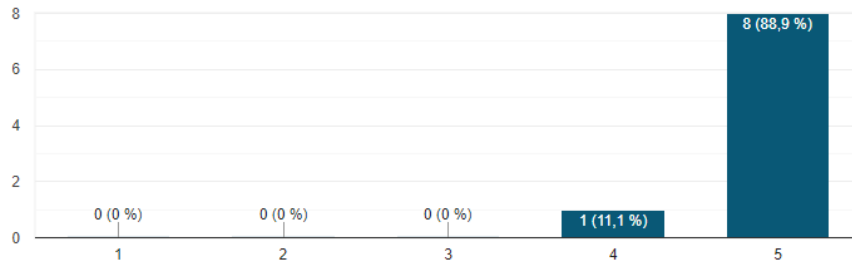**COMENTARIOS A LA 2ª CUESTIÓN**

1 respuesta

La ponente muy bien, muy clara. De los que hacían las prácticas y cogían apuntes, en mi caso se copiaba palabras clave pero había ideas que no se valoraban cuando nos habían parecido interesantes

enqa. eqar////

3ª CUESTIÓN.- ORGANIZACIÓN

Valoración

Copiar

9 respuestas

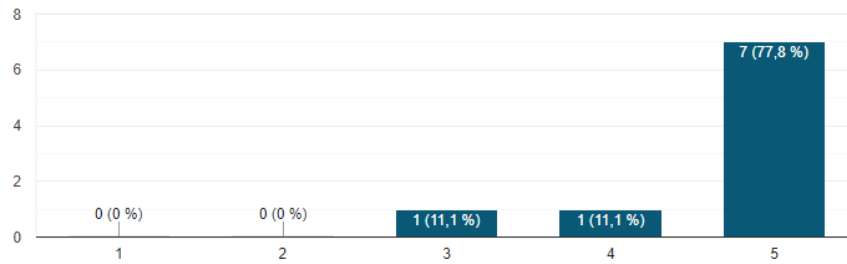## COMENTARIOS A LA 3ª CUESTIÓN

1 respuesta

buena comunicación previa y ajustado al horario establecido

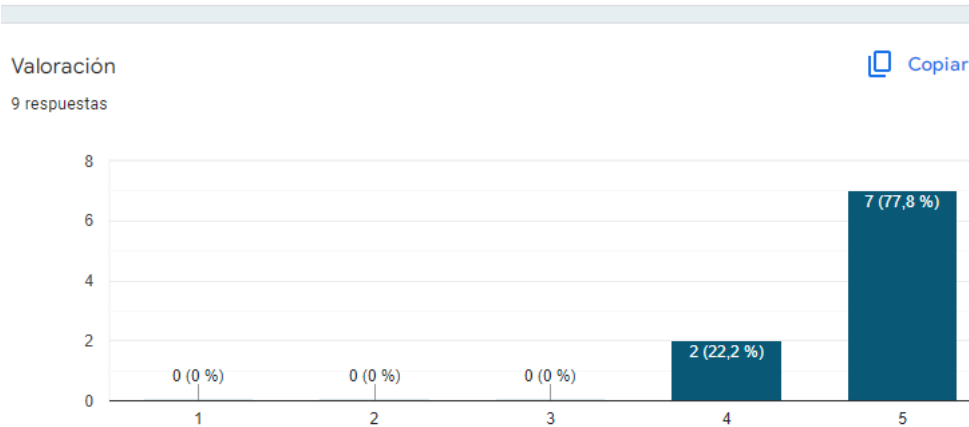## 4ª CUESTIÓN.- INTENSIDAD E INTERÉS DEL DEBATE

Valoración

Copiar

9 respuestas

COMENTARIOS A LA 4ª CUESTIÓN
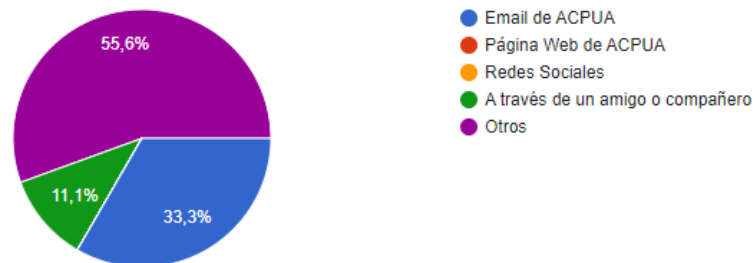
1 respuesta

Hubo muchas aportaciones interesantes

5ª CUESTIÓN.- SATISFACCIÓN GLOBAL

Valoración   🗐 Copiar

9 respuestas

Survey sent to 11 people, 9 responses obtained (82%) and 2 suggestions- OVERALL SATISFACTION: 4.8 out of 5

¿CÓMO TE ENTERASTE DEL SEMINARIO?   🗐

9 respuestas

- Email de ACPUA
- Página Web de ACPUA
- Redes Sociales
- A través de un amigo o compañero
- Otros

SUGERENCIAS

ESPACIO ABIERTO PARA SUGERENCIAS

2 respuestas

Una gran interacción entre las personas que asistimos, quizás ajustar más el tiempo a cada apartado.

