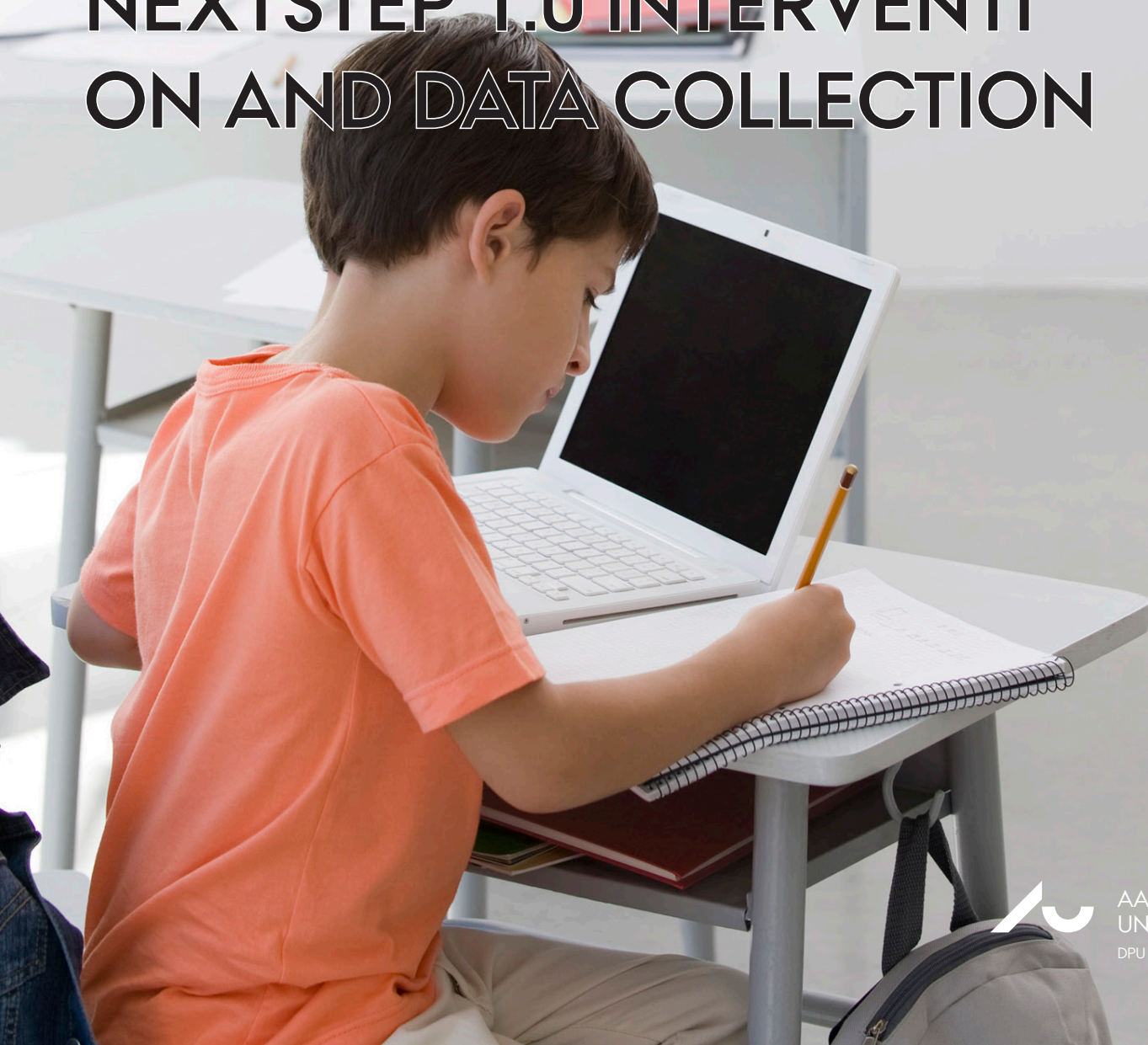


DAVID REIMER, ASTRID OLSEN, BENT SORTKÆR
OG RIE THOMSEN

**REDUCING INEQUALITY IN AC
CESS TO HIGHER EDUCATION
IN DENMARK:
TECHNICAL REPORT FOR
NEXTSTEP 1.0 INTERVENTI
ON AND DATA COLLECTION**



AARHUS
UNIVERSITET
DPU

David Reimer, Astrid Olsen, Bent Sortkær
and Rie Thomsen

**Reducing inequality in access to
Higher Education in Denmark:
Technical report for Nextstep 1.0
intervention and data collection**

DPU, Aarhus Universitet, 2023

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Introduction

The aim of the project *Reducing Inequality in Access to Higher Education*¹ was to raise the university application rate for upper secondary students whose parents did not themselves have a university degree. The project implemented an information intervention, and this technical report outlines the procedures involved in designing that the intervention called NextStep 1.0. It includes the selection and recruitment of schools, as well as the development of a survey for both students and counsellors and the creation of role model videos which was implemented in the intervention. The project *Reducing Inequality in Access to Higher Education* also included a NextStep 2.0 and a nudge experiment, which are not included in this technical report.

To smoothen the readability of the report, we call the project NextStep throughout this report.

The NextStep study is funded by Independent Research Fund Denmark, Grant No. 8019-00100B in a project running from 2019 to 2024. The target group for the intervention was upper secondary students in the spring of 2020, when they were just three-five months from graduation.

