A comparative survey of study condition among Sustech undergraduates

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Abstract

This report mainly compares the differences among Sustech undergraduates in school study and online study in three aspects: assignment and review, sleep and exercise, and class learning. Also, more pictures are used to give intuitive results. At the same time, cross-analysis is applied to some survey results to draw some meaningful conclusions.

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1 Introduction and background

Because of the epidemic situation, university students had to study at home and take online courses for a term. Learning at school and taking online courses are two completely different ways of study. Some students may get used to studying at school, but others may like to take online courses. These two ways of study may have some similarities or differences and students may perform differently during online courses compared to learning at school. Learning about that can help us to figure out the situation of study in these two environments. So it's necessary to do some surveys on this.

The following are research objectives.

1. Assignments and Review

We want to find out the similarities and difference of assignments and review between studying at home and school, and the possible reasons.

2. Sleep and exercise

We want to find out the similarities and difference of sleep and exercise between at home and school, which can reflect the students' attitude towards online courses and the change of learning effect.

3. Class learning

We want to find out the similarities and difference of class learning between studying at home and school, by studying students' concentration, interference factors and habits.

2 Main findings

2.1 Assignment and Review

There are 2 main objectives of the Assignment and Review part.

1.Learning about the completion of assignments (on Time and Grades) during online courses among Sustech students and do a simple comparison with the situation at school. (Question 1-3)

2. Learning about the situation of review after class (on Time and Effect), do a comparison with the situation at school, and analyze the possible reasons which lead to the results. (Question 4-11)

2.1.1 Assignment

For the Assignment part, we use Question1-3 to learn about the basic information of the assignments during taking online courses and do cross-over analysis on results by different departments on some Time and Grades questions.
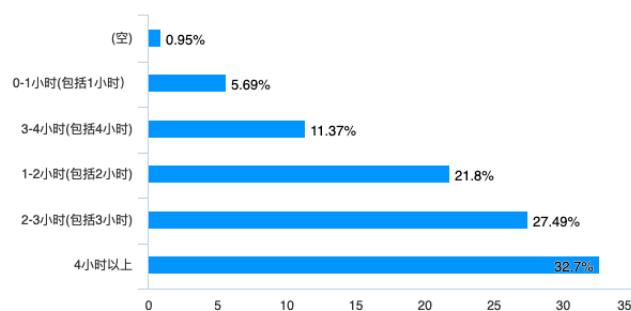

Figure 1: Time spend on assignments per course per week

Question 1, we ask the interviewees about the average time they spend on assignments per course per week. From the result, we can see that 32.7% of students will spend more than

4 hours on each course assignments every week averagely. 44.1% of students spend more than 3 hours and 71.5% of students spend more than 2 hours. If we use the median of each interval and use 4h for the last interval, we can get that the students will spend at least 2.75h on assignments per course per week.
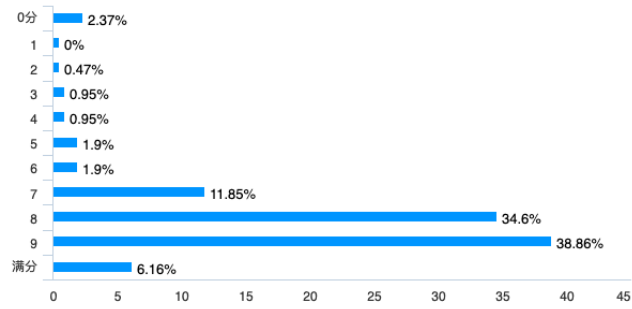

Figure 2: Average Grades of Assignments

From Grades result , the average grades of the assignments is 8 points, 79.6% student select 8-10 interval. but for the low grades interval, some students may just select the low grades on purpose or at random. So the real average grades must be higher than 8 points.
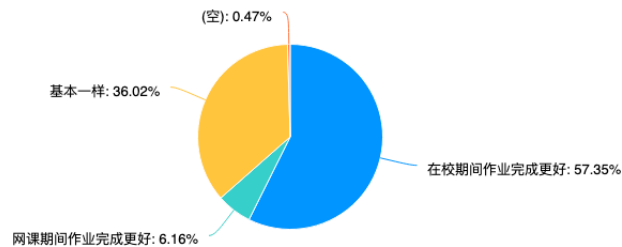

Figure 3: Comparison results of the Assignments Completion

For the comparison part , nearly 60% students think that they complete the assignments better at school. For the reason that lead to the result , may overlap with the review part a lot, so the reason will discussed later.
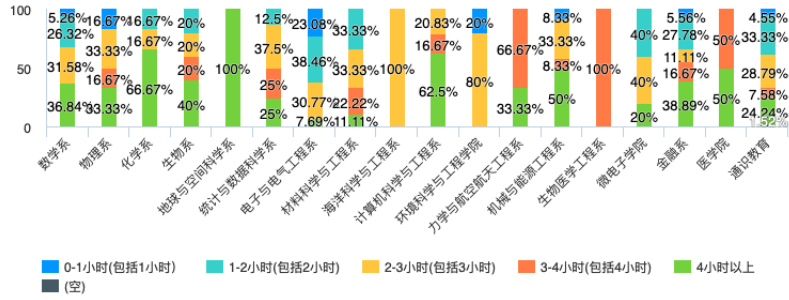
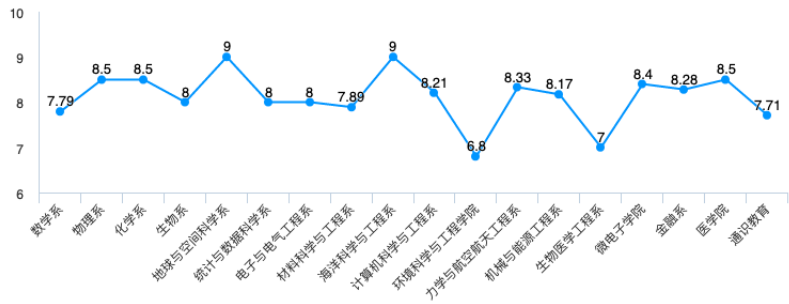Figure 4: Cross-Analysis of Time on different departments

Figure 5: Cross-Analysis of Grades on different departments

And we do a cross-analysis on different departments. ignore the 100% department(Earth and space science department ,marine science and engineering department) for too less interviewee to convince people. For the other department, we can see that, different department have significantly different time distribution . The computer science department obviously have most assignments time. The grade also fluctuate.

