

# **Report to Hanken regarding students' requests about studies after the pandemic**

Made by: The Education Committee at the Student Union of Hanken School of Economics

Ordered by: Hanken School of Economics

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## Background

Following a meeting between the Deans at Hanken and the Student Union of Hanken School of Economics (SHS) 10.2.2021, the university asked the Student Union to conduct a survey regarding students' demands about their studies after the pandemic. The questions in the survey should be about the future strategy of education and teaching from a student's point of view, for instance how much of the teaching should be online versus on-site and which parts should be done where. In order for the survey to be conclusive and effective, SHS should gather opinions from a large and diverse array of students.

Conducting the survey was assigned by the Executive Board of SHS to the Education Committee, which consists of all student representatives in Hanken's various decision making bodies. A workshop was held within the Education Committee and the Advocacy Committee to develop the questionnaire. Based on the discussions, a draft of the questionnaire was done and sent again through the Education Committee. The President of the Education Committee was also in contact with Studentföreningen vid Svenska Handelshögskolan i Vasa (SSHV), the Executive Board of SHS and the President of the Student Council of SHS.

The survey was completed anonymously through Google Forms and was open during the time period 23.4.2021–15.5.2021. The survey was available in Swedish and English and divided into four sections: 1) background questions, 2) structure and content of courses, 3) course feedback, problems related to studies and digital skills, and 4) optional open questions. The survey was marketed both in Swedish and English on the Student Union's website and social media. The President and Vice President of the Education Committee compiled a draft of the report based on the answers in the survey, after which the draft was processed by volunteers from the Education Committee and the Executive Board of SHS. The final version of the report was sent to the Student Council, the Executive Board and the Education Committee, and published on the Student Union's website, since the document could be viewed as added value to members of the Student Union. The summary was translated into English and published on the Student Union's website.

We would like to thank Hanken in advance for the important work done for Hanken students and hope that Hanken takes this report into consideration when studies and education are



planned in the future, since the report consists of credible and well grounded material that reflects the opinion of the average student at Hanken.

**Best regards,**

President of the Education Committee and responsible for Educational Affairs in the Executive Board of SHS,

Emma Lindvall, 25.07.2021



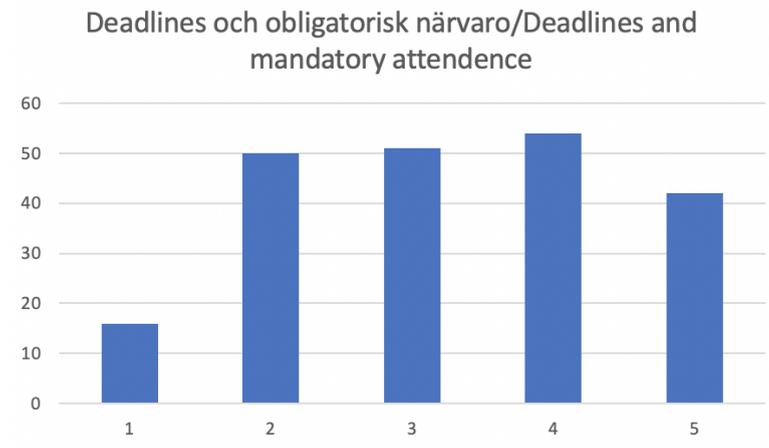
## Summary and suggestions

### Deadlines and mandatory attendance

Most students agree that deadlines are important, but it should be more flexible to decide when and how the work is done relative to the deadline.

Most students consider mandatory attendance to be impractical, unnecessary, outdated and not beneficial to learning, unless there is a good reason to hold some compulsory parts during the course.

*“All parts in a course should be possible to do whenever (no deadlines or mandatory attendance during the course):” (1: completely disagree, 5: completely agree)*



Note: the result is summarized based on the motivations to the answers and the graph does not show students' opinions, due to how the question was formulated.