In this report, we will address the following topics:

- The design of the intervention
- Randomization
- Recruitment of schools
- Data management including data to register data
- Intervention videos and home page activity
- Nudges
- Appendix with transcripts of intervention material including the survey

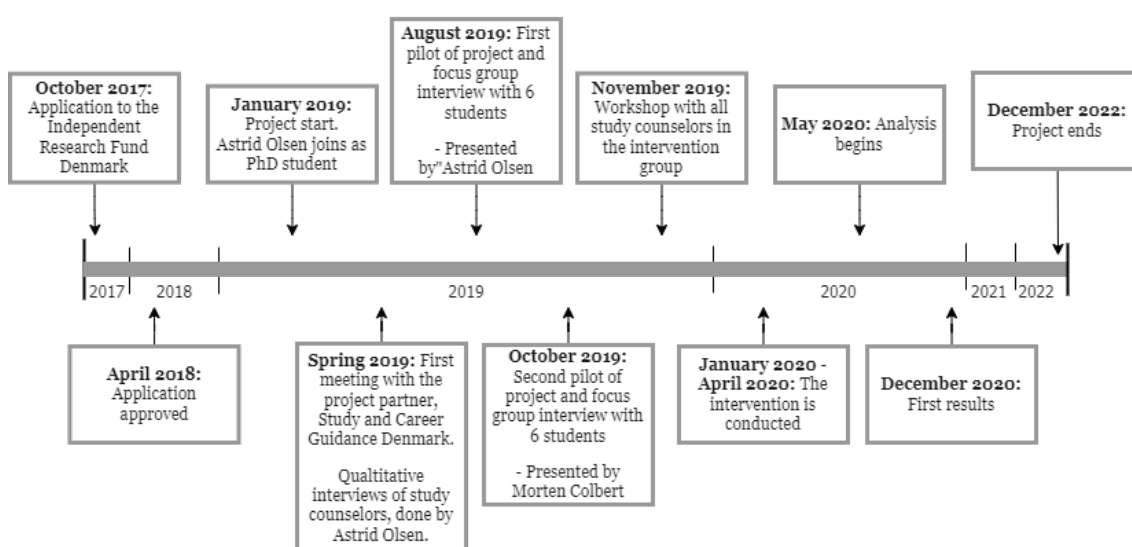
We report these steps in the relevant chapters.

¹ <https://projekter.au.dk/en/reducing-inequality-in-access-to-higher-education-an-intervention-study>

Intervention design

The NextStep intervention project was implemented over a period of January 2019 and to December 2024. The timeline (Figure 1) outlines the phases of the project from the application process (which of course started some years before the project was funded) over the implementation and until the first results.

Figure 1: Timeline



NextStep was based on a randomized controlled trial design. Among a population of upper secondary students in their final year, we randomized schools into either treatment or control. All students at treatment schools had the treatment and no students at the control schools had the treatment. We elaborate on the randomization in a later chapter. The population was drawn from the three types of upper secondary education in Denmark with the most academic curriculum.

Our information intervention was implemented at the end of the student guidance counsellors' class in most cases. The presentation included 17 slides and was presented by the counsellors from the organization Study and Career Guidance Denmark (Studievalg Danmark), which is a nationwide guidance institution with seven regional education and career guidance centers. The counsellors are highly qualified by international standards. Students at Danish upper secondary schools normally attend at least three counsellor classes during upper secondary school (one each year of upper secondary school).

It is not mandatory to attend, and the attendance level varies depending on the school policies.

The treatment consisted of a 20-minute talk followed by 10 minutes to fill out a questionnaire. Our research group designed the talk, which consisted of various information that might be relevant for students to make up their mind whether or not to apply for a university education. The first part of the information session addressed facts regarding differences in earnings and employment rates by educational level and field, and informed the students about the required GPA to enter different university studies and about housing in the three largest university towns. The second part of the information session addressed other factors such as potential concerns about academic and social challenges at the university by showing the video clips of (current) university students providing accounts of their first-hand academic and social experiences at university. Some videos were included in the slide show, and all of the videos could be watched at a website where the students were free to choose between them. The video clips were uploaded to *youtube.com* and to *nextstepinfo.dk* (a website created for this intervention), which made them easily accessible.

The control group received the usual counseling and presentations provided by the regional career guidance centers. We have not altered or changed the usual counseling and presentations.

At the end of the information intervention, the students were encouraged to answer a questionnaire. The purpose of the questionnaire was mainly to acquire information on the students' educational aspirations. We furthermore collected information on parameters such as attitudes towards university studies, level of confidence towards the final choice of education, reasons behind the choice of education, and self-efficacy related to higher education.

Thirty-three counsellors were trained in the intervention material and in total 178 presentations were delivered. It varied widely how many classes that were gathered to attend the intervention information talk. Based on the counsellors' estimate recorded in their field notes, 64 students on average attended the information sessions.

Randomization

The present study is based on the principles of a stratified, cluster randomized, controlled trial. Here we describe the initial randomization process aimed at preventing imbalance between intervention and control schools in relation to factors that are known to influence students' university application rates. The study included upper secondary schools classified as either "Higher Commercial Examination Programs" (HHX – short for Højere Handels Eksamen), "Higher General Examination Programs" (STX short for Almen Studentereksamen) or Higher Technical Examination Programs (HTX short for Højere Teknisk Eksamen)^[1]. In total 139 upper secondary schools from East Jutland and Zealand were included in the study and this geographical area consists of three career guidance centers^[2] responsible for three distinct geographical areas in Denmark - East Jutland, Zealand and Copenhagen. All 3rd year (last year of secondary school) students enrolled in the 139 upper secondary schools at the time of the trial (January to April 2020) were included in the study.

The included upper secondary schools were stratified by the school's socioeconomic status^[3], the distance to the next university, and the type of high school. School socioeconomic status was split into three categories: Low, Middle, and High, which is calculated based on factors related to the students such as academic level (graduation grades from 9th grade), gender, origin, and parents' education and income. The distance to the next university was divided into two categories: rural and urban. The cutoff between a rural and urban school was based on the time it takes to drive by car from the municipal building (from the municipality in which the school is situated) to the nearest university. A transportation time of less than 30 minutes was defined as urban and otherwise rural. The type of school consists of the three categories; The general program, the commercial program and the technical program. The total number of strata were thus 18 (3x2x3).