Todo muy bein!!

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ANNEX 9.- UNIZAR Campus Huesca_Results, Participants and Satisfaction

ANNEX: Results collected at the Huesca Campus

CONCLUSIONS GROUPS (PLENARY)
Huesca Campus, 5 April 2022. Informant: Ana Solanillas

TEACHING ADAPTATIONS
Group 1. Maintenance of teaching adaptations:

The online classroom mode was not well received because its adaptation was disorganised and abrupt (in other words, it was done "quickly, quickly and badly"), increasing the students' workload after having been until Easter without knowing what classes they were going to have and how the teaching was going to continue despite the quarantine that had begun in March. Although they recognise that in some respects it may have had a positive impact, they would only like to maintain this modality in specific cases: for example, in seminars that take place outside class hours and overlap with other compulsory university activities, thus being able to attend both thanks to the online modality.

They emphasise the flexibility they have been able to enjoy thanks to COVID measures. Being ill is no longer a problem to pass the internships or to obtain all the content taught in the theoretical classes. They are therefore in favour of a blended learning system that guarantees or favours these "privileges" that have been available to them since 2020.

Technology played a key role in the continuity of teaching both in the quarantine period and in the following years. Advances in the Moodle platform are being made, as well as continuing to train teaching staff to make use of all the electronic resources available to them. In addition, emphasis is placed on the continued use of the technological resources that have been invested in to adapt teaching after the start of the pandemic so that the investment has not been in vain.

COMMUNICATION MODALITIES
Group 2. Teacher-student communication

In general terms, teachers during the quarantine period tried to adapt as well as possible to online teaching "in its infancy": they became more involved, sought to be in contact with their students through all available channels and some tried to learn about the new technologies by leaps and bounds. However, teaching organisation was often lacking and there was a big gap between older teachers and those who had recently joined the teaching profession or were younger.

All this initial involvement has been diluted as we have returned to normality, losing along the way all the progress and/or achievements that the students had made and that they want to be maintained: that all the available platforms were used, that the students' proposals and

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initiatives were listened to, that they received an immediate response by post to any doubts or questions raised, etc.

With regard to the online/attendance-based modality, they consider that it is not functional because *feedback* with the teacher and the rest of the classmates is lost. The capacity was meaningless because the bubble groups were not sustainable and ended up breaking up. In theory classes in which they needed to teach procedures or follow an explanation with utensils, the students who followed the classes from home were relegated to the background and it was not taken into account that they were following the presentation correctly (e.g. the teacher was not placed in front of the camera so that what he was doing could be recorded, power points were used and were blocked without the teacher taking this into account and continuing with his explanation without caring...).

EMOTIONAL DISTRESS

Group 3. Emotional Affect

In general, students report feeling overwhelmed by uncertainty and frustration. The confinement raised the anxiety levels of the students considerably, although some of them felt that they had a very good adaptation. The level of demand with regard to classes and exams increased, adding to the students' simultaneous loss of motivation and performance.

Although the students recognise that they did the best they could and that, seen from today's perspective, it was not as terrible as it seemed, there is a large part of the student body that continues to suffer the after-effects of the confinement and all the consequences of COVID-19 that cannot be ignored. Therefore, they point out the need to give greater visibility to the resources currently available to the University to attend to the social and psychological needs of its students, as well as to increase the resources allocated to them. They also stress the need for teaching staff to be aware of the mental health problems that can affect the students they deal with, and to be instructed and required to ensure that their work is not only teaching, but that they add these aspects to their work duties.

CONCLUSIONS GROUP 2: FOCUS GROUP (PLENARY)

Huesca Campus, 5 April 2022. Informant: Rubén Tirado

COMMUNICATION MODALITIES

2. a. How has communication with teachers been?

