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### *Summary*

This report summarizes the results from the student segmentation survey carried out by the NET-IS network between January and March 2007 in Estonia, Greece, Hungary, Slovakia and United Kingdom.

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## R1.1: Student Survey Report

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## ***Background information***

- The survey aimed at **assessing students' needs** and **attitudes** toward an Information Society course and its materials (e.g. course textbook).
- Participation was **voluntary and anonymous**.
- The online survey was uploaded to a Web server and was made **available between January and March 2007**.
- The data (including comments) were first entered into an **Excel** spreadsheet. Following checking and correction, the data were then uploaded onto **SPSS** for statistical analysis.
- **Target group** was the **student** population of the countries participating in the project.
- The **questionnaire** was available **in English and Hungarian**.
- **Respondents** were from: **Estonia, Greece, Hungary, Slovakia, and the United Kingdom**.
- Not define the group of respondents with (e.g. random) sampling, concerning the target group, **the data below cannot be taken representative** from any aspect.
- The questionnaire was filled out by **492 people**, so it is suitable for analyzing the results with statistical methods.

## Results

### 1. Response rate

Breakdown of responses by country:

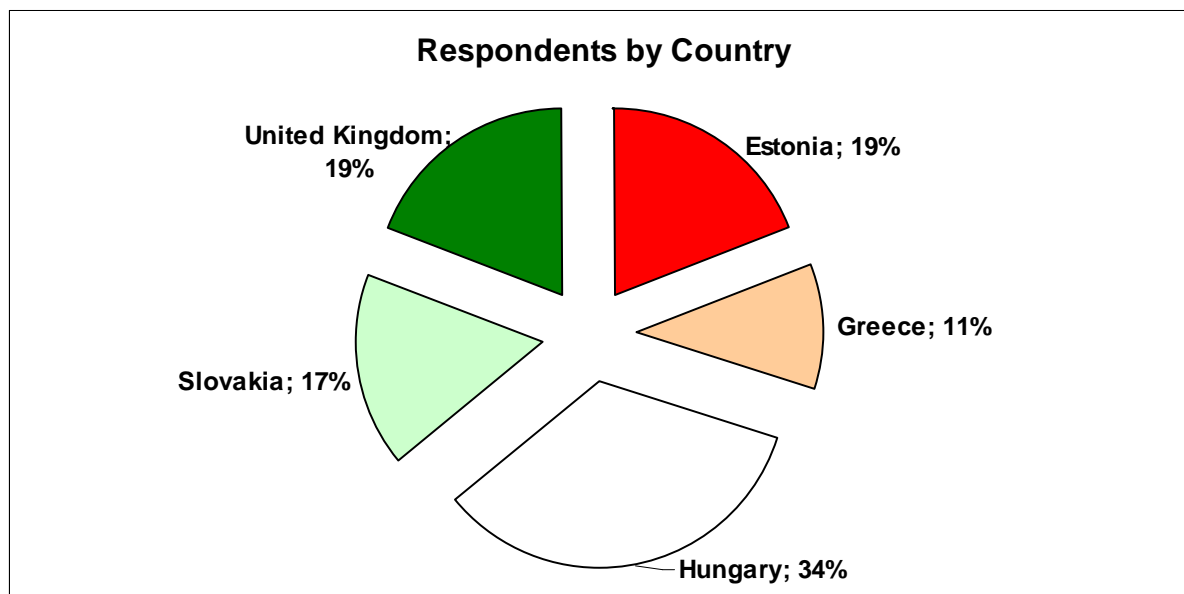


Figure 1. Hungarian respondents are slightly overrepresented in the survey.

## 2. Age

The **average age** of the respondents is **close to 27**, which derives from the fact that **older people have also participated in the survey**. At the same time, as Figure 2 shows, their participation wasn't dominant.

This **might mean two things**: there have either been **students from adult education programs** among the responders, or the respondents gave **false birth dates**.

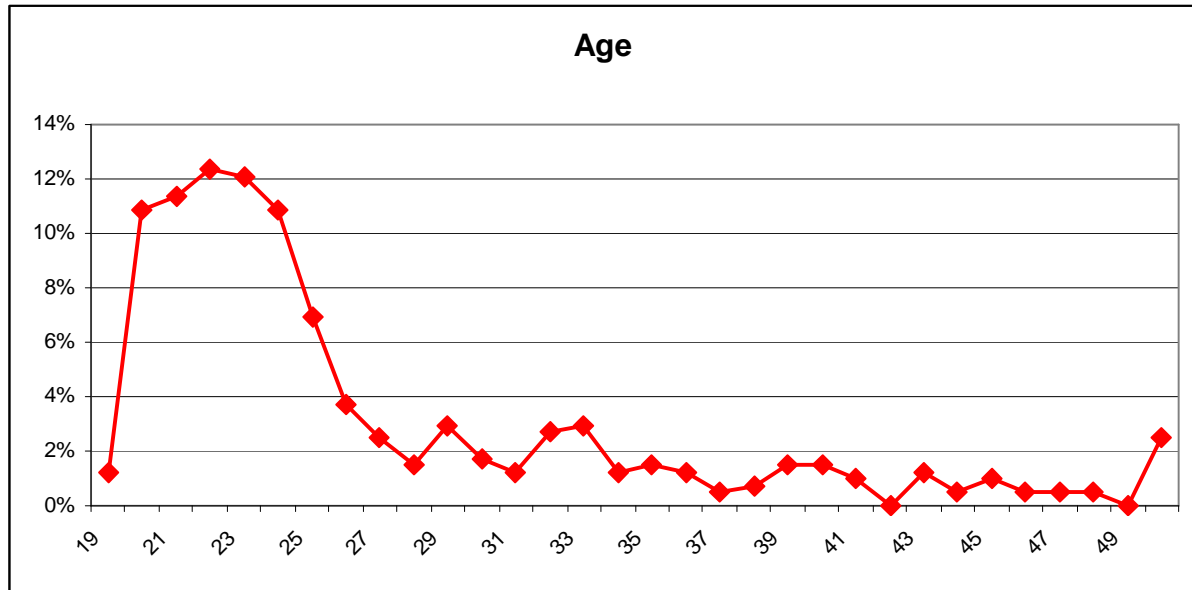


Figure 2. Average age: 26,5

### 3. Gender

The proportion of men and women participating in the survey is approximately 1:1, in other words, **both sexes have been represented almost equally** in the survey (Figure 3).

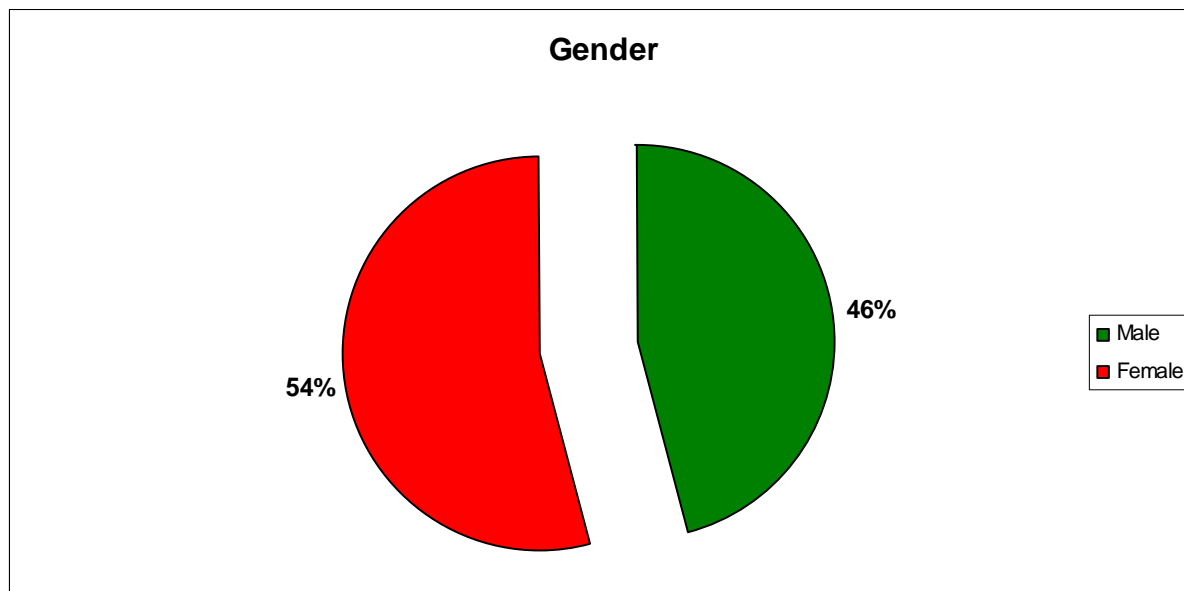


Figure 3

#### 4. Course of Study

The majority of the participants are in the middle of their studies. The average of the respondents is third year university student, shown also in Figure 4.

