

2023 survey of students

Winter semester 2023/24

State examination and bachelor's courses

Survey

Dear student,

We are delighted that you are participating in our UDE survey. Answering the survey will take approximately 30 minutes.

You can pause the completion of the survey and continue at a later time. There will not be any adverse effects for you or your studies if you do not complete the survey or do not participate at all.

Any information you provide in the context of this survey will be handled in strict compliance with data protection regulations. The findings will be published in such a way that it will not be possible to make any inferences about the identity of individuals. Please note the more detailed [data protection information](#). On this page, you will also find extensive background information about UDE's surveys for this year.

As a token of our appreciation, we will hold a prize draw where all participants have a chance to win one of:

- 1 x Apple MacBook Air,
- 2 x Dell Tablet,
- 3 x Apple AirPods or
- 4 x 1TB external hard drive.

You can find further information on the prize draw at the end of the survey.

Please click 'NEXT' to start the survey.

Your UDE Survey team

If you have any questions or suggestions, please contact:

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☐ I have read the [information on data protection](#) and give my consent.

Your degree programme at the University of Duisburg-Essen

In order to be able to have only those questions displayed to you that are relevant for you, we would like to request some general information about your current studies at the University of Duisburg-Essen.

Intended degree

What degree do you pursue in your current programme at the University of Duisburg-Essen?

- ☐ Single-subject Bachelor of Arts
- ☐ Dual-subject Bachelor of Arts
- ☐ Bachelor of Science
- ☐ Bachelor with a teaching option for primary schools (*Grundschulen*)
- ☐ Bachelor with a teaching option for secondary schools (*Haupt-, Real-, Sekundar- und Gesamtschulen*)
- ☐ Bachelor with a teaching option for secondary schools offering university qualification (*Gymnasien und Gesamtschulen*)
- ☐ Bachelor with a teaching option for vocational schools (*Berufskollegs*)
- ☐ Bachelor with a teaching option for special needs education (*sonderpädagogische Förderung*)
- ☐ State examination in medicine

Faculty

Which faculty are you enrolled in?

- ☐ Humanities (BA)
- ☐ Social Sciences (BA)
- ☐ Educational Sciences
- ☐ Economics and Business Administration (Essen) (BSc)
- ☐ Business Administration – Mercator School of Management (Duisburg) (BSc)
- ☐ Mathematics (BSc)
- ☐ Physics (BSc)
- ☐ Chemistry (BSc)
- ☐ Biology (BSc)
- ☐ Engineering (BSc)
- ☐ Computer Science (BSc)

Single-subject Bachelor of Arts programme/subject

Please specify your degree programme:

Humanities (Humanities)

- ☐ Kulturwirt Englisch
- ☐ Kulturwirt Französisch
- ☐ Kulturwirt Niederländisch
- ☐ Kulturwirt Spanisch
- ☐ Kulturwirt Türkisch

Filter: Single-subject Bachelor of Arts/Bachelor of Science
(Display criteria)

Filter: Single-subject Bachelor of Arts
(Display criteria)

¹ Group A: All students in the 5th semester

² Group B: 1/3 of the students in the 3rd/4th/6th/7th semester

³ Group C: 1/3 of the students in the 3rd-7th semester

Social Sciences (Social Sciences)

- ☐ Globale und Transnationale Soziologie
- ☐ Moderne Ostasienstudien
- ☐ Politikwissenschaft
- ☐ Soziologie

Educational Sciences (Educational Sciences)

- ☐ Erziehungswissenschaft
- ☐ Soziale Arbeit

Other

- ☐ Namely: _____

Bachelor of Science programme/subject**Please specify your degree programme:****Educational Sciences** (Educational Sciences)

- ☐ Psychologie

Biology (Biology)

- ☐ Aquatische Biologie
- ☐ Biologie
- ☐ Medizinische Biologie
- ☐ Molekularbiologie

Chemistry (Chemistry)

- ☐ Chemie
- ☐ Water Science, Wasser: Chemie, Analytik, Mikrobiologie

Computer Science (Computer Science)

- ☐ Software Engineering

Engineering (Engineering)

- ☐ Angewandte Informatik – Schwerpunkt Ingenieur- oder Medieninformatik (Eng/CS)
- ☐ Angewandte Kognitions- und Medienwissenschaft (Eng/CS)
- ☐ Bauingenieurwesen (Eng)
- ☐ Computer Engineering (Eng/CS)
- ☐ Electrical and Electronic Engineering (Eng)
- ☐ Elektrotechnik und Informationstechnik (Eng)
- ☐ Maschinenbau (Eng)
- ☐ Mechanical Engineering (Eng)
- ☐ Medizintechnik (Eng)
- ☐ Metallurgy and Metal Forming (Eng)
- ☐ Metallurgy and Metal Forming (dual) (Eng)
- ☐ Nano Engineering (Eng)
- ☐ Structural Engineering (Eng)
- ☐ Wirtschaftsingenieurwesen (Eng)

Mathematics (Mathematics)

- ☐ Mathematik (mit Anwendungsfach)
- ☐ Technomathematik
- ☐ Wirtschaftsmathematik

Mercator School of Management – Business Administration (Duisburg) (MSM)

- ☐ Betriebswirtschaftslehre (Duisburg)
- ☐ Wirtschaftspädagogik

Physics (Physics)

Filter:
Bachelor of
Science

(Display
criteria)

A
B

- ☐ Energy Science
- ☐ Physik

Economics and Business Administration (Essen) (Economics and Business Administration)

- ☐ Angewandte Informatik – Systems Engineering (Eco/SC)
- ☐ Betriebswirtschaftslehre (Essen) (Eco)
- ☐ Volkswirtschaftslehre (Eco)
- ☐ Wirtschaftsinformatik (Eco/CS)

Other

- ☐ Namely: _____

Dual-subject BA programme/subject

Please specify the two subjects you study:

Humanities

- ☐ Angewandte Philosophie
- ☐ Anglophone Studies
- ☐ Christliche Studien (Schwerpunkt: **evangelisch**)
- ☐ Christliche Studien (Schwerpunkt: **katholisch**)
- ☐ Französische Sprache und Kultur
- ☐ Germanistik
- ☐ Geschichte
- ☐ Kommunikationswissenschaft
- ☐ Kunstwissenschaft
- ☐ Musikwissenschaft (an der Folkwang Universität)
- ☐ Niederlandistik
- ☐ Spanische Sprache und Kultur
- ☐ Türkeistudien

Filter:
Dual-sub-
ject Bache-
lor of Arts

A
B

Part-time studies

Are you officially enrolled for a part-time programme?

- ☐ Yes
- ☐ No

Filter:
Dual-sub-
ject BA or
B.Sc. Eng.,
Ph., Bio.