The randomization went as follows: In a first step, the 139 schools were allocated at random to the treatment and control group based on the 18 strata in Stata. In a next step, we

^[1] The General Upper Secondary Examination, the Higher Commercial Examination program and the Higher Technical Examination program are three-year upper secondary education programs, with pupils aged 16 to 19 years old.

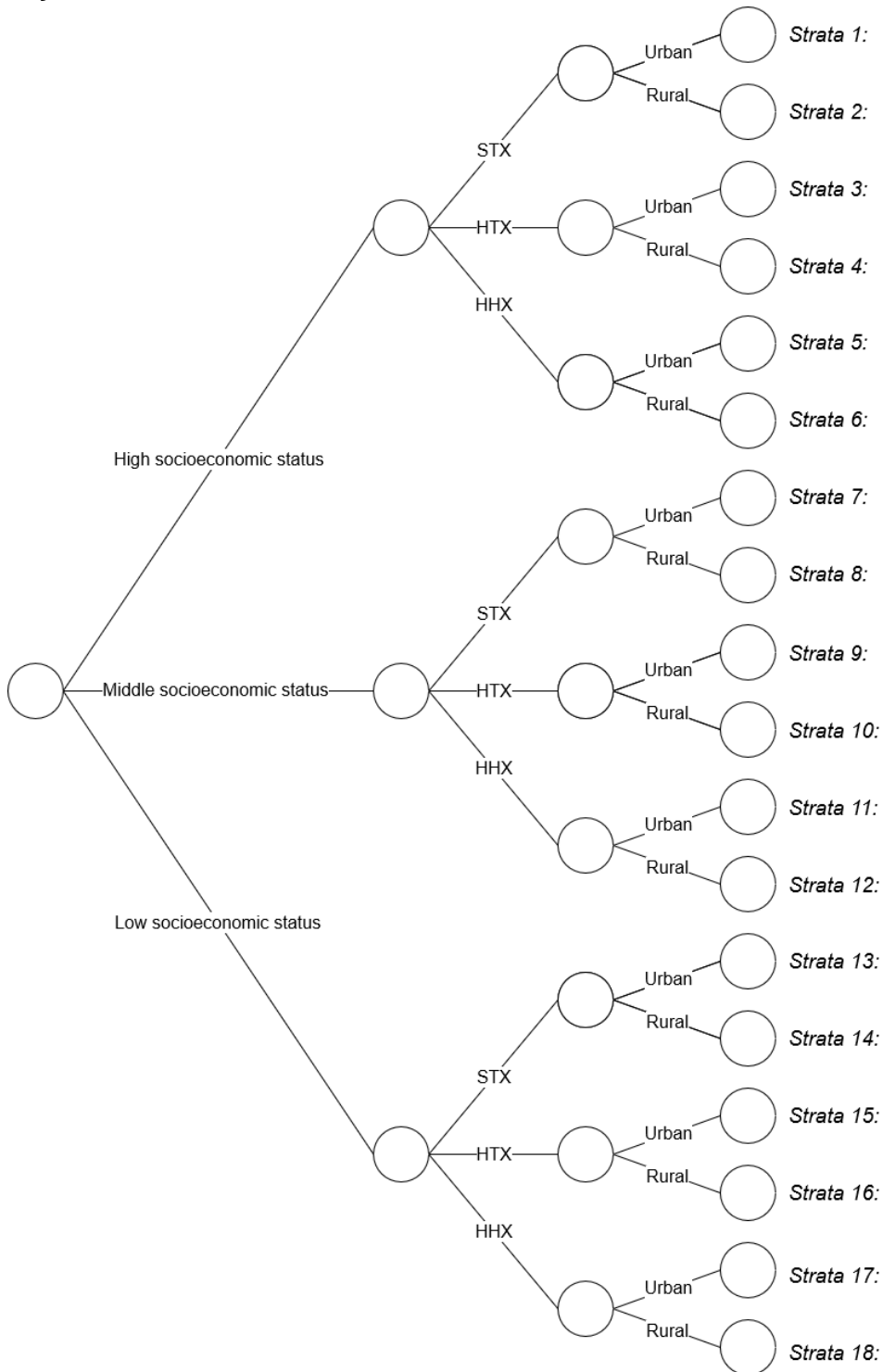
^[2] The institution, Study and Career Guidance Denmark, runs the regional education and career guidance centers. Study and Career Guidance Denmark is part of the Danish Ministry of Higher Education and Science.

^[3] Defined by the Ministry of Children and Education <https://www.uvm.dk/statistik/gymnasiale-uddannelser/karakterer/socioekonomisk-reference-for-gymnasiekarakterer>

modified this initial allocation of schools due to practical constraints. First, because we wanted to train as few counsellors as possible in implementing the intervention material given the time-investment needed to familiarize oneself with the intervention material. Consequently, as few counsellors as possible were assigned to implement the intervention (they were responsible for presenting the information material at schools where they are normally responsible for counseling). While this procedure deviates from the randomization principle, we do not find reason to believe that any endogenous relation between our outcomes variables and the allocation of counselors to specific schools was added due to these practical adjustments.

The total number of strata where thus 18 (3x2x3) (Figure 2).

Figure 2: Overview of the 18 strata



Recruitment

To ensure a high participation rate each of the career advisors were responsible for recruiting the intervention and control schools at “their own” high schools. They thus presented the material at schools, which they are normally responsible to counsel, and where the students, teachers and principal already know them. A control school letter and intervention school letter with information was given to the schools. The career counsellors were all familiar with the purpose and procedures of the intervention. The upper secondary schools who rejected the offer to participate were encouraged to contact Professor David Reimer (PI of the project) to avoid that the career advisors to have an intermediary role in that part. We encouraged the counselors to make agreements with the schools to schedule the intervention presentation as they normally do when visiting with a presentation.

