

2024 survey of first-year students

Students in their first semester of enrolment
State examination and bachelor's courses

Survey

Dear new student,

We are delighted that you are participating in UDE's survey of first-year students. Answering the survey will take approximately 20 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 in this year's UDE survey have a chance to win one of:

- 1 x Apple MacBook Air,
- 2 x Samsung Tablet,
- 3 x Apple AirPods or
- 4 x 2TB 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:

ZHQE | UDE-Umfrage

Universität Duisburg-Essen

Keetmanstr. 3–9 | 47058 Duisburg

Email: ude-umfrage@uni-due.de

Phone: +49 203 379 7021

Web: https://www.uni-due.de/zhqe/ude_umfrage

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

Survey contents

Notes

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)

Filter: Single-subject Bachelor of Arts/Bachelor of Science

(Display criteria)

Single-subject Bachelor of Arts programme/subject

Please specify your degree programme:

Humanities (Humanities)

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

Social Sciences (Social Sciences)

- Globale und Transnationale Soziologie
- Moderne Ostasienstudien
- Philosophie, Politikwissenschaft und Sozioökonomie (PPE) (GesWi, GeiWi)
- Politikwissenschaft

Filter: Single-subject Bachelor of Arts

(Display criteria)

- 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)

- Angewandte Informatik – Schwerpunkt Ingenieur- oder Medieninformatik (Eng/CS)
- Angewandte Kognitions- und Medienwissenschaft (Eng/CS)
- Software Engineering
- Wirtschaftsinformatik (Eco/CS)

Engineering (Engineering)

- Bauingenieurwesen (Eng)
- Computer Engineering (Eng/Inf)
- 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)

- Energy Science
- Physik

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

Filter: Bachelor
of Science

(Display criteria)

- Betriebswirtschaftslehre (Essen) (Eco)
- Volkswirtschaftslehre (Eco)

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
- Türkei Studien

Filter: Dual-subject Bachelor of Arts

Part-time studies

Are you officially enrolled for a part-time programme?

- Yes
- No

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

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

Subjects for the teaching option for secondary schools

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

- Biologie
- Chemie
- Deutsch
- Englisch
- Geschichte
- Kunst
- Mathematik

Filter: Teaching option for secondary schools

- Musik
- Physik
- Praktische Philosophie
- Evangelische Religionslehre
- Katholische Religionslehre
- Sport
- Technik
- Türkisch
- Wirtschaft-Politik

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 qualification

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

Filter: Teaching option for vocational schools

- Wirtschaftsinformatik (kleine berufliche Fachrichtung)

Filter: Teaching option for special needs education

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

Settling in at university

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.

Social integration

The statements below concern your relationships with teaching staff and fellow students. To what extent do the statements below apply to you?

	Not at all	To a small extent	Partially	To some extent	To a great extent
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"/>

Source: Dahm, Lauterbach & Hahn 2016

Abbreviations:
S: Interactions with fellow students
L: Interactions with teaching staff

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. (L)	<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. (L)	<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. (L)	<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?

	Not at all	To a small extent	Partially	To some extent	To a great extent
I do not work more for my studies than is absolutely necessary. (L)	<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. (L)	<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"/>

Source: Dahm, Lauterbach & Hahn 2016

Abbreviations:
L: Achievement orientation
A: Affective involvement

Your motivation to study

With the following questions, we would like to find out more about how you reached your decision to go to university and study your current programme.

Reasons for the decision to study

What were the decisive factors in your decision to enrol for your current studies?

Multiple selections are allowed.

- I have always wanted to study.
- I would like to pursue a specific career.
- I am interested in this subject/these subjects.
- I am interested in research.
- I would like more time to decide which professional path I wish to take.
- I was unable to find an apprenticeship position.
- My friends are also studying.
- I appreciate the high level of independence.
- I would like to obtain a prestigious position in society.
- I would like to obtain a secure job.
- I expect to have good career prospects after my studies.
- I expect to have good chances of earning a lot of money after my studies.
- My studies allow me to lead a flexible lifestyle.
- My studies allow me to participate in society.