2.1.2 Review

For the Review part, we use Questions 4-11 to about the basic information on review about the Time and Effect during online course and do comparison with the situation at school and want to analyze possible reasons.
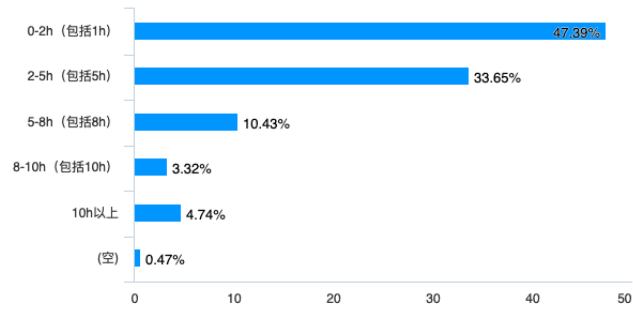
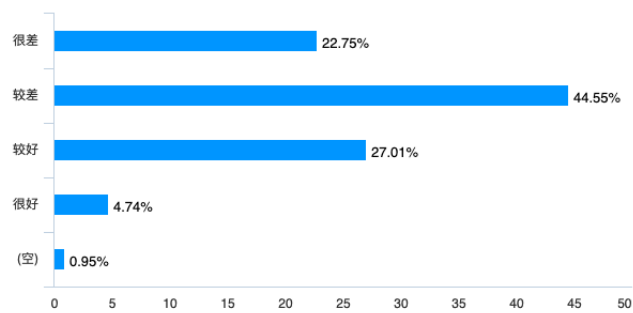Figure 6: Basic information of Review Situation on Time

Figure 7: Basic information of Review Situation on Effect

The time of review concentrate on short time interval, more than 80% will spend less than 5 hours on reviewing every week. and 67.3% students think that their effect of review is bad during online course.
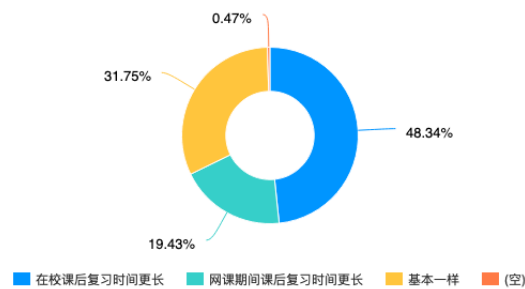

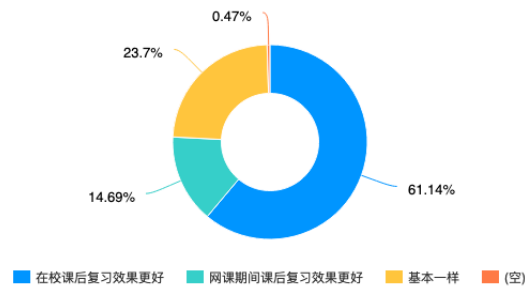Figure 8: Comparison of Review on Time

Figure 9: Comparison of Review on Effect

For comparison part, 48.34% students think they review for longer time at school and 61.1% students think that they will have better effect of review at school.
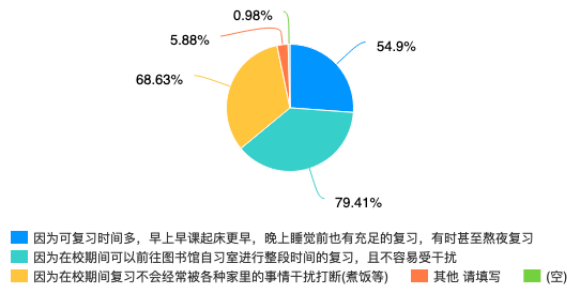

Figure 10: Reasons given by students who think Time of Review is longer at school

42	5月9日 20:02	家中缺少学习氛围
81	5月11日 15:42	家旁边比较吵闹，学不进
146	5月12日 14:00	就是怠惰，特别怠惰
165	5月12日 16:41	没有家长争吵心情好。
176	5月12日 18:06	心态问题

Figure 11: Extra Reasons

For the students who think time of review is longer at school, we give a reason question which is multiple choice. We give three constructed answer and one open-ended choice to let the student give their own answer. From the result, we can see that nearly 80% students

think that go library will push them to review for long time. And 55% think that they have more free time to use by themselves. And 68.63% students think that they will be disturbed at home. For extra reason, some may overlap or just a transformation of the constructed reason. But one point out he/her have a better mental state to review at school.
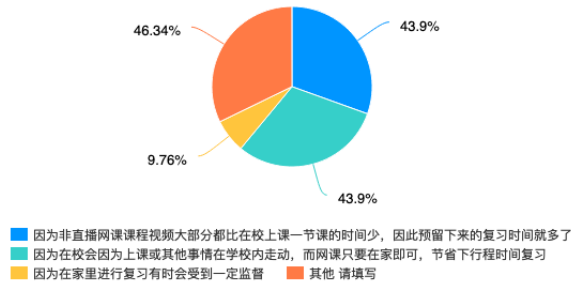

Figure 12: Reasons given by students who think Time of Review is longer during online course

