ACPUA
AGENCIA DE CALIDAD Y PROSPECTIVA
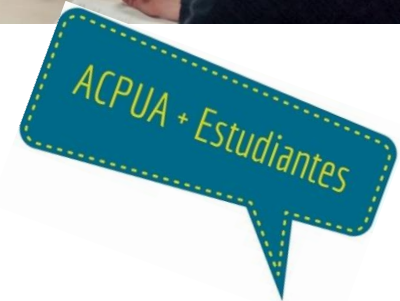UNIVERSITARIA DE ARAGÓN

Presentation of the Post-Covid Report
Ibercaja Youth Space
P.º de Fernando el Católico, 1-3
Zaragoza, 28 September 2022

Born in 2014
and is currently running on
Line L6
of the ACPUA Strategic Plan
2019-22

ACPUA + Estudiantes

The aim is to strengthen:

➢ Quality culture: raising awareness of quality agencies. Joint sessions of training and exchanges of evaluators

➢ Integration of the student body in the structure of the ACPUA: Committees and Governing Boa

➢ Participation in evaluation (Bank of Evaluators) and training activities

➢ Cooperation and stable relations with the student organisations of the institutions of the University System of Aragon.

➢ Student-centred learning: common understanding of learners' needs

➢ Students' needs in orientation for their transition to university

➢ Student comments on the impact of the pandemic (ACPUA Post-CovidStrategic Forum)

STUDIES AND DOCUMENTS COVID

ACPUA. (2022). Covid Impact Strategic Forum Seminar. Retrieved from: Seminario ACPUA de calidad universitaria | ACPUA (aragon.es)

ANVUR (2020). Adaptation of the evaluation of qualifications in the Covid era. Italian agency. Retrieved from: TECO in-forma (anvur.it)

ESU. (2021). QA fit for the post-covid era in ENQA webinar. European Students' Union. Retrieved from: ENQA-webinar-Jakub-Grodecki_ESU.pdf

USA (2021). Internal quality assurance in times of Covid. European University Association. Retrieved from: internal qa.pdf (eua.eu)

Fundación para el conocimiento Madri+d (2021). Report on good teaching practices in the Covid-19 period. Retrieved from: https://www.madrimasd.org/calidad-universitaria/publicaciones/informe-buenas-practicas-docentes-en-periodo-covid-19

Heraldo de Aragón (2021). Four out of ten young people in Aragon are worried about the mental consequences of the pandemic. Retrieved from: La salud mental, el aspecto que más ha afectado a los jóvenes aragoneses durante la pandemia (heraldo.es).

Heraldo de Aragón (2022). El 65% de los docentes de Aragón considera que la calidad educativa ha empeorado por la covid. Retrieved from : El 65% de los docentes de Aragón considera que la calidad educativa a empeorado por la covid (heraldo.es)

INQAAHE (2022). Webinar Reimagining Quality Assurance in the 'New Normal'. Retrieved from: INQAAHE Talks on March 17, 2022 | INQAAHE

Peñarrubia-Lozano, C.; Segura-Berges, M.; Lizalde-Gil, M.; Bustamante, J.C. (2021). A Qualitative Analysis of Implementing E-Learning during the COVID-19 Lockdown. Sustainability 13, 3317.

University of Murcia (2021). Report-reflection and recommendation on care for people with mental health problems in the university community. University Ombudsman. Retrieved from: c6cbb70c-4893-5d3c-e557-0ba42abd1c70 (um.es)

Objectives:

➢ General (SURVEY): To collect direct feedback from students on their experience of the pandemic and its subsequent evolution in relation to teaching.

➢ Specific (FOCUS GROUP): To improve the contributions issued in the survey through the verbalisations of the students in a guided session.

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

Campos de la encuesta

ACPUA necesita brevemente tu opinión:

I.- LA PANDEMIA:

1.- Tu experiencia como receptor de docencia en un periodo excepcional:

1a.- Qué ha sido lo mejor

1b.- Qué ha sido lo peor

1c.- Del 0 al 10, tu nivel de afectación emocional

II.- POSCOVID:

2.- Tu opinión sobre el impacto en el futuro:

2a.- ¿Cuáles de las adaptaciones docentes que has tenido deberían mantenerse con la "vuelta a la normalidad"?