#### Suggestions:

- A clearer structure and demands regarding different parts during the course should be posted beforehand on the Moodle page in every course, in order to allow students to be aware of what is expected of them in the course.
- Mandatory attendance should be avoided, but can be demanded at e.g. guest lectures, review of case studies, language courses, and lectures aiding in preparing students for the final exam or a project. A restriction of how many mandatory parts there can be



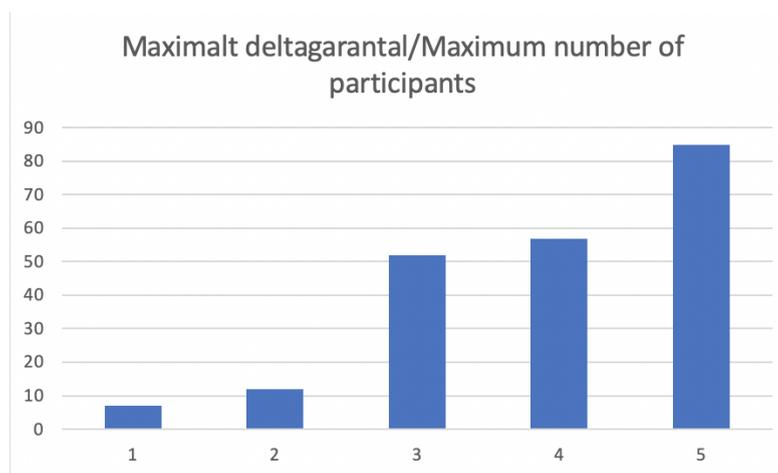
during a course should be introduced. Flexibility should still be given to those who might not be able to attend, e.g. by doing compensating tasks.

- Resources should be allocated to make the lectures more structured and interactive in order to get the students interested in voluntarily attending the lectures.

### Maximum number of participants

Most students consider a maximum number of participants to be necessary in some courses, but in other courses can act as an obstacle in their studies.

*“Courses should be structured so that a maximum number of participants would not be possible (that a course can never be full):” (1: completely disagree, 5: completely agree)*



### Suggestions:

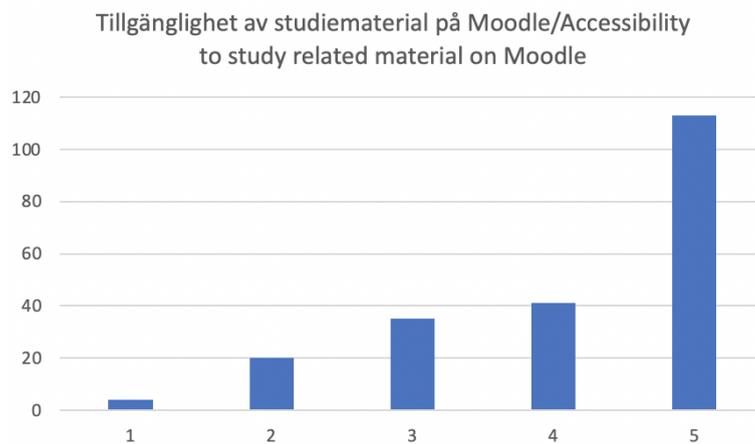
- A maximum number of participants during a course should be avoided, especially in mandatory courses. Maximum number of participants might be beneficial in language and project courses as well as interactive courses where the focus lies on discussion and teamwork. Students majoring and minoring in these courses should be given priority in case there is a maximum number of participants.
- In courses with a big number of participants there should be assistants to ensure the quality of the course.
- Popular courses with a maximum number of participants should be offered multiple times during the semester.



## Accessibility of study related material on Moodle

Most students think that it is advantageous that the course material is accessible on Moodle at the beginning of the course. Students also mention that there is a risk that the courses feel overwhelming in the beginning if all material is on the Moodle page.

*“All course material should be on the Moodle page from the start of the course (instead of material being published a little at a time):” (1: completely disagree, 5: completely agree)*



### Suggestions:

- It should be investigated if it is possible to find a technical solution that makes it possible for students to choose if the material in Moodle is published a little at the time or not. In this way, students could customize the course according to their own needs. If this is not possible, the most advantageous way is that the material is published on Moodle at the beginning of the course.
- Material from the lectures should be on the Moodle page before the lecture starts.
- Course descriptions should be extensive and correct.