Analytical samples

Of the 9,517 students who entered the survey, 9,325 (98 %) entered a valid student identification number, allowing us to merge their responses with the administrative data. We excluded survey data from 12 students at 3 schools where less than 10 students participated. For the remaining sample, there were a few cases of missing data on selected variables when adding background information (parental background information: 39 missing; upper secondary schools GPA: 13 missing). Of the remaining 9,261 students, 148 were omitted due to non-response on the survey item addressing educational expectations, and the sample thus consists of 9,113 respondents in the analysis where educational expectations is the dependent variable. In the analysis where applications to higher education is the dependent variable, the sample consists of 9,261 students. For the analysis drawing on the survey questions concerning attitudes to higher education, the sample consists of 8,646 students.

Attendance level, measured as number of students entering the survey out of the number of students registered at the schools, was 55 % at the treatment schools and 64 % at control schools. These are however conservative estimates, since the administrative data also include students who dropped out during the present school year.

Record linkage to Danish administrative registers

We derive background information of respondents from Danish administrative registers. This was enabled by using unique student identifiers (called UNI-login), which students themselves provided in the questionnaire. We then used the identifier to link the questionnaire data to the respondents' social security number (called cpr), a unique personal registration number for each Danish citizen, which all data in the Danish administrative registers is based on. To ensure the anonymity of the respondents and to ensure data are kept safe, the social security number is pseudonymized and kept at secure servers at Statistics Denmark. The link between the unique student identifiers and their social security numbers was by the Danish Ministry of Education. Only a very small proportion of the respondents could not be linked because they did not provide us with the student identifier or due to error in the Ministry's servers.

Balance

In Table 1, we compare the treatment group, the control group the entire student population in the three included regions and the entire student population of Denmark. The information on application to HE we get from the Coordinated Application System, in which all applications to HE in Denmark is registered. Study and Career Guidance Denmark provided information on location of the school in regions. The rest of the information come from national registers at Statistics Denmark.

Table 1: Sample and population comparison

	Treatment group	Control group	Entire student population in Eastern Jutland, Zealand, Copenhagen	Entire student population in Denmark
Application to HE in 2020	0.22	0.20	0.20	0.18
Application to HE in 2021	0.36	0.34	0.33	0.33
Application to HE in 2022	0.34	0.34	0.35	0.35
Gender: Female	0.59	0.57	0.53	0.54
Origin: Danish	0.88	0.91	0.89	0.90
GPA (mean) upper secondary school	7.63	7.55	7.33	7.28
Parents highest education:				
Upper secondary school, VET or less	0.33	0.33	0.34	0.36
Short tertiary or bachelor's degree	0.34	0.36	0.35	0.37
Master's degree or more	0.33	0.31	0.31	0.26
Parents highest average disposable income (kr./pr. year):				
Below 250000	0.14	0.13	0.14	0.14
250000-350000	0.28	0.30	0.27	0.31
350000-500000	0.33	0.34	0.33	0.33
Above 500000	0.25	0.27	0.27	0.22
Upper secondary school program:				
General program	0.79	0.77	0.72	0.67
Commercial program	0.09	0.09	0.11	0.11
Technical program	0.12	0.14	0.17	0.22
Location of school:				
Eastern Jutland	0.27	0.26	0.25	
Zealand	0.22	0.39	0.26	
Copenhagen	0.51	0.35	0.49	
Observations	3.998	5.115	23234	39207

Intervention videos and home page activity

As part of the intervention setup, we designed 18 professional recorded and edited videos. Each video has a specific theme, as for example “Will I fit in at the university?”, and consists of interviews with current university students who tell personal stories about their own concerns and considerations before their commencement at the university followed up by reflections on how they feel now being enrolled. All themes touches upon different real life concerns that students might have about entering higher education (will I fit in, how do I choose the right study, how will I manage to make ends meet, will I manage to grasp the content, what’s the use of getting a degree) (see below for all video titles and transcribed audio content). These themes were the result of analyses of student interviews, expert interviews with personnel from Study and Career Guidance Denmark, and inspiration from existing research literature. We wanted the videos to deliver the content in a warm, pleasurable and personal way. Our hope was that the students would feel some connection to the persons in the videos and thus be able to mirror themselves herein.

The videos were employed multiple times during the intervention period. First, a few clips from the videos were shown at the intervention to all students as part of the intervention presentation. Furthermore, after filling out a questionnaire at the end of the intervention presentation, the students were automatically forwarded to an intervention home page containing all 18 videos (see figure 3a for home page activity). Here, the different themes were highlighted in the titles of the videos and the content was explained further in the subheadings.

Those students who filled in their phone number to receive information about further education, were also encouraged to visit the homepage with videos (see figure 3b). Finally, we directed the attention of the students in a separate nudge sample to the existence of the home page during two text messages in a parallel nudge intervention amplifier (see figure 3c).

Table 2: Links to youtube videos

Title of video	Link to video at YouTube
Open House – how to choose?	https://www.youtube.com/watch?v=rB1O0jO-XVvk&t=1s
Which field of study to choose?	https://www.youtube.com/watch?v=hC5VWewGqkk
Expectations – choosing different than ones parents	https://www.youtube.com/watch?v=aOys_JgkfU0
Will I fit in at the university?	https://www.youtube.com/watch?v=POcQ0xxO1Tk
Coming to terms with educational choice	https://www.youtube.com/watch?v=GtsS6bdb-fM
Starting at the university	https://www.youtube.com/watch?v=47ttGzTZm34
“Student for one day” and other possibilities	https://www.youtube.com/watch?v=SSsZiqK0_5A
Life on a study grant=pasta and oatmeal?	https://www.youtube.com/watch?v=GI76dqBR4LM
“It can seem chaotic, but we’re in it together”	https://www.youtube.com/watch?v=GSWhEDNsc9U
What to do when it gets tough?	https://www.youtube.com/watch?v=mzC67ixVpBU
To choose and to choose again	https://www.youtube.com/watch?v=l8EB4_8uVIg
Everyday life at the university	https://www.youtube.com/watch?v=6Xao_91uOMc
“The most awesome part is the freedom”	https://www.youtube.com/watch?v=9a1BnD1NDb4
Getting an apartment	https://www.youtube.com/watch?v=9gwKHqGaaT0
“Do you think you are able to complete?”	https://www.youtube.com/watch?v=b_YtpeVqEeE
Role models – support from home	https://www.youtube.com/watch?v=JJ25BLThwsl
“I feel inspired every day I enter the university”	https://www.youtube.com/watch?v=s4_Lx7jBS4
After the university	https://www.youtube.com/watch?v=xDx7-D_oxu4