2c.- Del 0 al 10, tu nivel de bienestar emocional actual

III.- ALGUNOS DATOS:

Eres estudiante de:

➢ Grado
➢ Máster
➢ Doctorado

Si eres estudiante de Grado, ¿en qué curso estás? (1 a 6)

Rama de conocimiento de tus estudios:

➢ Arte y Humanidades
➢ Ciencias Sociales y Jurídicas
➢ Ingeniería y Arquitectura
➢ Ciencias
➢ Ciencias de la Salud

Muchas gracias por tu colaboración. Tus opiniones son muy valiosas para ACPUA. Te mantendremos informado.

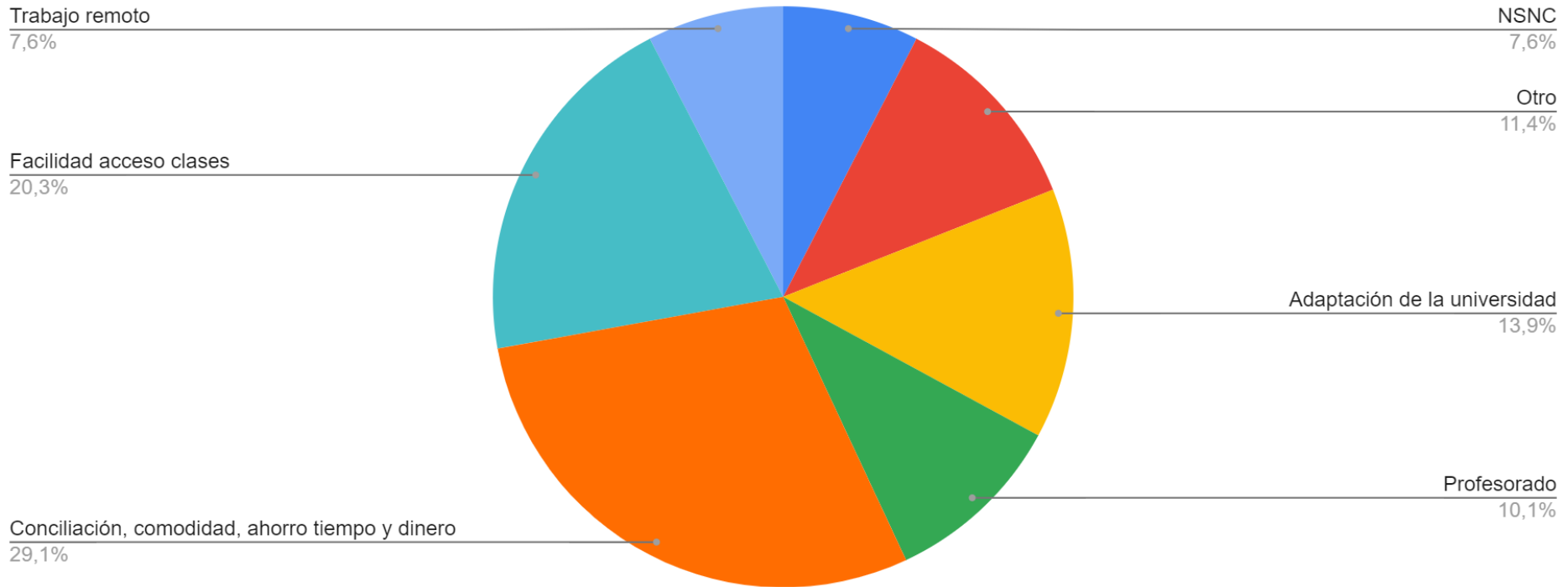Botón de ENVIAR (antes del 15 de diciembre de 2021).

Level of education				
Grade	Master's degree	PhD		N
95 %	1 %	4 %		79

Undergraduate students course					
1º	2º	3º	4º	5º	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

The best:

Trabajo remoto
7,6%

NSNC
7,6%

Otro
11,4%

Facilidad acceso clases
20,3%

Adaptación de la universidad
13,9%

Profesorado
10,1%

Conciliación, comodidad, ahorro tiempo y dinero
29,1%

The best:

Some answers:

Saving me travel time to school.