Figure 13: Extra Reasons

For the students who think they have longer review time during online course. 43.9% think they spend less time to watch lecture video than take course at school and 43.9% think take online course will reduce the time on road . And there are many free answers, most part of the free answers focus on that because the effect of watching lecture video is not so good, to master the knowledge, the students have to spend more time to review during online course.
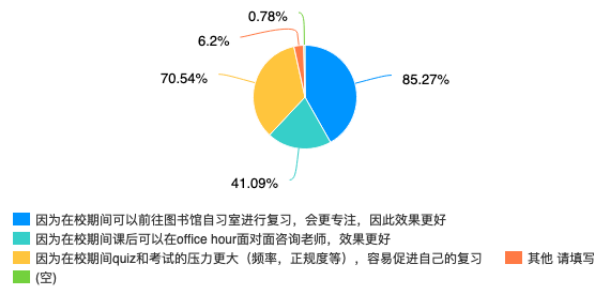
Figure 14: Reasons given by students who think the Effect of Review is better at school

65	5月11日 15:37	可以和同学讨论互助
77	5月11日 15:41	在学校可以去教室有氛围啊，还能直接问同学问题
125	5月12日 11:32	没带纸质课本
146	5月12日 14:00	和同学一起可以互相督促
155	5月12日 15:23	网课期间根本找不到老师问问题
168	5月12日 17:07	没有人会约出去玩，能用更多时间

Figure 15: Extra Reasons

And for the effect, some students think that the effect is better school.85% stress the importance of library again. And 70% think that the formal quiz and exam will push them to do effective review. Asking teacher in person also plays a role. Some students give extra reason that discussing with schoolmates is a good way.

Figure 16: Reasons given by students who think the Effect of Review is better during online course

For the student think effect during online course is better. The majority think that watch the lecture video again and again provide a good way to review. More than 50% think review at home is better than review at dormitory. Use email and Chat tool to ask teacher and classmates will have good use.
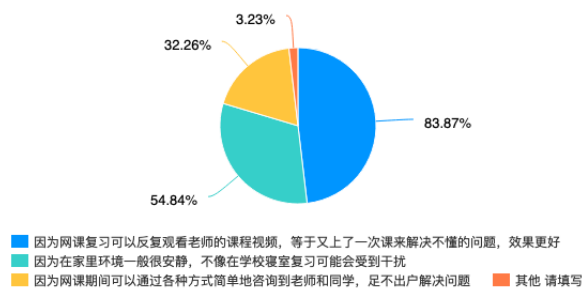
2.2   Sleep and Exercise

In general, one-third of students have the same sleep and rest pattern whether at school or home.

For those who go to bed earlier at home, nearly 61% of them deem sleep environment is better. Also. parents' demands are an important factor.
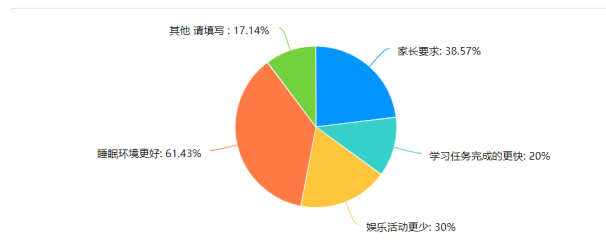

Figure 17: Reasons for going to bed earlier on weekdays than at school

For those of who go to bed later at home, the reasons were basically the same, as online classes avoided wasting time on the way to class early in the morning and the environment at home was more likely to be tempted by games.
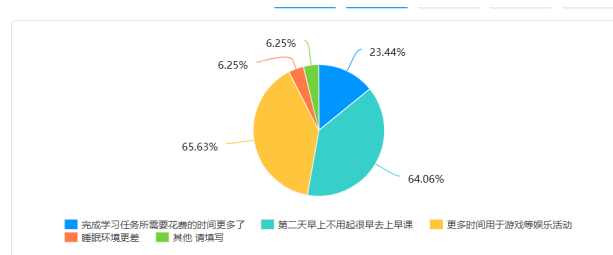

Figure 18: Reasons for going to bed later on weekdays than at school

However, the situation of the rest day and working day have a certain difference. On weekends, more than half of students have the same schedule as at school, and the other students each take half of the rest. Furthermore, those who went to bed at different times than those at school did.
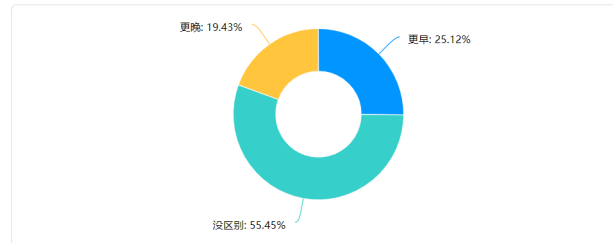

Figure 19: The time of sleep between home and school in the relaxing day

So for the same reasons as on weekdays. The change in the sleep environment is still an important factor affecting the time to fall asleep. However, due to club activities, the reduction of the class dinner, and the requirement of parents, the time to fall asleep will also be brought forward. On the other hands, some kinds of student go to bed later because they have more fun than at schools, such as games or movies.

Next, we compared the amount of sleep during the weekdays and weekends. To find out the rule, we cross-analyze the two problems. The numbers down the diagonal of this matrix refer to people who sleep more at home than they do in school. (the vertical axis X refers to the sleep time on weekdays at school, and the horizontal axis Y refers to the sleep time on rest days at home.)

X\Y	8小时以上	7-8小时(包括8小时)	6-7小时(包括7小时)	5-6小时(包括6小时)	5小时及以下	小计
8小时以上	21(95.45%)	0(0.00%)	0(0.00%)	0(0.00%)	1(4.55%)	22
7-8小时(包括8小时)	32(36.36%)	46(52.27%)	9(10.23%)	1(1.14%)	0(0.00%)	88
6-7小时(包括7小时)	13(17.57%)	37(50%)	19(25.68%)	5(6.76%)	0(0.00%)	74
5-6小时(包括6小时)	3(13.04%)	7(30.43%)	5(21.74%)	7(30.43%)	1(4.35%)	23
5小时及以下	0(0.00%)	0(0.00%)	2(66.67%)	0(0.00%)	1(33.33%)	3

Figure 20: The comparison of students sleep time at home and at school in weekdays

As we can conclude, students' sleep time on rest days is generally longer than that on working days, and the difference between home and school is not big. It's also easy to explain that, whether at school or home, whether you're studying hard or not, weekends are usually the time of the week when things get the least done and it's easy to sleep in. Most students have poor self-discipline, but at the same time they want to study well, so school life is more suitable for them. However, a few students have strong self-discipline and hope to study and live according to their plans, so they prefer to stay at home.