Views and activity

As video clips were shown during the intervention presentation, we know that all students in the intervention group have watched these. Home page traffic data reveal that the students only to a limited extent stayed on the home page after being forwarded from the questionnaire. The students spent 32 seconds on average on the homepage and 90% left the home page without clicking on any video (table 3).

Sending out our two text messages generated more interaction from the home page visitors. Here, students spend 2:03 and 4:23 minutes on average on the home page per visit in relation to text message two and three respectively and only around 45% left the home page without clicking on any of the videos (table 3).

Table 3. Home page activity: Intervention presentation period, nudge wave 2 (sms #2 and #3).

	The full period	January 1 st 2020 –	Corona Nudge	Amplifier Nudge	
	January 1 2020 – March 15 2021	March 12 th 2020	Text message #0 (April 30 – June 5 th 2020)	Text message #2 (March 8 th 2021)	Text message #3 (March 14 th 2021)
Number of users at the home page	6,184	4,194	1,697	32	40
Number of sessions	11,939	9,207	1,927	44	50
Number of sessions per user	1.93	2.20	1.14	1.38	1.25
Number of pages shown (total)	14,614	10,929	2,233	88	127
Number of pager per session	1.22	1.19	1.16	2.00	2.54
Average time on home page (mm:ss)	00:39	00:32	00:23	02:03	04:23
Bounce rate (% of visits that left the home page before clicking on a subpage)	89.11%	90.05%	93.31%	43.18%	48.00%
Homepage activity illustrated in	Figure 3	Figure 3a	Figure 3b	Figure 3c	Figure 3c

Figure 3. The full period – number of users



Figure 3a. Intervention presentation period– number of users

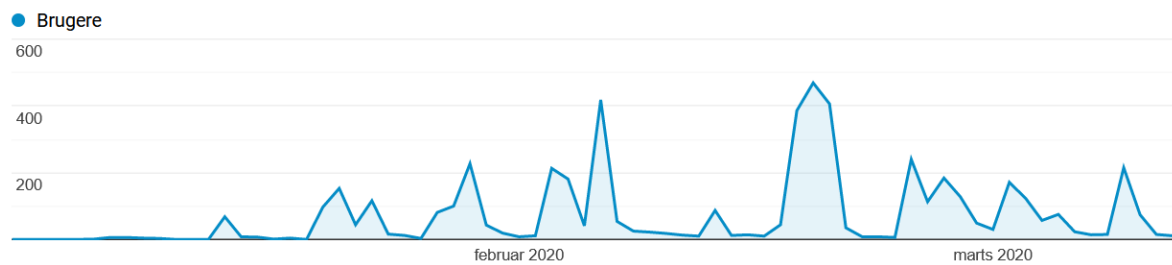


Figure 3b. Text message #0, to persuade the students to fill out a corona survey – number of users

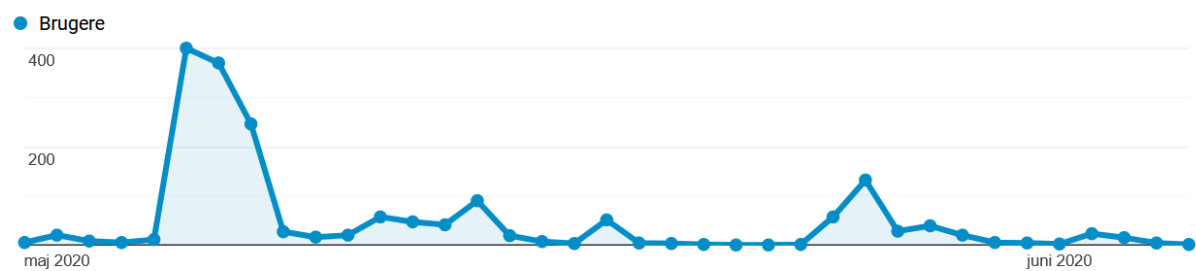
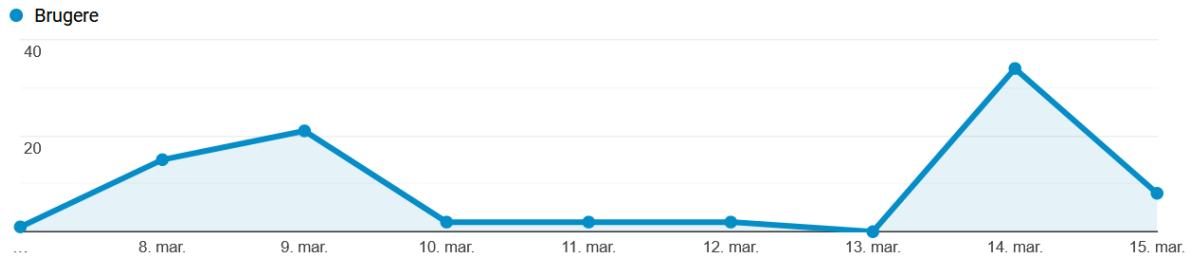


Figure 3c. Text message #2 and #3 – a nudge to remind them on the early application deadline (quota 2) – number of users



Nudges

In the intervention questionnaire students were asked to enter their personal telephone number if they were interested in learning more about HE. 1.978 students provided their phone number from the intervention group. From these we randomly drew three fourth to receive intervention amplifiers and one fourth not to receive any more information. These two groups thus represented treatment and control group *within* the larger intervention. Because the HE application is usually sent one to three years after graduation from upper secondary education, we wanted to test if an intervention amplifier consisting of a series of text messages would amplify the primer intervention. We sent out ten text messages in total in the time from the intervention (spring 2020) and until application deadline in 2022. We timed the text messages with the national HE application deadlines in March (called quota 2) and July (called quota 1). The very first text message were an invitation to take part in an Covid19-add on to the original questionnaire and were not as such considered a nudge and is therefore named text message number zero (see table 4).

