

SPEAK UP WEEK 2022 PUBLIC REPORT

Written by Friedrich Krentz

Project conducted by Emelie Westberg, Michelle Sandberg, Nadina Ibragimova, Avantika Ananthakrishnan and Friedrich Krentz

Contact details: suw@foreningenekonomerna.se

Introduction

Speak Up Week is an annual event arranged by the Education Committee of Föreningen Ekonomerna, the Business Association at Stockholm University. The project aims to collect information and opinions about the quality of education and student life from students at Stockholm Business School. With the responses, the survey seeks to enhance the experience for all students. The survey was solely conducted online and was open from April 18, 2022, to April 24, 2022. It was made with the help of Typeform.

The report is to be presented to the Education Council of Stockholm Business School, relevant members of Stockholm Business School and the public through newsletters and social media channels that belong to Föreningen Ekonomerna. The report for the public was redacted so that comments in the section under attachments could not be traced back to any person, course or programme.

Participants

The survey got 402 responses. Out of them, 393 responded that they are students at Stockholm Business School. This is more than 11% of all students at Stockholm Business School. Therefore, this survey has enormous meaningfulness as it represents with significance students at Stockholm Business School. In the report, only the 393 students are displayed.

Structure of the Report

The following section focuses on the outcomes of the survey.

- Generic Questions
- Quality of Education
- Reasons for Choosing Stockholm Business School
- Quality of Student Life
- Comments from Participants

This section points out how different groups of people have answered certain questions.

- Sexism
- Ageism
- International Students

The final part of the report offers insights about the outcomes and attaches all comments.

- Author's Comments
- Attachments

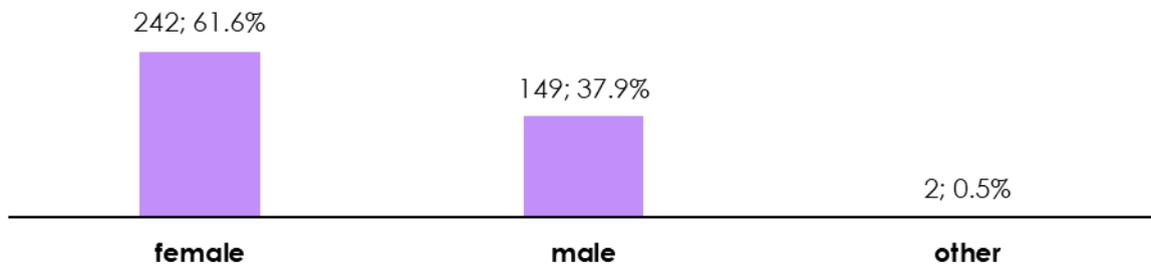
In the following section, questions that are marked in bold are precisely the questions that were asked in the survey. Questions labelled additionally with '*' were necessary to answer.

The number of comments only includes valid comments, e.g., comments that only consist of the word 'no' were not included in the count and are not displayed. All comments can be found at the end of the document under attachments.

Generic Questions

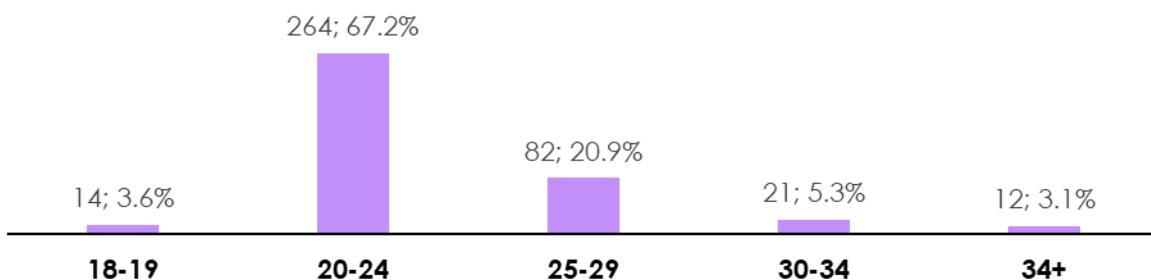
What is your sex?*

Participants could choose between 'female', 'male' and 'other'.



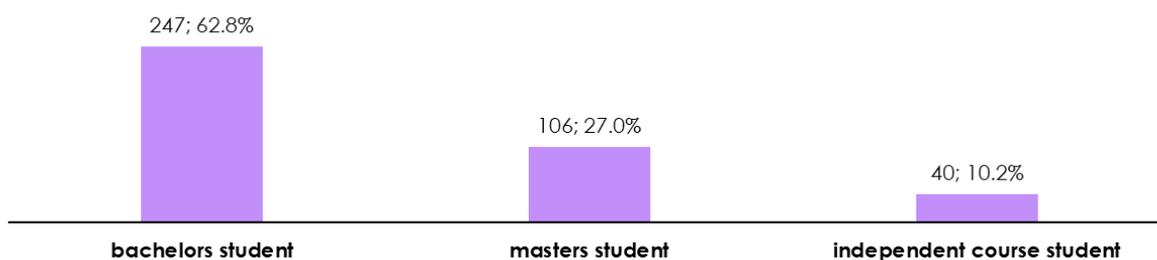
How old are you?*

Participants were free to type in their age.



What applies to you?*

Participants could choose between 'bachelors student', 'masters student' and 'independent course student'.



Are you an exchange student?*

Participants could choose between 'no' and 'yes'.



Did you move to Sweden because of your studies?*

Participants could choose between 'no' and 'yes'.



Do you have to pay tuition fees?*

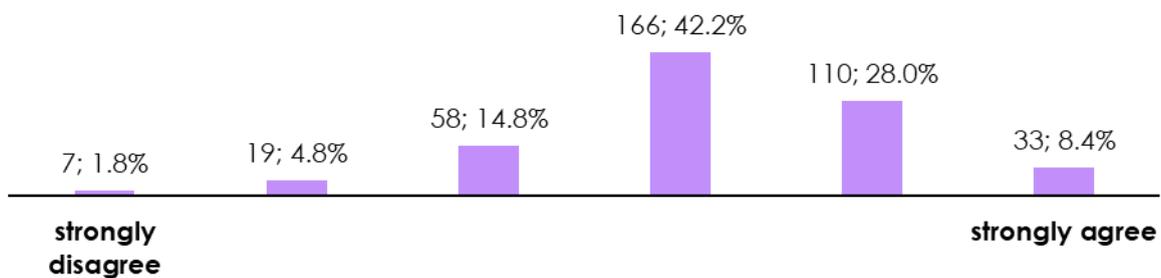
Participants could choose between 'no' and 'yes'.



Quality of Education

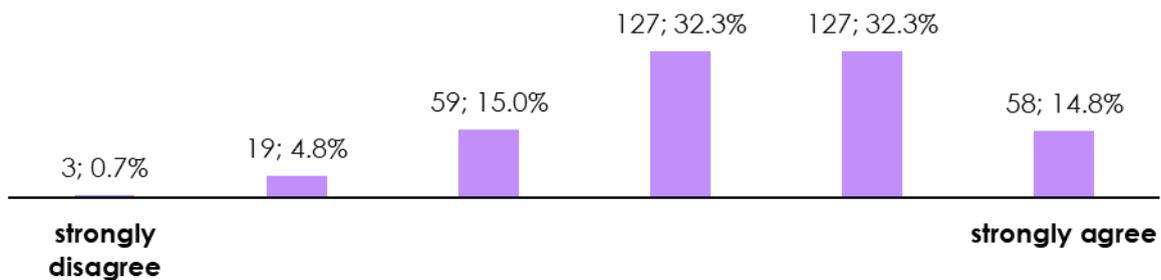
Your education at SBS is interdisciplinary, creative and challenges traditional assumptions.*

This question is a quote taken from the SBS website. Participants could choose from 1 labelled 'strongly disagree' to 6 labelled 'strongly agree'. The average for this question is 4.2.



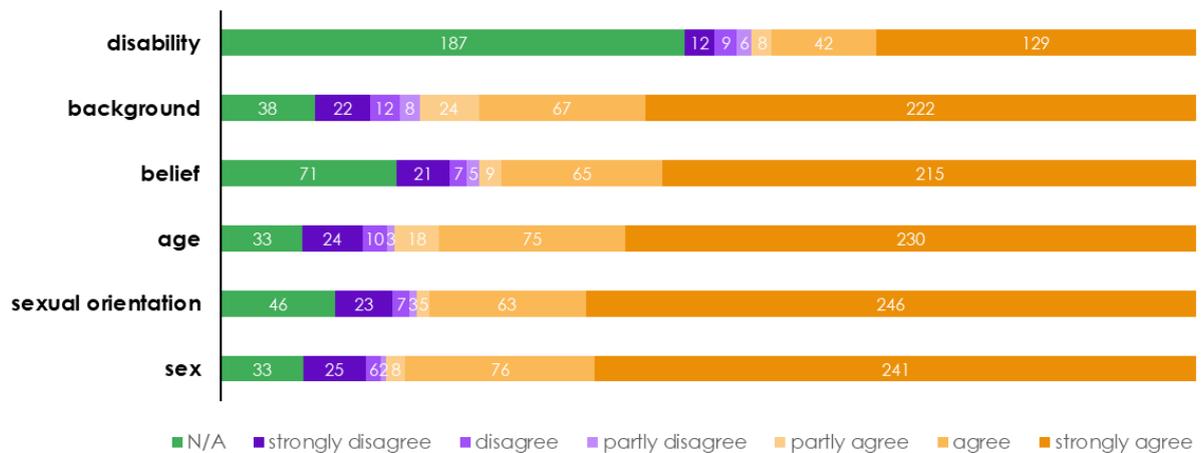
Your education at SBS provides a solid platform for a career within international business, NGOs and public sector organisations, in Sweden and abroad.*

This question is a quote taken from the SBS website. Participants could choose from 1 labelled with 'strongly disagree' to 6 labelled 'strongly agree'. The average for this question is 4.3.