The question of exercise is essentially asked to verify the accuracy of the conclusions drawn from the previous question. we can see that the proportion of students who can keep regular exercise at home has decreased by 10%, while the proportion of students who don't exercise has increased by 10%, This is a sign that fewer people can maintain self-discipline in any situation. Nearly half of the students said they did not have a regular schedule at home, and only 20 percent said it was more regular.
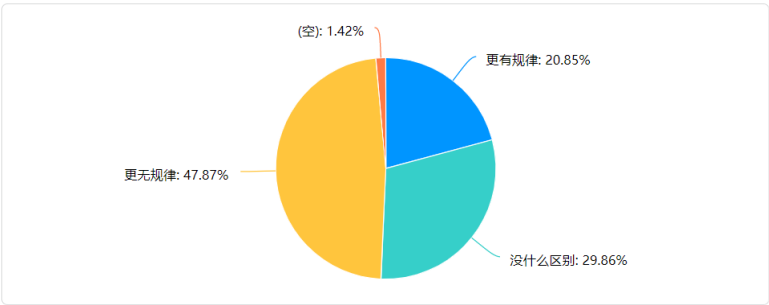
Figure 21: Students' subjective perception of the difference between work and rest at home and at school

The purpose of this questionnaire is to investigate the situation of students' online classes and classes in school. Although the study on the schedule of work and rest can not directly reflect the difference between the two, it can reflect the students' attitude towards online courses and the change of learning effect, from the data analysis, we can roughly draw the following conclusions: Have a better rest environment at home and most students have poor self-discipline, and they are aware of the problem. Most of the students with poor self-

discipline are suitable to take classes in school, which will lead to better learning results. A small number of students are suitable to continue learning in the way they like, which may lead to better results.

2.3 Class Learning

There are 4 main objectives of the Classing Learning part.

1. Find differences in concentration between school classes and online classes. (Question 32 35)

2. Find similarities and differences in interference factors in school classes and online classes. (Question 33 36)

3. Find the correlation between the habits of school classes and online classes.(Question 28 29 30 31 34)

4. Get the advantages and disadvantages of school classes and online classes.(Question 37 38 39)

For objective 1, we use Question32 and 35 to get the result, which is shown in figure22. In the picture, a higher score means more concentration. The highest and lowest scores are 10 and 0 respectively.

For school class, the average score is 7.14, but online class only gets 5.74. A deeper analysis shows the differences between grades.
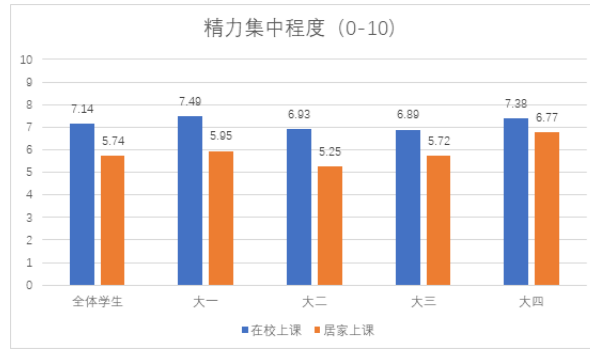
Figure 22: Level of concentration in school classes and online classes

We can see that whether it is the school or online class, freshman's performance is above average. Also, the average concentration during the school class reaches 7.49, which is the highest. The possible reason for this phenomenon is that freshman students have just left high school, and it is relatively easier to keep attention during class.

Whether studying at school or online, on average, junior students perform worst. The possible reason is that junior students need to pay attention to more things. Students who intend to go abroad need to prepare for English and summer research. Students who intend to be directly employed need to find internship positions as soon as possible and so on. Therefore, the concentration will inevitably be distracted.

The senior students have the best performance in online courses. The possible reason is that the senior students have determined the future path, the pressure of academic and career planning is less, and it's easier to be concerted. At the same time, the total number of courses for senior students is less, which is easier to study seriously during the online courses.

The three pictures below are closely related to objective 2. Since they are all multiple-choice questions, the sum of percentages will be greater than 1.
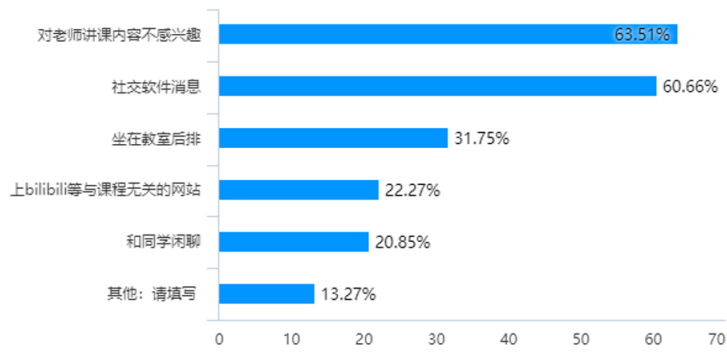
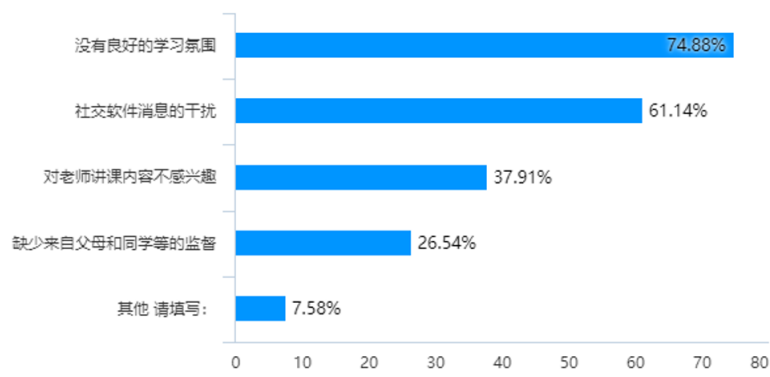Figure 23: Interference factors of school classes