Table 4: Overview of treatment and control groups

Text message number (#)	Date	Timing	Central message	Number of recipients
#0	April 30 – June 5 (2020)	During first Covid19 lock-down	Fill out extra questionnaire	1,085
#1	September 25 (2020)	Two month after graduation	Make rapport	1,426
#2	March 8 (2021)	One week before quota 2 deadline	Link to the videos and Study Guidance Denmark homepage	1,301
#3	March 14 (2021)	One day before quota 2 deadline	Link to the videos and the application homepage	1,297
#4	June 28 (2021)	One week before quota 1 deadline	Link to the videos, Study Guidance Denmark homepage and a ministerial homepage with an overview of all HE in Denmark	1,296
#5	July 4 (2021)	One day before quota 1 deadline	Link to the videos and the application homepage	1,296
#6	March 8 (2022)	One week before quota 2 deadline	Link to the videos and Study Guidance Denmark homepage	1,289
#7	March 14 (2022)	One day before quota 2 deadline	Link to the videos and the application homepage	1,195
#8	June 28 (2022)	One week before quota 1 deadline	Link to the videos and Study Guidance Denmark homepage	1,188
#9	July 4 (2022)	One day before quota 1 deadline	Link to the videos and the application homepage	1,136

Note: Quota 1 deadline for HE applications

Transcripts of role model videos

In this section, we included transcripts of the role model videos, that were an integrated part of the presentation. We also included pictures of the role models in the videos. In figure 4 in this section an overview of the slides in the presentation is included.

Figure 4. Overview of the slides

Content	Information or social/psychological barriers
Introduction + overview of the HE system	Concerns/barriers formulated as questions in thought bubbles: "What job prospects would different educations give me?"; "Will it pay off to opt for an education?"; "Is the education too difficult for me?"; "If I go to university, will I just become an unemployed academic?"; and "Would I fit in?"
Employment rates	Information on returns to higher education
Lifetime income	Information on returns to higher education
Video 1: "fitting in" at university. 2 mins	Social/psychological barriers
Social study environment at different HE institutions.	Social/psychological barriers
Explanation of GPA entry requirements.	Expanding horizons by providing practical information
How to find accommodation in university cities	Expanding horizons by providing practical information
Video 2: "Am I good enough?". 1 min.	Social/psychological barriers
Video 3: "What kind of job does my education lead to?" 1.5 mins	Social/psychological barriers
University education leading to many different jobs	Social/psychological barriers

Video 1: "Do I Fit In at University?" 01:50 min

Kira Louise Larsen:

My expectations were that it would be really tough, and that I would be really far behind because I didn't feel like I was the sharpest tool in the shed. I think especially the academic side scared me a lot because I thought that the university was kind of big and scary and would I fit in there? I wasn't so sure.

Khamzat Batyrsultanov:

I was very self-critical, I think, and very doubtful of myself and my own abilities and stuff like that. I was afraid that I wouldn't be as good academically as the others. Maybe they had some parents who had also gone to university and some siblings and all that, which could boost them a bit.

Kira Louise Larsen:

Maybe my profile didn't fit in so well because I didn't come from an academic home, or I wasn't the best in upper secondary school. I thought there were many A-grade students who were striving to be the best and having sharp elbows and all that, and that wasn't really my approach to things.

Khamzat Batyrsultanov:

But as soon as I started, it disappeared completely, because they were just as clueless as I was at the beginning, right? And then we learned it together and then we learned that okay, maybe we didn't have that many differences. Maybe it was just something I kind of had convinced myself of, right...

Kira Louise Larsen:

People were really nice and open and there were really many different people, really many people like myself and people who had parents with a university education. It was really mixed actually, I felt that when I just had a normal chat with people, it was turned around and then I quickly realized that I was just like everyone else. I just came from a slightly different place, and we all did, by the way. You just have to talk to each other.

Khamzat Batyrsultanov:

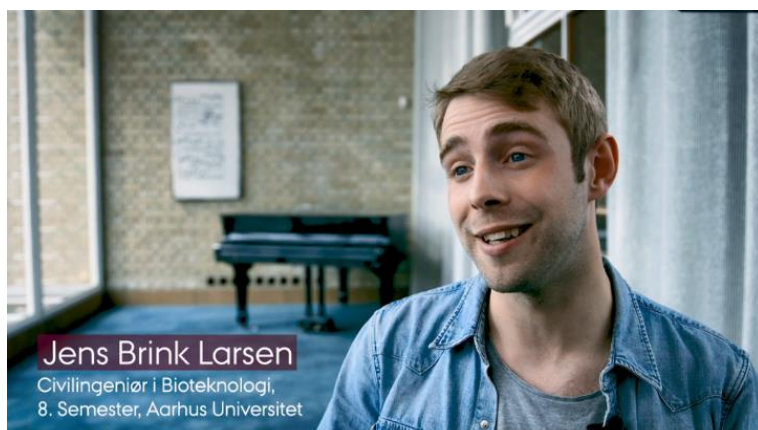
There is not one recipe for a university student. You shouldn't refrain from doing it because you think you're not good enough or because you can't handle it because I think 100 percent you can.