Perpetual learning material thanks to recordings.
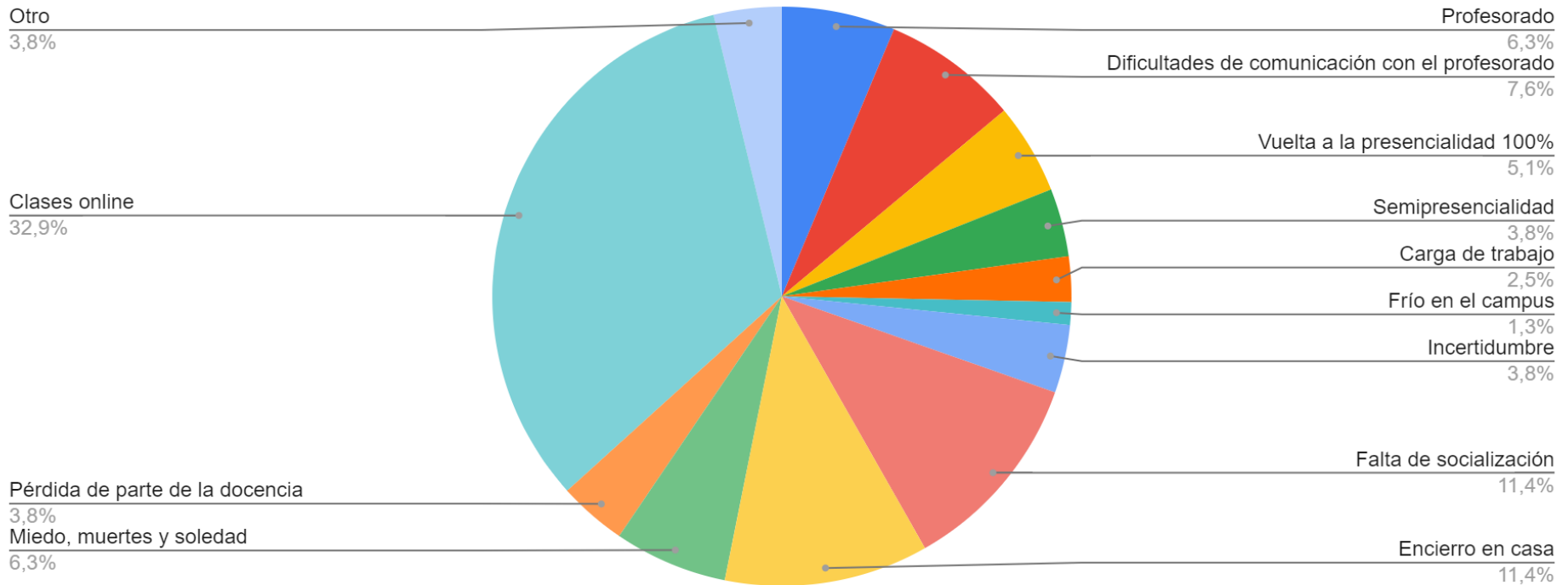
Being in home confinement, some teachers have become more involved with the students when it comes to online tutoring and trying to show a closer relationship with them.

There was more communication between people and there seemed to be more humanity.

That students with disabilities who are sometimes unable to go to university have been able to do all kinds of activities online that were not considered before.

The worst:

Otro
3,8%

Clases online
32,9%

Pérdida de parte de la docencia
3,8%

Miedo, muertes y soledad
6,3%

Profesorado
6,3%

Dificultades de comunicación con el profesorado
7,6%

Vuelta a la presencialidad 100%
5,1%

Semipresencialidad
3,8%

Carga de trabajo
2,5%

Frío en el campus
1,3%

Incertidumbre
3,8%

Falta de socialización
11,4%

Encierro en casa
11,4%

The worst:

Some answers:

The *loss of human contact* between peers.

Difficulty in maintaining contact between pupils and teachers.

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...
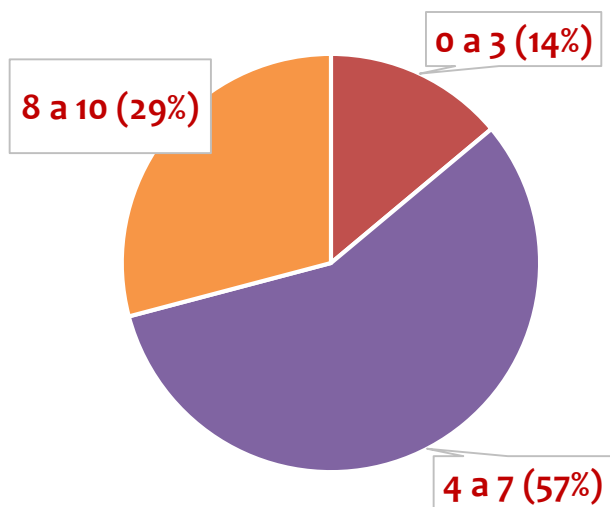
Having the *same environment for studying*, being in class, spending time and resting.