Figure 24: Interference factors of online classes
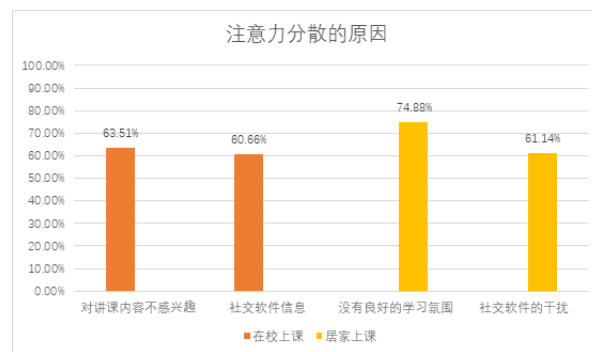
Figure 25: Main interference factors of school classes and online classes

For school classes, the main factors are not interested in the lecture content(63.51%) and the messages from social software(60.66%).

For online classes, the main factors are the lack of learning atmosphere(74.88%) and the messages from social software(61.14%).

It can be seen that whether it is studying at school or studying online, messages from social software is the main factor affecting concentration. So in the future study life, we must pay more attention to it.

To achieve objective 3, Question 28 29 30 31 34 were asked and the following pictures are the main results.

First of all, we investigated the situation of class skipping during school.
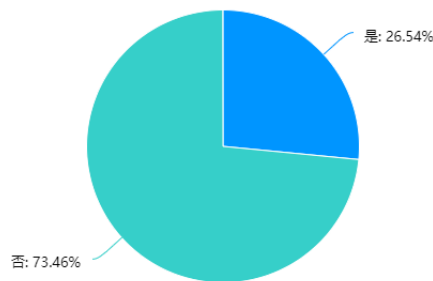
Figure 26: Proportion of skipping classes during school

It can be seen that among the students participating in the survey, more than one-quarter students had skipped classes. Next, we investigated the composition of the skipped courses, which is shown in Figure 27.
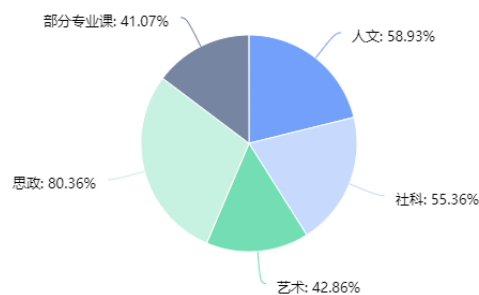
Figure 27: The composition of the skipped courses

It can be seen that Among the students who have skipped classes, the vast majority will choose to skip the more intensive courses such as ideology, humanities, social sciences, and arts, which are regarded as non-professional courses officially.

Figure 28 gives the specific reasons for excluding non-professional courses and two main reasons can be concluded through it:

1. Non-professional courses are not important.

2 Some students need to use this part of the time to complete other learning tasks.

序号	提交答卷时间	来源	来源详情	答案文本	
8	2020/5/6 18:49:05	微信		作业写不完了，不想下山	
13	2020/5/6 19:05:05	手机提交	直接访问	不想上..太水了	
14	2020/5/6 19:06:08	微信		睡过了	
20	2020/5/6 19:44:18	手机提交	直接访问	有问题要解决	
27	2020/5/7 11:22:08	手机提交	直接访问	懒	
30	2020/5/7 11:38:43	手机提交	直接访问	睡觉	
31	2020/5/7 12:38:51	手机提交	直接访问	有急事或不感兴趣	
34	2020/5/7 18:55:45	手机提交	直接访问	没时间 不感兴趣	
36	2020/5/8 9:46:59	微信		没有压力	
37	2020/5/8 10:03:49	手机提交	直接访问	很水	
38	2020/5/8 19:12:48	微信		随便翘	
39	2020/5/9 11:14:27	手机提交	直接访问	同上	
42	2020/5/9 20:02:31	手机提交	直接访问	有其它想做的事（约会；约饭；开黑等）；该课程签到不严格；	
46	2020/5/11 15:34:05	手机提交	直接访问	不想听，而且说的也不咋地，也不考试	
50	2020/5/11 15:34:31	手机提交	直接访问	睡过了	
52	2020/5/11 15:34:53	手机提交	直接访问	不太重要	
53	2020/5/11 15:35:22	链接	直接访问	无	
57	2020/5/11 15:36:02	手机提交	直接访问	去专业课的office hour耽误了思政课	
59	2020/5/11 15:36:12	手机提交	直接访问	睡觉	
68	2020/5/11 15:37:43	链接	直接访问	作业，proj	
72	2020/5/11 15:38:38	手机提交	直接访问	有其他事情	
79	2020/5/11 15:41:40	链接	直接访问	懒得去	
84	2020/5/11 15:48:47	手机提交	直接访问	我觉得没什么用	
91	2020/5/11 16:20:22	手机提交	直接访问	懒	
92	2020/5/11 16:20:51	手机提交	直接访问	没用	
93	2020/5/11 16:28:27	手机提交	直接访问	听了也没用	
97	2020/5/11 18:03:49	手机提交	直接访问	不想上	
101	2020/5/11 22:54:38	手机提交	直接访问	不是直播课	
107	2020/5/12 0:27:12	手机提交	直接访问	晚上有别的活动之类的	
109	2020/5/12 3:12:34	手机提交	直接访问	有聚会	
124	2020/5/12 11:28:50	手机提交	直接访问	懒	
128	2020/5/12 11:42:03	链接	直接访问	思政课无普世知识价值，无听课意义	
161	2020/5/12 16:37:24	手机提交	直接访问	没意思	
166	2020/5/12 17:01:51	手机提交	直接访问	有点累	
167	2020/5/12 17:03:06	链接	http://exmail.qq.com/	老师上课信息密度太低，或者有其他更重要的课程需要花时间	
169	2020/5/12 17:09:06	手机提交	直接访问	复习	
181	2020/5/12 18:13:02	手机提交	直接访问	起晚了	
184	2020/5/12 18:30:27	手机提交	直接访问	有事，看牙，病假等	
191	2020/5/12 21:01:25	链接	http://exmail.qq.com/	完成专业课的工作	
203	2020/5/13 12:11:09	手机提交	直接访问	无	