A
B

Third subject for the teaching option for primary schools

Please specify the subject that will be included in your final mark in addition to your mandatory subjects:

- ☐ Lernbereich III, Natur- und Gesellschaftswissenschaften (Sachunterricht)
- ☐ Deutsch für Schüler:innen mit Zuwanderungsgeschichte
- ☐ Englisch
- ☐ Kunst
- ☐ Musik
- ☐ Evangelische Religionslehre
- ☐ Katholische Religionslehre
- ☐ Sport

Filter:
Teaching
option for
primary
schools

A
B

Subjects for the teaching option for secondary schools

Please specify the two subjects that will be included in your final mark:

- ☐ Biologie
- ☐ Chemie

Filter:
Teaching
option for
secondary
schools

A
B

- ☐ Deutsch
- ☐ Englisch
- ☐ Geschichte
- ☐ Kunst
- ☐ Mathematik
- ☐ Musik
- ☐ Physik
- ☐ Praktische Philosophie
- ☐ Evangelische Religionslehre
- ☐ Katholische Religionslehre
- ☐ Sport
- ☐ Technik
- ☐ Türkisch
- ☐ Wirtschaft-Politik/Sozialwissenschaften

Subjects for the teaching option for secondary schools that offer university qualification

Please specify the **two** subjects that will be included in your final mark:

- ☐ Biologie
- ☐ Chemie
- ☐ Deutsch
- ☐ Englisch
- ☐ Französisch
- ☐ Geschichte
- ☐ Informatik
- ☐ Kunst
- ☐ Mathematik
- ☐ Musik
- ☐ Philosophie/Praktische Philosophie
- ☐ Physik
- ☐ Evangelische Religionslehre
- ☐ Katholische Religionslehre
- ☐ Spanisch
- ☐ Sport
- ☐ Technik
- ☐ Türkisch
- ☐ Wirtschaft-Politik/Sozialwissenschaften

Filter:
Teaching
option for
secondary
schools
that offer
university
qualifica-
tion

A
B

Subjects for the teaching option for vocational schools

Please specify the **two** subjects that will be included in your final mark:

- ☐ Bautechnik (große berufliche Fachrichtung)
- ☐ Biologie
- ☐ Biotechnik (gleichgewichtete berufliche Fachrichtung)
- ☐ Chemie
- ☐ Deutsch
- ☐ Englisch
- ☐ Evangelische Religionslehre
- ☐ Finanz- und Rechnungswesen (kleine berufliche Fachrichtung)
- ☐ Französisch
- ☐ Katholische Religionslehre
- ☐ Kunst
- ☐ Mathematik
- ☐ Physik
- ☐ Produktion, Logistik, Absatz (kleine berufliche Fachrichtung)
- ☐ Sektorales Management (kleine berufliche Fachrichtung)

Filter:
Teaching
option for
vocational
schools

A
B

- ☐ Spanisch
- ☐ Sport
- ☐ Tiefbautechnik (kleine berufliche Fachrichtung)
- ☐ Wirtschaftswissenschaft (gleichgewichtete berufliche Fachrichtung)
- ☐ Wirtschaftswissenschaft (große berufliche Fachrichtung)
- ☐ Wirtschaftsinformatik (kleine berufliche Fachrichtung)

Subjects for the teaching option for special needs education

Please specify your compulsory elective focus and your teaching subject/field within your chosen school type specialisation:

Primary school specialisation (cannot be combined with subjects from the secondary school specialisation)

- ☐ Lernbereich Sprachliche Grundbildung (cannot be combined with *Lernbereich Mathematische Grundbildung*)
- ☐ Lernbereich Mathematische Grundbildung (cannot be combined with *Lernbereich Sprachliche Grundbildung*)
- ☐ Lernbereich Natur- und Gesellschaftswissenschaften (Sachunterricht)
- ☐ Englisch
- ☐ Evangelische Religionslehre
- ☐ Katholische Religionslehre
- ☐ Sport

Secondary school specialisation (cannot be combined with subjects/learning fields from the primary school specialisation)

- ☐ Deutsch (cannot be combined with *Mathematik*)
- ☐ Mathematik (cannot be combined with *Deutsch*)
- ☐ Biologie
- ☐ Chemie
- ☐ Englisch
- ☐ Geschichte
- ☐ Kunst
- ☐ Musik
- ☐ Physik
- ☐ Praktische Philosophie
- ☐ Evangelische Religionslehre
- ☐ Katholische Religionslehre
- ☐ Sport
- ☐ Technik
- ☐ Türkisch
- ☐ Wirtschaft-Politik

Filter:
Teaching
option for
special
needs edu-
cation

A
B

Hochschulsemester

What semester of enrolment (total period of study) and study are you currently in?

Please specify your semester as a whole number.

Semester of enrolment

Semester of study

(total period of study)

(study time in your subject)

A
B

Identification with the University

To what extent do you agree with the statements below?

Source:
Postmes,
Haslam &
Jans 2013

A
B

	Strongly disagree	2	3	4	5	6	Strongly agree	
I identify with the University of Duisburg-Essen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The campus is a place where I like to spend time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I can imagine working in the Ruhr Area after my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Suggestions for improvement of the campus life Is there anything that you think could improve the quality of time spent on campus? <input type="radio"/> Yes, namely: _____ <input type="radio"/> No								Filter: spend time on campus under 5
Settling in at university <i>With the following questions, we would like to find out to what extent you are already feeling settled with regard to the University and your course of study.</i>								
Social integration The statements below concern your relationships with teaching staff and fellow students. To what extent do the statements below apply to you?								Source: Dahm, Lauterbach & Hahn 2016 Abbrevia- tions: S: Interac- tions with fellow stu- dents L: Interac- tions with teaching staff
	Strongl y disa- gree	Disa- gree	Par- tially	Agree	Strongl y agree			
I have been able to establish good contacts with other students during my studies to date. (S)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
I know a lot of fellow students with whom I can discuss subject-specific questions. (S)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
I have a lot of contact with students from my semester. (S)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
I get along well with the staff teaching in my programme. (T)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Most teaching staff treat me fairly. (T)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
I feel acknowledged by the teaching staff. (T)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
The teaching staff are interested in what I have to say. (T)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Academic integration To what extent do the statements below apply to you and your studies?								Sources: Dahm, Lauterbach & Hahn 2016 Abbrevia- tions: L: Achieve- ment orien- tation A: Affective
	Strongl y disa- gree	Disa- gree	Par- tially	Agree	Strongl y agree			
I do not work more for my studies than is absolutely necessary. (T)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
I enjoy my studies a lot. (A)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

I set very high demands on myself when it comes to my study performance. (T)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be honest, I do not enjoy my studies very much. (A)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I invest a lot of energy in order to be successful in my studies. (L)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can fully identify with my studies. (A)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

involve-
ment

In-class experience

Through the following questions, we would like to find out what your experience was like in the classes of your degree programme.