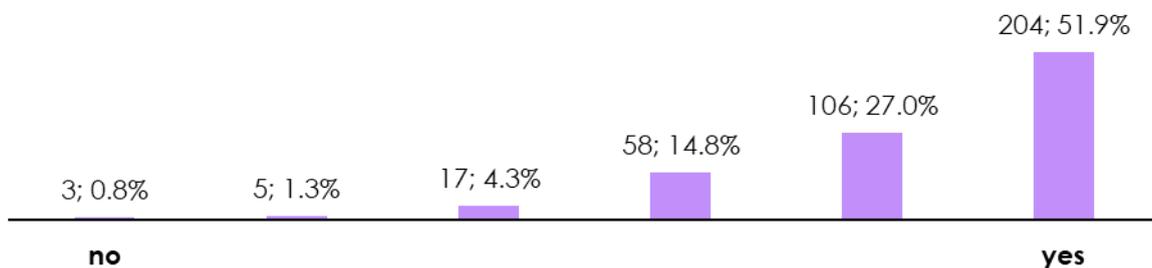
I feel safe and fairly treated concerning my ...*

This section consists of a matrix question where students could choose between 'N/A', 'strongly disagree', 'disagree', 'partly disagree', 'partly agree', 'agree' and 'strongly agree'. The topics covered 'sex', 'sexual orientation', 'age', 'belief', 'background' and 'disability'. The topic that covers 'sex' does not include the participants that chose 'other' in the generic question 'What is your sex?' as of protection. Their answers could be traced back to the section about sexism.



Do you like Albano?*

Participants could choose from 1 labelled with 'no' to 6 labelled 'yes'. The average for this question is 5.2.

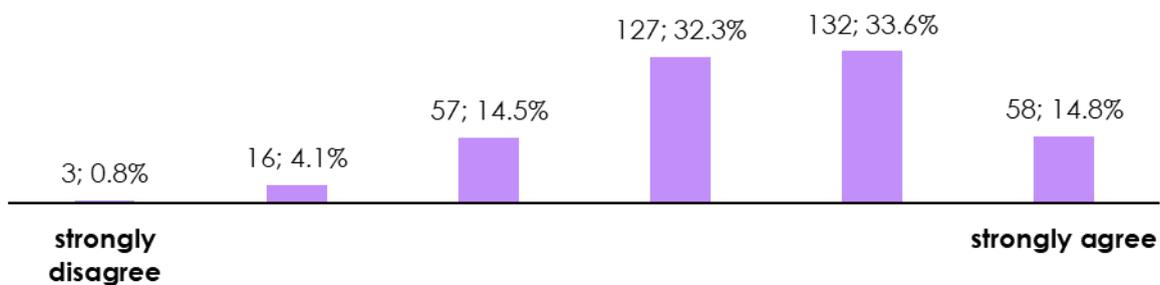


What improvements do you wish for Albano?

All students who answered 'Do you like Albano?' with 1, 2, 3 or 4 were led to this follow-up question. This question consists of a free text field, where students could write in any wishes. Out of 83 students that had the chance to use this opportunity, 57 wrote a comment. The comments can be found under attachments on page 16.

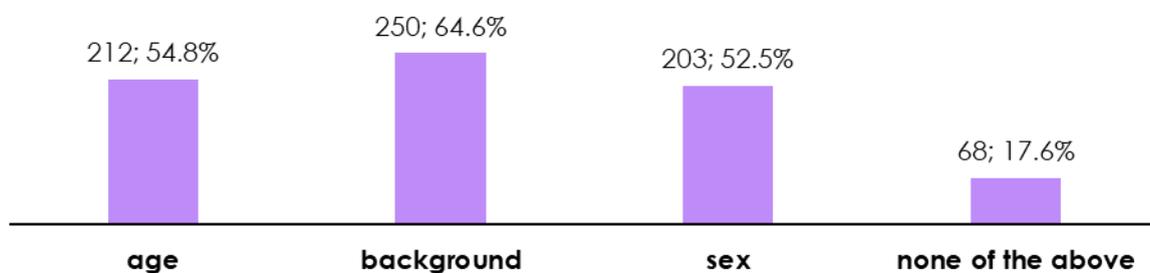
My course instructors (e.g., professors, seminar teachers) are highly skilled to teach students.*

Participants could choose from 1 labelled with 'strongly disagree' to 6 labelled 'strongly agree'. The average for this question is 4.4.



My course instructors (e.g., professors, seminar teachers) are diverse in terms of ...*

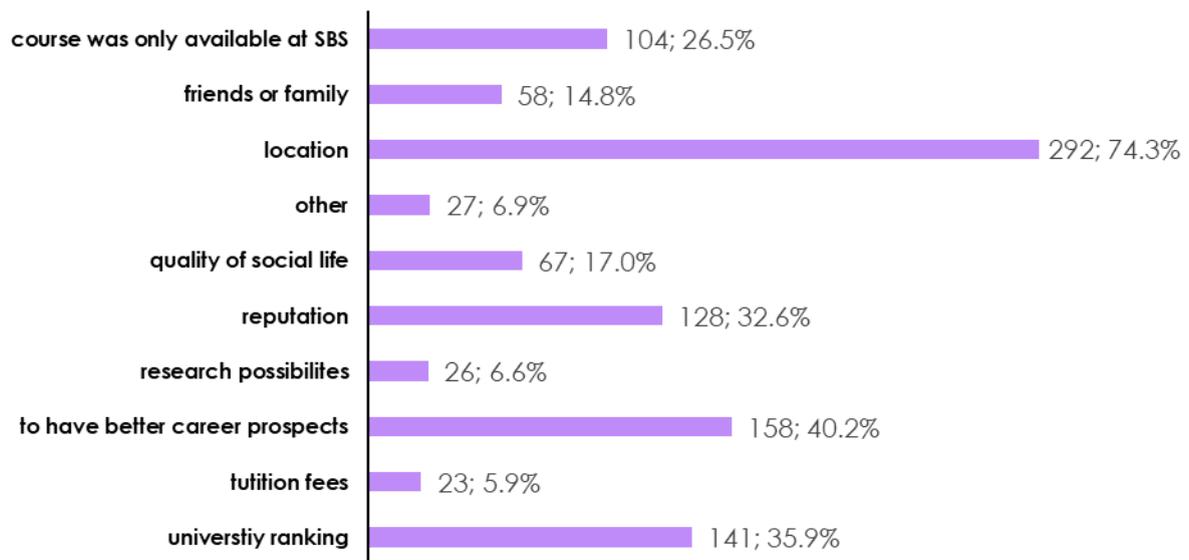
Participants could choose 'age', 'background' and 'sex'. They could select one or more options. Furthermore, they had the option to choose 'none of the above'. Six students chose 'none of the above' and one or more of the other options. Those students are not represented in the chart as it is not clear which options they have chosen.



Reasons for Choosing Stockholm Business School

What are your main reasons for choosing SBS?*

Participants could choose 'course was only available at SBS', 'friends or family', 'location', 'other', 'quality of social life', 'reputation', 'research possibilities', 'to have better career prospects', 'tuition fees' and 'university ranking'. They could choose one or more options.



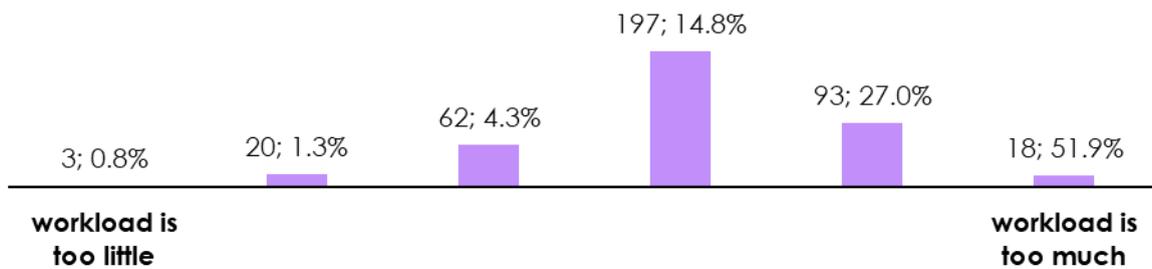
What are additional reasons for choosing SBS?

All students who answered 'What are your main reasons for choosing SBS?' with 'other' were led to this follow-up question. This question consists of a free text field, where students could write in any reasons. Out of 27 students that had the chance to use this opportunity, 20 wrote a comment. The comments can be found under attachments on page 18.

Quality of Student Life

How challenging are your courses?*

Participants could choose from 1 labelled 'workload is too little' to 6 labelled 'workload is too much'. The average for this question is 4.0.