At the beginning of the COVID-19 pandemic (March 2020), the teaching staff had a much closer and more humanised communication with us, as they were interested in how we were doing. As it was something new for everyone, they were also more willing to make all kinds of changes that were favourable to us. Therefore, the communication between teachers and students during the confinement and after returning to classes (September 2020) was good.

On the other hand, it should be noted that in most cases, as the capacity of the classrooms was limited to 50% of their occupancy, many of the students, when we had to follow the classes in streaming, the communication with the teaching staff was practically null, as sometimes there were failures in the connection that complicated the communication or many times there was no time for them to give us the opportunity to ask questions during the classes.

2.b. What modes of communication should be maintained?

The humanised communication at the beginning of the pandemic should continue to be maintained, as it is very satisfying for both parties and helps the student a lot to be interested in the subject.
The possibility of online classes (streaming) should also be maintained when the student is unable to attend due to illness and not only because of covid-19.

CONCLUSIONS GROUP 3: FOCUS GROUP (PLENARY)
Huesca Campus, 5 April 2022. Informant: Aitana Lizana

EMOTIONAL DISTRESS

3a.- What situations have students experienced? The most common experiences
- Uncertainty and anxiety about exams. Not knowing what to do, how to act, how to organise, what to expect.

- Decrease in motivation and performance, mainly in the first months. Then it recovered, thanks in part to the human interaction and empathy shown by some teachers. They were more engaged, approachable, interested and concerned about their pupils.

3b.- What resources/projects are necessary for the improvement?

- To give visibility to the complementary resources offered by the university (psychological support department, department of rights and legal representation...) so that, in the event of difficult situations, such as during the pandemic, UZ students know that they can find support at the centre.

- The body in charge of this is the POUZ (University Orientation Plan of the University of Zaragoza). Tutors - mentors could be encouraged to know these resources well and inform students first hand in their classes/meetings.

Remarks:

- With hindsight, now from 2022 and looking back to 2020, we can see that the adaptation to online teaching was not so bad. Every teacher, every student, every person did the best they could within their capabilities and circumstances.
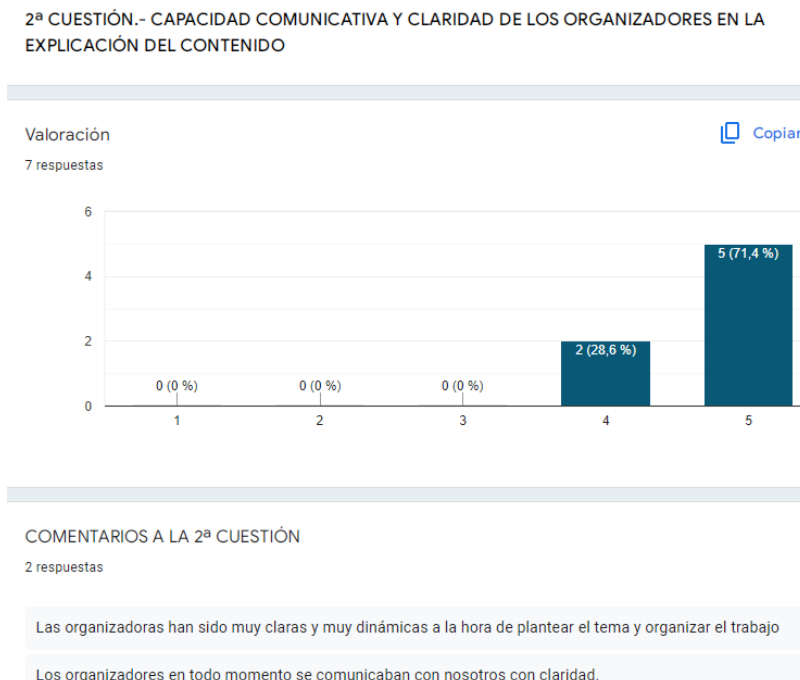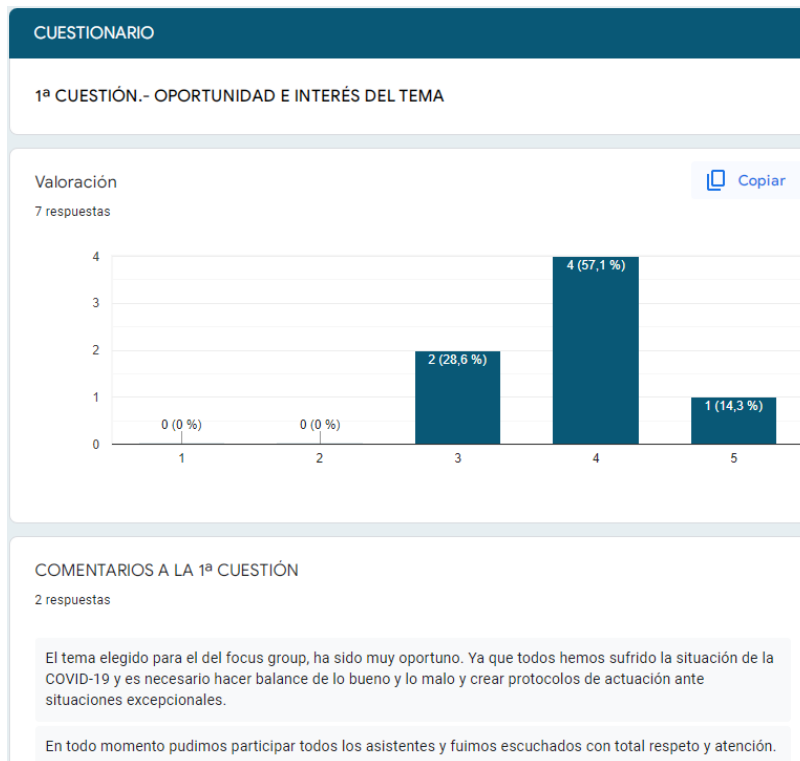
FOCUS GROUP PARTICIPANTS. HELD AT THE VICE-RECTORATE OF THE HUESCA CAMPUS (UNIVERSITY OF ZARAGOZA)