Discourse-focused formats and problem-oriented learning

In the classes you attended, to what extent were you able to ...

	Not at all	To a small extent	Par- tially	To some extent	To a great extent
... develop your own academic questions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... develop solutions to academic questions step by step?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... link theoretical knowledge to practical situations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... research further sources in addition to the literature provided?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... become familiar with multiple perspectives on a topic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... critically assess different academic perspectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... debate academic topics with your fellow students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... discuss with your fellow students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... receive feedback?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... give feedback to your fellow students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... give feedback to the teaching staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sources:
Centeno
Gracia
2019; Jahn
2019;
Reusser
2005

A

Key skills classes

From which of the fields below have you attended classes offered through the Institute for Optional Studies (IOS) in the course of your studies so far?

Multiple selections are allowed.

- ☐ Foreign-language courses (E1)
- ☐ Methodological competence, personal and social skills (E1)
- ☐ Writing lab (E1)
- ☐ UNIAKTIV
- ☐ Studium Liberale (E3)
- ☐ I have not attended any IOS classes yet. (exclusive)
- ☐ I do not know (exclusive)

Filter:
Bachelor

A

Evaluation of E1 courses offered (key skills)

Reflecting upon the classes you attended in the E1 field (language courses, methodological competence, personal and social skills, writing lab) to what extent do you agree with the statements below?

The class(es) I attended ...

	Fully disagree	Rather disagree	Partially	Rather agree	Fully agree	<i>I could not say.</i>
was/were consistent with my personal interests and/or needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allowed me to draw links to the content of my study programme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
met my expectations regarding the requirements of the field I aim to work in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Filter: attend E1-course

A

Other topics (E1)

Would you want other topics to be offered in the E1 field? If so, which ones?

- ☐ Yes, namely: _____
☐ No

Filter: Bachelor

A

Evaluation of E3 courses offered (Studium Liberales)

Reflecting upon the classes you attended in the E3 field (Studium Liberales)/UNIAKTIV, to what extent do you agree with the statements below?

The class(es) I attended ...

	Fully disagree	Rather disagree	Partially	Rather agree	Fully agree	<i>I could not say.</i>
allowed me to draw links to the content of my study programme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was/were too demanding for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
covered topics that are relevant to current issues in society (e.g. questions of sustainability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided insights into other disciplines and their methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encouraged critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was/were designed in a way that also addressed students from other disciplines appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allowed me to engage in social activities. (UNIAKTIV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Filter: attend UNI-AKTIV- or E3-course
(Display criteria)

A

Other topics (E3)

Would you want other topics to be offered in the E3 field? If so, which ones?

- ☐ Yes, namely: _____

Filter: Bachelor

A

☐ No

Internationalisation in teaching

Which international offers and elements were or are used in your study programme?

Multiple selections are allowed.

- ☐ International guest lecturers
- ☐ Foreign-language classes and events
- ☐ The course flow chart allows a window of time for a study-related period abroad.
- ☐ Content/topics with an international focus (e.g. global migration, international comparisons, international case studies, examples from other countries)
- ☐ Intercultural content/topics (preparation for an intercultural work environment, examples from other cultures)
- ☐ Technical language course options
- ☐ Virtual mobility options
- ☐ Options for intercultural exchange (e.g. buddy programmes)
- ☐ Other: _____
- ☐ No international offers or elements at all (exclusive)

Learning

The following questions concern your current attitude towards your studies, where and how you learn and how you deal with stress during your studies.

Preferred places for learning

If you can freely choose the place for your self-study: which three of the places for learning listed below do you prefer?

Please select a ranking of a maximum of your three favoured places for learning by clicking them.

- Group workspaces in the University Library
- Individual workspaces in the University Library
- LuDi learning and discussion centres
- Workspaces provided by the faculty/department
- Other places at UDE (e.g. canteen, cafés)
- ZIM PC pools
- Personal workspace (e.g. at home)
- Another place

Plausibility check: maximum of three entries

Academic resilience (RAU) (1)

To what extent do you agree with the statements below?

	Fully disagree	Rather disagree	Partially	Rather agree	Fully agree
My university is somewhere where I feel that I belong. (FYC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university work that I do fits well with my personal values and beliefs. (FYC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, I appreciate what I have in my university environment. (FYC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university work that I do helps to fulfil my sense of purpose in life. (FYC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sources: Turner, Holdsworth & Scott-Young 2017; Simmons, Chau & Turner 2022

Abbreviations: FYC: finding your calling

I have developed some reliable ways to relax when I am under pressure at university. (MS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take breaks to maintain my strength and energy when I am working hard at university. (MS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have developed some reliable ways to deal with the personal stress of challenging events at university. (MS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MS: managing stress

Academic resilience (RAU) (2)

To what extent do you agree with the statements below?

	Fully disagree	Rather disagree	Partially	Rather agree	Fully agree
I have a strong and reliable network of supportive fellow students at university. (BN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have friends at university whom I can rely on to support me when I need it. (BN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things go wrong at university, they do not overshadow the other parts of my life. (MP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative people at university do not pull me down. (MP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nothing at university ever really 'fazes me' for long. (MP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am careful about eating well and healthy. (SH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good level of physical fitness. (SH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sources:
Turner, Holdsworth & Scott-Young 2017; Simmons, Chau & Turner 2022

Abbreviations:
BN: building networks
MP: maintaining perspective
SH: staying healthy

Teaching and learning media (1/2)

In your experience, to what extent do the following teaching and learning media for presenting learning material (in both self-study and face-to-face teaching) contribute to your personal learning success?

	Not at all	To a small extent	Partially	To some extent	To a great extent	<i>I do not know/I am not familiar with this.</i>
Primary texts (academic articles, books, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary texts (textbooks, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asynchronous material prepared/commented on by teaching staff (presentations, handouts, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synchronous material presented/commented on by teaching staff (talks, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive material (simulations, software, models, simulation games, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source:
Weber 2023

Visual material (pictures, illustrations, drawings, infographics, photos, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audio(-visual) material (films, videos, audios, podcasts, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical material (samples, laboratories, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching and learning media (2/2)

In your experience, to what extent do the following teaching and learning media for reflecting on study material as well as for collaboration and discussion with others contribute to your personal learning success?

Source:
Weber
2023

C

	Not at all	To a small extent	Partially	To some extent	To a great extent	<i>I do not know/ I am not familiar with this.</i>
Practice material (worksheets, digital practice exercises, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration options (analogue/digital whiteboards, flipcharts, boards, Padlet, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion options (chats, video conferences, forums, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content-creation options (wikis, blogs, AV media products, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing options (tests, quizzes, polls/choice activities, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceived self-efficacy

To what extent do the statements below apply to you?