Online teaching. The platform was often down, it was under maintenance and the teaching staff did not know how to use it.
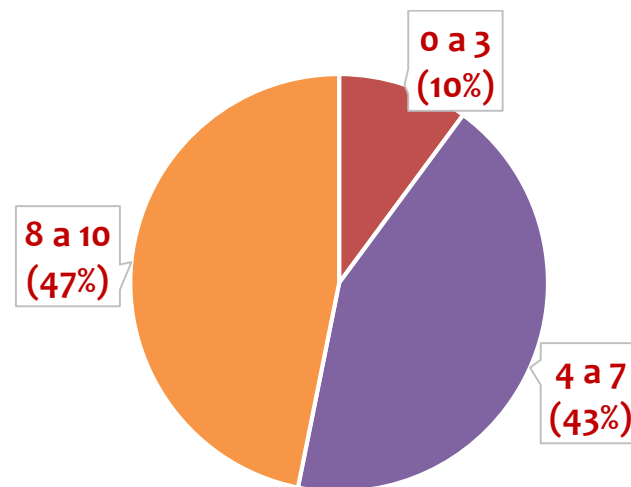
Level of Emotional AFFECTION-BEFORE

0 a 3 (14%)

8 a 10 (29%)

4 a 7 (57%)

Almost 30% say they are very affected

Level of emotional WELL-BEING - AFTER

0 a 3 (10%)

8 a 10 (47%)

4 a 7 (43%)

The number of highly affected remains at 10%; from 14% to 47% who feel very well.

- ➢ 3rd degree students at 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 Agency's foresight area (non-evaluative), we will proceed to analyse the qualitative data received, in a general way, extracted from all the focus groups developed.

ESTUDIANTES POR UNIVERSIDAD

	Universidad San Jorge	Universidad de Zaragoza
Estudiantes	11	27

ESTUDIANTES POR RAMA DEL CONOCIMIENTO

	Arte	Ciencias Jurídicas	Ingeniería	Ciencias	Ciencias de la Salud
Estudiantes	1	15	4	1	16

ESTUDIANTES POR CURSO

	1°	2°	3º	4°
Estudiantes	1	3	25	9

Introduction by the ACPUA (30')
Dynamics of presentations
Survey summary: the best and worst of the pandemic experience
Key questions to improve information (30')
3 working groups
Maintenance of teaching adaptations
Teacher-student communication
Emotionally Affected
Sharing (30')
Closing

GROUP 1: Maintenance of teaching adaptations

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

1.b. What resources should be maintained?

GROUP 2: Teacher-student communication

2.a. How was the communication with teachers (most common)?

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

GROUP 3: Emotionally Affected

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

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

Diagnosis

Suggestions

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Covid Strategic Impact Forum 2021-2022

GROUP 1: Maintenance of teaching adaptations	
Teaching adaptations	• Heterogeneity in adaptations (university, degree, subject, course, teaching staff). • Urgent adaptation = organisation as possible. • Urgent teacher training. • Changes in assessment and work overload. • Reconciliation difficulties for non-prototypical students.
Resources to be maintained	• Use of the ADD as a means of communication and resource bank. • Training and updating in ICTs. • Empathy with illness in academia. • Duality of tutorials and online and face-to-face activities. • Use of active methodologies. • Opening of study spaces.

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Covid Impact Strategic Forum 2021-2022