Video 2: "Am I good enough?" 00:50 min

Jens Brink Larsen:

Just before starting my studies, I was quite afraid that I wouldn't be good enough academically. The fact that I had to read a lot of pages often in English on a subject I had never studied before scared me a lot, and it was actually one of the things I was most afraid of, that I wasn't good enough. Some of the subjects I have chosen - I have chosen a track that is very chemical and in upper secondary school I wasn't very good at chemistry. But I have found out that it can be learned, especially when you have some really good friends and classmates who can help you.



Video 3: "What can you use the education for?" 00:50 min

Cecilie Ravn:

Many of the programs you can study at the university are in a way very vague in terms of "what can you become?" It's different to study to become a teacher, nurse, or take a vocational education and become a painter because you know what the end goal is, it's in the name of the program. But with many of the programs at the university, you study something that's broader and I remember coming home and talking about "try to look at this educational science, it just sounds super cool, it's totally me" and my mom asked "but what can you use it for?" "Well, I don't know... yet!"



Website with role model videos

The treated students were directed to a website with more role model videos after finishing the survey. Figure 5 shows the website and the links to the videos in Danish.

Figure 5: screen shots from website



Slides fra NextStep oplægget

SE MERE >



Åbent hus - og om at vælge uddannelse

Rikke læser Sociologi på Københavns Universitet og fortæller om hvordan et åbent husarrangement overbejvnte hende om, at hun ikke skulle læse Sundhedsbachelor, men i stedet Sociologi

SE MERE >



Forventninger og om at vælge anderledes end sine forældre

Kira læser historie på Københavns Universitet og fortæller om, hvordan hendes ikke-akademiske forældre ikke syntes, at universitetet var det rigtige valg for hende, og om at orienteret indtil videre har været en succes

SE MERE >



Om at blive afklaret i sit valg af uddannelse

Sacha læser Medicin på Aarhus Universitet og fortæller om, hvilke strategier hun bruger i forhold til at blive afklaret i sit valg af uddannelse, når nu hendes familie ikke kunne hjælpe

SE MERE >



Studerende for en dag' og UG.dk

Jens læser til civilingeniør i bioteknologi på Aarhus Universitet og fortæller om, hvordan sbuddet 'Studerende for en dag' og hjemmesiden UG.dk hjalp ham, da han skulle vælge uddannelse

SE MERE >



Hvilket studie skal jeg vælge?

Rikke, Kharnaz og Sine fortæller om deres overvejelser og om deres råd, så de skulle vælge videregående uddannelse

SE MERE >



Passer jeg ind på universitetet?

Kira, Kharnaz og Sine fortæller i denne video om deres bekymring for ikke at passe ind på universiteter, og hvordan denne bekymring udsatte sig på deres udsagnsgrundet

SE MERE >



Studiestart

Sacha, Cecilia, Rikke og Guray fortæller om deres studiestart og om hvordan 'sausage' og 'satsenem' gjorde det lettere at falde til

SE MERE >



Livet på SU - kun pasta og hørregryn?

Seks studerende fortæller om, hvordan livet på SU kan være udfordrende, men at det dog kan blive sammen og om hvordan nogle studerende supplerer SU'en med et studiejob

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Search

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Forventninger og om at vælge anderledes end sine forældre

Studiestart

Om at blive afklaret i sit valg af uddannelse

Livet på SU - kun pasta og hørregryn?

'Studerende for en dag' og UG.dk

Hvad gør man, når det er svært på universitetet?

Det kan ikke hjælpe, men vi er alle i samme båd

Hverdagen på universitetet

Om valg og om at vælge sin

Bliv i studiehjernen

Det bedste er friheden

Rollermodeller - opbakning hjemmefra

"Tror du, at du kan klare det?"

Over universitetet

Jeg bliver inspireret hver dag, jeg går ind på datene på universitetet

OM

Velkommen til NextStep, hvor du kan få flere fra nuværende studerende om, hvordan det er at læse på en videregående uddannelse

[SE MERE »](#)

Det kan virke kærtisk, men vi er alle i samme båd

Gustav Jensen læser Data Science på IT-Universitetet og fortæller om, hvordan han oplevede, at de fleste i hans omgangskreds valgte noget andet end ham, og om hvordan han modtog masser af nye mega fede muligheder

[SE MERE »](#)

Om valg og om at vælge om

Cecilie læser nu Uddannelsesvidenskab på Aarhus Universitet og blev inden den tilvalgt. Cecilie fortæller, at det er okay at tænke på en uddannelse for sidenhen at vælge en anden

[SE MERE »](#)

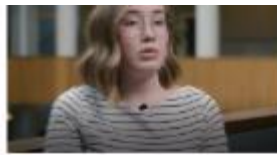
Det fedeste er friheden

Anne Louise læser Engelsk på Københavns Universitet og fortæller, at hun oplever en stor frihed ved at være på universitetet. Friheden betyder hun som forsker, men også som søn. Derudover fortæller hun om oplevelsen af at have ikke-akademiske forældre

[SE MERE »](#)

"Tror du, at du kan klare det?"

Sofie der læser Digital Design og Interaktive Teknologier på IT-Universitetet fortæller om, hvordan det er at være på universitetet uden at være den stærkeste faglig nummer i klassekåben eller på gymnasiet

[SE MERE »](#)

Hvad gør man, når det er svært på universitetet?

Kira, Anne Louise, Rikke og Gustav fortæller om, hvordan de vælger og får hjælp hos medstuderende, søster og undervisere, hvis der er noget der er svært

[SE MERE »](#)

Hverdagen på universitetet

Den studerende fortæller om, at livet som studerende ikke som frihed med ansvar, men også om hvordan det kan være mega hårdt nogle gange - især på en fredag når der regner. Og om hvordan det er en rigtig god dag for dem

[SE MERE »](#)

Boig i studiebyerne

Den studerende fortæller om deres oplevelse med at flytte hjemmefra og finde sig en bolig i forbindelse med studiet

[SE MERE »](#)

Rollermodeller - opbakning hjemmefra?