Source:
Multrus et al. 2017

A
B

	Fully disagree	Rather disagree	Partially	Rather agree	Fully agree
I can rely on my abilities in difficult situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can resolve most issues well by myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually solve demanding and complicated tasks well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Managing your studies: anxiety when facing examinations and learning behaviour

To what extent do the statements below apply to you with regard to your studies in general?

Abbreviations:
P: exam nerves
L: learning behavior

A
B

	Fully disagree	Rather disagree	Partially	Rather agree	Fully agree
I am worried about whether I will even be able to finish my studies. (P)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I can concentrate on studying for long periods of time and complete a task. (T)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to learn new subject-specific content and facts and remember them. (T)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get so nervous in examinations that I completely forget things that I usually know. (P)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am usually scared before an examination. (P)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at organising study material and workload. (T)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Artificial intelligence (AI) as part of your studies

In this section, we would like to ask you about your experience with and your opinions of the use of artificial intelligence (AI) in your studies.

AI: opportunity or risk

The role that artificial intelligence (AI) plays in higher education has been growing over the past few years. What is your general opinion of the use of AI in higher education?

I see its use ...

... as an opportunity.

☐

... as an opportunity to a certain extent.

☐

... as a risk to a certain extent.

☐

... as a risk.

☐

I do not (yet) have an opinion.

☐

Source: TU Dresden 2023 ^C

AI as an opportunity

What opportunities do you think AI offers in university teaching in general?

Filter: AI not as a risk ^C

AI as a risk

What risks do you see/what concerns do you have in terms of the use of AI in university teaching in general?

Filter: AI not as an opportunity ^C

AI in classes: encouragement from teaching staff

In how many classes during the winter semester 2023/24 were you encouraged to use AI writing tools in the class context?

Source: Hoffmann et al. 2023 ^C

- ☐ In no classes
- ☐ In one class
- ☐ In two classes
- ☐ In three classes
- ☐ In more than three classes

AI in classes: bans from teaching staff

Source:
Hoffmann
et al. 2023

C

In how many classes during the winter semester 2023/24 were you forbidden to use AI writing tools in the class context?

- ☐ In no classes
- ☐ In one class
- ☐ In two classes
- ☐ In three classes
- ☐ In more than three classes

Number of classes attended

C

How many classes are you actively attending in the winter semester 2023/24?

Use of AI writing tools

Source:
Hoffmann
et al. 2023

C

Have you already used an AI writing tool (e.g. ChatGPT) in your studies?

- ☐ Yes
- ☐ No

Ways of using AI writing tools

Filter: Uses
AI in stud-
ies

C

For what purposes have you used an AI writing tool for written work in the context of your studies?

Multiple selections are allowed.

Source:
Hoffmann
et al. 2023

- ☐ Generating research questions
- ☐ Finding sources
- ☐ Summarising sources
- ☐ Analysing (raw) data
- ☐ Translating literature
- ☐ Developing an outline
- ☐ Developing arguments
- ☐ Formulating my notes as complete sentences or paragraphs
- ☐ Correcting my text on the content level
- ☐ Improving my text on the language level
- ☐ Translating my text
- ☐ Creating a bibliography
- ☐ Other: _____

Use of other AI tools

Source:
Hoffmann
et al. 2023

C

Have you already used other (not purely text-generating) AI tools to assist with your writing in your studies?

Multiple selections are allowed.

- ☐ No, I have not used any other applications. (exclusive)
- ☐ Yes, for literature research (e.g. Elicit, ResearchRabbit, Semantic Scholar, Connected Papers)
- ☐ Yes, for text comprehension (e.g. ChatPDF, Explainpaper)
- ☐ Yes, for editing language (e.g. DeepL, DeepL Write, LanguageTool, Grammarly)
- ☐ Yes, for other purposes, namely: _____

Digitalisation

The following questions concern your skills with regard to digitalisation.

Perceived digital self-efficacy

Please indicate to what extent the statements below apply to you personally.

	Not at all	To a small extent	Partially	To some extent	To a great extent
I am convinced I can keep up with the progress of digitalisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can handle the digital requirements of my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable using digital technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Digital competencies: data processing and analysis

To what extent are the following skills currently part of your repertoire?

	Not at all	To a small extent	Partially	To some extent	To a great extent
I am able to ...					
... apply advanced search techniques to refine a web search.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... use criteria to establish the reliability of information on the Internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... adapt online search techniques to suit my personal needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Digital competencies: communication/cooperation & provision of content

To what extent are the following skills currently part of your repertoire?

	Not at all	To a small extent	Partially	To some extent	To a great extent
I am able to ...					
... distinguish which tools are suitable for jointly creating/managing content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... overcome unexpected difficulties when using communication tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... use advanced formatting functions (e.g. mail merge, macros).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... find out how to apply licenses and copyrights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... determine the most suitable (instruction) manual for a computer tool for a specific task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source:
Krempkow
2022

Source:
Krempkow
2022

Digital competencies: security & problem solving

To what extent are the following skills currently part of your repertoire?

Source:
Krempkow
2022

C

	Not at all	To a small extent	Partially	To some extent	To a great extent
I am able to ...					
... configure/change the security settings of digital devices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... distinguish between security risks in various digital environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... determine the most suitable way to protect my privacy in digital environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... avoid (physical and mental) health risks in digital environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... select the right application to solve a problem for myself and others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... identify needs for development with regard to digital skills for myself or another person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... adapt digital technologies/services to be more socially responsible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Financing of studies

Studying is not just about structuring the subject matter and passing examinations – studies also require funding. If you work during your studies, these two areas need to be reconciled. Therefore, the following questions concern the way you finance your studies.

Paid work

Have you worked during the current semester or are you currently working to earn money?

Here, 'work to earn money' refers to employment, a sideline job, freelance work, etc.

- ☐ Yes, in one job.
- ☐ Yes, in two different jobs.
- ☐ Yes, in three or more jobs.
- ☐ No

A

Paid work dichotomously

Have you worked during the current semester or are you currently working to earn money?

Here, 'work to earn money' refers to employment, a sideline job, freelance work, etc.

- ☐ Yes
- ☐ No

B

Type of work

Please select the type of work that best describes the work you do.

- ☐ Work as a student assistant/graduate assistant

Filter: paid
work

A
B

- ☐ Private tutoring
- ☐ Casual job (e.g. in a factory, an office, a pub, babysitting)
- ☐ Work that requires a university degree (except graduate assistant jobs)
- ☐ Work that requires a completed apprenticeship
- ☐ Internship
- ☐ Traineeship
- ☐ Freelance work
- ☐ Substitute teacher in schools
- ☐ Other work, namely: _____

Reconciliation of work and studies

How well can you reconcile your work with your studies?