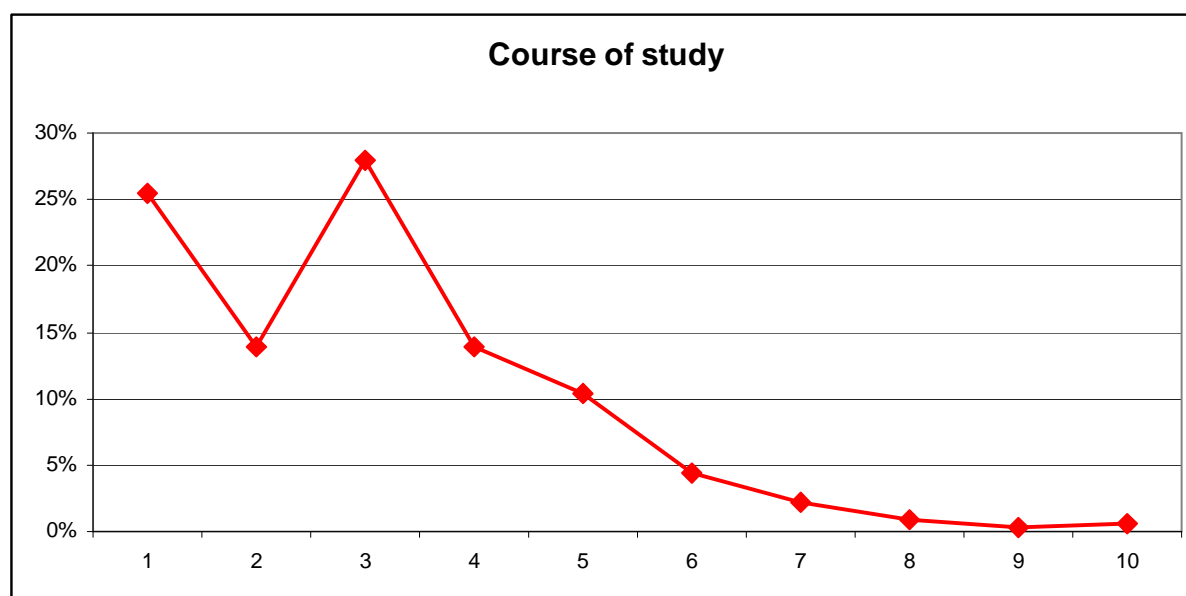


Figure 4. Mean: 3<sup>rd</sup> year

The questionnaire was filled out by students **from different universities:**

- Alexander Technological Educational Institute of Thessaloniki, **Greece**;
- Middlesex University, **England**;
- Selye János University, **Slovakia**;
- Budapest University of Technology and Economics; Corvinus University of Budapest; Szent István University, **Hungary**.
- Tallinn University of Technology, **Estonia**;

The respondents **study** at different departments: mainly **information technology** and **computer sciences**.

Some of them study **public administration, business, humanities and social sciences, economics, logistics, and marketing**.

## 5. Computer and Internet Usage

Respondents are **experienced computer and internet users**.

On the average, they have been **using computer for 8 years** and **internet for 6 years**.

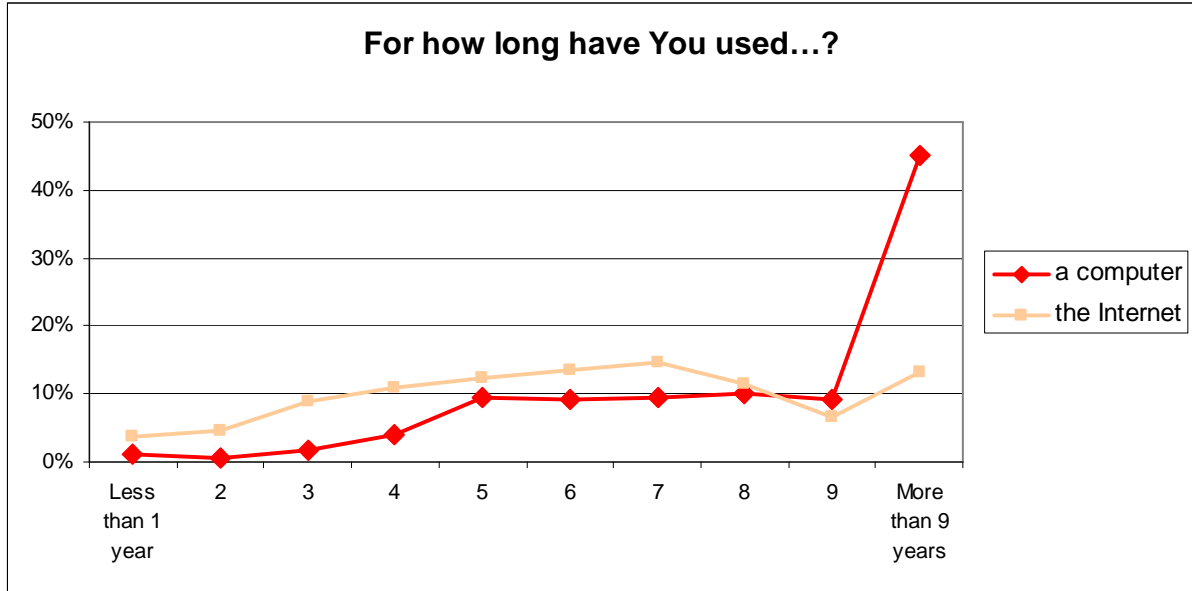


Figure 5

**Characteristics of internet usage:**

- The most frequently used service is **e-mailing** and the **activities connected to interest, entertainment and education**.
- Participants **read forums** quite often; as Figure 6 shows, half of them visit forums every day.
- The most **rarely used** internet services, which almost half (47-48%) of the respondents never use, are the financial ones (**online banking**) and the **online shopping**.