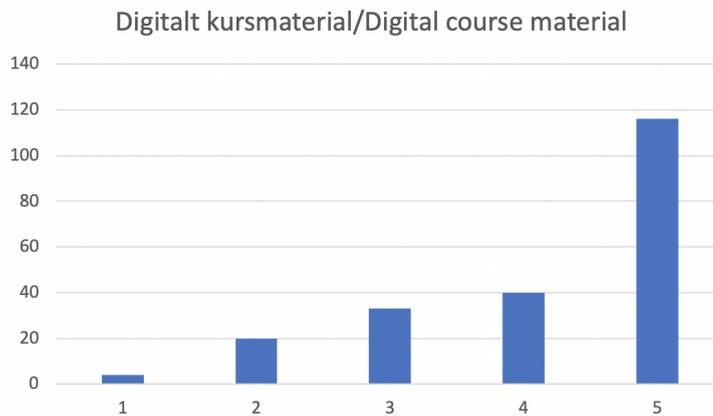
## Digital course material

Most students consider it advantageous to have the course material digitally because it gives the participants the same possibilities to access the material. There is also an expectation among students that material should be digitised if possible. Some also mention that it could



be advantageous to have some physical copies of books at the library for those who want to borrow them.

*“It is important that all course material is available digitally (e.g. e-books instead of physical library books):” (1: completely disagree, 5: completely agree)*



Suggestions:

- All course material should be accessible digitally.
- Some copies of printed books should be accessible. The supply should be the same in both cities relative to the number of students.

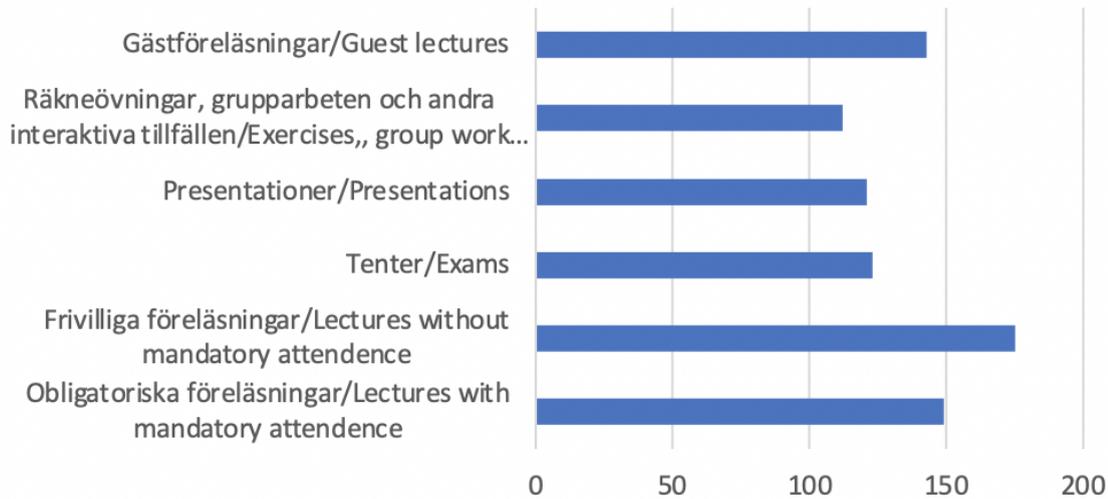
### **Parts that should be offered remotely**

Most students agree Hanken’s physical spaces should primarily be used during teaching, though most parts of the teaching should *also* be offered remotely to increase flexibility. Students wish to see a hybrid solution after the pandemic.

*“Which of the following parts of your studies would you like Hanken to offer remotely after the pandemic (you can choose several alternatives):”*



## Moment som borde erbjudas på distans/Parts that should be offered remotely



### Suggestions:

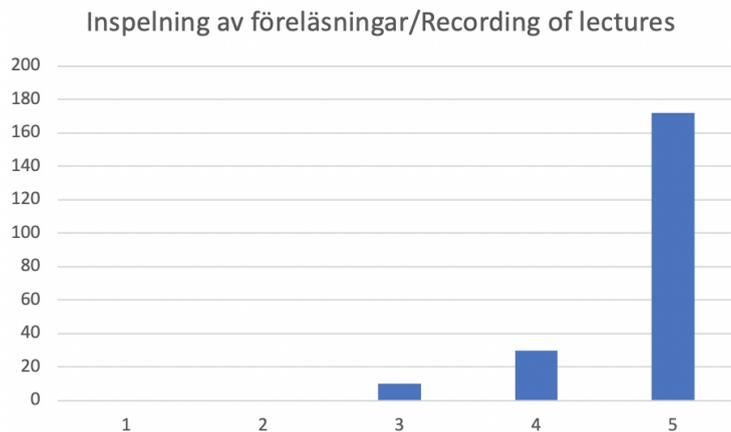
- Non-interactive parts, such as “mass lectures”, should be offered remotely.
- Interactive parts, such as presentations, guest lectures, group assignments, calculation exercise sessions, and parts similar to these should be offered physically at Hanken.
- Parts of the teaching that are not interactive, such as lectures with lots of participants, should be offered remotely.
- Parts that are interactive, such as presentations, guest lecturers, group work, exercises and such, should be offered on-site.
- Parts of the examination, such as exams and presentations, should in general be done on-site to decrease the risk of cheating. It would also be beneficial to replace some exams with assignments, case studies, group work or similar.
- Some flexibility regarding the participation should be offered no matter the format of the teaching.
- Networking, face to face interaction, exchange of unofficial knowledge, contact with experts within the business sector and social interaction should be encouraged also in the future.