I have a supportive social circle around me at SBS.*

Participants could choose between 'no' and 'yes'.



Would you like more social activities?*

Participants could choose between 'no' and 'yes'.



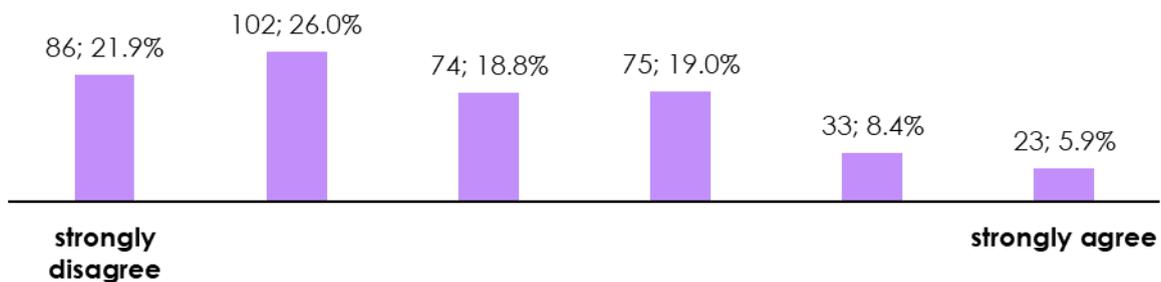
Do you have any suggestions for social activities?

All students who answered 'Would you like more social activities?' with 'yes' were led to this follow-up question. This question consists of a free text field, where students could write in any suggestions. Out of 287 students that had the chance to

use this opportunity, 154 wrote a comment. The comments can be found under attachments on page 19.

I am worried about my financial situation.*

Participants could choose from 1 labelled 'strongly disagree' to 6 labelled 'strongly agree'. The average for this question is 2.8.



Comments from Participants

Do you have any comments about a certain course, teacher, communication or structure of your programme etc. that you wish to share?

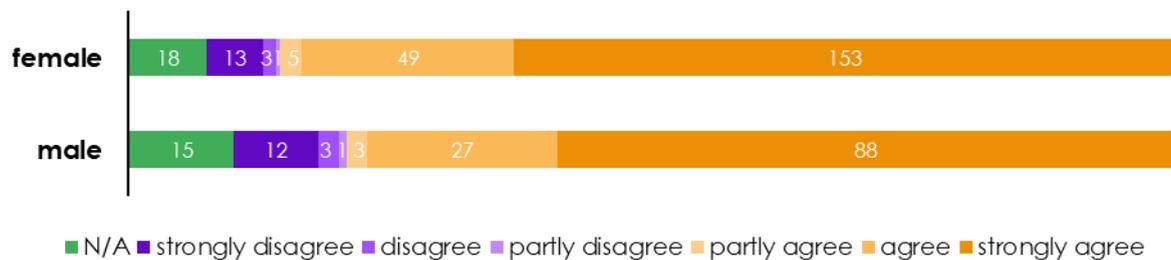
This question consists of a free text field, where students could write in any comments. 134 wrote a comment. The comments can be found under attachments on page 26.

Would you like to mention any other information that could be of use for improving the education and student life for students at SBS?

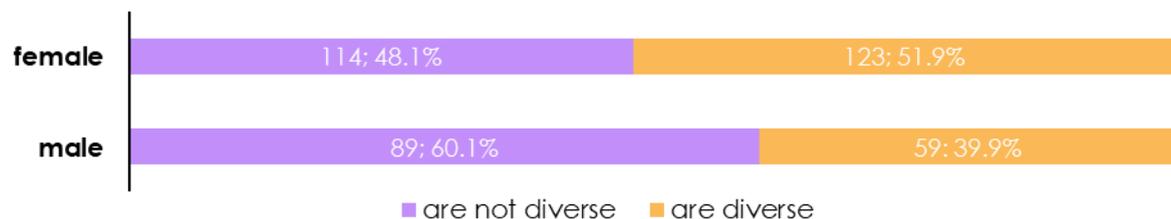
This question consists of a free text field, where students could write in any comments. 121 wrote a comment. The comments can be found under attachments on page 39.

Sexism

The information for this section is taken from the generic question ‘What is your sex?’ and the matrix questions, more particularly the topic of ‘I feel safe and fairly treated concerning my sex.’ The division of the participants happens into ‘female’ and ‘male.’ The option ‘other’ is not included in the chart as of protection to not track back their answers.

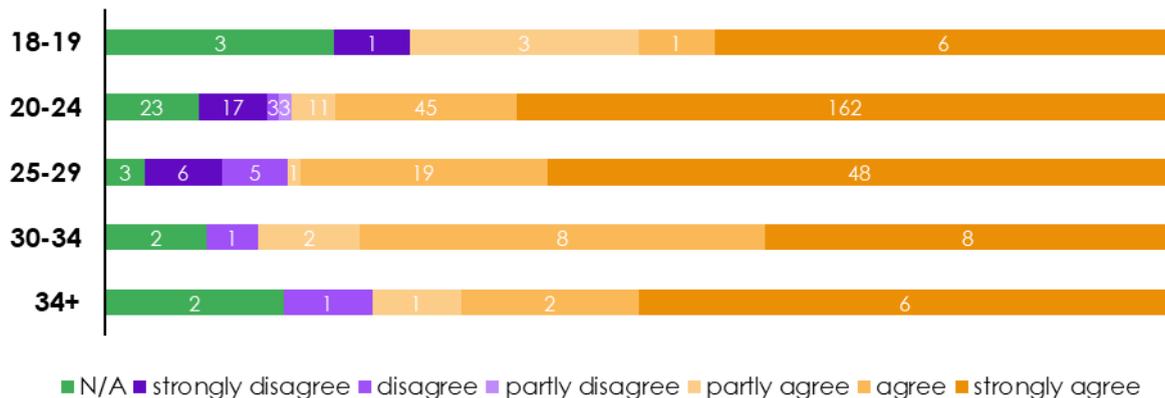


The following information is taken from the above-mentioned generic question and the questions about ‘My course instructors (e.g., professors, seminar teachers) are diverse in terms of ...’ more specific the topic about sex.



Ageism

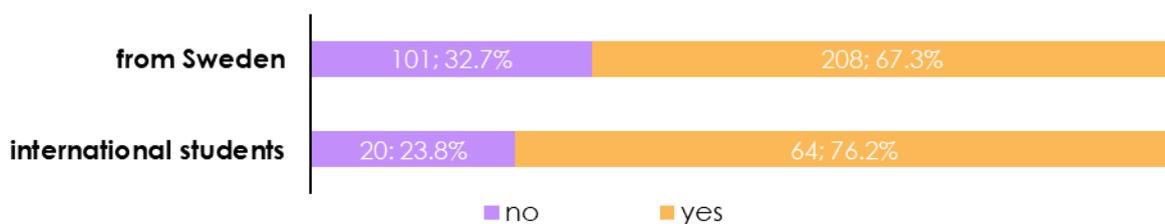
The information for this section is taken from the generic question 'How old are you?' and the matrix questions, more particularly the topic of 'I feel safe and fairly treated concerning my age.'. The division of the participants happens from '18-19', '20-24', '25-29', '30-34' to '34+'.



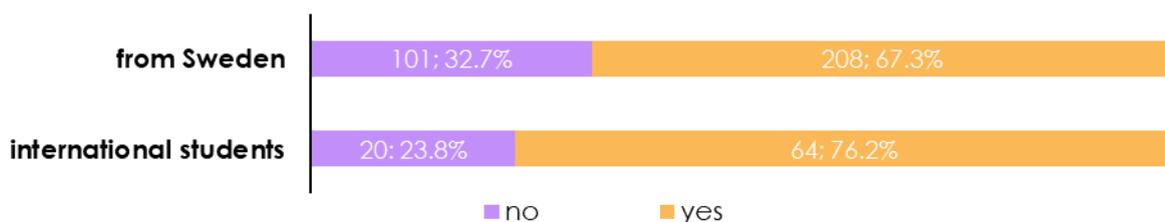
International Students

International students are participants that answered the generic question 'Did you move to Sweden because of your studies?' with 'yes'.

I have a supportive social circle around me at SBS.*



Would you like more social activities?*



Author's Comments

Speak Up Week 2022 was a great success. We could attract more than 11% of students at Stockholm Business School to answer the survey because of functioning group work. Michelle Sandberg and Nadina Ibragimova were the marketing managers and created a broad marketing strategy. We could reach out to students through online channels like Instagram, Facebook, and the learning platform Athena. The posters and our live presence at Albano additionally assisted in attracting new responses. Here the thanks goes to Avantika Ananthakrishnan. Besides that, a vital factor for answering the survey was the high appeal of the seven prizes we could distribute. Emelie Westberg organised the valuable raffle. Through the budget that Stockholm Business School kindly provided, we had the opportunity to choose the high quality and quantity of prizes, which led directly to a high response rate.

In the following section, the focus lies on the survey's crucial insights.

The part on the quality of education in the survey began with two quotes directly taken from the Stockholm Business School's website, which are advertisements to attract new students. Both of them generally reached a similar outcome, and more than 20% of the respondents disagreed in some way with those statements. As this should stand for itself, students demand practical work, in the comments section, better integration of internships and guest lectures from people currently working in business or organisations. Furthermore, the problem is that courses at Stockholm Business School are not consistent within a programme. Course instructors, for instance, repeat things or have different approaches to recording lectures or organising a course. Besides, students wish for better and standardised use of Athena by course instructors.