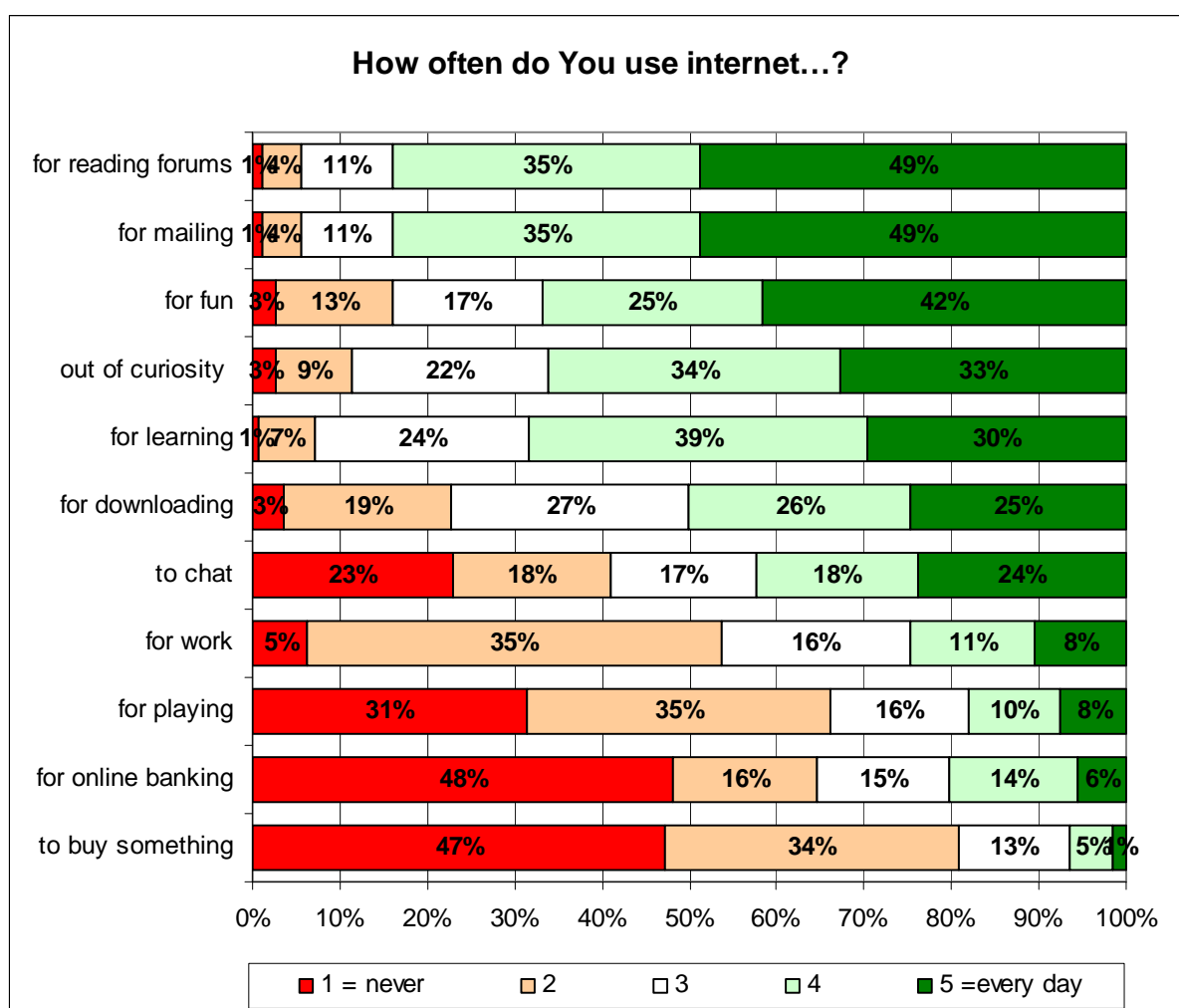


Figure 6

## 6. Primary Learning Sources

What students consider as the **most important source of information needed to their studies**. Greatest proportion of the respondents regarded the **internet and textbooks** as the **most important** sources, while **adults (parents)** and **teachers** seemed to be **less important** sources. Every **third** respondent (33%) **considered internet as the most important source of information needed to their studies**.

Importance of learning sources	1	2	3	4	5	6
Course textbook	25%	<b>27%</b>	26%	11%	18%	16%
Library	11%	15%	16%	<b>24%</b>	14%	15%
Teacher	16%	16%	16%	23%	<b>28%</b>	21%
Parents	5%	2%	6%	6%	25%	<b>33%</b>
Friend-classmate	11%	19%	13%	<b>20%</b>	3%	7%
Web pages	<b>33%</b>	20%	23%	15%	12%	9%

Figure 7

## 7. Education

Approximately **half of the respondents** (45-46%) are present in every class.

(N.B. majority of students filled out the questionnaire during lectures → data of students frequently attending classes at their university).

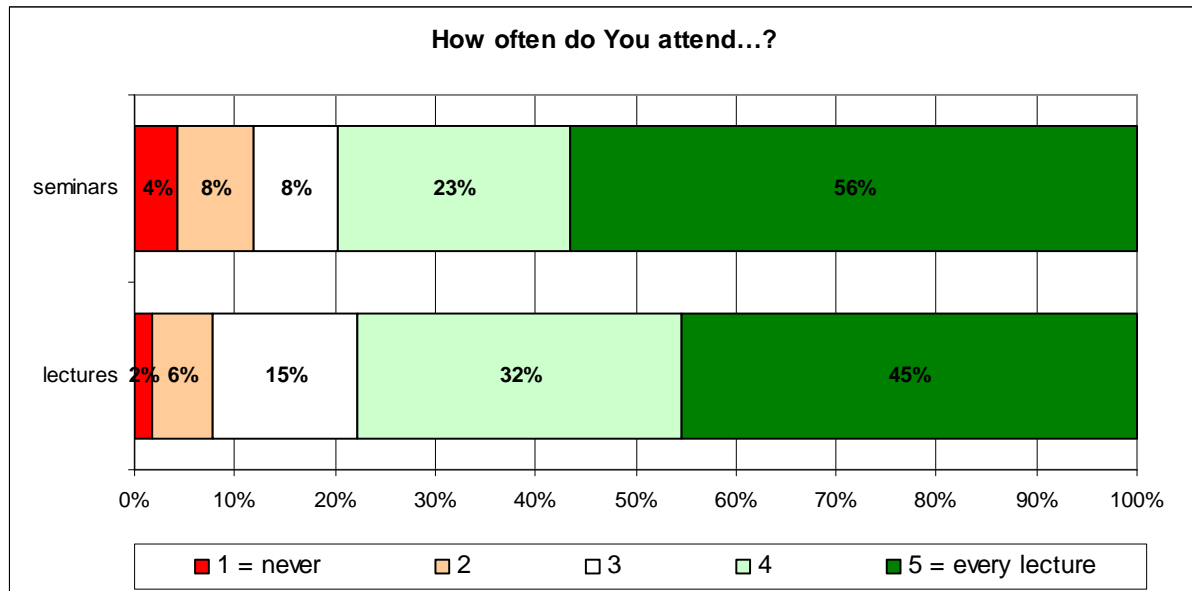


Figure 8

### ***Do you need online contact?***

Majority of students **require online contact** with their teachers and fellow students (besides personal communication).

**Half** of respondent feels it necessary to have **online communication with their teachers**.

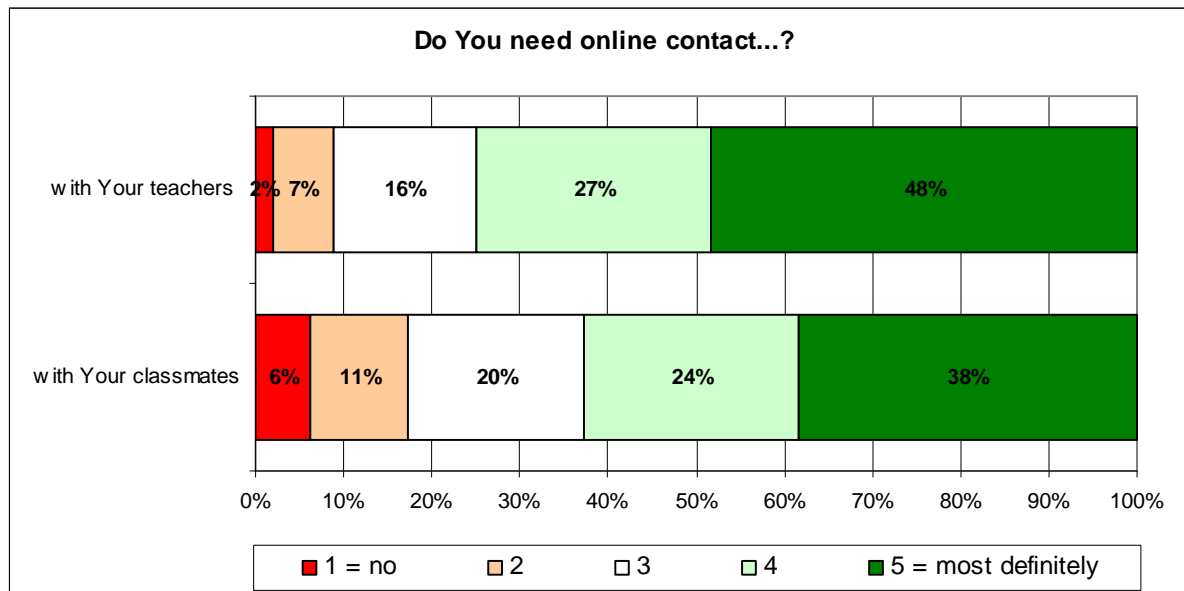


Figure 9

### ***Blended learning is most popular***

Majority of participants (63%) claimed that **conventional lectures** rounded off **with online lecture (e-learning)** would be the **most effective** form of education.