## Recording of lectures

Most students agree that lectures should be recorded and published in Moodle afterwards. Discussions, questions and other interactive assignments should not be published.

*“I want to be able to watch lectures afterwards:” (1: completely disagree, 5: completely agree)*



Suggestions:

- All lectures should be recorded and published on Moodle afterwards. Discussions and other interactive assignments should be cut out of the recording.
- More variation should be implemented, e.g. to change some lectures to shorter videos recorded in advance that are published in Moodle.

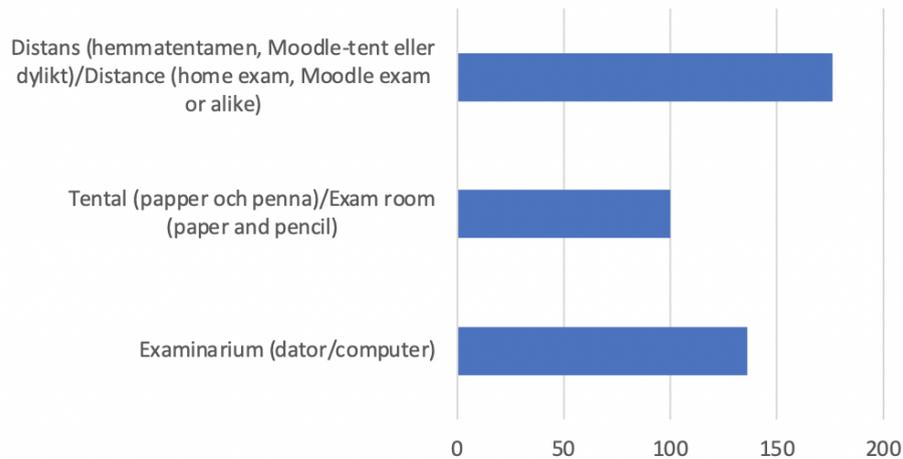
## When and how exams are taken

Students are of different opinions regarding how exams should be conducted, but agree that weekdays are a better time than weekends to take exams.

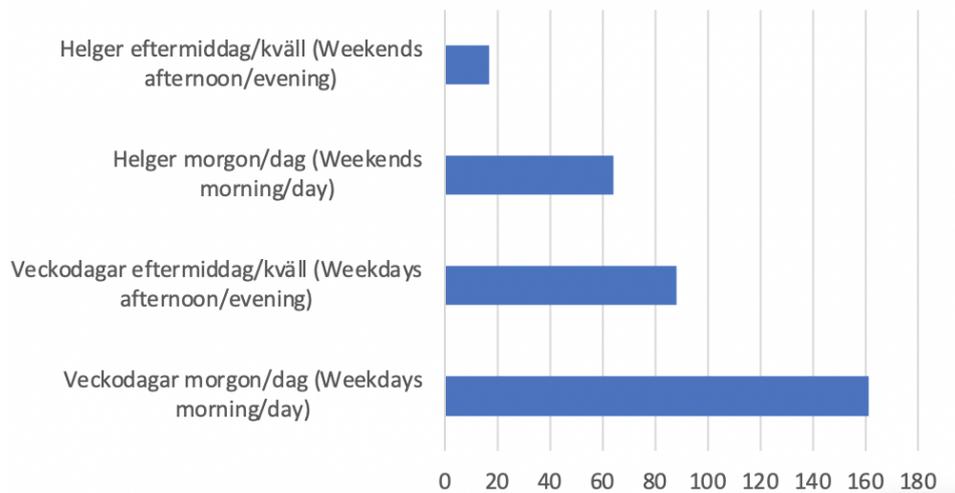
*“How and when do you want to take your exams? You can choose several alternatives.”*