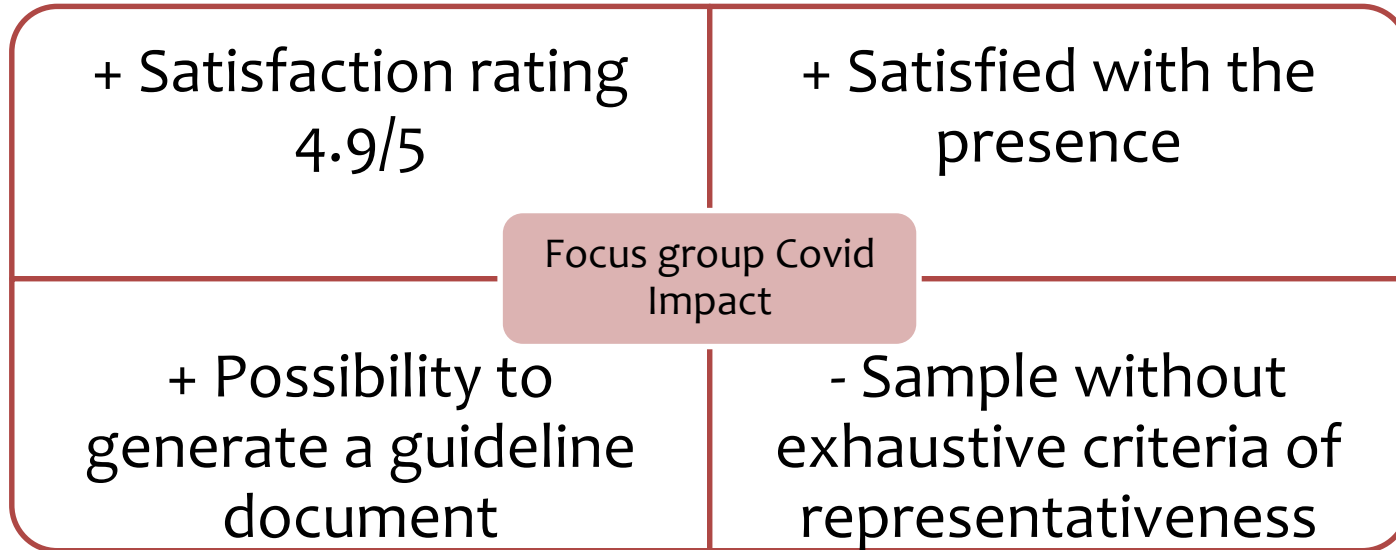| GROUP 2: Teacher-student communication	
Communication with teachers	• Heterogeneity in reactions to confinement. • 2020: via mail, colder and more distant. • Both bad and good practices (personal involvement). • Poor communication in blended learning classes. • Reduced class participation. • Confusing institutional communication, sometimes late.
Modalities to be maintained	• Communication of relevant teaching information in writing via the ADD. Responsibility of the teaching staff. • Multimodal materials generated in the 2019-2020 academic year. • Duality of tutorials and online and face-to-face activities. • Possibility to record/provide online lessons on demand. • Two-way empathy.

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Covid Impact Strategic Forum 2021-2022

GROUP 3: Emotionally Affected	
Student experiences	• Work overload: frustration due to lack of flexibility and demands. Feeling of lower performance. • Fear, stress, anxiety. Unease about changes and lack of official communications. Anxiety about online exams. • Lack of motivation to attend and participate in class. • Decreased ability to concentrate. • Disappointment with university student life.
Resources for improvement	• Mental health promotion: teacher training. • Improve psychological care services at the university. • Ensuring greater conciliation (social dimension). • Involvement of students in decision-making. • Increased socialisation in the classroom. • Enhancing university life. Proposed activities.

+ Satisfaction rating 4.9/5

+ Satisfied with the presence

Focus group Covid Impact

+ Possibility to generate a guideline document

- Sample without exhaustive criteria of representativeness

What they say
- This is an innovative and necessary initiative.
- I am very grateful that we are given the possibility to contribute to this situation.
- I found it a great experience to be able to share our experiences and suggestions.
- I believe that the constant evaluation of our University and the teaching provided there is an interesting topic for all of us, as the ultimate aim is to increase their quality and improve their services.
- More focus groups with students: I am looking forward to the 2nd possible meeting - and thank you!
- The activity was very good; it is a way to raise awareness of the ACPUA, congratulations to the organisers!

- This whole process has involved learning, and one cannot simply reject it and go back to *business as usual.* Aspiration for continuous improvement.

- Each student has experienced a different pandemic, and each situation (academic and personal) has been unique. Not everything has been bad, not everything has been good.

- There are different profiles of opinions, but in the academic experiences the role of the teaching staff has been decisive (*the worst* vs. *the best*).

- Diversity of experiences and opinions on specific topics (online classes).

- The need to implement Student-Centred Learning.

- Greater empathy and closeness with students (conciliation, communication).

- Important role of ICTs in the near future.

- Importance of mental health.

- Implementation of individual (teaching) and institutional actions.

- Monitoring of opinions + information from other stakeholders.

Post-pandemic university learning

TEACHING

➢ Use of the ADD (Anillo Digital Docente) for each subject as a resource bank.

➢ Strategies for the appropriate measurement of workloads

➢ Opening of sufficient study spaces

COMMUNICATION

➢ Online and face-to-face tutoring: maintaining duality

➢ Using the ADD as a communication platform

➢ Promotion of ICTs: training of the university community

SOCIO-EMOTIONAL SUPPORT

➢ Increased offer of extra-curricular activities (both face-to-face and *online*).

➢ Strengthening of counselling services in universities

➢ Impact on empathy: training the university community on mental health

TRANSVERSAL

➢ Reconciliation tools, fostering the social dimension of higher education

Thank you very much for your PARTICIPATION

 or more information, please visit

https://acpua.aragon.es

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