Respondents practically **rejected the online lecture in itself**.

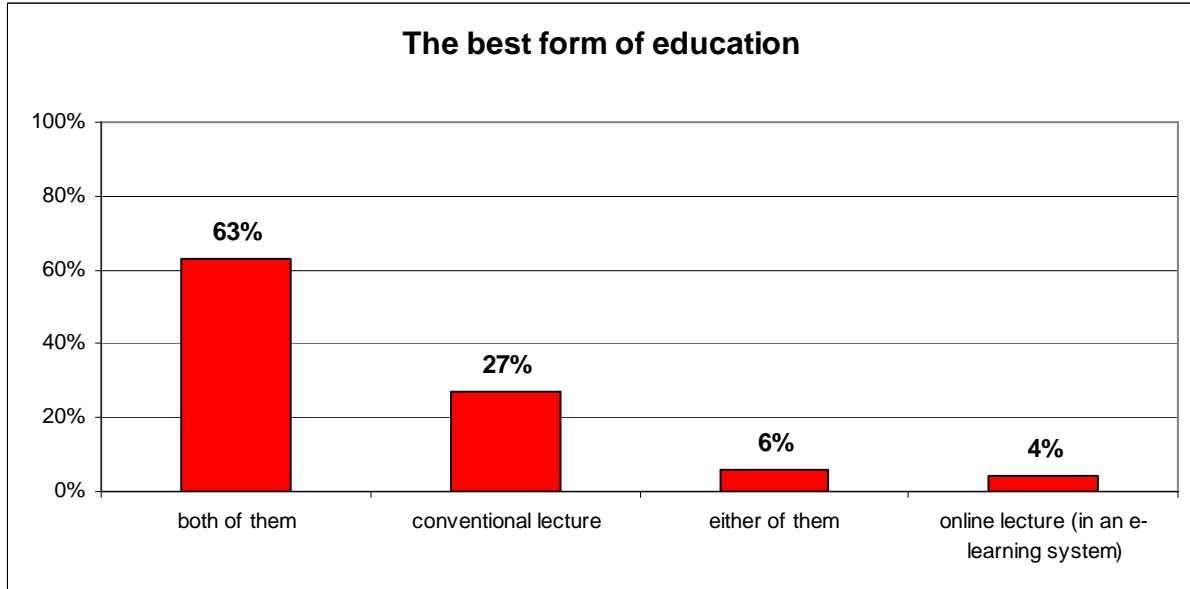


Figure 10

### **Lecture notes vs. Course books**

**Textbooks** and **university notes** of certain courses are **most usable** for students.

**Literature** on the subject **and other materials** are **less accessible**.

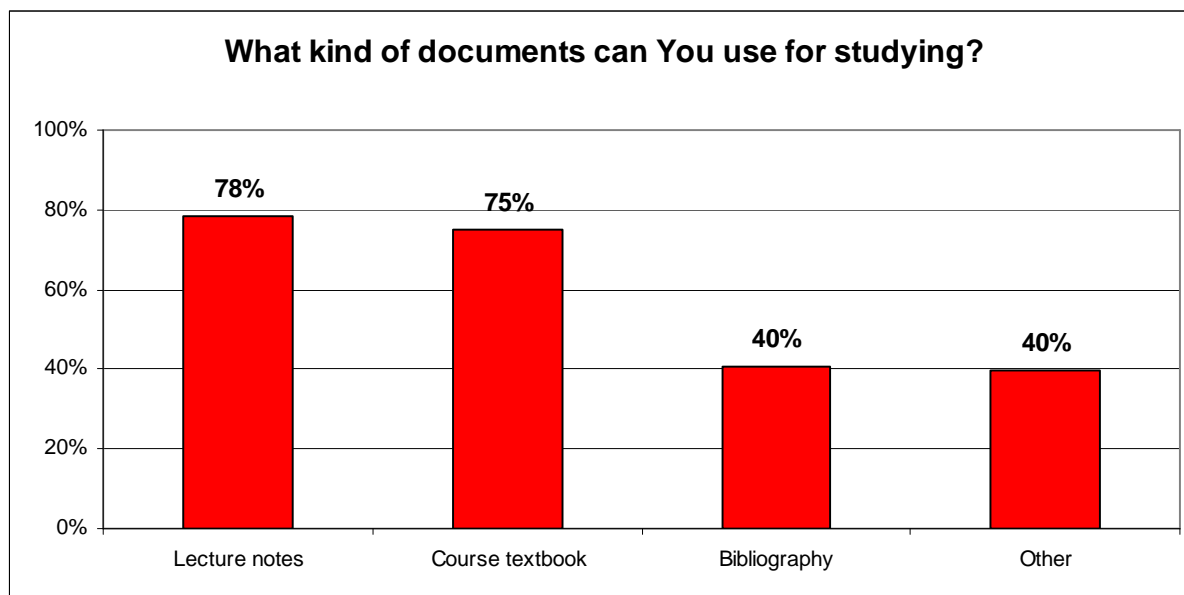


Figure 11

However, there is a slight **difference between the countries**. While in **Estonia** generally **three tools** are provided, students in **Greece and Slovakia** can get access to **less than two types** of materials (Figure 12).

Number of accessible documents	Mean
Estonia	3.0
United Kingdom	2.7
Hungary	2.1
Greece	1.9
Slovakia	1.9
<b>Total</b>	<b>2.3</b>

Figure 12

### **Online services for better education**

The **majority** of students would **demand themes of examination (85%), precise description of assumptions (73%) and online course syllabus (67%)**.

**Less** of them chose student **mailing list and forums** as important online services

Possibility of **chat does not really attract any of the respondents (16%)** (Figure 13).

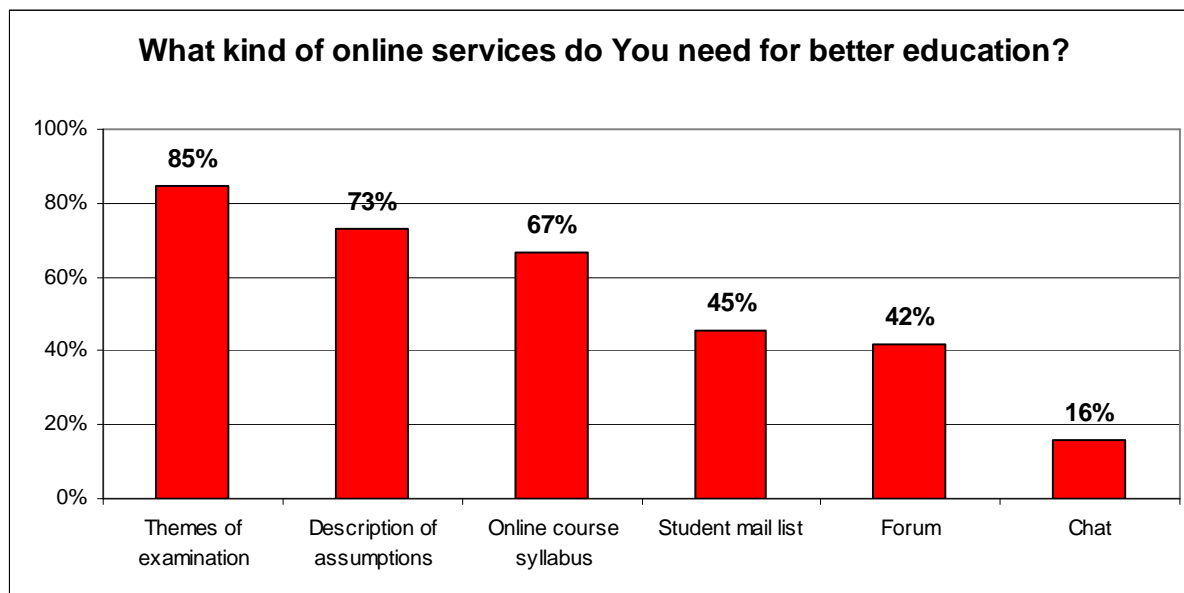


Figure 13

## 8. Information Society Studies

56% of the participants claimed to be interested in Information Society studies.