### Hur tenter skrivs/How exams are taken



### När tenter skrivs/When exams are taken



#### Suggestions:

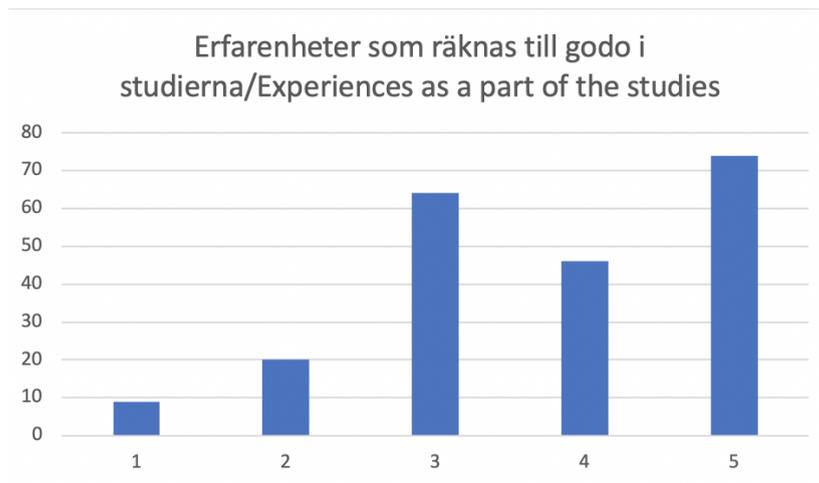
- It should be better mapped out how the judgement criteria are done in the future.
- Exams should mostly be taken on weekdays, but there should be a possibility to take exams on evenings and weekends
- Exams could to some extent be replaced by individual assignments, case studies, group assignments, or assignments similar to these.



## Experiences as a part of the studies

Today, most students think that there are already good possibilities to have different experiences as a part of their studies.

*“Working experience, volunteer work and commissions of trust should be able to include in your studies more than now:” (1: completely disagree, 5: completely agree)*



Suggestions:

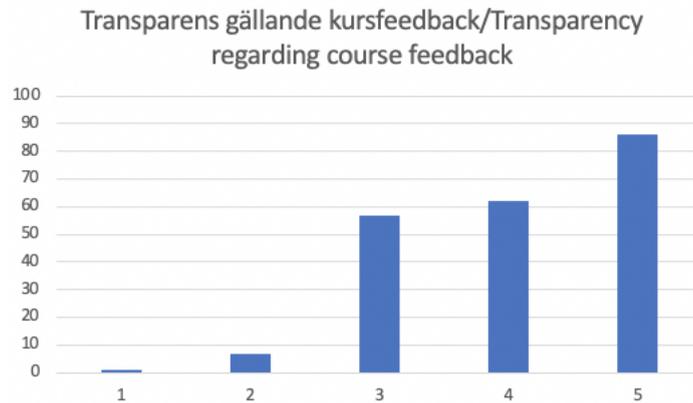
- Courses that include different experiences should be better marketed.

## Transparency regarding course feedback

Most students feel that their course feedback isn't taken seriously and that they don't see any changes based on their feedback. This is why most students feel it is unnecessary to give feedback at the end of the course.

*“I wish that Hanken would be more transparent with the course feedback that students give and with their actions based on the feedback:” (1: completely disagree, 5: completely agree)*





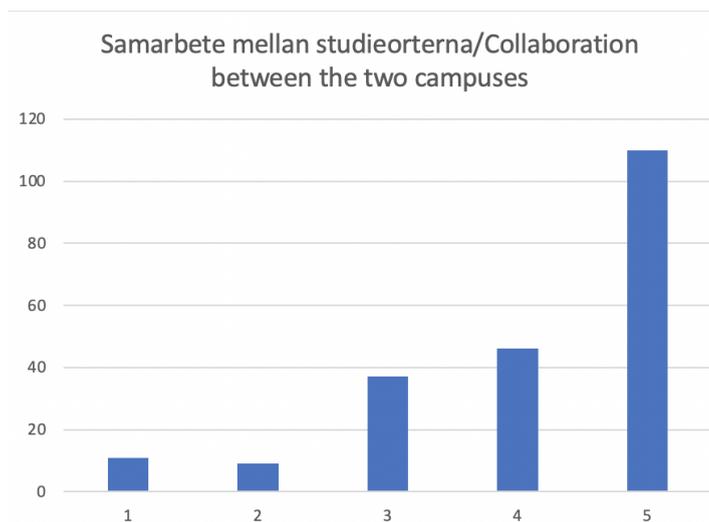
Suggestions:

- Course feedback and the actions taken based on these should be more transparent for students.