Paula Nieto Obón
Rubén Tirado Pascual
Aitana Lizana Jenk
Berta Aranda Martínez
Iker Alcuaz Rodríguez
Sergio Naval Espiau
Francisco de Paula Puig Moseñe

ACPUA internship students (4th right):
Ana Solanillas Sentís

ACPUA staff and partners:
Belén Serrano Valenzuela

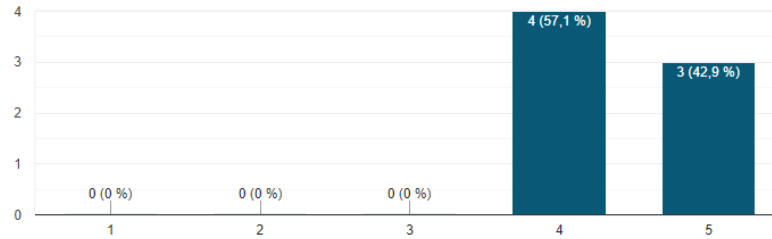# SATISFACTION SURVEY_CAMPUS OF HUESCA UNIZAR_5 April 2022

CUESTIONARIO

1ª CUESTIÓN.- OPORTUNIDAD E INTERÉS DEL TEMA

Valoración

7 respuestas

COMENTARIOS A LA 1ª CUESTIÓN

2 respuestas

El tema elegido para el del focus group, ha sido muy oportuno. Ya que todos hemos sufrido la situación de la COVID-19 y es necesario hacer balance de lo bueno y lo malo y crear protocolos de actuación ante situaciones excepcionales.

En todo momento pudimos participar todos los asistentes y fuimos escuchados con total respeto y atención.

2ª CUESTIÓN.- CAPACIDAD COMUNICATIVA Y CLARIDAD DE LOS ORGANIZADORES EN LA EXPLICACIÓN DEL CONTENIDO

Valoración

7 respuestas

COMENTARIOS A LA 2ª CUESTIÓN

2 respuestas

Las organizadoras han sido muy claras y muy dinámicas a la hora de plantear el tema y organizar el trabajo

Los organizadores en todo momento se comunicaban con nosotros con claridad.

3ª CUESTIÓN.- ORGANIZACIÓN

Valoración

7 respuestas

Copiar

COMENTARIOS A LA 3ª CUESTIÓN

2 respuestas

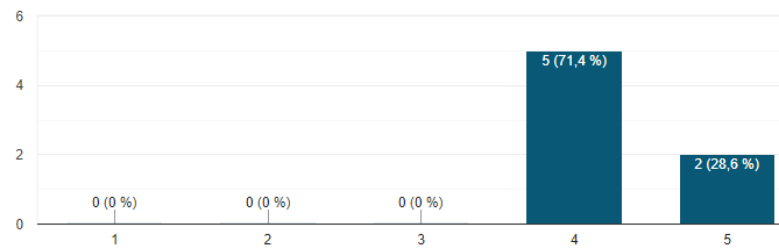Los horarios planteados han sido muy adecuados para que el mayor número de personas se pudiera apuntar.