Only 14% seemed to ignore such courses.

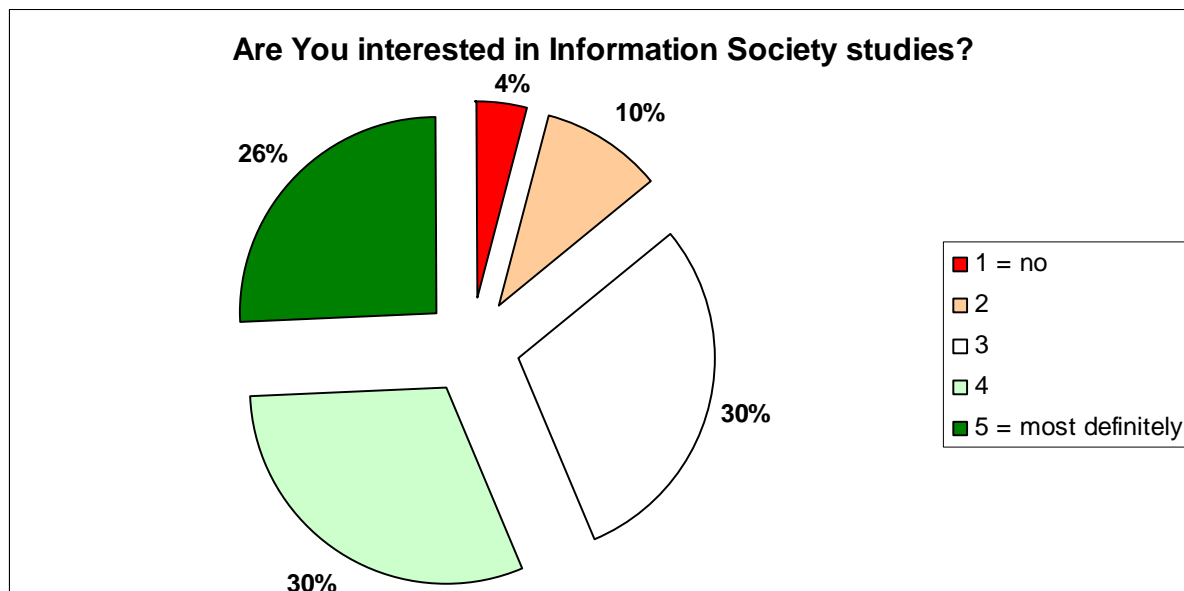


Figure 14

Estonians and Hungarians are the most interested ones, while the British seem to be the most ignorant ones.

Are You interested in Information Society studies?	Mean
Estonia	3.9
Hungary	3.8
Slovakia	3.5
Greece	3.4
United Kingdom	3.3
<b>Total</b>	<b>3.6</b>

Figure 15

### **Participation in Information Society courses**

Nearly **half** of the respondents have **participated in an Information Society course** so far. (While **82% of the Hungarian** respondents have participated in Information Society courses, this percentage is **28** in case of **Estonians**, and only **11** in case of **British students** (N.B. it is not representative!).

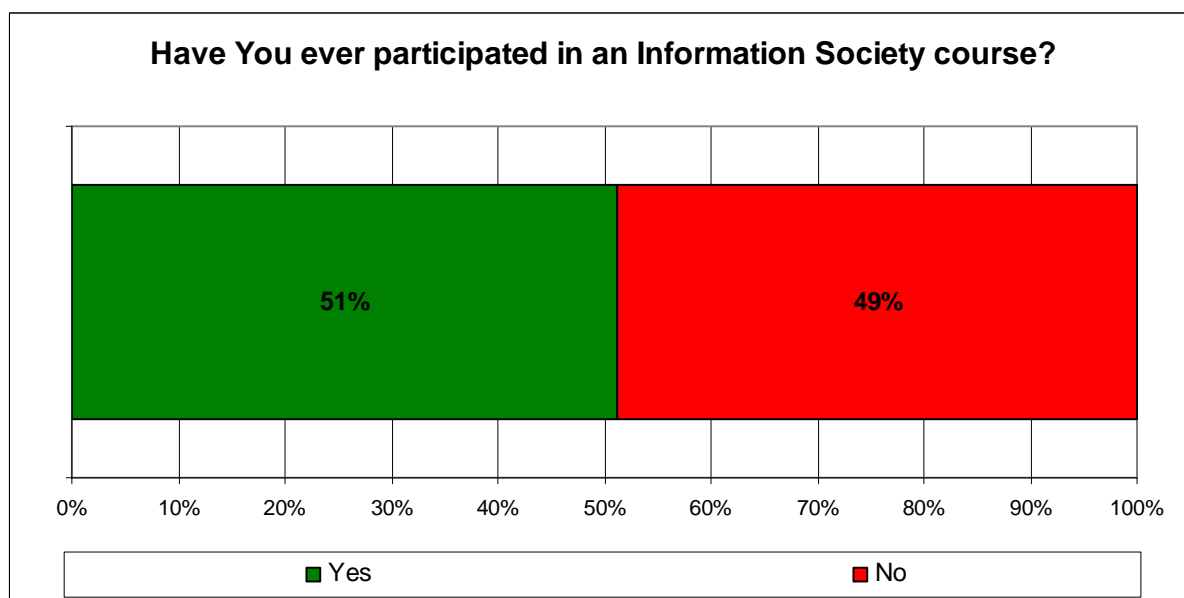


Figure 16

### Would you like a course book in Information Society?

Irrespective of having participated in Information Society courses, respondents would **generally demand a book in this topic (80%)**.

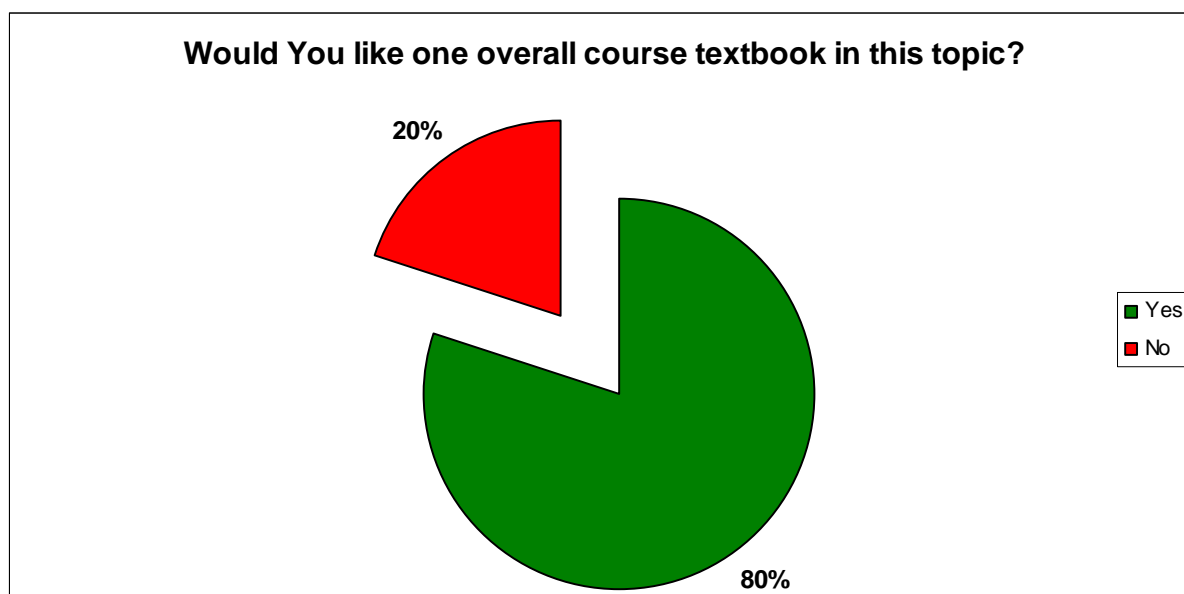


Figure 17

The breakdown of responses by country:

- **greatest need** for textbook on Information Society is most characteristic of the **Greek**, the **Slovak**, and the **Estonian students**.
- **Hungarians** and **British** are slightly **less interested** in this kind of textbook (Figure 18).