### Cooperation between the campuses

Most students would like to see more cooperation between the two campuses regarding courses, since this could speed up the pace of studies and strengthen the unity between the campuses.

*“I want to be able to take courses from both the Helsinki and Vasa campus, no matter where I mainly study:” (1: completely disagree, 5: completely agree)*



Suggestions:



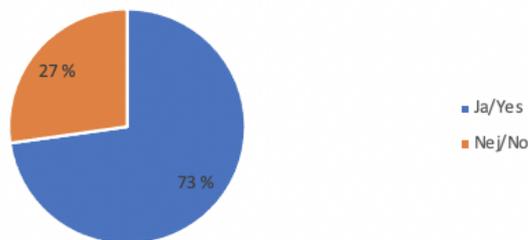
- Resources should be put on strengthening the cooperation between the campuses, so that students can take courses and get to know students from the other campus.

### **Proceeding with requests, complaints or problems**

Students wish to have clearer information about who they can and should contact in different study related matters.

*“I know what to do if I have requests, complaints or problems related to my studies:”*

Tillvägagångssätt vid önskemål, klagomål eller problem/Course of action with requests, complaints or problems



Suggestions:

- A clearer list of who works at Hanken, their areas of responsibility and contact details should be accessible on Hanken' website.

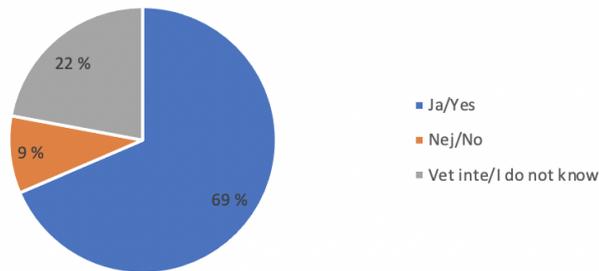
### **Development of students' digital skills**

Students wish to further develop their digital skills within their studies at Hanken.

*“I wish that Hanken in their courses would develop students' digital skills in different programs further (e.g. PowerPoint, Excel, Teams, Moodle):”*



Studerandes digitala kunskaper/Students' digital skills



Suggestions:

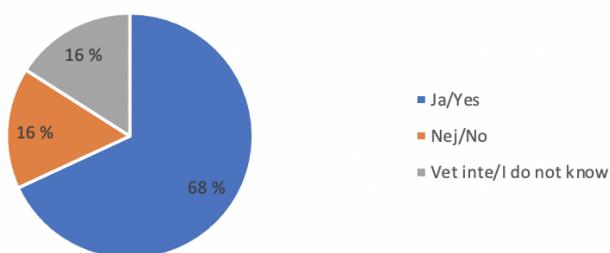
- Resources should be put into teaching students different digital programs that can be useful in working life, for instance visual programs within the marketing studies.

### Lecturers' and examiners' digital skills

Most students think that lecturers and examiners have sufficient digital skills to organize digital or hybrid courses in a good way.

*“I think that lecturers and examiners in general have good enough digital skills to lead digital or hybrid courses in a good way.”*

Föreläsare och examinatorers digitala kunskaper/Lecturers and examiners' digital skills



Suggestions:

- If needed, lecturers and examiners should get further schooling and support in how digital tools can be used in education and teaching.



### **How digital parts of the education could improve**

Suggestions:

- Lecturers and examiners should in general review their teaching, so that it becomes more interactive and structured.

### **How on-site parts of the education could improve**

Suggestions:

- Lecturers and examiners should in general review their teaching, so that it becomes more interactive and structured.

### **Other comments and/or requests**

Suggestions:

- A working hybrid model, with focus on students' requests and needs, should be developed and implemented.