Items randomised

- My parents pursue corresponding careers.
- My parents/my family advised me to do so.
- I have not been admitted to my top choice course of studies.
- Other reasons, namely: _____

Programme of choice

Was the programme you are currently enrolled in at the University of Duisburg-Essen your top choice?

- Yes
- No

University of choice

Was the University of Duisburg-Essen your top choice?

- Yes
- No

Finding your way around your studies

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

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"/>
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"/>
To maintain my strength and energy, I take breaks 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"/>

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

Abbreviations:
FYC: finding your calling
MS: managing stress

Academic resilience (RAU) (2)

To what extent do you agree with the statements below?

Sources:
Turner, Holdsworth & Scott-Young

	Fully disagree	Rather disagree	Partially	Rather agree	Fully agree	2017; Simmons, Chau & Turner 2022	
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"/>	Abbreviations: BN: building networks MP: maintaining perspective SH: staying healthy	
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"/>		
Perceived self-efficacy						Source: Beierlein et al. 2012	
To what extent do the statements below apply to you?							
	Not at all	To a small extent	Partially	To some extent	To a great extent		Items randomised
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						Source: Multrus et al. 2017	
To what extent do the statements below apply to you with regard to your studies in general?							
	Not at all	To a small extent	Partially	To some extent	To a great extent	Abbreviations: P: exam nerves L: learning behavior Items randomised	
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. (L)	<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. (L)	<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. (L)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Problems in your study situation

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

	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"/>
Motivating myself to study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Future prospects

The following brief section concerns your plans for the future.

Plans for after your studies

What are your plans for after the completion of your current bachelor's course at the University of Duisburg-Essen?

- Master's course at the University of Duisburg-Essen
- Master's course at another university
- Master's course; I am not yet sure where
- Starting a career
- No plans yet
- Other, namely: _____

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 or more different jobs.
- No

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.

Filter: no paid work

- 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: _____

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;
wish paid work

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"/>

Type of work

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

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

Filter: paid work

Reconciliation of work and studies

How well can you reconcile your work with your studies?

Filter: paid work

	Poorly	Rather poorly	Partially	Rather well	Well	
I can reconcile my work with my current studies at the University of Duisburg-Essen ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Number of hours of paid work						Filter: 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?						
<i>1 = 60 minutes; 1.5 = 90 minutes; 9999 = not specified; 9998 = don't know</i>						
_____ hours per week during the lecture period						
_____ hours per week during the non-teaching period						
Substitute teacher in schools: type of schools						Filter: Substitute teacher in schools
In which type of school do you teach as a substitute teacher?						
<input type="radio"/> Berufskolleg <input type="radio"/> Grundschule <input type="radio"/> Gymnasium <input type="radio"/> Gesamtschule mit Sek-I- und Sek-II-Einsatz <input type="radio"/> Gesamtschule, nur Sek-I-Einsatz <input type="radio"/> Haupt-, Real- oder Sekundarschule <input type="radio"/> Förderschule						
Substitute teacher in schools: subjects taught						Filter: Type(s) of school
Which subject(s) do you teach as a substitute teacher?						
<i>Multiple selections are allowed.</i>						
<input type="checkbox"/> Arbeitslehre; Wirtschaft und Arbeitswelt (BK, G, Gy) <input type="checkbox"/> Biologie (G, Ge SI&II, F) <input type="checkbox"/> Chemie (G, Ge SI&II, F) <input type="checkbox"/> Chinesisch (BK, G, F) <input type="checkbox"/> Darstellen und Gestalten (BK, G, Gy, F) <input type="checkbox"/> Deutsch; Deutsch/Kommunikation <input type="checkbox"/> Deutsch als Zweitsprache <input type="checkbox"/> Englisch; Fremdsprachliche Kommunikation/Englisch <input type="checkbox"/> Erdkunde; Geographie (BK, G, GeSI, F) <input type="checkbox"/> Ernährungslehre; Ernährung (BK, G, GeSI, HRS, F) <input type="checkbox"/> Erziehungswissenschaft (Pädagogik) (G, GeSI, HRS, F) <input type="checkbox"/> Evangelische Religionslehre <input type="checkbox"/> Französisch (G, F) <input type="checkbox"/> Geschichte (BK, G, GeSI, F) <input type="checkbox"/> Gesellschaftslehre (BK, G, Gy) <input type="checkbox"/> Gesellschaftslehre mit Geschichte (G, Gy, GeSI&II, GeSI, HRS, F) <input type="checkbox"/> Hauswirtschaft (BK, G, Gy, F) <input type="checkbox"/> Herkunftssprachlicher Unterricht (BK) <input type="checkbox"/> Informatik (G) <input type="checkbox"/> Italienisch (G, F) <input type="checkbox"/> Japanisch (BK, G, F) <input type="checkbox"/> Katholische Religionslehre <input type="checkbox"/> Kunst; Kunst/Kunstgeschichte						