Filter: paid work

A
B

Poorly
Rather poorly
Partially
Rather well
Well

I can reconcile my work with my current studies at the University of Duisburg-Essen ...

☐
☐
☐
☐
☐

Relation with sideline job

To what extent is this job related to the subject(s) you are studying?

Filter: Ko-media B.Sc. & paid work

C

Not at all
To a small extent
Partially
To some extent
To a great extent

☐
☐
☐
☐
☐

Number of hours of paid work

How many hours per week do you estimate you will be working this semester during the lecture period and during the non-teaching period?

Filter: paid work

A
B

1 = 60 minutes; 1.5 = 90 minutes; 9999 = not specified; 9998 = don't know

_____ hours per week during the lecture period
 _____ hours per week during the non-teaching period

Substitute teacher in schools: subjects taught

What subjects do you teach in your role as a substitute teacher in schools, and in what type(s) of school?

Filter: Substitute teacher in schools

C

Subjects: _____
 Type(s) of school: _____

Substitute teacher in schools: contractually agreed weekly working hours

Please specify the number of periods that you agreed to teach in core subjects per week in your contract.

Filter: Substitute teacher in schools

C

9999 = not specified; 9998 = don't know

Reasons for employment

To what extent do the statements below apply to you? I work/would like to work during my studies ...

Filter: paid work

A
B

Source: SiD 2021

	Not at all	To a small extent	Partially	To some extent	To a great extent
... because it is necessary for me to earn a living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to acquire additional qualifications alongside my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to be able to afford more things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to gather practical experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to build contacts for future employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to be financially independent from my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because I have to help provide for others (partner/child(ren)).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to make sure I will find employment later on, irrespective of whether or not I finish my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to conduct my final thesis project at the relevant company.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to prepare for my future work as a teacher. (Bachelor with a teaching option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reasons for not working

What is/are the reason(s) why you are not working to earn money in the current semester?

Multiple selections are allowed.

- ☐ I do not want to.
- ☐ I do not have a work permit.
- ☐ I have sufficient funds at my disposal.
- ☐ My studies do not allow me the time to do that.
- ☐ I have not yet found anything that suits me.
- ☐ I am worried that that would make me take longer to finish my studies.
- ☐ Other reasons, namely: _____

Filter: no paid work

C

Reasons for employment

To what extent do the statements below apply to you? I would like to work during my studies ...

Filter: no paid work; wish paid work

A
B

Source: SiD 2021

	Not at all	To a small extent	Partially	To some extent	To a great extent
... because it would be necessary for me to earn a living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to acquire additional qualifications alongside my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to be able to afford more things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to gather practical experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

... in order to build contacts for future employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to be financially independent from my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... because I have to help provide for others (partner/child(ren)).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to make sure I will find employment later on, irrespective of whether or not I finish my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to conduct my final thesis project at a relevant company.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... in order to prepare for my future work as a teacher. (Bachelor with a teaching option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Substitute teacher in schools: plans

Do you plan to apply for a position as a substitute teacher during the course of your studies?

- ☐ I have already applied.
- ☐ Yes, definitely.
- ☐ I am considering it.
- ☐ Probably not.
- ☐ Definitely not.
- ☐ I have no opinion.

Filter:
Teaching
option and
not substi-
tute
teacher in
schools

C

Application for a grant

Have you ever applied or been nominated for a grant?

- ☐ Yes
- ☐ No

A

Grants received

Have you received one/multiple grant(s)?

- ☐ Yes
- ☐ No
- ☐ Decision still pending

Filter: grant
application

A

Financing of studies

How do you finance your living expenses this semester?

Living expenses include, in particular, costs for food, accommodation, clothing, personal care products, household goods, heating and personal needs for everyday life. Please also respond if you live with your parents (in that case, your parents are your source of funding).

Multiple selections are allowed.

- ☐ Allowances from your parents
- ☐ Child benefits for yourself (unless included in the allowance from your parents)
- ☐ Allowances from your partner
- ☐ Allowances from other relatives (e.g. grandparents, siblings) or friends
- ☐ Own earnings from study-related work
- ☐ Own earnings from work outside your training company/your education institution
- ☐ Own funds that you acquired/saved up before your studies

A

B

- ☐ Child benefits for your own child(ren)
- ☐ BAföG-based training assistance
- ☐ *Bildungskredit* educational loan (application with the Federal Office of Administration, paid out by the KfW promotional bank)
- ☐ *Studienkredit* student loan from the KfW promotional bank
- ☐ Loans for financing your studies from another bank/savings bank
- ☐ Orphan's allowance or pension
- ☐ Grant (if received)
- ☐ Other source(s) of funding, namely: _____

Main source of funding

What is your main income used to finance your living expenses?

- ☐ Allowances from your parents
- ☐ Child benefits for yourself (unless included in the allowance from your parents)
- ☐ Allowances from your partner
- ☐ Allowances from other relatives (e.g. grandparents, siblings) or friends
- ☐ Own earnings from study-related work
- ☐ Own earnings from work outside your training company/your education institution
- ☐ Own funds that you acquired/saved up before your studies
- ☐ Child benefits for your own child(ren)
- ☐ BAföG-based training assistance
- ☐ *Bildungskredit* educational loan (application with the Federal Office of Administration, paid out by the KfW promotional bank)
- ☐ *Studienkredit* student loan from the KfW promotional bank
- ☐ Loans for financing your studies from another bank/savings bank
- ☐ Orphan's allowance or pension
- ☐ Grant
- ☐ Other: #Placeholder#

(if not named, the answer option is hidden)

C

Financial resources

On average, how much money do you have at your disposal per month during the winter semester 2023/24?

Please only include the amounts received as remuneration for work, allowances from your parents, BAföG or other grants, loans, etc. that you actually have at your free disposal. If you also finance your living expenses through income at irregular intervals (e.g. earnings from work during holidays) or money that you received earlier (savings, assets), please specify only the amount that you use per month on average.

9999 = not specified; 9998 = don't know

Average money available per month: €_____ per month

Source: SiD 2021

C

Financial resources – categorised

It would be helpful if you could at least roughly assign the financial resources at your disposal per month to one of the categories below.

- ☐ Up to €500
- ☐ €501–700
- ☐ €701–900
- ☐ €901–1,100
- ☐ €1,101–1,300
- ☐ More than €1,300

Filter: missing value under income

C

Required financial resources

How much money do you currently need per month in order to get by financially?

- ☐ Up to €500
- ☐ €501–600
- ☐ €601–700
- ☐ €701–800
- ☐ €801–900
- ☐ €901–1,000
- ☐ €1,001–1,100
- ☐ €1,101–1,200
- ☐ €1,201–1,300
- ☐ More than €1,300

Financial situation

To what extent do the statements below apply to you and your financial situation?