Continuing with the matrix questions, 'I feel safe and fairly treated concerning my ...', it is hard to analyse if students do not feel safe and/or fairly treated. The outcome of the questions reveals a positive image, as the vital majority feels safe and/or fairly treated. However, the focus should rely on the minority who disagreed

on each topic. Here, it is essential to find out the actual situation and solution as the question only reveals its existence. In the comments section, racism at Stockholm Business School was mentioned, for instance, regarding group selection.

The starlight of the survey was what students think about Albano. Here only around 6% disagreed in some way with the statement 'Do you like Albano?'. As we included a follow-up question to students who are not satisfied with the campus, we can clearly say what students wish to be improved: better navigation, more quiet learning places, better transportation to Albano, making it less sterile and a better booking system for group rooms.

Another criticism is course instructors who are not able to teach students. Here it can be said that the experience for each programme and course is quite individual. As we see in the comments section, the range between highly skilled teachers and poorly skilled teachers who lack enthusiasm is quite broad. Many students have questions about what happens when a teacher does not perform as well as they should. Students feel that they are powerless to make a change. Stockholm Business School should be able to explain what consequences they take against course instructors that are not performing as they should.

Another prominent topic is the diversity of course instructors. 45% disagree that their course instructors are diverse in terms of background. Around half of the students disagree that their course instructors are diverse in terms of age or sex. This concern should be improved as we all know the vital role diversity plays in an interdisciplinary and creative environment that challenges traditional assumptions.

When it comes to the reason for choosing Stockholm Business School, by far, the location plays the most significant role with around 75%. However, Stockholm Business School should not rely on this factor and enhance furthermore the quality of social life, reputation and having better career prospects to attract students.

In the section about student life, 31% do not have a supportive social circle at Stockholm Business School, and 73% wish for more social activities. Students wrote a mass of good suggestions in the follow-up question 'Do you have any suggestions for social activities?'. Stockholm Business School needs to see the potential for more social activities, and Föreningen Ekonomerna can take much inspiration for social activities from the answers. However, for that, Föreningen Ekonomerna needs to be even more integrated into Stockholm Business School, and every student should know about the possibility that Föreningen Ekonomerna has to offer. How this is performed needs to be evaluated extensively. Furthermore, the question that arises is who is responsible for a good social life for students, Stockholm Business School and/or Föreningen Ekonomerna and how they work together. A focus should also rely on how to integrate better international students and exchange students who are only for one semester at Stockholm Business School.

The last two questions in the survey focus on a broad section of comments students could write. It can be only motivational to read through them conscientiously, as they are the most vital part of the survey. Students could express their unembellished opinion in positive and negative comments about their education and student life.

Finally, this report covers opinions and information about what students think like nothing before. It needs to be pointed out that with the power to have the knowledge about what students think and what matters for them comes great responsibility. Students want to see changes in things that do not work as they could. Stockholm Business School should make it transparent and clear what the next steps are to enhance education and student life.

Attachments

What improvements do you wish for Albano?

- Reduce Complexity in navigation
- Better diversity of restaurants.
- Should be more ways to get to Albano, for example more buses. Also more cafes/restaurants.
- longer opening hours (weekends) more student indulging hangout and "fun" activities. Better and more clear maps since its like a labyrinth in Albano and very hard to find your way. Eveything looks the same so its super hard to locate rooms etc
- Because of the covid-19 I haven't been pn Albano for two years, so I haven't seen the new buildings, therefore no suggestions.
- More noise cancellation
- More green areas
- Better planning system, more space and more regular transportation
- A quite study room (like the one at Frescati library). Perhaps also adding a TV with timetable for buses from Albano.
- More working spaces
- Transportation is far away
- More stores/restaurants that is more price worthy
- I'd say that it could be a bit greener... but we seems like we will get there at some point
- More quiet places to study
- Heat in winter
- I have not been there more than once.
- Possibility to move between all floors and buildings.
- better transportation means
- Easier access by traffic and longer open hours
- That it would be easier/quicker to locate the rooms, it does not always make sense.
- Silent study area

- It reminds of mcdonalds, iwould make the space more comfortable
- Better signing
- Could have more quiet study areas
- Too sterile
- As my studies have been online due to covid, I haven't been to Albano enough times to say.
- More places to relax, better places to study and more options for food
- Directions to find
- More available group rooms. And closer to the subway!
- Wish they would have more signs and maps which are more detailed
- better transport communication
- still a work in progress so it's ok for now
- During my last semester at SBS, Albano has acted as a very solid and comfortable place to attend classes and study. Generally, I enjoyed mast parts of it, but some improvements could be to make a place to fill up water - instead of having to do this in the bathrooms, charging stations for the newer Iphone adapter, and perhaps more regulations regarding the room-booking system, since the group rooms almost always were fully booked - yet not did the booker show up - leaving the rooms empty.
- outdoor green space
- More activities
- A bit more decoration, culture and all around character. It feels a bit stale and cold as it is now.
- bus link
- more signs so its easier to find classrooms/location
- Albano is too far away
- Commuting and the student life
- Better maps/instructions on how to orientate in the buildings.
- More options for food!
- Have only been there once to meet my study group. Have never had any lecture or scheduled appointment there, so I'm not sure.

- "A little more life" (bulletin boards and similar things to create a more vibrant student environment and awareness of what is going on at school). [Lite mer liv (anslagstavlor och liknande som skapar en mer levande studentmiljö och medvetenhet om vad som pågår på skolan).]
- Location is the big negative factor, but that's hard to change
- I have been there only a few times due to covid, not sure
- never been there
- Better communications (buses) and easier to locate classrooms
- The facilities are great it's just hard to commute there
- No more construction work
- Transport
- A new station for Roslagsbanan at Albano
- It could be closer to the 'Universitet' train station
- A better map of where everything is and clearer signs on what each building is etc. I still have no idea which of the houses are House 2 for example. The layout is really confusing. Also better chairs, they are extremely uncomfortable to sit in for an entire day if studying
- more quiet spaces to study or have online meetings
- More quiet spaces, sometimes the spaces get too crowded and the noise level gets quite high in order to find focus. Also another improvement would be to have more ergonomic chairs to sit on.
- A quiet room, like on the second floor of the library at Frescati

What are additional reasons for choosing SBS?

- Got accepted
- Finishing 3 year degree in 2 years with courses from other universities
- Close to home
- Quality of education !!! Incredible programs and educational content
- Recommendation from the university
- The only university with my programme
- It was possible to get in with my grades

- Living nearby, good reputation
- I want to have a good career
- I could apply for the course without former BA studies
- City
- I wanted to improve my Swedish skills and wanted to move to the capital of Sweden
- It was close to home
- Trying something new in life
- I wanted to visit and live in Stockholm and get a grasp of the Swedish culture.
- Learning about another culture
- Learning useful things for the future
- earn credits to keep student housing
- I choose SBS because of the possibilities that the education can offer me. I still am not totally sure what I want to pursue in life and the broad character of my education feels perfect for that.
- To study marketing and IT on the other institution at the same time. To understand the both worlds. And be able to meet new people with the same interest.

Do you have any suggestions for social activities?

- Difficult for master students during Covid-19 to establish a circle of friends.
- more getting to know each other events
- I would consider more activities for lower income students, who can't afford expensive tickets
- Parties where you can bring friends that are non-members [Fester där man kan ta med vänner som inte är medlemmar]
- More get-togethers, challenges, nights out, social meets.
- Career fairs
- More group cohesiveness among the fellow students through different activities (workshops, social events)

- Not really, I know that there are activities but information about these doesn't reach me.
- Bar-session-evening on the roof of Albano, Movienight in the cafe or sofa-areas, Day-mingle events providing free smoothies and so on. Sport events!!! : Volleyboll for beginners or a salsa class for beginners or yoga at the rooftop... There is so much to do! You guys have a beautiful setting in albano and its very good quality and fresh in all the rooms and equipment . SO USE IT!
- More open student meeting for all students regardless of association. More social meetings with people from busiess and public sector.
- Idk about social activities, but you guys should invite more businesses and companies to the school like KTH or SSE
- I love event and happenings, so just anything to be honest haha
- Informal parties
- pinic
- More activities for masters student, like games night, parties
- More mingles with structured activities!
- Meetups
- Bar or casual social activities. Not extreme competitions all the time.
- More gatherings, parties, guest speakers etc.
- Festival events
- Speed dating, Fika, Career Fairs, Contests, Pub at Albano
- sporting events that don't require a paying membership
- Proms, after-tenta activities and study circles. Maybe also activities who focuses on the career after the education.
- Sittningar
- More sittningar
- Speed friendship dating night or something like that
- Coffe breaks / organized lunches with teachers/professors
- Going out, bars etc
- More sittningar