- Latein (BK, G, F)
- Literatur (BK, G, GeSI, HRS, F)
- Mathematik
- Musik (BK)
- Naturwissenschaften; Naturwissenschaft (G, Gy)
- Neugriechisch (BK, G, GeSI, HRS, F)
- Niederländisch (G, F)
- Physik (G, GeSI, F)
- Politik; Politik/Gesellschaftslehre (G, Gy, GeSI&SII, GeSI, F)
- Portugiesisch (BK, G, GeSI, HRS, F)
- Praktische Philosophie; Philosophie (G)
- Psychologie (G, GeSI, HRS, F)
- Recht (G, GeSI, HRS, F)
- Russisch (G)
- Sachunterricht (BK, Gy, GeSI&SII, GeSI, HRS)
- Sozialwissenschaften (BK, G, GeSI, F)
- Sozialwissenschaften/Wirtschaft (BK, G, GeSI, HRS, F)
- Spanisch (G, F)
- Sport; Sport/Gesundheitsförderung
- Technik (BK, G, F)
- Textilgestaltung (GeSI, HRS, F)
- Türkisch (G)
- Wirtschaft-Politik (BK, G, GeSI&SII, GeSI, F)
- Wirtschaft (BK, G, GeSI&SII, GeSI, F)
- Anderes Fach 1: _____
- Anderes Fach 2: _____
- Anderes Fach 3: _____

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.

9999 = not specified; 9998 = don't know

Filter: Substitute teacher in schools

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 substitute teacher in schools

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 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 (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 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)

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

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

Filter: missing value under income

- €901–1,100
- €1,101–1,300
- More than €1,300

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?

	Not at all	To a small extent	Partially	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"/>

Sources: SiD 2021; R+V Infocenter 2022

Items randomised

Reasons for financial difficulties

Please give reasons why you are currently experiencing financial difficulties.

Filter: currently financial difficulties to some/great extent

Further comments

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

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"/>

Source:
Krempkow 2022

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 licences 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

Digital competencies: security & problem solving

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

Source:
Krempkow 2022

	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"/>

Attitude towards online teaching and digital competencies

How would you rate your knowledge/skills in the following areas?

	Very poor	Rather poor	Partially	Rather good	Very good
E-learning applications (learning platforms, learning software, Wiki)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation software (e.g. PowerPoint, Prezi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spreadsheet programs (e.g. Excel, OpenOffice, Impress)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word processing (e.g. Word, OpenOffice)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of online and literature databases (e.g. Web of Science, websites with specialist publications such as JSTOR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced search strategies (e.g. using search operators)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing the reliability and credibility of information on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing suitable communication tools for collaborating with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Digital Humanities Ruhr

Filter: faculty
GeiWi (Bachelor
of Arts, 2-Fach

The following questions are part of the project “Digital Humanities Ruhr” of the Center for Research Methods and the faculty of philology at the Ruhr-University Bochum. The project aims to offer and incorporate interdisciplinary courses on fundamental digital skills, tools, and methods in the humanities and social sciences.

Bachelor of Arts), Lehramt with at least one subject of faculty GeiWi

Working with data

Do you expect to work with data and statistics during your studies?