Sources:
SiD 2021;
R+V Info-
center
2022
Items ran-
domised

	Not at all	To a small extent	Par- tially	To some extent	To a great extent
The financing of my living expenses during my studies is ensured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am currently experiencing financial difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all, I can manage with the money I have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am worried that my living expenses will rise significantly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am worried that the government will increase tax rates or cut benefits for the long term.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am worried that I will have to quit my studies due to my financial situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am worried about what my financial situation will be like in three years' time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reasons for financial difficulties

Please give reasons why you are currently experiencing financial difficulties.

Filter: cur-
rently fi-
nancial dif-
ficulties to
some/great
extent

Further comments

Do you have any further comments on your financial situation/financing your studies?

Future prospects

The following questions concern your assessment of your prospects in the job market and your plans for the future.

Prospects in the job market

How would you assess the prospects of graduates of your programme in the job market?

- Poor Rather poor Partially Rather good Good *I could not say.*
- ☐ ☐ ☐ ☐ ☐ ☐

Filter:
Bachelor

A

Plans for after your studies

What are your plans for after the completion of your current degree programme?

- ☐ Taking up master's studies immediately
- ☐ Starting a career immediately
- ☐ No plans yet
- ☐ Other, namely: _____

Filter:
Bachelor

A

B

Taking up master's studies

Where do you plan to take up your master's studies?

- ☐ At the University of Duisburg-Essen
- ☐ At another university in the Ruhr Area
- ☐ At another university outside the Ruhr Area
- ☐ Not clear yet

Filter: tak-
ing up
master's
studies

A

B

University entrance

The following questions concern your previous education and work experience before taking up your studies at the University of Duisburg-Essen.

Type of qualification

What type of university entrance qualification do you have?

- ☐ *Abitur*/general higher education entrance qualification
- ☐ Subject-specific university entrance qualification
- ☐ Specialised variant (*Fachgebundene Hochschulreife*) allowing admission to particular disciplines
- ☐ Aptitude test
- ☐ Other German university entrance qualification
- ☐ University entrance qualification from another country

A

Educational path

Through which path did you obtain your university entrance qualification?

- ☐ *Gymnasium*
- ☐ *Gesamtschule* including university qualification equivalent to graduating from a *Gymnasium*
- ☐ Vocational training including *Abitur* university entrance qualification
- ☐ *Abitur* through evening classes
- ☐ *Abitur* obtained through a course at a Volkshochschule adult college
- ☐ *Fachgymnasium* offering general education in combination with professional skills
- ☐ Vocational college
- ☐ Apprenticeship or vocational training
- ☐ Other, namely: _____

A

B

Place where the university entrance qualification was obtained

Where did you obtain your university entrance qualification?

- ☐ In Germany
☐ Please enter the relevant licence plate code: _____
☐ In another country

Grade of the university entrance qualification

What was the average grade of the certificate with which you were awarded your university entrance qualification?

If your qualification was obtained in another country, please enter the grade as recognised (in German number format; e.g. 2,3).

Situation before studying

What did you do between obtaining your university entrance qualification and taking up the studies you currently pursue?

Multiple selections are allowed.

- ☐ Applied for a study place immediately after obtaining the university entrance qualification
☐ Work experience placement
☐ Pursued a professional career (full time)
☐ Took on casual jobs
☐ Military/community service
☐ Voluntary work in social/ecological/cultural organisations/federal volunteers service
☐ Spent time abroad
☐ Completed vocational training
☐ Started vocational training without completing it
☐ Took time to start a family
☐ Took a language course
☐ Took some time off
☐ Other, namely: _____

Vocational qualification

Did you complete a vocational training programme before taking up your studies?

- ☐ Yes
☐ No

Confidence with decisions

How confident are you currently about your decision ...

(display criteria)

	Not at all confident	Rather not confident	Undecided	Some-what confident	Extremely confident
... to study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to study your chosen degree programme?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to study the subjects you selected? (only dual-subject)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

... to study at the University of Duisburg-Essen? ☐ ☐ ☐ ☐ ☐

Preparedness for studies

To what extent do the statements below apply to you with regard to your studies in general?

Items randomised

A

	Fully disagree	Rather disagree	Partially	Rather agree	Fully agree
It is very important to me to achieve a good result in my degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What matters to me is that I am able to complete my studies as quickly as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am sufficiently familiar with the methods required for my studies (proper citation, writing essays, planning experiments, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My knowledge and skills are sufficient to keep up with the content taught without many problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all, I feel well prepared for my further studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student journey

The following questions refer to the course of your studies to date.

Student satisfaction

To what extent do the statements below apply to your current studies?

Source: Dahm, Lauterbach & Hahn 2016

A
B

Abbreviations:
S: general student satisfaction
L: Academic achievement

	Not at all	To a small extent	Partially	To some extent	To a great extent
I am currently content with my personal study situation. (S)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in my studies has lessened over time. (S)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am content with my level of achievement so far. (S)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My performance in my studies is better than I originally expected. (L)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my performance in my studies. (Repetition) (L)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My expectations and ambitions in terms of performance in my studies have been completely fulfilled. (L)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Difficulties in the course of studies

Looking at the course of your studies to date, to what extent have there been difficulties with regard to the aspects listed below?

A

	Not at all	To a small extent	Partially	To some extent	To a great extent
Settling into an academic environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forming learning and working groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting into contact with fellow students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competition among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Falling behind in studies

Have you fallen behind in your studies based on the timeframe planned in the course flow chart?

- ☐ No, I am faster than intended.
- ☐ No, I am in line with the course flow chart.
- ☐ Yes, I am about one semester behind.
- ☐ Yes, I am about two or three semesters behind.
- ☐ Yes, I am more than three semesters behind.
- ☐ I could not say.

Reasons for falling behind (1)

To what extent do the reasons below contribute to your falling behind in your studies compared to the timeframe planned in the course flow chart?

Filter: falling behind

	Not at all	To a small extent	Partially	To some extent	To a great extent
Poor coordination of classes offered (timetable clashes, too few classes offered and/or classes not offered frequently enough, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put off mandatory classes to later semesters as they were too difficult/had too much content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voluntary attendance of additional classes outside the curriculum (classes from other subjects, language courses, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chose to take more time for studies to make room for other areas of life that are important to me (e.g. hobbies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquired additional specialist skills to help my career and my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Planned) stay(s) abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change of university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxiety when facing examinations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low level of motivation with regard to the subject, my studies, learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reasons for falling behind (2)

To what extent do the reasons below contribute to your falling behind in your studies compared to the timeframe planned in the course flow chart?