	Have You ever participated in an Information Society course?	Would You like one overall course textbook in this topic?
<b>Estonia</b>	28%	84%
<b>Greece</b>	49%	91%
<b>Hungary</b>	82%	74%
<b>Slovakia</b>	57%	85%
<b>United Kingdom</b>	11%	76%
<b>Total</b>	<b>51%</b>	<b>80%</b>

Figure 18

### **Format of text book**

The **majority** of students (61%) considered the use of **both printed and online version** as the best solution; the **rest** chose **either printed or online format in equal proportion** (Figure 19).

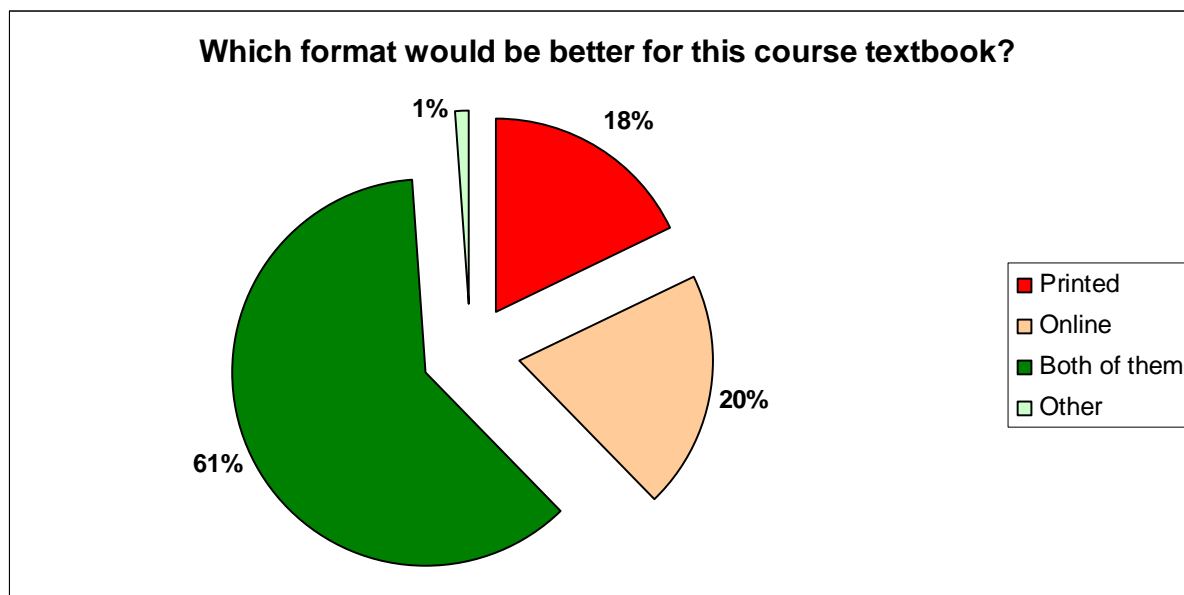


Figure 19

### Would you buy the course textbooks?

Half of the respondents would even buy the printed course textbook, while only few students would pay for the online textbook.

Nevertheless, almost every student said that they would be happy to use an online textbook without having to pay for it (Figure 20).

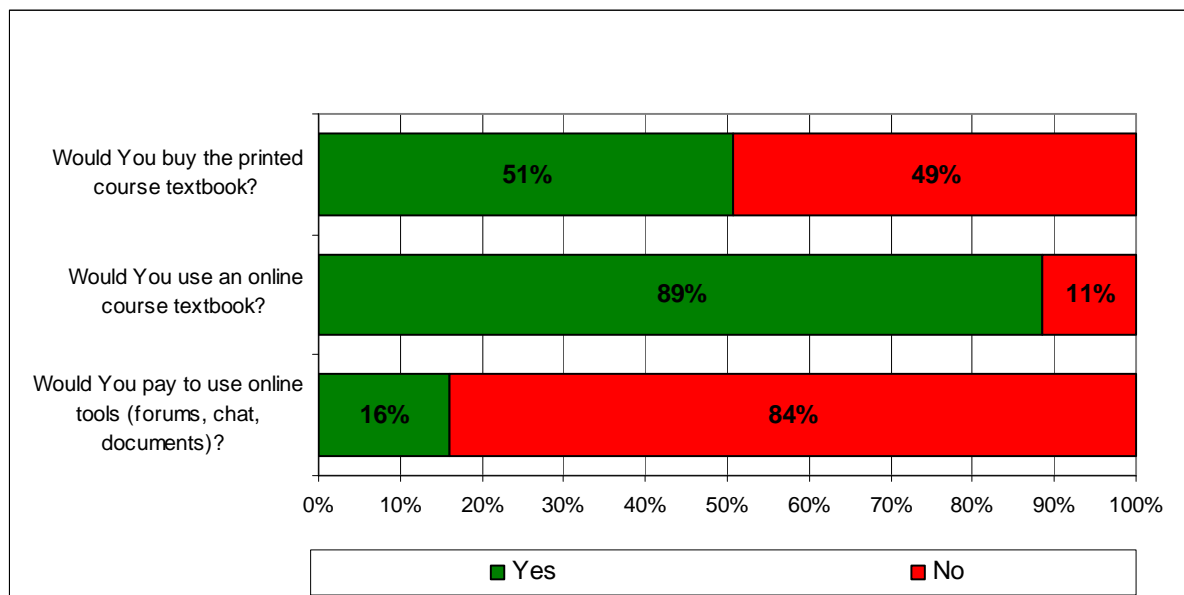


Figure 20

- **British and Slovak students** would be the most willing to buy printed textbooks.
- At the same time, the **online textbook** seems to win approval mainly among the **Hungarian and Estonian students**.
- Moreover, the **Hungarian and Slovak students** seem to be the most liable to pay for the use of online textbook (Figure 21).

	Would You buy the printed course textbook?	Would You use an online course textbook?	Would You pay to use online tools (forums, chat, documents)?
<b>Estonia</b>	39%	92%	14%
<b>Greece</b>	37%	84%	4%
<b>Hungary</b>	51%	92%	20%
<b>Slovakia</b>	61%	86%	20%
<b>United Kingdom</b>	60%	83%	15%
<b>Total</b>	<b>51%</b>	<b>88%</b>	<b>16%</b>

Figure 21

### **Would or would not use online study materials?**

#### **Yes, I would use online materials, because...**

- *“Both the continuous development of the field and the **quick reaction** to technical, social, political and economical changes demand **up-to-date e-books.**”*
- *“**Printed books are expensive** and instead of buying them, I could either print out the online material at home, or simply read it on the screen.”*
- *„**By the time a textbook is published** in Hungarian, it **gets far outdated.**”*
- *„Online material can be satisfying when **searching for smaller pieces of information.**”*
- *„I **don't like buying textbooks**, since I use them only while studying for the special course. Later on I will probably never use them again, so I prefer the **online form or simply borrowing them from the library.**”*
- *„I can **print out the online book anytime I need it.**”*

#### **I would NOT use online materials, because...**

- *“...I **don't think it is reliable.**”*
- *„I would rather **photocopy the book.**”*
- *„...it **strains my eyes more than printed books do**”*
- *„You **cannot use internet on the bus.**”*
- *„**Why reading online**, if I have all the information in a book form?”*
- *„I prefer the **conventional learning method** and I **cannot sit in front of the PC for long hours**”*
- *„If I was reduced to use online textbooks and my **computer wasn't working**, I wouldn't be able to access the material needed and couldn't do my work.”*

### ***Would or would not pay for the use of online materials?***

Typical answers:

**Yes, I would pay for online materials because...**

- *„If I set **great value** on it, **I'd pay for it.**”*
- *„Perhaps in case of downloading the lecture notes a certain fee would be agreeable, but only in that case **if it is a high-quality material** and can be also published in book format. In **other cases it wouldn't be justified, since either the student or the state pays for the education.**”*
- *„**quick** exchange of information, plus **time saving**”*

**No, I would NOT pay for online materials, because...**

- *„...**it wasn't me who paid for the complete education but the state**”*
- *„I'm used to access everything for free on the internet.”*
- *„I have **no money for that**”*
- *„**until enough information is provided for free, I wouldn't pay for it**”*
- *„there are **numerous free sources**”*

## **Conclusions**

### **1. Experienced Students:**

Participants are **experienced computer and internet users**.