- Yes, I'm looking forward to it.
- Yes, but I feel insecure about it.
- No, but I would be open to it.
- No, I'm not interested in it either.

Digital methods

For each of the following digital methods and topics, please indicate whether you are generally interested in the matter.

	Yes, in my personal life	Yes, at university	Yes, at university and my personal life	No
Digitalization of texts, images, and objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data protection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with geodata, e.g. to create maps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer-assisted analysis of Big Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programming languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundamentals of AI-tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3D/VR modelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statistical methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Concept Digital Humanities I

Do you have an idea about what “Digital Humanities” entails?

- Yes, I have a concept of what is meant by “Digital Humanities”.
- I have heard of the term before, but I do not know what it entails.
- No, I have not heard of the term before.

Concept Digital Humanities II

In a maximum of two sentences: What do you understand by the concept of “digital humanities”?

Filter: Concept Digital Humanities I = yes

Concept Digital Humanities III

Digital Humanities (DH) are often described as the intersection of digital technologies and the humanities. Many questions relating to the humanities, culture, and social sciences can be explored using digital methods. Evaluation processes can thereby be simplified and expedited, which means an even broader scope of research questions can be considered. The types of data used can also be remarkably diverse: texts, images, audio recordings, 3D-objects, and much more. In the digital humanities, data is digitalized, analyzed, and modelled before research results are made available to a broad, diverse public.

Digital methods and future career

Do you think it would be useful for your future career to have knowledge of digital methods, such as the use of digital text analysis tools?

- Yes, definitely
- Rather yes
- Rather no
- No, definitely not
- I don't know

Digitale Endgeräte

Do you have access to the following devices to use in your studies?

Multiple selections are allowed.

- Smartphone (iOS or Android)
- Laptop (macOS, Windows, or Linux)
- Desktop computer (macOS, Windows, or Linux)
- Tablet (iOS or Android)

Preparedness for studies

The following questions concern your preparedness for your studies at the University of Duisburg-Essen.

Level of information about your studies while in the early stages

How well informed do you feel about the following aspects in relation to your studies?

	Badly	Rather badly	Partially	Rather well	Well
Contents of studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requirements regarding prior subject-specific knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requirements regarding organisational skills (for own learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possible career paths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rooms available for studying/independent learning at the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financing options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Methodological and subject-specific preparedness for studies

Source: NEPS 2012

Considering your current knowledge and skills: to what extent do you agree with the statements below?

	Fully disagree	Rather disagree	Partially	Rather agree	Fully agree
I am sufficiently familiar with the methods required for my studies.	<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 in the first semester without many problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the basic academic techniques that I need for my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I lack the prior knowledge and skills required for my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all, I am well prepared for my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intention to quit

Source: Dahm, Lauterbach & Hahn 2016

To what extent do the statements below apply to you?

	Not at all	To a small extent	Partially	To some extent	To a great extent
If there was a good alternative, I would give up my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am seriously considering quitting studying entirely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am seriously considering changing universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am seriously considering changing to a different degree course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had the choice again, I would choose a different subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items randomised

Support services provided at the University of Duisburg-Essen

At the beginning and over the entire course of their studies, students at the University of Duisburg-Essen have the opportunity to make use of a variety of services intended to support them in their studies. Based on the following set of questions, we would like to find out to what extent you know and use these services and how helpful you think they are.

Use of services provided by the faculties

(Display criteria)

Which of the following mentoring programmes, events during the orientation week or other services provided by your faculty do you know and have you made use of?