- No, I understand that student life in Stockholm is challenging for all.
- More activities on daytime
- Should organise more cultural programmes
- It might be nice to have something outside. Picnic or boating or anything that seems like a good opportunity given the summery weather
- Keep the good work
- More digital and physical events to have more connections to employers. I would LOVE to solve real cases for companies with other students.
- Some more events similar to the Valborg celebration
- More activities related to career
- Games and such outside now when the weather is improving
- Mentorship program for helping first year students
- More events that are not super formal
- I think that Covid has made it hard for international students to meet Swedes (it is already hard to begin with). Activities that would make people mix from different backgrounds and origins would be good for the whole university and city later on
- Meet ups for students in the same programs
- Aw
- More companies on campus
- Parties and some summer activities
- Sports, Church events and Reunion in Future
- Movie screenings in the auditorium, game nights, cooking classes focused on the different world kitchens, borrow a human instead of a book event, silent discos
- A type of sitting where different föreningar are mixed, ex Juridiska and Ekonomiska.
- Seeing sports matches
- Pub crawl
- More clubs for common interests.
- More special interest-clubs to join

- after works
- Games and more associations
- Lådbilsrace
- Not really
- Sports club
- Quizzes, movie nights, more AWs, getting to know new people (socializing event), laserdome etc
- Banquets
- Billigare sittningar
- Well, it was pandemic/digital studies almost the entire period I studied, so anything would count :)
- Maybe more guest lectures
- Stuff that isn't that expensive, playing sports outside etc
- Student parties, events, gatherings, dinners.
- More easy-going activities like beer-evenings or something, because all the formal "sittningar" can sometimes be too much to get invested in if you're not "in it".
- More activities during the day
- More events for Master's students
- A Spikeball Tournament, a swim event or donation run
- More intercultural activities to welcome others apart from those belonging to the white norm
- Make it easier for students to start more nished clubs (ex. film clubs, swordfightingclubs etc) and have fairs where these clubs can reach out to students on campus.
- Parties, dinners, free access to museums for certain days, etc.
- A flashmob!
- Klass meets
- More trips, longer open hours at the pubs:)
- Creating more events (like parties) for SBS students and meet up groups at the beginning of each semester!

- social games arranged by SU
- I would have enjoyed perhaps a football tournaments or similar, to get a more solidarity approach towards SBS.
- Prom, activities during the day for instance kubb-turnering, celebrating valborg with activities, etc.
- Events such as clubbing and sittings.
- It is hard to say because I am sure it was affected by the pandemic. But during our course we had almost none and the existing ones were only online. Usual hang outs, games, dinners or similar organised would be great.
- Picknick
- Frat house
- playing board games and book circles
- More things like the "inspark"
- party
- Could have more job fairs within the academic year.
- mountain biking
- Kubb tournament
- outdoor activities
- day trips
- social gatherings for people with common interests, outdoor activities, announce events happening in the city
- more competetive sport teams
- Shopping sprees? Everybody comes with X kronor and has 3 hours to "get rid of them" at a mall... People then get to discuss why and what made them buy the things that they bought (trademark)
- More casual events and more regulate, smaller events. E.g. Pub-crawls, get togethers etc. As it is now the events are far too expensive and too scaled up. I'd rather have a few casual events than a big fancy spring ball (for example)
- Casual sport activities or gatherings
- international dinner
- Informal debating groups on current topics, how to solve them ecc

- hunting
- sports
- New students from other countries should be considered for activities feeling at home abroad with cultural and social integrated activities
- Sport events
- Soccer
- more hangouts, fika, study together etc.
- More social activities for masters students. Maybe weekly pub
- More sittningar
- Discgolf
- Parties, more job fairs
- I think you are very good at this
- Maybe open a nightclub at campus like other universities, have special after work prices on beer
- Pub meet-ups, or just a more including student-committee. The committee could be more clear about that the events are for all students and just not the new ones or those who are part of the committee
- Beach volleyball event
- Sports event, spring events, autumn events
- Golf tournament!
- Something for people 30+. Hangouts.
- Activities directed to exchange students during the year
- Activities to actively capture and engage students who were not involved in the kick-off and who have not been involved in the social activities from the beginning. (it can be difficult to feel included if you join later), for example, various major events that are clearly controlled but more general. For example, social mix event. [Aktiviteter som är till för att aktivt fånga upp och engagera studenter som inte var med på inspark och som inte varit med i det sociala från början. (det kan vara svårt att komma in i efterhand), ex, olika större event som är tydligt uppstyrda men mer generella. Till exempel social mix event.]

- Garderings with other programmes on the same level
- Sports meetings such as a running club; more events in the city instead of on campus
- Days where you are able to get to know people
- I never been to a party with my classmates :(more parties please. Or have I missed the invitations?
- Honestly, just taking a bit more “inspo” from other universities such as Uppsala when it comes to social activities. Get a bit more of the student life ;)
- Beachvolleyball, soccer, etc
- Maybe some kind of day a week every week where you can sit on provisions and have a glass. Kind of getting to know new people, nothing with a lot of experience but those who want to drop in and sit with different people and just talk about plugs etc. [Kanske nån typ nån dag i veckan varje vecka där man kan sitta på proviant och ta ett glas. Typ lära känna nytt folk, inget med mycket erfarenhet utan dem som vill droppar in och sitter med olika människor o bara snackar om plugg osv.]
- I like physical activities and think its a great way of connecting with others, so maybe some more sports activities that are radialt accesable.
- Cinema/movies club, board games night, drama clubs etc
- More international activities
- There could be more career activities at SBS if possible
- party events
- Maybe “5 Kamp” or basketball matches.
- Floorball matches!
- Activities for international students
- I liked events like photo shoots for LinkedIn profile pictures or for CV. Also would be fun with some outdoor events at campus
- Maybe more daytime events.
- meetups, quiznights
- Pubcrawls for exempel
- Events

- Student pub
- More welcome activities to make people feel more at home and comfortable
- watch movies in the awesome lecture halls; better integration of fest into SBS and let students know what they can have for a fantastic social life
- Movie nights at albano
- free events, I feel like there are lots of activities but if you can't spend as much you can't go to a lot of them
- More events for master students of all types of party, career, etc. but of course difficult group to catch for master students are so busy [Fler events för master studenter av alla typer fest, karriär osv men såklart svårt grupp att fånga för master studenter är så upptagna]
- Having e.g more “after works” for those who do not have a social circle to study with, or having more spontaneous happening around Albano that makes you enjoy your day there even more.
- Games or team challenges. Indoor/outdoor.
- More barhopping
- Networking events
- Something where international students get to meet swedish students
- Mingles and After Works sponsored by the school
- More day parties!
- Weekly pubs!
- More sports events like basketball or football for sbs students
- More interactions between mater students from different programs
- Fler baler!
- A winterbal and perhaps more sittingar during the spring term :)

Do you have any comments about a certain course, teacher, communication or structure of your programme etc. that you wish to share?

- Teachers are usually very knowledgeable but not always pedagogical

- Clear structure on athena for all courses with updated plans and materials would be beneficial.- possibility to exchange likewise courses from other Swedish universities
- Perhaps add academic writing when starting a programme. Also, some teachers could be better at communicating info.
- Most courses in my program are badly organised and the exams tend to not test our knowledge or challenge us but rather test our memorization skills and tech skills.
- Sometimes at lectures it is difficult to hear the microphones are not always on but I am also hearing impaired so that is a strong reason for why it is more difficult for me.
- Prefer to have individual essays/assignments rather than memory-based exams.
- A higher level of IT/digital level could increase the level of learning. For example lack of digital tools used during class and online teaching.
- Would suggest more training for professors within the IT (projectors and computers in the classroom). Less struggle means more time to actual learn. Also, some professors could use some training in pedagogic ability. Professors has high knowledge with in their area, however not all of them are good at actual teaching and having interactive meaningful lectures.
- Group projects should be correctly formulated into a higher percentage towards your overall grade as we put so much time and effort through a longer span of our lectures
- I really hope that something can be done about ■ yearly course literature updates... doesn't feel like it's sustainable at all
- ■, the teachers don't have much faith in their students when it comes to managing the final examination etc. Especially in such a challenging course it is important to motivate the students, not to make them believe they will fail.
- Some teachers lack motivational skills. In general they need to improve their way of teaching and engaging students to learn besides okdfashioned ways.

- The courses in ■ are completely unnecessary in the working life according to professionals. Time could have been spent in other courses
- In relation to the ■ (master program) the workload for the ■ course is far too heavy for one subject itself. Being consisted of 4 modules it is just too hard to handle. One suggestion would be maybe to split the course in half (e.g. ■, and ■, and for each one of the sections organize a separate exam). Another course is the ■, which also needs a large improvement on how the material is handled (still too heavy in terms of workload and previous knowledge). Last but not least, some of us (e.g. the students) we get the feeling that some of the teachers are lacking the enthusiasm for teaching. Their approach towards the student seems too reluctant, and not really concerned about student feelings in terms of whether they understand the material or not. They do not show passion on keeping the students attention and interest when delivering the material. Students very often end up into a delicate situation (kind of whirlpool situation) where they could hardly mitigate from. The program definitely lacks more hours of teaching, and better teaching (e.g. workshops). Students get the feeling that program is having an experimental characters (not consistent, and not well structured). They also feel that teachers are only there just for the sake of concluding their teaching material for the day, and not really trying to immerse students into the material. This really affects university reputation. After all, the program is designed for the students to get the knowledge. Students go through a huge pressure, many of them sacrifice their finances (tuition fee, living expenses, etc.) and expect a reasonable ROI (return on investment). An improvement is definitely needed on the program.
- In general I wish the teachers were better at Athena. Several times this semester only, teachers have failed to provide material and information because 'they have already posted it' but not so the students can see. This makes it very difficult for us students, we have to perform tasks in much shorter time which is very stressful and affects the mental health. I would also like to highlight the ■ course with ■ (I took it spring 19). It is by far the best course and the

best teacher I've ever had (and I've finished my bachelors). I wish every single teacher would watch and learn from him. The way he does the course makes the learning so much easier and fun. He was also very engaged and I felt that he really cared and wanted us to succeed.