Las partes de la reunión estuvieron bien organizadas y todas entraron en el tiempo establecido.

4ª CUESTIÓN.- INTENSIDAD E INTERÉS DEL DEBATE

Valoración

7 respuestas

Copiar

COMENTARIOS A LA 4ª CUESTIÓN

2 respuestas

El debate se planteo muy interesante, porque la gente tenia muchas ganas de participar y cada uno venia de facultad.
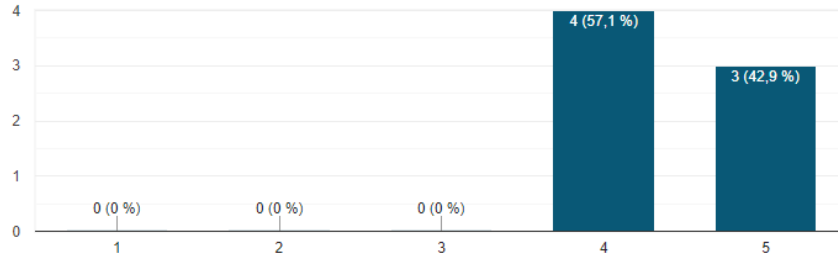
El debate y la puesta en comun fue de gran interés ya que los temas abordados eran actuales y nos habian implicado a todos.

5ª CUESTIÓN.- SATISFACCIÓN GLOBAL

Valoración

7 respuestas

Copiar

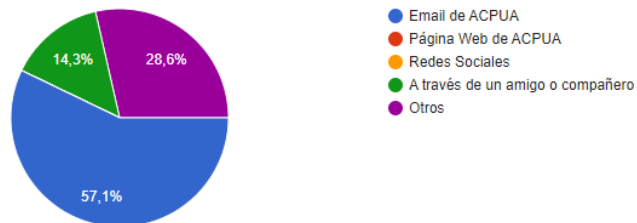**Survey sent to 7 people, 7 responses obtained (100%) and 1 suggestion- OVERALL SATISFACTION: 4.4 out of 5**

¿CÓMO TE ENTERASTE DEL SEMINARIO?

7 respuestas

Copiar

- Email de ACPUA
- Página Web de ACPUA
- Redes Sociales
- A través de un amigo o compañero
- Otros

SUGERENCIAS

ESPACIO ABIERTO PARA SUGERENCIAS

1 respuesta

Creo que seria conveniente realizar un encuentro todos con los participantes en el focus group, para darle más seguimiento. A partir de ahí se podrían sacar unos protocolos de actuación, ante situaciones de excepción, realizados por los alumnos.

ANNEX 10.- Satisfaction Surveys

ANALYSIS BY ANA SOLANILLAS (Trainee at ACPUA)

Throughout the sessions that we have held both in the Zaragoza and Huesca centres, we have been able to gather various opinions and suggestions regarding the impact that the global pandemic caused by COVID-19 has had on teaching. The feedback has been detailed and thorough, as well as very varied.

A total of four *focus groups were* organised. Although it was not possible to carry out samples in each of the faculties of both the University of Zaragoza and San Jorge University, the aim was to select those that could provide the widest possible variety of experiences. In this way, the results obtained would best reflect the real student experience of this period.

Thus, it was decided to organise the *focus groups* in the Faculty of Health Sciences of the University of Zaragoza, in the Faculty of Education of the University of Zaragoza, in the University Campus of the University of San Jorge and, finally, in the University Campus of Huesca, belonging to the University of Zaragoza.

After the meetings, a satisfaction survey was sent to the students who took part in them so that they could anonymously evaluate different aspects of the meetings. A total of 35 students took part in the survey: 7 at the Huesca Campus, 10 at the Faculty of Health Sciences, 9 at the Faculty of Education and 9 at the San Jorge University Campus.

The survey is divided into six sections: 1st) Timeliness and interest of the topic; 2nd) Communicative ability and clarity of the organisers; 3rd) General organisation; 4th) Intensity and interest of the debate; 5th) Overall satisfaction; and 6th) How they were aware that the seminar they attended was going to be held.

The first five sections are evaluated quantitatively by the participants on a scale from 1 (this value being the minimum degree of satisfaction) to 5 (this value being the maximum degree of satisfaction). The sixth section is evaluated only by selecting from five options the one that best suits the way in which they have learned about the experience. The options mentioned are: 1°) ACPUA Email; 2°) ACPUA Website; 3°) ACPUA Social Networks; 4°) Through friends, colleagues... and 5°) Others.