	Yes, I have used this service/am using it.	No, I have not used this service, but I am aware of it.	No, I am not aware of this service.
Mentoring programmes:			
Mentoring meeting (Chem., Math., Med., MSM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ChemDraw, Igor and/or Excel workshop (Chem.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LuDi learning and discussion centre (Chem., Math., Phys., Engr., Bio.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introductory event(s) as part of the orientation week (Hum., Chem., Med., Ed., Econ. BA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information event(s) as part of the orientation week (Bio., MSM, Engr., Soc., Math.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation hours (Bio., Med., Math., MSM, Engr., Ed.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moodle course complementing the orientation week/first semester (Bio., Math., Med.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddy/peer mentoring group/buddy meetup (Phys., Soc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lecturers' café in the 1st week of lectures (Phys.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduction to studying and academic methods (Soc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring tutorial 'Introduction to studying humanities' (Hum.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation from the mentoring team (by email/phone/in office hour) (Hum., Bio.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring from professors (Bio.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation tutorials (Econ.+BA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information event about grant and scholarship programmes (Ed., Chem.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation regarding studying abroad (Ed. incl. teacher training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online competency assessment/mentoring for teacher training students during their exploratory orientational placement plus Moodle room (teacher training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other events during the orientation week (e.g. O-Café, <i>Studienstart</i> consultation hours, campus tours, laboratory tours, Meet&Greet, guidance on compiling class schedules) (Soc., Econ.+BA, Bio., Hum., Engr., MSM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information provided on your faculty's website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-mentoring services:			

Preparatory (online) courses (mintroduce) (Math., Chem., Phys., Bio., Med., Econ.+BA, Engr.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progress Test Medicine (PTM) (Med.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject-specific tutorials (Med., Bio.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JACK e-assessments (Math., Econ.+BA, Engr., Chem.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optional self-assessment tests (Math.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relevance of the mentoring services used

Please indicate to what extent the statements below apply to you personally. The mentoring service helped me ...

Filter: At least one mentoring service has been used

	Not at all	To a small extent	Partially	To some extent	To a great extent	I do not know.
... get in touch with my fellow students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... structure my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... find the relevant points of contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... become aware of opportunities outside my curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... confirm I made the right choice with my study programme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... increase my motivation to study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be supported in finding my feet in a new subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... grow in confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use of central services

Which of the following central services provided by the University of Duisburg-Essen for new students do you know and which have you made use of?

	Yes, I have used this service/am using it.	No, I have not used this service, but I am aware of it.	No, I am not aware of this service.
Services offered by the ABZ:			
Consultation services related to studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation on inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation on grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Erstsemesterportal</i> (portal for first-year students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Erstsemester Spezial</i> series of events for first-year students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online info desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Erstihilfe</i> support for first-year students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

'Selbstmanagement und Lerntechniken'/'Lernen und Arbeiten im Studium' Moodle courses

Markt der Möglichkeiten information event (online/on campus)

Services offered by the University Library (UB):

Online seminars and courses

Bibliotheksschein certificate of literature research skills

Use of central services

Which of the following central services provided by the University of Duisburg-Essen for teacher training students do you know and which have you made use of?

Filter: Teaching option

	Yes, I have used this service/am using it.	No, I have not used this service, but I am aware of it.	No, I am not aware of this service.
<i>LehramtsWiki</i> from the Centre for Teacher Training (ZLB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>FragBeLa</i> chatbot from the Centre for Teacher Training (ZLB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddy programme for teacher training students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic and Advanced Training (BuAT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SkaLa language assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Placement Office (PfL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing workshop (career orientation: text, language and writing skills (BOTSS))	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ZLB consultation hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation of the services used

How helpful do you think the services you made use of were?

(display criteria if not used)