	Not at all	To a small extent	Partially	To some extent	To a great extent
Other responsibilities beside my studies (work, children, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues with my own organisation of my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had to make up a lack of basic knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undertook one or more voluntary work placement(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties with the mathematics components of my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties with the language requirements of my studies (German)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties with the language requirements of my studies (other language(s))	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed (partial) examination(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement in bodies of academic self-governance at my university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socio-political activities outside of my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Taking longer than the standard period of study

Reflecting upon your studies to date, do you think you will complete your studies in accordance with the standard period of study defined for your study programme (including semesters for examinations and practical experience)?

- ☐ No, I will complete my studies faster.
- ☐ Yes, I will complete my studies within the standard period of study (including semesters for examinations and practical experience).
- ☐ No, I will need about one semester longer.
- ☐ No, I will need about two or three semesters longer.
- ☐ No, I will need more than three semesters longer.
- ☐ I could not say.

Change of subjects studied

Have you ever changed the subject or the subjects you study?

- ☐ Yes
- ☐ No

Wish to change the subject studied

Have you ever thought about changing the subject you currently study?

- ☐ Yes, frequently.
- ☐ Yes, sometimes.
- ☐ No

Reasons for changing subjects

To what extent did the reasons listed below contribute to you considering changing the subject that you currently study?

Filter: wish to change the subject studied

A

	Not at all	To a small extent	Partially	To some extent	To a great extent
False expectations about the subject(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was waiting for a place in my desired programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dissatisfaction with the conditions of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dissatisfaction with the quality of the classes offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject(s) <u>not</u> challenging <u>enough</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject(s) <u>too</u> challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intention of changing universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of prospects in the job market for my subject(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lessened interest in the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thoughts of withdrawing from studies

Have you ever seriously considered giving up your current studies?

- ☐ Yes, frequently.
- ☐ Yes, sometimes.
- ☐ No

A

Reasons for considering withdrawing from studies

To what extent did the reasons listed below contribute to you considering giving up your current studies?

Filter: thoughts of withdrawing from studies

A

	Not at all	To a small extent	Partially	To some extent	To a great extent
Dissatisfaction with the quality of the classes offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dissatisfaction with the conditions of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject(s) <u>not</u> challenging <u>enough</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject(s) <u>too</u> challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financing of studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was offered a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lack of prospects in the job market for my subject(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
False expectations about studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lessened interest in studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doubts about the purpose of studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to work/pursue practical activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diversity Climate

Before we conclude with the socio-demographic characteristics, we would now like to use two questions to take a closer look at your perception of the general approach to diversity and the feedback culture at the University of Duisburg-Essen.

Diversity Climate

To what extent do the following statements match your perception over the last 12 months?

If you have not been at the university that long, please only rate the period of your affiliation.

Source:
Tillmann &
Unger
2023

	Fully disagree	Rather disagree	Partially	Rather agree	Fully agree
The University of Duisburg-Essen is committed to the diversity of its members and sees this diversity as an enrichment. I experience that people in my study environment, e.g. my fellow students and lecturers, share this view. (Intention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
„In my direct study environment, students are supported and fostered with their diversity characteristics ⁴ in mind.“ I agree with this statement ... (Process)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
„In my direct study environment, nobody is treated unfairly because of their diversity characteristic ⁴ .“ I agree with this statement ... (Practice)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appreciation Climate

To what extent do you agree with the following statements?

In my perception ...

	Fully disagree	Rather disagree	Partially	Rather agree	Fully agree
... the interaction between students and lecturers at the University of Duisburg-Essen is characterized by appreciation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁴ e.g., age, gender, skin color, health, life and family models, ethnical, national, social or economic background, gender identities or sexual orientation.

... the feedback culture between students and lecturers at the University of Duisburg-Essen is constructive.

☐ ☐ ☐ ☐ ☐

... conflictual situations between students and teaching staff at the University of Duisburg-Essen are resolved respectfully.

☐ ☐ ☐ ☐ ☐

Socio-demographic information

In the following, we would like to ask you a few questions about yourself.

Gender

Please specify your gender.

- ☐ Female
☐ Male
☐ Other
☐ I do not wish to be categorised.

A
B

Age

Please specify your age.

- Please select. -

Younger than 17

17

...

35

Older than 35

A
B

Relocation for studies

Did you move for your studies?

- ☐ Yes
☐ No

A
B

Residence during studies

Where do you live during the lecture period?

Please specify the relevant licence plate code: _____

A
B

Living situation (1)

What is your main living situation during the lecture period of the current semester?

If you mainly live with your parents or other family members, please state the living situation of your parents or other family members/friends.

In a flat, a room or a house

- ☐ that is rented (including shared accommodation)
☐ that is sublet
☐ that is (co-)owned

In a student residence hall

- ☐ in a single room (shared floor)

Source:
SiD 2021

B

- ☐ in a single room (shared flat)
- ☐ in a studio flat
- ☐ in a flat with multiple rooms (for couples or students with children)

Living situation (2)

Who do you mainly live with during the lecture period?

Multiple selections are allowed.

I live ...

- ☐ ... alone. (exclusive)
- ☐ ... in shared accommodation with flatmates/housemates.
- ☐ ... with my parents (or one parent).
- ☐ ... with my spouse/partner.
- ☐ ... with my child/children.
- ☐ ... with other family members.
- ☐ ... with other people.

Source:
SiD 2021

B

Father's highest vocational qualification

What is your father's highest vocational qualification?

Please select an equivalent German qualification for qualifications obtained abroad.

- ☐ Doctorate
- ☐ University/academy of fine art degree (including teacher training)
- ☐ Degree from a university of applied sciences
- ☐ Completed course at a specialist, trade, technical or professional college or a healthcare school
- ☐ Completed apprenticeship or graduation from any type of vocational or further training college
- ☐ Other vocational qualification
- ☐ Has not completed any vocational qualification
- ☐ I do not know.

A
B

Mother's highest vocational qualification

What is your mother's highest vocational qualification?

Please select an equivalent German qualification for qualifications obtained abroad.

- ☐ Doctorate
- ☐ University/academy of fine art degree (including teacher training)
- ☐ Degree from a university of applied sciences
- ☐ Completed course at a specialist, trade, technical or professional college or a healthcare school
- ☐ Completed apprenticeship or graduation from any type of vocational or further training college
- ☐ Other vocational qualification
- ☐ Has not completed any vocational qualification
- ☐ I do not know.

A
B

Immigration background

To what extent do the statements below apply to you and your parents?

	Applies	Does not apply	I do not know.
(Also) holds a citizenship other than German Myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A
B

My mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquired German citizenship through naturalisation. ⁵			
Myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Belongs to the group of ethnic German repatriates. ⁶			
Myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Citizenship

What citizenship do you hold?