Figure 28: Specific reasons for skipping non-professional courses

In order to investigate whether the class habits are correlated, we used cross-analysis and the results are as follows:
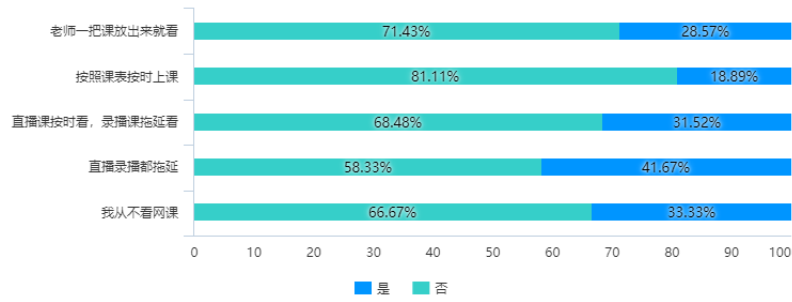
Figure 29: Cross-Analysis of online courses habits I

The word yes means that you choose to skip some courses during school, and vice versa. It can be seen that students who did not skip classes during school tended to learn in advance or on time during the online study. Students who have skipped classes during school are more likely to be delay during online study.
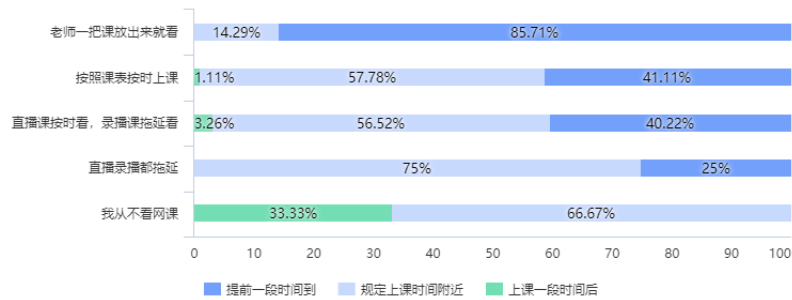
Figure 30: Cross-Analysis of online courses habits II

Figure 30 can better reflect the power of habit. Students who enter the classroom early in school tended to learn in advance during the online study. And students who chose to come to the classroom after a while tended to be delay.

The data collected above is sufficient to show that the habits are closely related. Good habits will lead a positive impact, and vice versa.

The left part is dealing with the last objective. First is the preference of two different teaching methods.

居家上课效果更好: 12.8%

差不多: 22.75%

在校上课效果更好: 64.45%
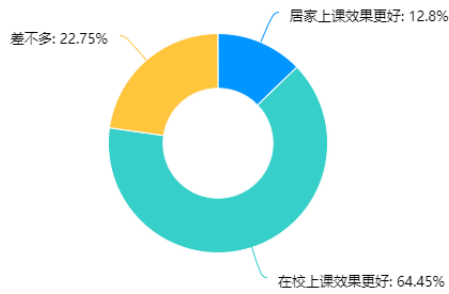
Figure 31: Comparison of preference of teaching methods

From the ring image above it can be concluded that among the students who participated in the survey, nearly 65% students think study at school is better, about 20% think that the two are similar, and only 10 % of the students think online study is better.

The following pictures give the advantages of different learning method.

学校学习氛围更好	90.44%
和老师面对面，方便直接询问问题	69.85%
有同学可以随时面对面交流	66.91%
老师可以根据课堂表现随时调整教学进度	63.24%
长时间网课眼睛压力较大	50.74%
其他：请填写	2.21%

Figure 32: Reasons for better effect that study in school

Students who tend to attend classes at school regard the study atmosphere as the most important factor.

Figure 33: Reasons for better effect that study at home

For students who prefer online study, the convenience of online study has become their favorite.

3 Conclusion

The conclusion will be shown in three parts according to the structure of the main findings.

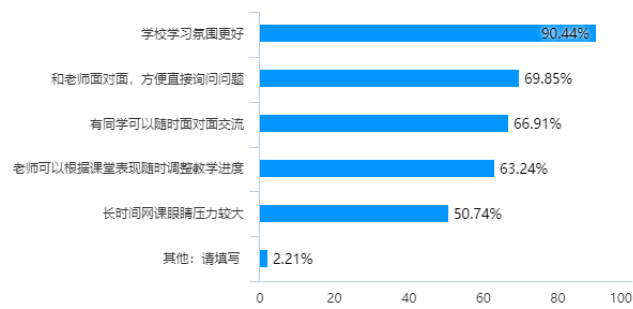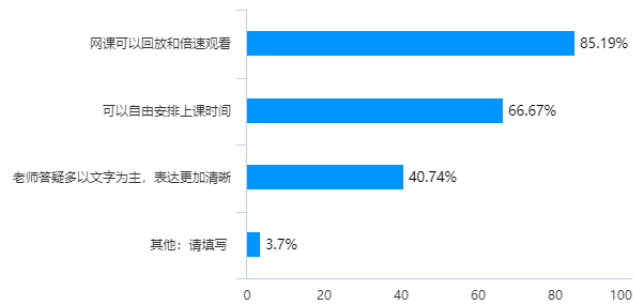The first part is about assignments and review. As for assignments, it can be concluded that during the online course, the average time which Sustech students take to complete assignments is at least 2.75h per course per week. Also, nearly half of the students think that they complete assignments better when at school. Meanwhile, the completion time and grades are significantly different among departments. For the review part, it is found that about half of the students think that the time of review is longer at school. Also, about sixty students believe that reviewing at school has a better effect. the library plays an important role in improving the situation of review simultaneously.