- The lack of a CLEAR STRUCTURE IS HORRIBLE!!!, its absolutely astonishing how for eg. ■ from ■ has a whole new set of rules than the courses before. Im not just talking about that earlier we could take our time and re-watch the lectures in ■ for eg... ■ is compleatly different from ■ ■ just because of who is teaching, and it has a different structure because of the professors mind-set and that is terrible. As a school you should have the same plan, or the same structure as the other courses withing ■, if not the students get confused and its unnecessarily harder for us... It is natural that professors have different ways of teaching, but the structure within the course should not be influences by the teachers own personal views, it looks a bit unprofessional that some teachers have allowed us calculators at the test and some dont. Very unnecessary stress and worry for us students.
- At the ■ masters program; few teachers are engaged and good at their job, many are not engaged at all, seem like they are forced to teach or lack the pedagogical way of teaching. The inspirational level is low due to the approach of mass education. I attended a bachelor's program at SBS which was much better than this master's program. Very rare to have a master's program with almost no guests from the business or public sector. No cases are carried out in real life, most of them are written cases. You never get to know if this knowledge is applicable somewhere without any connections with the real world.
- The teachers on ■ is well educated but they lack the skills of teaching people that never studied it before unfortunately
- ■ was too desorganised. His course on ■ had good-quality content but was chaotically imparted and structured
- ■ is the G.O.A.T
- no the structure is well organized

- I like it, it is easy to follow, maybe a little more structured in some courses since they are to digitally
- Many courses are not practical enough, offer very little in terms of experience relevant for work.
- ■ with ■ was horribly coordinated and way to much work load
- There has been a lot of "errors" in our exams etc. Bad communication or teachers giving the impression being quite lazy. Sometimes I feel like SU is not that serious.
- It is unfortunate that courses are still conducted online, and the use of pre-recorded lectures is not optimal due to possibilities to put off studying
- I really appreciate the contemporary approach to the course subjects. It's very current and relevant material.
- ■ is not holding the same standard as other SBS courses
- Some courses sound more promising than they actually are (e.g. the ■ course). The structure of the courses was always quite similar. Would be nice to mix things up a bit from time to time.
- In general the communication and administration are extremely bad. Compared to other universities it is way behind. Through my education there has maybe been 1 course at SBS where everything has been clear and many times the study guides are not up to date. Teachers are also not equipped to explain the content of different assignments, which usually only creates more confusion. The fact that the study guide for the thesis is not even up to date that groups are supposed to be 3, not 2, is just one clear example. And these types of mistakes happen in most courses.
- Regarding the ■ course (part 1) it seems to me that learning online with that amount of people isn't efficient even with our good teacher. I believe exams should be more difficult to really challenge students. In regards to all the rest thank you i enjoyed my studies here.
- ■ were still pre-recorded and uses old material from ex. when trump still was president. I disagree that the course should be prerecorded as it feels like a

youtube playlist. But if that is the choice then the material should at least be updated before every term.

- I am in general very pleased with the program. However, I find that it could benefit the program to have more requirements regarding academic knowledge within the field of social science or experience in conducting research with a quantitative and qualitative methodology. There are people within the program that have very limited experience in this area which can create issues both for themselves and other students.
- Most teachers and professors would benefit from taking some courses in rhetorics and pedagogics. It is less engaging when teachers read material directly from the PPT, what is the point of having a teacher then?
- No, but great that you have these forms and see what we like and don't like! :)
- ■ - is a master programme with great courses and great teachers. I would prefer to perhaps have 2 method courses or similar - because it can be hard to understand how to conduct sociological studies "properly" since the students of this programs has very diverse educational backgrounds
- ■ with ■ and ■ is the most interesting course I've ever taken. Amazing execution and the teachers are so engaged and inspiring
- At ■ program many students are frustrated with the same for of group/seminar assignmet- read articles, prepare presantation and conduct a seminar about them. If this would be on 1-2-3 courses, it would be ok, but till now, it was on every course but one. I see the point of lecturers, but it is boring and demotivating
- Being an exchange student, I don't feel comfortable to judge...yet
- ■ bring ■ to that course instead. ■'s way of teaching and lecture structure makes you not wanna go to her class and learn.
- Statistics course is badly planned/educates and could be better taught
- I really liked the way ■ was taught, ■, with the reverse classroom. This really made me learn a lot and made the course more fun.

- The communication structure is bad, especially for students that are differing between different institutions. I don't see the point in having a whole different structure when we're at the same university.
- So far I would like to thank teacher, ■, ■, ■.
- I think it's important to note that the quality of courses and teaching varies quite a bit. I've had a couple very good lecturers and interesting and innovative courses, and some very inadequate lecturers
- Most of the courses in ■ program are not well designed. Some teachers are unprofessional, using previous year's recorded lectures instead of in-person teaching. However, courses such as ■ by ■, ■ by ■, and ■ by ■ are super great. The total quality of ■ is much lower than that of the ■ program.
- Best quality teacher I had during the all courses
- ■ is really good at explaining complex theories. Masters program in ■ has an overall very interesting content.
- There has been couple of courses that felt like teache's engagement was not enough to make the subject more attractive.
- For ■ Masters, I believe some more ■ courses are needed. Theory is a great tool to have, but some knowledge needs to be directly applicable as well.
- Really enjoyed ■. Very good lecturers.
- too academic sometimes, more excel please:)
- In general Im very happy with SBS especially the Master's program in ■
- ■ & ■ are outstanding teachers! The food buffet is a bit too expensive for students in my opinion the study rooms at albano are great, albano is great in general! overall i could not be happier to study at SBS and i'm really enjoying my program thus far
- Loved the pre-recorded classes where you had the possibility to go back and rewatch certain parts, to get a better understanding. But it's also nice to be in school and to meet other students.
- ■. Was extremely biased twoards ■ superiority. The course sounded infesting, but proved to be imaginable propaganda and brainwashing course studies.

- ■, unfortunately the course was only based on knowledge about ■.
- At times a bit passive aggressive in the zoom calls, especially in ■
- Sometimes very unstructured zoom-meetings
- Teachers that let the students be creative and interactive during the lectures are really appreciated. I think ■ does this really well! :)
- Some teachers are not as engaged as they should be, they upload 2 year old lectures that are really bad quality and hardly go through calculations etc and doesn't engage in seminars.
- The programmer generally lacks feedback from teachers and very few opportunities for student to understand how they can improve
- ■ in the ■ course, brought practical and insightful comments from her working experience
- I don't see why the lectures aren't recorded when they choose still not to take place on campus. I also think it is problematic that you are supposed to find your own group to the assignment because I barely know anybody and they take that for granted even though the lectures are still on zoom (■)
- ■ seem way to biased towards ■ to be teaching about ■.
- ■ is by far the best teacher! All his courses have been my favorites. [■ är i särklass den bästa läraren! Alla hans kurser har varit mina favoriter.]
- Every teacher I have had has been truly interested in their subject and in teaching it. I have nothing but good things to say about the education!
- ■'s teaching is questionable due to the clear bias he has towards ■ and certain matters that can stir up controversy within the students.
- Stricter requirements from the teachers that all students are involved in group work, and implement actions for students who don't participate. I also want to emphasize that I think that the order of the courses through the programme makes sense!
- The first course ■ was not well organized. Maybe it was because of the online-situation
- I like it when lectures (föreläsningar) are online and seminars etc are at campus.

- Not specific, but there is little to no willingness to aid students or help fellow classmates. Learning is not in focus, potential monet in the future is the only goal in mind of everyone and teachers and professors treat students as potential threats.
- ■ is an incredible teacher that is beyond helpful even when she has no obligation to be. I think she deserves a lot more praise!
- It would be good to include more ■ courses to the ■ master program
- The ■ course is super fun once you get it, and ■ lectures were really helpfull!
- I followed three different courses for the moment at SBS and in particular with the first two I had a really hard time understanding what I had to do, how the course worked, etc. Compared to my home university, I really appreciate how the courses here are more pragmatic, but sometime I felt lost, I didn't understand what I had to focus on for the exam, so maybe creating a help desk for students, in particular international students, could be a good idea.
- I kinda wish that the ■ course did not have pre-recorded lectures only. It felt kinda lonley after a while.
- I am very satisfied with most of my teachers and courses
- I understand that, with recorded lectures the engagement is probably lower during the actual class but having the option to rewatch a lecture or make your schedual with work etc more flexible is very valuble in my opinion.
- ■ lack of organization in the course
- A few teachers blew me away. I particularly liked the professors with real world business experience.
- I really enjoyed the "■" course. It was a very creative, useful and insightful course because it included a lot of guest lectures and discussions in the group. Also, it has touched upon the most relevant aspects of modern marketing. I have used lots of insights and materials gained during this course in my work. It would be great to have more courses like this or have an oppportunity to sign up to a separate similar course that reviews one of the themes on a

deeper level. For instance, ■. These are the examples of courses that I personally would like to attend even after completing a degree.