- ☐ German citizenship only
☐ Another or multiple other non-German citizenship(s)
☐ German and another citizenship

A
B

Country of birth

In which country were you born?

- ☐ In Germany
☐ In another country

A
B

Linguistic environment

What languages are spoken in your immediate social environment, i.e. at home with your family/relatives in Germany or with your close circle of friends and acquaintances?

	Exclusively or predominantly German	Both German and (an)other language(s)	Exclusively or predominantly (an)other language(s) than German
Family/relatives in Germany	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends/acquaintances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A

Assessment of language proficiency

How would you assess your German language skills in the following fields?

	Very poor	Rather poor	Partially	Rather good	Very good
Grammar and orthography skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Composing academic texts/papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A

⁵ 'Naturalisation' means that foreign nationals acquire German citizenship upon submitting an application to the responsible immigration authority.

⁶ According to Section 4 of the Federal Expellees Act (*Bundesvertriebenengesetz*; BVFG), 'ethnic German repatriates' (*Spätaussiedler*) are ethnic Germans who suffered the consequences of the war, left the emigration regions specified in the BVFG (in particular, the republics of the former Soviet Union, but also a number of other countries) after 31 December 1992 in the framework of an admission procedure and established their permanent residence in the Federal Republic of Germany within six months. Individuals who immigrated on the basis of the BVFG before the end of 1992 are referred to as 'Aussiedler' (repatriates). In addition, individuals born after 31 December 1992 can no longer be considered 'ethnic German repatriates'.

Expressing yourself in class/specialist discussions

☐☐☐☐☐

Understanding academic texts

☐☐☐☐☐

Care duties

Are you involved in assisting/caring for anyone from the groups listed below?

Multiple selections are allowed.

- ☐ No (exclusive)
- ☐ Yes, I am involved in raising/caring for children.
- ☐ Yes, I am involved in providing assistance/care for family members.

A
B

Reconciling care duties and studies

Please choose the option that you feel best completes the statement.

Badly

Rather
badly

Par-
tially

Rather
well

Well

I can reconcile the care for my children with my current studies at the University of Duisburg-Essen ... (raising/caring for children)

☐☐☐☐☐

I can reconcile the care for my family members with my current studies at the University of Duisburg-Essen ... (assistance/care for family members)

☐☐☐☐☐

(Display
criteria)

A
B

Chronic illness/disability

Do you have a disability/chronic illness?

- ☐ Yes
- ☐ No

A
B

Disadvantage due to chronic illness/disability

To what extent do you agree with the statement below?

Not at
all

To a
small
extent

Par-
tially

To
some
extent

To a
great
extent

My disability/chronic illness affects my ability to pursue my current studies at the University of Duisburg-Essen.

☐☐☐☐☐

Filter:
chronic ill-
ness/dis-
ability

A
B

Periods abroad

The questions below refer to your study-related international experience if you have spent time abroad.

Periods abroad to date

A

Have you already completed a study-related period abroad during your current study programme or do you intend to go on a study-related trip abroad? If your answer is no, please give reasons.

- ☐ Yes, I have already completed a study-related period abroad during my current study programme.
- ☐ Yes, I am planning to complete a study-related period abroad during my current study programme.
- ☐ No, I am not interested in going abroad because _____
- ☐ No, I do not see how I could make this work because _____
- ☐ I do not know yet.

Opportunities for study-related periods abroad

(Display criteria)

A

To what extent do you agree with the statements below with regard to the opportunities for study-related periods abroad?

	Fully disagree	Rather disagree	Partially	Rather agree	Fully agree	I do not know.
I am convinced that a study-related period abroad will help me start my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course flow chart for my study programme provides at least one window of time where I could spend a study-related period abroad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I would be able to get assistance with the planning of a study-related period abroad from my faculty/department. (nein)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received/am receiving assistance with the planning of a study-related period abroad within my study programme. (ja)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the impression that credits earned abroad are recognised by the University of Duisburg-Essen. (nein)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The credits I earned abroad were recognised by the University of Duisburg-Essen. (ja)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support services for periods abroad

Filter: assistance fully/rather disagree

A

Do you see any opportunities for improving the support for study-related periods abroad available at your faculty/in your department?

- ☐ Yes, namely: _____
- ☐ No

Social engagement

A

In which groups or organisations are you regularly actively involved?

Multiple selections are allowed.

- ☐ Political activities at UDE/student representation (e.g. departmental student organisation, AStA General Student Committee, Senate, Faculty Council)
- ☐ Student initiatives (e.g. IFN e.V., Arbeiterkind.de, act e.V.)

- ☐ Cultural activities (e.g. theatre, music, orchestra groups)
- ☐ Involvement in citizens' initiatives
- ☐ Involvement in political parties
- ☐ Involvement in environmental, nature or animal welfare organisations
- ☐ Social work (e.g. youth work, welfare, fire brigade, Red Cross, THW disaster relief, refugee support)
- ☐ Work in the healthcare sector (e.g. nursing, self-help groups)
- ☐ Trainer/instructor in a sports club
- ☐ Work in churches or other religious communities
- ☐ Other, namely: _____
- ☐ None (exclusive)

Future social engagement

Could you imagine engaging in one of these fields during your studies in future?

Multiple selections are allowed.

- ☐ None (exclusive)
- ☐ Political activities at UDE/student representation (e.g. departmental student organisation, AStA General Student Committee, Senate, Faculty Council)
- ☐ Student initiatives (e.g. IFN e.V., Arbeiterkind.de, act e.V.)
- ☐ Cultural activities (e.g. theatre, music, orchestra groups)
- ☐ Involvement in citizens' initiatives
- ☐ Involvement in political parties
- ☐ Involvement in environmental, nature or animal welfare organisations
- ☐ Social work (e.g. youth work, welfare, fire brigade, Red Cross, THW disaster relief, refugee support)
- ☐ Work in the healthcare sector (e.g. nursing, self-help groups)
- ☐ Trainer/instructor in a sports club
- ☐ Work in churches or other religious communities
- ☐ Other, namely: _____

Comments

If you have any suggestions and/or comments regarding the survey, you can leave them here:

End of the survey

You have reached the end of the survey.

If you do not wish to participate in our prize draw, you can now close this page.

As a token of our appreciation for your participation in this survey, you have a chance to win a physical prize or a gift card. All participants have a chance to win one of 1 x Apple MacBook Air, 2 x Dell Tablet, 3 x Apple AirPods and 4 x 1TB external hard drive. If you would like to participate in the prize draw, we need your email address so that we may contact you if you win. For reasons of data protection, we will request your email address in a separate survey. Your email address will exclusively be used for the purpose of the prize draw and deleted afterwards.

If you would like to participate in the prize draw, please click here. (linked)

Filter: no
social en-
gagement

A

A
B

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