The majority of the students participating in the survey **attend university lectures** and seminars.

Majority of students require **online contact with their teachers and fellow students**.

Among the **online services**, the majority of students would **demand themes of examination** (85%), precise **description of assumptions** (73%) and **online course syllabus** (67%).

### **2. Textbook is Necessary - in Both Printed and Online Form:**

Irrespective of having participated in Information Society courses, respondents would generally **demand a book in this topic**.

For the vast **majority (80%)** of the respondents a **course textbook would be very useful**.

The majority of students (61%) considered the **use of both printed and online version** as the best solution; the rest chose either printed or online format in equal proportion.

**Half** of the respondents **would even buy the printed course textbook**, while only **few students** would **pay for the online** textbook.

Nevertheless, **almost every student** said that they would be happy to **use an online textbook** without having to pay for it.

### **3. Pros and Cons – A High Degree of Awareness:**

Respondents argued mainly for the **low price**, easy **accessibility** and **practicability of the online textbooks**. They also appreciate the **up-to-dateness** and the **possibility of easy updating** of these books as well as the facility of **searching in the text**.

The main **argument against online textbooks** is that **not easy to read on the screen**. It turns out from the survey that the majority of students would **not pay for online materials**. In their opinion, access to online materials **should be free of charge**; or if tuition fee is required, it should cover all expenses including courses and materials.

### **4. Summary: blended learning based on online and printed course textbook:**

Generally, students are **conscious of the tools and methods** available and a great degree of **awareness** can be seen from their answers. After having investigated their demands it is definitely **worth providing them with both offline and online course textbooks** and having **blended learning based on these materials**.

## ***Annex 1: Country specific results***

### **Estonia**

- In Estonia, altogether 93 people filled out the questionnaire, one-fifth (19%) of all participants. The average age of the respondents is 27 and less than one-quarter of them are male (23%).
- All participants are students at the Tallinn University of Technology, where they are generally in their second or third year, studying public administration or humanities
- Respondents have been using computer for almost nine (8,7) years and internet for almost eight (7,8) years.
- They use internet mainly for mailing (79% daily), working (60% daily) and searching for other information in connection with their studies (37% daily)
- Respondents prefer textbooks or the help of professors when they are in need of some pieces of information.
- Respondents claimed to be present at most of the lectures and seminars. One third (36%) of the respondents is present at every lecture and two-fifth (42%) of them is present at every seminar.
- It turns out from the data that on the whole, they demand online communication with both their professors and their fellow students (41-45% of them would very much need this type of communication).
- The majority of respondents (60%) claim conventional lectures rounded off with online lecture being the most effective form of education.
- A vast majority of them is provided with either textbooks (93%) or lecture notes (91%) and bibliography (70%).
- Students would mostly like to have online course syllabus (85%) and online themes of examination (82%).
- A vast majority of respondents (70%) is interested in the field of Information Society; however, most of them (72%) have never participated in such course at the university.
- An overwhelming majority of the participants (84%) would be happy if textbooks on Information Society were accessible.
- Half of the respondents (46%) vote for the parallel use of printed and online materials.

- Two-fifth of the respondents (40%) would even buy the printed textbook of the actual course.
- An overwhelming majority of them (92%) would use online format too; however, only 14% of all respondents would be willing to pay for online services.

## Greece

- The smallest proportion of the respondents were from Greece (53 people altogether), approximately one-ninth (11%) of all respondents. Two-third of the participants (68%) are male, the average age of the respondents is 23,5.
- All of the respondents are students at the ATEY (Alexander Technological Educational Institute, Thessaloniki) and they study computer science. On the average, they have been studying at university for 4,5 years.
- On the average, respondents have been using the computer for almost eight (7,6) years and the internet for 6 (5,9) years.
- Greek respondents use the internet most frequently for downloading, mailing and entertainment. More than half of them (53%) use the internet for downloading on a daily basis, one-third of them (36%) use it for mailing and also one-third of them use it for entertainment purposes (33%).
- Respondents are in favor of consulting both the internet and textbooks in connection with their studies. They also consult their professors if they need some kind of information.
- Respondents claim not to be present at the majority of university lectures and seminars. Only a negligible part of them is present at every lecture and seminar (2-4%), while 77% of the students attend none or just few of the seminars. This proportion is 50% in case of lectures.
- Greek respondents demand online communication only with their fellow students (49%). On the other hand, more than three-quarter of them reject or rather ignore online communication with their professors.
- More than two-third (69%) of the respondents claim the form of both conventional and online education to be the most effective.
- Textbooks are available for more than three-quarter (77%) of the respondents, while two-third of them (64%) have university notes, as well.
- Three-quarter (74%) of the respondents would like to have online themes of examination, and almost half of them (47%) would be happy to be able to access online course syllabus as well.

- Less than two-fifth (38%) of the respondents are interested in the field of Information Society, approximately every second respondent (51%) has already participated in such course.
- An overwhelming majority (91%) of the respondents would be happy if textbooks on Information Society were accessible.
- Two-third of the respondents (67%) vote for the parallel use of printed and online materials.
- Approximately two-fifth (37%) of the respondents would even buy the printed textbook of the actual course.
- An overwhelming majority of the participants (87%) would use online format too; however, only 4% of all respondents would be willing to pay for online services.

## Hungary

- Most respondents to the survey have been from Hungary (165 people altogether), one-third (34%) of all participants. The average age of the respondents is 30, and three-fifth (62%) of them are female.
- Two-fifth of the Hungarian respondents are students at the Szent István University, one-third of them are students at the Corvinus University of Budapest, and the rest is studying at the Budapest University of Technology and Economics. Most of the respondents study information technology (Informatics in economics, Informatics librarian training) and on the average, they have been studying at university for four (3,9) years.
- Respondents have been using the computer for eight (8,3) years and the internet for six (5,9) years.
- They use the internet mainly for mailing (48% on a daily basis), for finding information in connection with their interests (40% on a daily basis) and as an important source of information needed to their studies (33% on a daily basis).
- Half of the Hungarian participants (51%) consult the internet first when they need some pieces of information, and only after consulting the internet will they go to libraries or look up the information in textbooks.
- Half of the respondents (49%) claim to be present at every lecture, and three-fifth (60%) of them claim to be present at most of the seminars.
- It turns out from the data, that on the whole, respondents would be in need of online communication. One-third of them (33%) would demand online communication with their professors, and three-fifth (60%) of them would demand online communication with their fellow students.
- Almost three-quarter (72%) of the respondents claim conventional lectures rounded off with online lecture being the most effective form of education.
- The majority of the respondents are provided with lecture notes (70%) and more than half of them are provided with textbooks (56%).
- Most of the students would be happy to be able to access online themes of examination (92%), description of assumptions (90%) and online course syllabus (73%).
- The majority of the participants (63%) is interested in the field of Information Society, most of them (82%) have already participated (or would like to participate) in such course.

- Three-quarter of the respondents (74%) would be happy if textbooks on Information Society were accessible.
- Almost three-quarter of the participants (71%) vote for the parallel use of printed and online materials.
- Half of the respondents (51%) would even buy the printed textbook of the actual course.
- An overwhelming majority of the participants (92%) would use online format, too; one-fifth (20%) of all respondents would be willing to pay for online services.