- The structure of all courses are pretty bad. They are all built on the same structure as they have been to the last 20 years (at least) it feels like. It doesn't feel like they are keeping up with the times and actually focusing on teaching what you may need in real life but most courses are focusing on the where technical and built in a way that promotes continued studying or going in to research. While it may be a good way for some to keep studying, many students would like to take a study break and maybe work for a couple of years and then, if necessary, take a masters-course. With the education and structure of courses at SBS today, this feels hard and I personally feel like my fellow students at SSE for example are much more prepared for the professional life after studying for their bachelor then I am after mine.
- It is nice to have active learning in ■.
- More online lectures and home exam. Continue having problems with post covid-19.
- I would prefer to complete my assignments on my own
- ■ was a great teacher
- I feel very appreciated by all of my teachers so far, I receive proper guidance in projects and they are always eager to listen to your concerns, answer your questions and encourage you to participate
- The courses are mainly held by men, I have also noticed that there are no female doctorates at the ■ field.
- Basically, if lectures are not to be recorded, they lose most of their potential value. (Trademarked)
- Certain courses so far have lacked a bit of structure and clarity. Especially ■ and ■.
- For a program-student it's a little fed up that the courses are not more coordinated between eachother. Quite a lot repetition.

- ■ should update their course literature. make it more up to date as the current one is based a lot on old men from ages ago with different views than today.
- Masters in ■ programme is poorly set up looking at combination of course content and quality. For example using 4 different statistics programs instead of one relevant or teachers telling us the irrelevance of what they're learning us for a professional career.
- The SYV is not that helpful
- Maybe some teachers could have more structure
- I would love the idea of implementing a structure where lecturers of other subjects would, to some extent, participate other classes, in order to broaden the perspective you would attain from the course. For example, having a physics teacher give a lecture to business students about investment decisions and rationality.
- There are too many group projects.
- Sometimes a lack of good structure!
- No, everything is good
- In ■ of the grading criterias is "creativity" but there was never a clear explanation of what that concept meant [i ■ är en bedömningsgrund kreativitet men det fanns aldrig någon tydlig förklaring av vad detta begrepp egentligen innebar.]
- to much focus on gender and other woke issues that is of no use at all
- All courses should have a good amount of material to practice on, especially old exams and other practice material. Some courses lack that, and some courses refuses to post the solutions which I absolutely think should be provided
- Some courses when restructured have been been a bit confuzing for both teachers and students. ■ can sometimes be a bit egocentric during lessons, spending time talking about himself rathwer than course material
- Not really, I have appreciated a lot the availability of professors and teaching assistant

- Information about a course is often very cluttered with many different documents, updated versions of documents without deleting or highlighting old versions, not making use of the Athena calendar, etc. This makes it often difficult to know what exactly is expected
- Every lecture with ■ has been superb
- ■, too angry and not available to help as the other
- The course im taking right now in ■ really is refreshing in the way that it's structured. I love ■ way of teaching by letting is do stuff and have fun.
- If teachers decide they do not want to answer emails at all during a course (especially when the course is not on campus so you have no other form of communication), it's beneficial if they give clear instructions in the beginning so you don't have to guess e.g. when a deadline for something is. Otherwise I really like the ■ program, especially the ■ courses the 5th semester
- The #1 thing that I liked in my masters program was the fact that in many courses we got the chance to meet guest experts from the real-life work environment. Especially in the course of ■ (■).
- Masters thesis should have more seminars or lectures. I feel like I need more support in guiding through the course.
- I am in the Masters in ■ program, and every semester, at the end, we have two courses at a 50% pace of study. I think that having the courses at the same time doesn't allow us to really focus on and give our all to our projects and studying.
- I love studying at Stockholm University
- It would be great if the due of submitting the internship agreement in ■ (June 1st) could be later.
- many male teachers, i wish for more women
- Although my programme is taught in English, there are still materials required a decent level of Swedish, which intimidates international students sometimes
- ■ in ■ was really inspiring and I learned so much. I also enjoyed ■ course in ■ alot!

- More interactive
- I really like that we have such diverse teachers that really love their profession. Also, some systems like daisy and ilearn are outdated and need to be updated
- ■ in international business and politics was not capable to teach students; more diversity when it comes to professors; the lectures are boring and not necessary to achieve a high score: make it more interesting and necessary also important to meet new people + make them exclusively offline
- ■ is inept at teaching and ■ is questionable
- The ■ course was very hard and I did not feel prepared for the exam based on the lectures and seminars leading up to it, also the fact that you have to get 50 points on the exam to pass unlike other courses where the seminar grade is taken in account feels unnecessary.
- We have two courses at the same time at the end of the semesters. They are never 50% each - usually feel very overwhelmed during this time. Inconvenient since many search for summer jobs and have to work and study at the same time
- I find that some teachers are not too happy with answering certain administrative questions, or they do not know some of the answers to them.
- ■ - very hard course, almost like you don't know what they want on the course. And the time for group work takes up too much time, and you don't get time to read as much for the exam.
- I wish there were more opportunities to practice practical applications of theory
- In the ■ course I feel as the administration and professors do not do the utmost to ease the learning of the course for the students. I for example is very critical to the fact that we need to have a written exam, where we do not have access to excel and the reason for this is that it's not possible to privilege excel to such a large number of students, which seems a bit unlikely because this was possible in the ■ course.
- ■ and ■ at ■ is gold worth [■ och ■ på ■ är guld värda]

- I'm happy that SBS is one of the few institutions in Stockholm that provide the students with a student life
- In general, it feels like the teachers within the master programs and especially the program director for Masters in ■ have way too high expectations on students. Like we do have some previous knowledge but our bachelors has not given us enough for us to feel comfortable within the fields and it seems like some professors seem to not understand that and skip explaining basic stuff that we might have not understood earlier. Also, most of the professors at SBS are not especially good at teaching and explaining, if you compare to teachers from ■ department for example. They seem like incredible researchers but they do not seem to know how to teach what they already know to someone who has only basic knowledge.
- Most of the teachers are white middle-aged men! I think it should be more diverse. [De flesta lärarna är vita medelålders män! Tycker att de borde vara mer mångfaldige.]
- The overall level of professionalism of SBS in regards to the Master programs need to be improved. It seems very unengaged and I really question why the courses are still held online..
- I'm sadly very disappointed in some of my course professors that have not prepared us enough for some of the tests (tenor) due to their way of teaching, as it's not easy to follow and many students are left confused as to what it's expected of them and also find the most important things to know. (Especially in ■ with ■ and ■ with ■.)

Would you like to mention any other information that could be of use for improving the education and student life for students at SBS?

- I believe that events should be announced earlier
- Feedback is essential for improvement, but many courses didn't offer adequate communication between teacher and student in my opinion.
- Highly preferring hybrid way of studying.
- Great when team work is implemented through out course.

- Home exams preferred so as to promote learning without having to stress about memorisation.
- Add a short internship period for bachelor programs during the last year.
- Make sure the teachers actually like teaching and are engaged and structured otherwise the students have double the workload because they have to compensate for the teachers lack of competence.
- More guest lecture would be fun to include in the courses, since I believe it would increase both the interest for certain businesses/branches and thus motivate me more within the fields.
- More programs/events for integration of international students and Swedish ones.
- I would relate the previous question comments as part of the answer to this question.
- Group projects over 4 students should not be allowed. It is so difficult to make a good work with 5-6 people writing. I get that it gives the teachers less work to do so they can do more of other things, but it is so stressful for us students.
- I am happy if my points from earlier questions are valued and considered!
- Convini machines at Albano would be amazing
- Even more interaction and possibilities to interact with other students during the pandemic when all education have been online. I feel that I have missed out a lot coming to integration and networking.
- Better use of the universities premises for parties and so on. We had an introduction party at the lawyers premise which was really fun.
- To motivate the unmotivated teachers, since their motivation transmits to students
- SBS needs to decide the extent to which it's a part of the student life and campus of SU.
- I'm not sure people know there are psychologist
- to talk to and sports events etc.
- More international students and diversity
- Have recorded lectures available online

- The entire program has been online, which is not SBS its fault but have to say that it was a totally different experience than the usual way. And made it feel like I wasn't really a proper student, to be honest.
- Maybe it's only the case for me but for 4 courses i have 4 agendas, 1 for all the courses could be great.
- It seems that some teachers are 'untouchable' despite recurring negative feedback and complaints by students.
- more practice during bachleor programs
- More gathering and events to attend at.
- a library would be nice
- Yes! An application with the map of the university, so one can orientate oneself easier... For instance could it ease the process when searching for a specific group room, by using the map on the phone that will show where it is :)
- More diversity (in terms of ethnicity, gender, age, size etc) in ads for SBS and Föreningen Ekonomerna
- More microwaves with places to sitt
- I think SBS or the association should be better at providing insight in future careers, what you can do after graduation and so on
- Since group work seems to take a big part in courses, it would be good to give more attention to communicate what a group work means. Sometimes people behaviour is not so friendly, or you couldnt even call it a group work. Maybe some guidelines or some workshop on 'effective' group work? At the moment my impression that even after 6 courses some people have no idea why there is group work and what it entails. After all it is business school and group work is part of business practise.
- Would be nice to be able to contact students that have taken the a specific course and ask for advice
- More communication from the Stockholm Housing, student life without accomodation is a nightmare