Having detailed the systematics of our survey, I will now proceed to assess the data we have collected both in general terms and by highlighting the data and details that deserve to be emphasised.

First, the level of timeliness and interest of the topic chosen for evaluation by the Agency is addressed. In general, all groups of students rate the time chosen to carry out the activity very positively, as well as the subject matter: the votes are centred between values 4 and 5 in terms of satisfaction. However, it is worth noting that among the 7 students participating on behalf of the Huesca Campus, there are 2 who voted for a satisfaction level of 3.

Secondly, the communicative ability and clarity of the organisers were rated. Once again, the assessment of all groups of students is very positive and ranges between 4 and 5 in terms of satisfaction: of the 35 students who participated in total, only 5 voted that their level of satisfaction was 4 and the remaining 30 opted for a score of 5.

Thirdly, the organisation of each event is rated overall. The level of satisfaction in this aspect is also very positive, with 8 students voting at level 4 and 27 students voting at level 5 (taking into account that the total number of students surveyed is 35).

The fourth aspect assessed in the survey is the intensity and interest of the debate held in the different sessions. Although overall satisfaction is not very different from what we have deduced from the results obtained in aspects 2 and 3 of the survey, there is a greater disparity of opinions between the different groups. Both the students of the Huesca Campus and those belonging to the Faculty of Health Sciences opt for levels 4 and 5 of satisfaction in opposite ways: in the former there is a majority of satisfaction at level 4 and, in the latter, a majority of satisfaction at level 5. On the other hand, in the Faculty of Education all the students vote that the level of satisfaction is 5; and, finally, in the Campus of the University of San Jorge we observe that, although the majority opt for a level 5 of satisfaction, there are 2 students who opt for a 3 and 4 of satisfaction respectively.

Regarding overall satisfaction, the fifth and penultimate aspect in the survey, we observe that the majority of students again choose to select satisfaction levels 4 and 5. Most notably, in the Faculty of Education, all students express a level of satisfaction of 5 in this section.

Finally, we assessed how students were able to find out about the seminars that the Agency was organising in the different faculties and university centres. The majority of the 35 respondents found out about the activity through the ACPUA's e-mail (15 students). Of the remaining 20, 12 chose the option "others" and 8 found out about it "through friends, colleagues...". It is important to note that none of the respondents found out about the proposal through social networks or the Agency's website.

Taking into account all of the above, we can conclude that the general satisfaction of the students is very positive both in terms of the subject matter and the way in which the different meetings have been organised. Both the quantitative results and the various written comments obtained from the respondents reinforce the need to continue to carry out actions of this nature, in which students can give their opinions freely and discuss issues that concern them directly with other students in a similar situation, so that positions can be confronted and common points can be found. It also gives us good feedback as organisers so that we can continue to provide safe spaces for students' opinions to be valued and heard and to improve any organisational and communicative errors that may have occurred in the sessions.
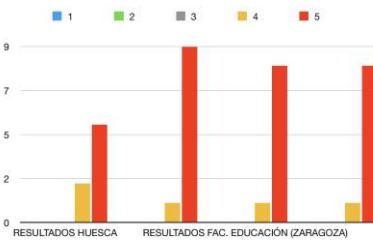
OPORTUNIDAD E INTERÉS EN EL TEMA

	1	2	3	4	5
RESULTADOS HUESCA	0	0	2	4	1
RESULTADOS FAC. CC. SALUD (ZARAGOZA)	0	0	0	1	9
RESULTADOS FAC. EDUCACIÓN (ZARAGOZA)	0	0	0	0	9
RESULTADOS USJ	0	0	0	2	7
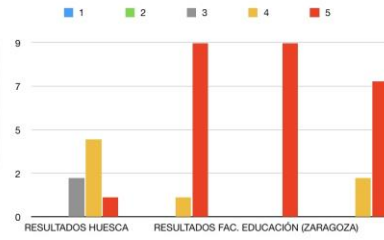
CAPACIDAD COMUNICATIVA Y CLARIDAD DE LOS ORGANIZADORES

	1	2	3	4	5
RESULTADOS HUESCA	0	0	0	2	5
RESULTADOS FAC. CC. SALUD (ZARAGOZA)	0	0	0	1	9
RESULTADOS FAC. EDUCACIÓN (ZARAGOZA)	0	0	0	1	8
RESULTADOS USJ	0	0	0	1	8

