

Social Contacts Of University Students In Serbia During The “Lockdown”

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In a short period of time, the COVID-19 pandemic transformed people's lives. University students were not spared from this trend either. In addition to the health consequences for university students who were directly affected by the SARS-CoV-2 virus, the pandemic also left great consequences on the way students live, learn and communicate. The aim of the research was to determine the social contacts of university students, with who and to what extent they were maintained, with what intensity and how that reflected on their life and learning. Data for analysis was collected on a sample of 514 university students from Serbia, through an online survey, using a snowball sampling. Data was processed using standard statistical procedures. The results of the research showed changes in the way of life and study of university students in Serbia, caused by the COVID-19 pandemic.

Keywords: COVID-19 pandemic, "lockdown", university students, life and work practices, Serbia 2020

The Impact Of COVID-19 Lockdown Conditions On Students' Wellbeing In Greece And Cyprus

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In this presentation, we report findings from an EU funded research project titled 'SHINE', which adopted a comparative and intersectional approach to exploring the impact of the COVID-19 crisis on students' well-being in Cyprus and Greece. In our study, we argue that this unprecedented global crisis and the health and safety measures imposed around the world (such as social distancing, strict lockdowns, home isolation and the suspension of all educational institutions) have strengthened existing educational inequalities with direct effects on students' quality of life and overall well-being. Specifically, they have highlighted conventional class hierarchies not merely in regard to wealth, income and economic security, but also inequalities regarding access to valued circumstances, to practices and 'ways of life'. Our study gave secondary school students in Cyprus and Greece the opportunity, through an online survey and focus group interviews, to discuss their experiences and share insights into the impact of the pandemic crisis on

their society, on education and especially on their own everyday lives, and to share their thoughts and views on the role that education may play in tackling this impact. Thus, our study raised important questions about the possible role of education for the promotion of students' well-being in the context of the pandemic crisis, and aimed to lay a foundation for tracing new ways of exploring the practices and discourses through which well-being and happiness are constituted. In our attempt, Boudieu's theoretical concepts and, in particular, 'habitus' were used as the main conceptual and methodological tools.

Measuring Autonomy in Higher Education during the First Covid-19 Lockdown

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Among the success factors at university, autonomy, also self-regulated student learning, represents a key lever on which educators can tap. Indeed, if teachers want to support students in their learning of autonomy, it is important to question their degree of autonomy already existing at the start of their university course.

The present paper presents the results of a quantitative survey carried out among first-year bachelor students at the University of Namur (Belgium) which aimed to explore the different factors influencing student autonomy. Based on the answers obtained from 200 respondents, statistical analyses were carried out and an autonomy indicator was constructed in order to measure not only the degree of student autonomy, but also to determine the various internal and external impacts of their autonomy. Our results indicate that student autonomy is cultural and learned over time.

Additionally, the questions focusing on their work at home during the first lockdown (12/03/20) revealed considerable social inequalities amongst students. It appears that the students who are less autonomous struggle even more when more autonomy is required for their homework. Technological aspects of remote work, lack of self-organization or being overwhelmed with too many things to do, for instance, widens the inequality gap already existing.

Therefore, during a confinement or when students have their first university experience remotely, the teachers should need to take even more care of less independent students and guide them through their learning of autonomy.

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