1 STUDENT WELL-BEING

- Compared to Q1, in Q2 six indicators of student well-being (study engagement, burnout, depression, sleeping problems, worrying, concentration problems and amotivation) became worse.
- All differences are small (or moderate, at most), but the overall pattern is consistent, as all changes are going in an undesirable direction.
- For some indicators, the percentage of students who report suffering in a problematic way is substantial. In Q2, 20% of students report suffering from burnout in a problematic way, 17% report a problematically low degree of study engagement, and 15% report feelings of depression to a problematic extent.

2 FACTORS RELATED TO STUDENT WELL-BEING

- The most important factor that appears to increase study engagement and reduces all problematic wellbeing aspects is autonomy, which relates to how courses are structured.
- The most important factor that reduces study engagement and tends to diminish student well-being are issues with the learning environment at home. This includes, for instance, lack of suitable study space.

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(ONLINE) EXAMS, PROCTORING, AND TEST ANXIETY

- The average students felt confident in their ability to cope with the exams. They were only slightly more nervous because of exams than they were because of exams before the Corona transition.
- About 21 percent of the students reported having had symptoms of text anxiety to a problematic degree. Students who participated in a proctored exam suffered more from test anxiety and felt less confident about their ability to cope with the exam.



616 PARTICIPANTS: IE&IS STUDENTS

TEACHER RECOMMENDATIONS:

- Courses with fewer deadlines and where students are provided with choice opportunities are beneficial, likely because they offer students access to motivational resources that help to deal with the circumstances.
- To increase their well-being and improve learning, students should be offered study environments (i.e. rooms for group work) which makes them more independent from issues in their home environments.
- To reduce well-being problems, teachers should make it easy for students to approach fellow students or teachers for help, either on campus or online
- To reduce test anxiety among students, online proctoring could either be limited or redesigned in such a way that students feel more able to cope with it.
- Teachers could also devote some time to informing students in detail and much in advance about the details of the test or offer exercising opportunities.