ORGANIZACIÓN

	1	2	3	4	5
RESULTADOS HUESCA	0	0	0	4	3
RESULTADOS FAC. CC. SALUD (ZARAGOZA)	0	0	0	2	8
RESULTADOS FAC. EDUCACIÓN (ZARAGOZA)	0	0	0	1	8
RESULTADOS USJ	0	0	0	1	8
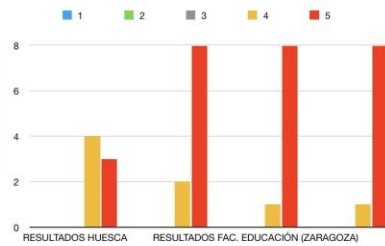
INTENSIDAD E INTERÉS EN EL DEBATE

	1	2	3	4	5
RESULTADOS HUESCA	0	0	0	5	2
RESULTADOS FAC. CC. SALUD (ZARAGOZA)	0	0	0	3	7
RESULTADOS FAC. EDUCACIÓN (ZARAGOZA)	0	0	0	0	9
RESULTADOS USJ	0	0	1	1	7
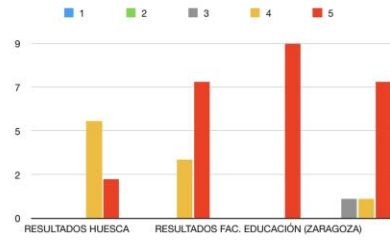
SATISFACCIÓN GLOBAL

	1	2	3	4	5
RESULTADOS HUESCA	0	0	0	4	3
RESULTADOS FAC. CC. SALUD (ZARAGOZA)	0	0	0	2	8
RESULTADOS FAC. EDUCACIÓN (ZARAGOZA)	0	0	0	0	9
RESULTADOS USJ	0	0	0	2	7
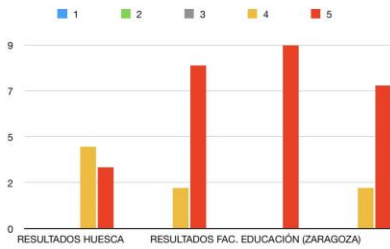
¿CÓMO TE ENTERASTE DEL SEMINARIO?

	EMAIL ACPUA	PÁG. WEB ACPUA	RR. SS.	A TRAVÉS DE AMIGOS, COMPAÑEROS...	OTROS
RESULTADOS HUESCA	4	0	0	1	2
RESULTADOS FAC. CC. SALUD (ZARAGOZA)	6	0	0	2	2
RESULTADOS FAC. EDUCACIÓN (ZARAGOZA)	2	0	0	4	3
RESULTADOS USJ	3	0	0	1	5
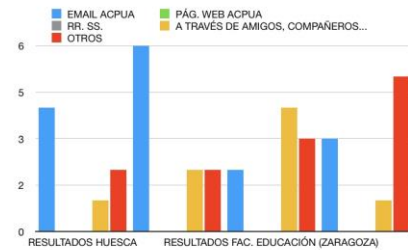
SATISFACCION GLOBAL

CENTRO HUESCA	4,4
FAC CC SALUD ZARAGOZA	4,8
FAC EDUCACION ZARAGOZA	5
USJ	4,8

SATISFACCIÓN GLOBAL MEDIA
4,75
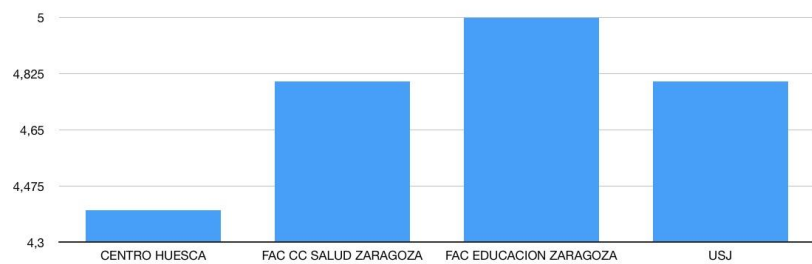
ANNEX 11.- List of participants