The second part is about sleep and exercise. Firstly, it can be concluded that students have a better rest environment at home. Next, many students don't have enough self-discipline, and they know they don't have enough self-discipline but they don't correct it. Finally, it is found that most of the students with poor self-discipline are suitable to take courses in school, which will lead to better learning results. A small number of students are suitable

to continue learning in the way they like.

The third part is about the class situation. First of all, it can be concluded that students own a higher concentration level in school. Also, the interference factors of concentration levels are different between home and school. Next, it is found that about a quarter of students have skipped courses. Among those students, most will skip non-professional courses because of the lack of importance and personal reasons. Finally, nearly two-thirds of the students are more likely to study at school because of the better learning atmosphere. In the meantime, about one-fifth of the students think it's better to have classes at home because of the convenience of videos free arrange of time.

Despite all our efforts, there are still some limitations that cannot be avoided.

Firstly, the distribution of questionnaire proportions among different departments is not very uniform. There is a cross-analysis of assignment and review according to the departments. However, due to the non-uniform distribution, some departments with smaller sample size may lead to more bias.

Secondly, although we have adopted the systematic sampling method, the sample size of senior students is relatively small, which may lead to some bias.

All in all, this is a relatively detailed report that can reflect the differences between studying in school and studying at home of the Sustech undergraduates in the three aspects. Also, it is hoped that the report can provide some guidance for the online study semester that may appear again in the future.

4 Acknowledgements

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5 Appendix

南科大本科生居家和在校的学情对比调查

介绍：非常感谢您在繁忙的学业中抽出时间来回答我们的问卷，本次问卷共有三个部分，旨在调查南科大本科生居家和在校的学业情况。本次问卷大约有 35 个问题(视情况而定)，整个问卷将占用您 **5 分钟**左右的时间。
隐私说明：本次问卷为全部匿名模式，我们保证将尽最大努力保护您的个人信息不被泄露，分析结果后，所有回答将被销毁，请您放心。

以下问题为问卷的第一部分，旨在了解您的作业与复习情况。

1. 请问您每周用来完成课后作业的平均时间有多长（平均每门课） [单选题]

  ○0-1 小时(包括 1 小时)

  ○1-2 小时(包括 2 小时)

  ○2-3 小时(包括 3 小时)

  ○3-4 小时(包括 4 小时)

  ○4 小时以上

2. 请问您作业平均成绩如何？ [单选题] *

  ○0 分　○1　　○2　　○3　　○4　　○5　　○6　　○7　　○8　　○9　　○满分

3. 请问您认为在校期间和网课期间作业完成情况有什么不同？ [单选题]

  ○在校期间作业完成更好

  ○网课期间作业完成更好

  ○基本一样

4. 请问网课期间，您每周花在课后复习的时间有多少？ [单选题]

  ○0-2h （包括 1h)

  ○2-5h （包括 5h)

  ○5-8h （包括 8h)

  ○8-10h （包括 10h)

  ○10h 以上

5. 请问您认为在校复习和网课期间课后复习在时间上有什么不同？ [单选题]

○在校课后复习时间更长

○网课期间课后复习时间更长

○基本一样

6. 请问您认为在校复习时间更长的原因是什么 [多选题]

□因为可复习时间多，早上早课起床更早，晚上睡觉前也有充足的复习，有时甚至熬夜复习

□因为在校期间可以前往图书馆自习室进行整段时间的复习，且不容易受干扰

□因为在校期间复习不会经常被各种家里的事情干扰打断(煮饭等)

□其他 请填写 _____

7. 请问您认为网课期间复习时间更长的原因是什么？ [多选题]

□因为非直播网课课程视频大部分都比在校上课一节课的时间少，因此预留下来的复习时间就多了

□因为在校会因为上课或其他事情在学校内走动，而网课只要在家即可，节省下行程时间复习

□因为在家里进行复习有时会受到一定监督

□其他 请填写 _____

8. 请问您认为您在网课期间的课后复习效果如何? [单选题]

○很差

○较差

○较好

○很好

9. 请问您认为在校复习和网课期间复习在效果上有什么不同？ [单选题]

○在校课后复习效果更好

○网课期间课后复习效果更好

○基本一样

10. 请问您认为在校期间复习效果更好原因是什么？ [多选题]

□因为在校期间可以前往图书馆自习室进行复习，会更专注，因此效果更好

□因为在校期间课后可以在 office hour 面对面咨询老师，效果更好

□因为在校期间 quiz 和考试的压力更大（频率，正规度等），容易促进自己的复习

□其他 请填写 _____

11. 请问您认为网课期间复习效果更好的原因是什么？ [多选题]