- Having hybrid education really helps with school and work balance. The way HR management is taught was great.
- Market Föreningen Ekonomerna so that people join early on when starting their Journey at SBS
- While there is a requirements of creating a team for doing a project, the team should be created by lecturer with random selection, not creating group/team based on the close friends, because, international students comes here for short time and normally, does not know much people (local students), therefore they struggle while creating the group, also local students deprived from the experiences, thoughts or sharing the knowledge of international students. Therefore, I think this issue should consider seriously.
- The disability counsellor has been on leave for a long time, and I've had trouble trying to contact someone about that
- Career related or should provide internship during the program. It will be better way to achieving both degree and job.
- It's nice with recorded lectures.
- Support students by offering online study groups to cope with the workload of the courses. That might be helpful to better achieve course's learning outcomes as well as improve teaching overall. Include some seminars on how to use different software like SAP, or other work related tools.
- Perhaps more Welcoming events for new students? (Mine was during Covid. Maybe it affected that too much)
- Let students know ahead of time if some assignments (e.g., interviews) need to be planned ahead
- A library at Albano as well. We are a lot of students there and I'm not sure that all of us are familiar with the one over at Frescati given that many might not even have been there or know how to get there
- the only other thing i would like to mention is that sometimes i wish there was more lectures. i get that it's a master and self study is an important part but only having like 3 or 4 lectures in month is a bit too little in my opinion

- Maybe take a look at the booking system for study rooms. Lately, a lot of them are just booked online and not being used (Albano especially).
- ■ course structures better between different courses.
- More practical work, and not too much theory based
- I think that other things to improve the education is to look over what are appropriate forms of examination, in Current Research in ■ we had to ■ for a written in-school examination. Perhaps a better form of examination is a home-exam as it has been previous years.
- More events to bring the classmates closer
- Have better software than itslearning
- Better structure in Athena, some teachers expect everyone to just know and understand the system. I jumped in later in course package which meant I had no clue where to start and what to do. I'm not saying that the teachers have to teach every student, but maybe a department that a student can turn to. Not understanding a platform can make it hard for any student to be on time, complete assignments and pass tests.
- Can't think of any. Some may prefer a richer student life, but for me as a Stockholm resident working all the time it has been perfect.
- Teacher-student communication should be more encouraged.
- I often feel like the first seminars of the seminar series are scheduled very early in the courses, but I also understand that the teachers want us to get started early.
- Diversity is far more than other cultures in Europe, there is no support or welcoming feeling towards those outside of Europe compared to an Italian.
- However, we are welcome to come from any location in the world we conform to and are interested in the same thing the majority white are.
- Many avoid those who don't look white enough for group work, even amongst teachers and professors, when in group work the whitest member always gets the best help.
- More statistical courses

- Continue doing the hybrid lecture where students have a choice of watching the lectures live or watching it from the computer.
- Maybe more activities at Albano so you could get to know more people there
- In general, I would suggest creating more social activities, to create a stronger bond between students at SBS.
- Also, I would focus on lessons in presence instead than via zoom. It would be great having the possibility to watch recordings of the lectures too.
- Finally, and I know it's difficult, I would suggest the professors to show always their passion for the subject they are teaching, trying to explain why it is valuable and its real life applications.
- Keep the option of online studies. It helps for us that live at some distance from school, and have small children etc.
- Better public transport to Albano, it is a lovely place but it is very exhausting going there. I would like the possibility to be able to walk from a train-station like Universitetet to Albano, today it is impossible to understand which way to go, maybe some sort of helping signs would help?
- Maybe sync the ■ programs calculation exercises a bit better to fit in with the course. It seems to cover things we have not done. I do understand we don't cover the entire course book and the program does, but maybe an option that filters out the things the students do not need for the exam.
- More use of storytelling during lectures would be appreciated.
- In general some courses need better structure and the possibility of having hybrid learning.
- Student life: have more social activities to bring students together at the beginning of the master's course. I acknowledge the effect of the pandemic. However, in the beginning, I struggled because I didn't really know my classmates outside seminars, it also complicated the studying process since we needed to choose groups online ourselves which led to situations where people that already met and knew each other were always working together from the very beginning. So you either had always the same group or no group at all. It was especially difficult in the first year of my studies.

Unfortunately, people who were not in Sweden at the beginning of their studies didn't have an opportunity to have an informal introduction at all.

- Market the social events more
- Could have some seminars in sharing case studied between students.
- More recorded lectures. Group work does not often work because many people working besides the studies.
- Join fest
- More information about student pubs
- I really like the possibility of having the lectures online and the way ■ structured his course with the material being easily found and accessed through the Athena portal. He's also an excellent teacher that doesn't see the lectures as a way of self promoting like, for example, ■.
- Refer to the previous question. Also, it could be pretty difficult to keep up with all activities especially when they get dispersed onto many different platforms... Organising them somehow like how a game organises objectives could be beneficial in order to maximize the potential student life offered by the university. (Trademarked)
- Off the top of my head no. On the plus side personally I really like athena as the main learning plattform. It is very smooth.
- More class activities other than seminars should be streamlined
- More seminars
- better communication from student counselors "studievägledarna". I never get any reply from email and its hard to reach them on phone.
- We need more activities that bring people to campus now after covid-19
- More marketing towards employers. Sbs ranks as second best in företagsekonomi but 5th according to employers because we dont market it enough like other universities.
- More assignments
- Student life is the most important for SU to become a good school. The education is already good.
- Look at the earlier response :)

- Decrease the number of group projects.
- Not anything particular
- Hard to find your way around the university. Would love better directions and signs! More group working areas would also be great and open up for more social studying.
- I think the gender diversity could be better among the teachers thereby the education and equality [Tror att könsfördelningen skulle kunna bli bättre bland lärare och därigenom utbildningen och jämställdhet.]
- Yeah, no examinations on weekends. That has many times interfered with my part time job and adds an additional financial stress due to loss of income.
- More adaption toward distance teaching and courses
- More integration with Swedish people
- It's been very hard to book studyrooms, a better developed system would be great for next semester
- Better help to students, make it easy for them to go to school and better lectures, not repeating books all the time
- Education I think should go more towards learning by doing and have less large readings and massive course literature.
- Regarding the student life; right now I find it very hard to find like a schedule for any social activities. I can only find them on your FaceBook but there everything is kind of a mess. Maybe have a more clear site/place where you post different activities/parties etc.
- Sometimes it feels difficult to socialize. Maybe it's just me but I feel like most of the Swedes are difficult to open and especially if someone is from a different cultural background (like me coming from Mediterranean culture) is not very easy to get along in the beginning. Maybe the university should create a club for students who want to socialize. Overall, Swedes are nice but sometimes I feel like I need a deeper connection with people..especially when you are in a foreign country on your own..my goal though is to stay and work here and I'm sure that in time I will make friends and feel like home.
- Having more programmes involved with the companies internships.

- All classes should be a hybrid, available online and in person, so that students who are sick can have the ability to attend from home, instead of missing the class
- More events for all different Fields of study within Sbs
- Maybe make the course more fun and not always put pressure on the students.
- Bring your own food. There isn't many restaurants nearby to get lunch
- Having more practical activities, i.e. field trip to companies
- Make it easier to apply for support for students with dyslexia. I have a bad experience of that. ■
- More structure in how teachers etc use Athena
- continue with surveys
- Always provide an online version of the lectures and seminars for those who are unable to attend in person
- achieve a better ranking in university rankings + collaborations with exclusive university worldwide + collaborations with corporations for international students at bachelor level
- I feel like its hard for international students to fit in, the ones I have met that are very shy seem to have a hard time, I feel like there should be a buddy system to help them out
- How you reach your audience. ■ department at sbs is very outdated. However saw that Instagram for the associations are available now which is positive
- Please no more zoom lectures. If they are not held in real life I think that they should be pre recorded to keep the quality of the lecture.
- A hybrid option for attending seminars and lectures should still be an option given to students even after the pandemic. Many students might be parents or have a job they still need to go to so the flexibility would raise the probability of people willing to continue their education or finish their studies without having external factors affect them archiving this.

- More student groups allow for more students to get what they're looking for in extra-curricular activities. Right now it only seems like Föreningen Ekonomerna which underserves a lot of students
- I feel as sometimes the organisation are more focused on teaching us "the traditional way" and has a way of working which usually is reasoned with "this is how it always have been" which in some ways do not prepare us for our future career lives. Why for example spend time learn how to calculate $0,5 \cdot 0,6 \cdot 500$ in our heads than learning us how to manage excel in more advanced ways
- All the teachers use athena in different ways which make it difficult to browse
- Yes more concrete info about how to re register a course and how to pass
- I think the quality of masters education is not high enough in return for what international students pay for it.
- More collaborations with companies [Fler samarbeten med företag.]
- Integrate the different courses of the Master's program better. For example, it would be much more valuable to do one big case for an entire semester and analyze different aspects of the case in relation to the different courses
- I believe that many students at SBS do not have the knowledge of the student life and all the activities at SBS. I think we could get more members by doing another type of advertising..