N	NAME AND SURNAME	COURSE	GRADE	BRANCH
Faculty of Education (University of Zaragoza)				
Co-organised with Ignacio Tabar (Student Delegate)				
1	IGNACIO TABAR MORANCHO	3°	Primary Teacher Training (Education)	Social and Legal Sciences
2	JOSÉ MANUEL GONZÁLEZ QUINTERO	2°	ADE Business Administration	Social and Legal Sciences
3	ANA POZA LÓPEZ	3°	Economics (Economics and Business)	Social and Legal Sciences
4	SANTIAGO VELA ESPIAGO	4°	Economics (Economics and Business)	Social and Legal Sciences
5	EDUARDO SERRANO IBÁÑEZ	4°	Economics (Economics and Business)	Social and Legal Sciences
6	LIZER FLETA ESTEBAN	3°	Early Childhood Education (Education)	Social and Legal Sciences
7	MARYNA KOLISNYK	3°	History (Arts)	Arts and Humanities
Faculty of Health Sciences (University of Zaragoza)				
Co-organised with Ángel Gasch (Vice-Dean of Students, Diversity and Employment)				
8	Manuel Piazuelo Guíu	3°	Nursing	Health Sciences
9	Lola Vicente Álvarez	3°	Nursing	Health Sciences
10	Belén Izquierdo Guerrero	3°	Nursing	Health Sciences
11	Inés Velasco Serrat	3°	Nursing	Health Sciences
12	Cristina Morutan	3°	Occupational Therapy	Health Sciences
13	Elena Martín Giménez	3°	Occupational Therapy	Health Sciences
14	Mª Lorena Martínez Gaona	3°	Occupational Therapy	Health Sciences
15	Sergio Arruga	2°	Physiotherapy	Health Sciences
16	Elen Kocharyan	2°	Physiotherapy	Health Sciences
17	Natalia Fresneda González	3°	Nursing	Health Sciences
San Jorge University.				
Co-organised with Alberto Martín (head of the Quality, Validation and Environment Area).				
18	Carmen Bello Ortega	3°	Advertising and Public Relations	Social and Legal Sciences
19	Francisco Chico Cerón	3°	Double degree in Business Administration and Law	Social and Legal Sciences
20	Juan Embid Urzola	3°	Journalism	Social and Legal Sciences
21	Jaime Mata Gazulla	3°	Primary Education	Social and Legal Sciences
22	Samuel Navarro Díez	3°	Computer Engineering	Engineering and Architecture
23	Alejandro Peño Gómez	3°	Video Game Design and Development	Engineering and Architecture
24	Iván Luis Bro	3°	Physical Activity and Sport Sciences	Health Sciences
25	Lucía Ventura Serrano	3°	Double degree in Bioinformatics and Pharmacy	Health Sciences
26	Mª José Asensi Gómez-Lus	3°	Pharmacy	Health Sciences
27	Daniel Sotelo González	3°	Double Degree in Computer Engineering and Video Game Design and Development	Engineering and Architecture
28	Óscar Villanueva Guerrero	3°	Physical Activity and Sport Sciences	Health Sciences
Huesca Campus (University of Zaragoza).				
Coordinated with Marta Liesa (Vice-rector of the Huesca Campus).				
29	Paula Nieto Obón	4°	Nursing	Health Sciences
30	Rubén Tirado Pascual	4°	Nursing	Health Sciences
31	Aitana Lizana Jenk	4°	Degree in Environmental Sciences	Science
32	Berta Aranda Martínez	1°	Master's Degree in Agronomic Engineering	Engineering and Architecture
33	Iker Alcuaz Rodríguez	3°	CC. Physical Activity and Sport	Health Sciences
34	Sergio Naval Espiau	3°	Business Administration and Management	Social Sciences
35	Francisco de Paula, Puig Moseñe	4°	Management and Public Administration	Social Sciences
ACPUA INTERNSHIP STUDENTS				
36	ANA SOLANILLAS	4°	Law	Social and Legal Sciences
37	ALICIA GIMENEZ	4°	Law	Social and Legal Sciences

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38	RUBEN MARCO	4°	Law	Social and Legal Sciences
ACPUA ORGANISERS				
39	IRENE MELCHOR		ACPUA	SETE Collaborator
4 o	LAURA PEIRÓ		ACPUA	SETE Collaborator
41	BELÉN SERRANO		ACPUA	Quality and international technology

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Post-pandemic university learning

TEACHING

1. Use of the ADD[3] for each subject as a resource bank
2. Strategies for the appropriate measurement of workloads
3. Opening of sufficient study spaces

COMMUNICATION

4. Online and face-to-face tutoring: maintaining duality
5. Using the ADD as a communication platform
6. Promotion of ICTs: training of the university community

SOCIO-EMOTIONAL SUPPORT

7. Increased offer of extra-curricular activities (both face-to-face and *online*).
8. Strengthening of counselling services in universities
9. Impact on empathy: training the university community on mental health

TRANSVERSAL

10. Reconciliation tools, fostering the social dimension of higher education

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[3] Digital Teaching Ring

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