□因为网课复习可以反复观看老师的课程视频，等于又上了一次课来解决不懂的问题，效果更好

□因为在家里环境一般很安静，不像在学校寝室复习可能会受到干扰

□因为网课期间可以通过各种方式简单地咨询到老师和同学，足不出户解决问题

□其他 请填写 _____

以下问题为问卷的第二部分，旨在了解您的睡眠和锻炼情况。

12. 同在学校相比，工作日（周一至周五）您在家中入睡的时间通常 [单选题] *

○比学校提前 2 小时及以上

○比学校提前 1-2 小时

○比学校提前 1 小时以内

○几乎没有什么不同

○比学校晚 1 小时以内

○比学校晚 1-2 小时

○比学校晚 2 小时及以上

13. 工作日您比学校更早入睡的原因是 [多选题] *

□家长要求

□学习任务完成的更快

□娱乐活动更少

□睡眠环境更好

□其他 请填写 _____

14. 工作日您比学校更晚入睡的原因是 [多选题] *

□完成学习任务所需要花费的时间更多了

□第二天早上不用起很早去上早课

□更多时间用于游戏等娱乐活动

□睡眠环境更差

□其他 请填写 _____

15. 同在学校相比，休息日（周六周日及法定节假日）在家中的入睡时间与学校相

比？ [单选题] *

○更早

○没区别

○更晚

16. 休息日您比在学校时更早入睡的原因是 [多选题] *

□家长要求

□外出娱乐机会减少

□家中睡眠环境更好

□其他 请填写 _____

17. 休息日您比在学校时更晚入睡的原因是 [多选题] *

  □学习压力繁重

  □娱乐时间增加

  □家中睡眠环境更差

  □其他 请填写 _____

18. 工作日在学校平均睡眠时间大约为多久？ [单选题]

  ○8 小时以上

  ○7-8 小时(包括 8 小时)

  ○6-7 小时(包括 7 小时)

  ○5-6 小时(包括 6 小时)

  ○5 小时及以下

19. 工作日在家中平均睡眠时间大约为多久？ [单选题]

  ○8 小时以上

  ○7-8 小时(包括 8 小时)

  ○6-7 小时(包括 7 小时)

  ○5-6 小时(包括 6 小时)

  ○5 小时及以下

20. 休息日在学校平均睡眠时间大约为多久？ [单选题]

  ○8 小时以上

  ○7-8 小时(包括 8 小时)

  ○6-7 小时(包括 7 小时)

  ○5-6 小时(包括 6 小时)

  ○5 小时及以下

21. 休息日在家中平均睡眠时间大约为多久？ [单选题]

○8 小时以上

○7-8 小时(包括 8 小时)

○6-7 小时(包括 7 小时)

○5-6 小时(包括 6 小时)

○5 小时及以下

22. 您更喜欢家中还是学校中的作息时间？ [单选题] *

○家中

○学校中

○差不多

23. 您更喜欢在家中的作息规律的原因是 [多选题] *

□更自由

□更有规律

□其他 请填写 _____

24. 您更喜欢在学校中的作息规律的原因是 [多选题] *

□更自由

□更有规律

□其他 请填写 _____

25. 您一般在学校有定期锻炼的习惯吗？ [单选题]

○定期锻炼

○不定期锻炼(想做才做)

○几乎不锻炼

26. 您一般在家里有定期锻炼的习惯吗？ [单选题]

○定期锻炼

○不定期锻炼(想做才做)

○几乎不锻炼

27. 同在学校相比，您觉得在家中的作息情况 [单选题]

○更有规律

○没什么区别

○更无规律

以下为问卷的第三部分，旨在了解您的上课情况。

28. 在校期间您是否会选择翘掉一些课程 [单选题] *

○是

○否

29. 如果是，您会选择翘掉哪一类课程？ [多选题] *

□人文

□社科

□艺术

□思政

□部分专业课

30. 翘课的原因一般是什么?(填空题) [多选题] *

□翘专业课的原因：_____

□翘非专业课的原因：_____

31. 在校期间您习惯什么时候到教室上课呢？ [单选题] *

○提前一段时间到

○规定上课时间附近

○上课一段时间后

32. 在校上课期间您注意力集中程度如何？ [单选题] *

○完全不集中　○1　○2　○3　○4　○5　○6　○7　○8　○9　○完全集中

33. 在校上课期间注意力分散的原因有哪些？ [多选题] *

□上 bilibili 等与课程无关的网站

□对老师讲课内容不感兴趣

□坐在教室后排

□社交软件消息

□和同学闲聊

□其他：请填写 _____

34. 居家期间您习惯怎么安排看网课的时间呢？ [单选题] *

○老师一把课放出来就看

○按照课表按时上课

○直播课按时看，录播课拖延看

○直播录播都拖延

○我从不看网课

35. 居家上课期间您注意力集中程度如何？ [单选题] *

○完全不集中　○1　○2　○3　○4　○5　○6　○7　○8　○9　○完全集中

36. 居家上课期间您注意力分散的原因有哪些？ [多选题] *

　□缺少来自父母和同学等的监督

　□没有良好的学习氛围

　□社交软件消息的干扰

　□对老师讲课内容不感兴趣

　□其他 请填写：＿＿＿＿＿＿＿＿＿

37. 您认为在家上课和在校上课哪种方式效果更好？ [单选题] *

　○居家上课效果更好

　○在校上课效果更好

　○差不多

38. 如果是居家上课效果更好，原因是什么？ [多选题] *

　□网课可以回放和倍速观看

　□老师答疑多以文字为主，表达更加清晰

　□可以自由安排上课时间

　□其他：请填写＿＿＿＿＿＿＿＿＿

39. 如果是在校上课效果更好，原因是什么？ [多选题] *

　□老师可以根据课堂表现随时调整教学进度

　□和老师面对面，方便直接询问问题

　□有同学可以随时面对面交流

　□长时间网课眼睛压力较大

　□学校学习氛围更好

　□其他：请填写＿＿＿＿＿＿＿＿＿

40. 所在院系 [单选题]

○数学系

○物理系

○化学系

○生物系

○地球与空间科学系

○统计与数据科学系

○电子与电气工程系

○材料科学与工程系

○海洋科学与工程系

○计算机科学与工程系

○环境科学与工程学院

○力学与航空航天工程系

○机械与能源工程系

○生物医学工程系

○微电子学院

○金融系

○医学院

○通识教育

41. 您的性别 [单选题]

○男

○女

42. 您的年级 [单选题]

○大一

○大二

○大三

○大四