	Not helpful at all	Rather not helpful	Partially	Rather helpful	Very helpful
Mentoring meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ChemDraw, Igor and/or Excel workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LuDi learning and discussion centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introductory event(s) as part of the orientation week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information event(s) as part of the orientation week/first semester	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Moodle course complementing the orientation week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddy/peer mentoring group/buddy meetup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lecturers' café in the 1st week of lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduction to studying and academic methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring tutorial 'Introduction to studying humanities'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation from the mentoring team (by email/phone/in office hour)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring from professors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information event on grant and scholarship programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation regarding studying abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online competency assessment/mentoring for teacher training students during their exploratory orientational placement plus Moodle room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other events during the orientation week (e.g. O-Café, Studienstart consultation hours, campus tours, laboratory tours, Meet&Greet, guidance on compiling class schedules)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparatory (online courses) (mintroduce)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optional self-assessment tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progress Test Medicine (PTM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject-specific tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JACK e-assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information provided on your faculty's website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Erstsemesterportal</i> for first-year students from the ABZ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Erstsemester Spezial</i> series of events for first-year students from the ABZ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online info desk from the ABZ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'Selbstmanagement und Lerntechniken'/'Lernen und Arbeiten im Studium' Moodle courses from the ABZ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Markt der Möglichkeiten</i> information event (online/on campus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABZ consultation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABZ consultation on inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABZ consultation on grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Erstihilfe</i> support for first-year students from the ABZ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online seminars and courses offered by the University Library (UB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bibliotheksschein certificate of literature research skills from the University Library (UB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LehramtsWiki from the Centre for Teacher Training (ZLB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FragBeLa chatbot from the Centre for Teacher Training (ZLB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddy programme for teacher training students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic and Advanced Training (BuAT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SkaLa language assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Placement Office (PfL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing workshop (career orientation: text, language and writing skills (BOTSS))	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ZLB consultation hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

University entrance

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

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: _____

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

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).

Year of university entrance qualification

In which year did you obtain your university entrance qualification?

- 2024
- 2023
- 2022 or earlier

Vocational training

Did you complete vocational training before starting your studies?

- yes
- no

Language certificate

What language certificate did you submit?

- I was exempted from the language test.
- German language test for entrance to higher education (DSH) from the University of Duisburg-Essen
- German language test for entrance to higher education (DSH) from another university
- TestDaF certificate
- Telc C1 certificate University Level
- German Language Diploma Level II (DSD II)
- Feststellungsprüfung: Successful completion of the "Studienkolleg" assessment test
- C2 certificate from the Goethe Institute (GDS C2)
- Austrian Language Diploma (ÖSD C2)
- other certificate

Filter: students with university entrance qualification from outside of Germany

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.

Age

Please specify your age.

- Please select. -

Younger than 17

17

...

35

Older than 35

Residence during studies

Where do you live during the lecture period?

Please enter the relevant licence plate code: _____

I don't live in Germany.

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

Source: SiD
2021

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

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.*

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.*

Immigration background

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

	Applies	Does not apply	<i>I do not know.</i>
(Also) holds a citizenship other than German			
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"/>
Acquired German citizenship through naturalisation.¹			
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.²			
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)

¹ 'Naturalisation' means that foreign nationals acquire German citizenship upon submitting an application to the responsible immigration authority.

² 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'.

- German and another citizenship

Country of birth

In which country were you born?

- In Germany
- In another country

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"/>

Children

Are there any children in your household?

- Yes
- No

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.

Reconciling care duties and studies

(Display criteria)

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

	Badly	Rather badly	Partially	Rather well	Well
I can reconcile the care for my <u>children</u> with my current studies at the University of Duisburg-Essen ... (raising/caring for children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can reconcile the care for my <u>family members</u> with my current studies at the University of Duisburg-Essen ... (assistance/care for family members)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Chronic illness/disability

Do you have a disability/chronic illness?

- Yes
- No

Disadvantage due to chronic illness/disability

To what extent do you agree with the statement below?

Filter: Chronic illness/disability

	Not at all	To a small extent	Partially	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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. The prizes to be drawn are 1 x Apple MacBook Air, 2 x Samsung Tablet, 3 x Apple AirPods and 4 x 2TB 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)

UDE support services for first-year students



Student Advisory and Career Service Centre (ABZ)

What?

The ABZ offers a broad portfolio of services for new students to help them find their feet at university and answer their questions about their studies, e.g. when issues arise during their studies, if they have disabilities or chronic illnesses, or need psychological counselling or support in applying for grants.

Where?

<https://www.uni-due.de/abz/>



University Library (UB)

What?

No student can do without the University Library. In addition to literature that is vital for your studies, the Library also offers consultation, courses and regular updates via its social media channels.