## Slovakia

- In Slovakia, 82 people have filled out the questionnaire, 17% of all respondents.
- The Slovak respondents are all students at the Selye János University, they are equally male and female. Most of them are 21-22 years old, and have been studying at university for one year (75%) or two years (21%).
- According to the data, the Slovak participants are experienced computer and internet users; on the average, they have been using the computer for seven years and the internet for four years.
- More than one-third (35,4%) of the Slovak students consult the internet sites first, their fellow students (28%) secondly and only thirdly the professors (22%).
- More than half of the Slovak students (57%) claim to be present at every university lecture, while 80% of them claim to be present at every seminar.
- On the average, respondents are in need of online communication with both their fellow students and with their professors. Half of the participants would definitely need this type of communication with their fellow students, while this proportion is slightly more than one-quarter (27%) in connection with their professors.
- Slovak students can access lecture notes more easily than textbooks; while 77% of the participants can access lecture notes, only 63% of them can access textbooks.
- The access of online themes of examination would be essential for 90% of the students, while online course syllabus is important for only 31% of them.
- Interestingly enough, in spite of the fact that Slovak students seem to be in need of online communication, less than two-fifth (38%) of the respondents would feel a student mailing list important.
- Half of the students (49%) claim conventional lectures rounded off with online lecture being the most effective form of education. A smaller group voted for the sole use of conventional form of education, while this proportion is only 2% in case of online education.
- Three-quarter (76%) of the students would be happy to be able to access textbooks on Information Society.
- More than half of the participants (56%) claim that the best solution would be the simultaneous use of printed and online textbooks. However, only half of the students

(52%) would buy the printed textbook of the actual course, while more than three-quarter (77%) of them would definitely use the online textbook.

## United Kingdom

- Altogether 94 people filled out the questionnaire in the United Kingdom, one-fifth (19%) of all respondents.
- The questionnaire was filled out by the students of the Middlesex University Hendon Campus. The majority of the respondents (95%) have been studying at the university for 2-3 years, most of them are in their twenties and two-third of them are male.
- All of the British respondents are obviously experienced computer and internet users; on the average, they have been using the computer for 8,5 years and the internet for seven years. Most of them study either computer sciences or information technology.
- 77% of the students have never participated in any kind of course in connection with Information Society; they did not seem to be too enthusiastic about Information Society either. One-third of the students ranked their interest in the topic of Information Society as ‘medium’ on a five-level scale.
- When learning, the respondents mainly consult textbooks (31%), professors (29%) and different internet sites (18%).
- 60% of the students are present at every lecture, while this proportion is even higher concerning seminars (75%).
- The demand for online communication with the professors is similarly high (75%). Interestingly enough, only half of the respondents feel the online communication with the fellow students important.
- 99% of the students can access textbooks easily; this proportion is 90% in case of lecture notes, while bibliography is available for only 28% of the respondents.
- According to the British respondents the best form of education would be the simultaneous application of conventional and online training (59%). Only the one-quarter of the students (27%) find the form of conventional education satisfying. The form of online education in itself would be satisfactory for 5% of the students.
- An overwhelming majority of the students (90%) would be happy if textbooks on Information Society were accessible.
- Three-fifth (61%) of the participants vote for the parallel use of printed and online materials.

- Half of the students (52%) would pay for printed textbooks, while three-quarter of them (77%) would also use online textbooks. However, only few participants (14%) would be willing to pay for online services.

## ***Annex 2: Questionnaire***

The questionnaire of the student survey was available in English and Hungarian languages. Both versions contained the same questions hence we introduce here only the English version:<sup>1</sup>

### **Leonardo project – demands survey**

#### **NETIS (Network for Teaching Information Society) student's questionnaire 2006-2007**

The Information Society Research Institute of Budapest University of Technology and Economics runs a joint project with its international partners on teaching information society under the Leonardo Da Vinci programme (called NET-IS – Network for Teaching Information Society).

This survey aims to assess student's needs and attitudes towards an information society course and its materials (e.g. course textbook). Please help us with your answers and fill the questionnaire.

Participation in this survey is voluntary and anonymous. We analyse the aggregated data and do not give any survey data to third parties.

The survey shouldn't take more than 10 minutes of your time. If you have any question or comment, please do not hesitate to contact the project coordinator Robert Pinter ([pinter.robert@ittk.hu](mailto:pinter.robert@ittk.hu)) or the survey programmer Arpad Rab ([rab.arpad@ittk.hu](mailto:rab.arpad@ittk.hu)).

Thank you for your participation.

*There are 36 questions in this survey.*

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<sup>1</sup> See: <http://www.ittk.hu/survey/index.php?sid=2>.

01: In which country is Your university? Please choose only one of the following:

- Austria
- Belgium
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Latvia
- Lithuania
- Luxembourg
- Malta
- Poland
- Portugal
- Slovakia
- Slovenia
- Spain
- Sweden
- The Netherlands
- United Kingdom

02: For how long have You used a computer? Please choose only one of the following:

- less than 1 year
- for 2 years
- for 3 years

- for 4 years
- for 5 years
- for 6 years
- for 7 years
- for 8 years
- for 9 years
- more than 9 years

03: For how long have You used the Internet? Please choose only one of the following:

- less than 1 year
- for 2 years
- for 3 years
- for 4 years
- for 5 years
- for 6 years
- for 7 years
- for 8 years
- for 9 years
- more than 9 years

04: How often do You use internet for fun? 1 point - never. 5 point - every day

05: How often do You use internet for learning? 1. point - never 5. point - every day

06: How often do You use internet for work? 1. point - never 5. point - every day

07: How often do You use the Internet out of curiosity? 1. point - never 5. point - every day

08: How often do You use internet for playing? 1. point - never 5. point - every day

09: How often do You use internet for mailing? 1. point - never 5. point - every day

10: How often do You use internet to chat? 1. point - never 5. point - every day

11: How often do You use internet for reading forums? 1. point - never 5. point - every day

12: How often do You use internet for online banking? 1. point - never 5. point - every day

13: How often do You use internet to buy something? 1. point - never 5. point - every day

14: How often do You use internet for downloading? 1. point - never 5. point - every day

15: Please rank Your learning-sources in order of importance. Please number each box in order of preference from 1 to 6.

- Course textbook
- Library
- Teacher
- Parents
- Friend-classmate
- Web pages

16: How often do You attend lectures? 1. point - never 5. point - every lecture

17: How often do You attend seminars? 1. point - never 5. point - every seminars

18: Do You need online contact with Your classmates? 1. point - no 5. point - most definitely

19: Do You need online contact with Your teachers? 1. point - no 5. point. - most definitely

20: Which one is the best form of education? Please choose only one of the following:

- conventional lecture
- online lecture (in an e-learning system)
- either of them
- both of them

21: What kind of documents can You use for studying? Please choose all that apply:

- Course textbook
- Lecture notes
- Bibliography
- Other

22: What kind of online services do You need for better education? Please choose all that apply:

- Online course syllabus
- Description of assumptions
- Themes of examination
- Student mail list
- Forum
- Chat

23: Are You interested in Information Society studies? 1. point - no 5. point. most definitely

24: Have You ever participated in an Information Society course? Please choose only one of the following:

- Yes
- No

25: Would You like one overall course textbook in this topic? Please choose only one of the following:

- Yes
- No

26: Which format would be better for this course textbook? Please choose only one of the following:

- Printed
- Online
- Both of them

- Other

27: Would You buy the printed course textbook? Please choose only one of the following:

- Yes
- No

28: Would You use an online course textbook? Please choose only one of the following:

- Yes
- No

29: Explain Your answers to questions 27 and 28 please.

30: Would You pay to use online tools (forums, chat, documents)? Please choose only one of the following:

- Yes
- No

31: Please explain Your answer to question 30:

32: Name of Your university? Please write your answer here:

33: Your gender?

34: Your date of birth?

35: Your course of study?

36: Your department?