Where?

<https://www.uni-due.de/ub/>



UDE Mentoring System (UMS)

What?

All new, all unfamiliar? It's so good to have a personal contact within your own discipline. The mentors from the UMS provide support for all subject-related questions around your studies, from compiling your schedule of classes to planning semesters abroad.

Where?

<https://www.uni-due.de/mentoring/>



Center for Information and Media Services (ZIM)

What?

It's impossible to study without IT. The ZIM offers a comprehensive range of services around your studies – from your University user credentials to emails and courses to the overall technical management of your studies. Numerous technical issues can be resolved directly at the e-Point.

Where?

<https://www.uni-due.de/zim/studium>

Literature

Beierlein, C., A. Kovaleva, C.J. Kemper, B. Rammstedt, 2012: Ein Messinstrument zur Erfassung subjektiver Kompetenzerwartungen. Allgemeine Selbstwirksamkeit Kurzskala (ASKU).

(<https://www.ssoar.info/ssoar/handle/document/29235>)

Dahm, G., O. Lauterbach & S. Hahn, 2016: Measuring Students' Social and Academic Integration – Assessment of the Operationalization in the Nation Educational Panel Study. In H.-P. Blossfeld, J. von Maurice, M. Bayer & J. Skopek (eds.), Methodical Issues of Longitudinal Surveys. The Example of the National Education Panel Study. Wiesbaden: Springer VS, 313-329.

Die Studierendenbefragung in Deutschland (SiD), 2021: Befragungsaufbau und Befragungsmodule.

Hoffmann, N., Grünebaum, H., Kaib, A. & Kamps, S., 2023: Fragebogen zur bundesweiten Studierendenbefragung: Schreiben mit KI (<https://www.starkerstart.uni-frankfurt.de/140191787.pdf>) (English version: https://www.starkerstart.uni-frankfurt.de/142387782/EN_Survey_AI-wirting_tools_GU_Frankfurt_pdf)

Krempkow, R., 2022: DigKomp2.2.de. Erhebung digitaler Kompetenzen gemäß DigComp2.1-Referenzrahmen der EU [Verfahrensdokumentation und Fragebogen]. Leibniz-Institut für Psychologie (ZDID) (ed.), Open Test Archive. Trier: ZPID. (<https://doi.org/10.23668/psycharchives.6599>)

Multrus F., S. Majer, T. Bargel & M. Schmidt, 2017: Studiensituation und studentische Orientierungen. 13. Studierendensurvey an Universitäten und Fachhochschulen. Bonn, Berlin: BMBF. <https://www.soziologie.uni-konstanz.de/ag-hochschulforschung/publikationen/thematische-unterteilung/studiensituation-und-studentische-orientierungen/>

Nationales Bildungspanel (NEPS), 2012: Startkohorte 5. Haupterhebung 2011/12. Studierende. CAWI-Instrument. Research Data: Bamberg.

R+V Infocenter, 2022: Die Ängste der Deutschen 2022. Untersuchungsmethode der Studie. <https://www.ruv.de/dam/jcr:f5002b69-96a6-4a7b-b3a5-5bd0c789b27b/ruv-aengste-untersuchungsmethode.pdf>

TU Dresden, 2023. Fragebogen zur Lehrendenbefragung 2021. https://tu-dresden.de/zqa/ressourcen/dateien/qa/LB/Musterfragebogen_LB_2023_de.pdf?lang=de (accessed on 4 October 2023)

Turner, M., S. Holdsworth & C.M. Scott-Young, 2016: Resilience at University: the development and testing of a new measure. Higher Education Research & Development 36(2).

(<https://doi.org/10.1080/07294360.2016.1185398>)

Simmons, D.R., A.D. Chau & M. Turner, 2022: Validating Resilience at University Scale with Future Civil Engineering and Construction Professionals. Journal of Management in Engineering 38(5).

([https://doi.org/10.1061/\(ASCE\)ME.1943-5479.0001073](https://doi.org/10.1061/(ASCE)ME.1943-5479.0001073))