Sofie, Rikke og Gustav fortæller om det at have ikke-akademiske forældre og om den opbakning de kan give

[SE MERE »](#)

Efter universitetet

En studerende fortæller om deres læsning og drømme i forbindelse med efteruddannelsen og om en uddannelsesvej

Link to intervention slides

The weblink below links to the intervention slides, including descriptions of the content in the slides. It is in Danish.

Link to intervention slides: <https://nextstepinfo.dk/?p=336>.



NextStep

Et forskningsprojekt om udfordringer og barrierer ved valg af videregående uddannelser

Et AU forskningsprojekt, finansieret af Danmarks Frie Forskningsfond

Hvem står bag NextStep?



Besøg www.NextStepInfo.dk efter oplægget

Uddannelsesmuligheder

Videregående uddannelser (bygger ovenpå en ungdomsuddannelse)

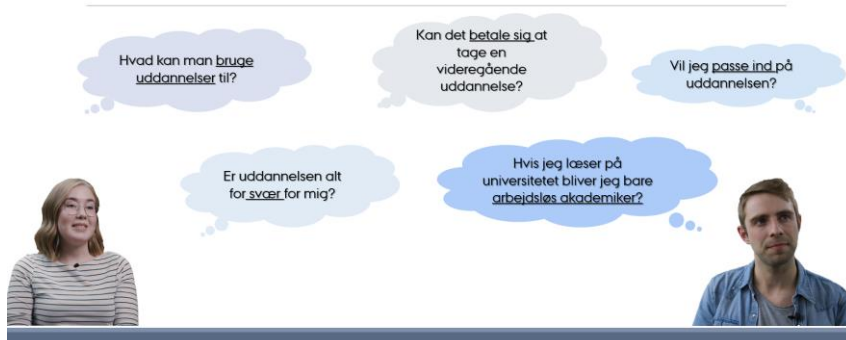
Erhvervsakademiuddannelse

Professionsbachelor

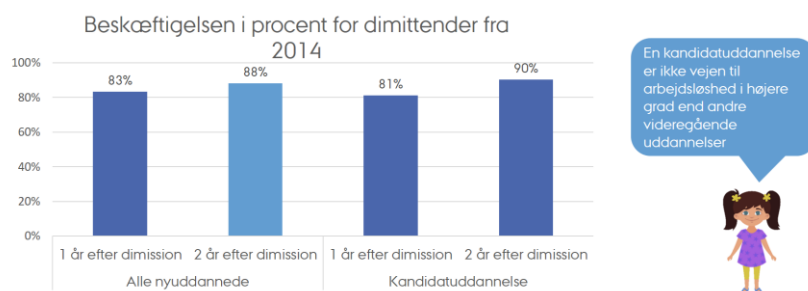
Universitetsuddannelse (bachelor- og kandidatuddannelse)

Andre uddannelser (fx kunstneriske uddannelser, politi og forsvar)

Overvejelser, fordomme og uddannelsesvalg

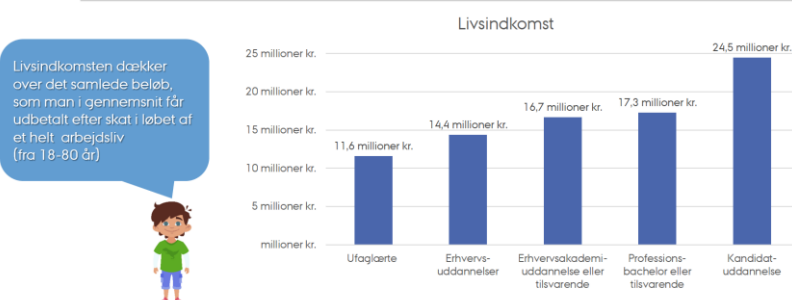


Hvordan ser beskæftigelsen ud for de videregående uddannelser?



Kilde: AC

Kan det betale sig at bruge mange år på at uddanne sig?



Kilde: Arbejdsmarkedsundersøgelse 2017

Kan det betale sig at bruge mange år på at uddanne sig?



Kilde: Arbejdernes erhvervsråd 2017

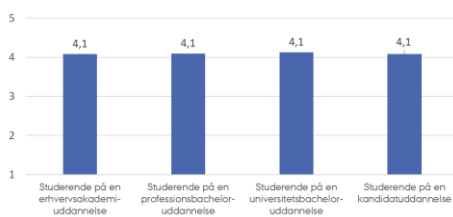
Vil jeg passe ind på uddannelsen?



Kilde: bonusinfo, AC, 2018

Vil jeg passe ind på uddannelsen?

Hvor godt tilpas føler du dig generelt på din uddannelse
på en skala fra 1-5



Bonusinfo:
Du kan gå ind på uddannelseszoom.dk og se hvor godt de studerende føler sig tilpas på netop det studie som du overvejer

Kilde: Uddannelseszoom

www.NextStepInfo.dk

Fortælling - Sasch - Medicin

Team: Livet på SU

SE MERE >

SE MERE >

Search

VIDEGER

Passer jeg ind på universitetet?
Hvad kan jeg bruge min uddannelse til?
Fortælling fra en studerende
Bolg i studiebyerne

OM

Velkommen til NextStep, hvor du kan få nærmere information fra andre nuværende studerende om, hvordan det er at læse på en videregående uddannelse.

Er en høj adgangskvotient = bedre uddannelse?

En høj adgangskvotient

Betyder IKKE nødvendigvis

At uddannelsen er sværere

At du modtager bedre undervisning

At det er lettere at få et job bagefter

At dine medstuderende er mere engagerede



Adgangskvotienten er bestemt af uddannelsens popularitet, sammenhold med udbuddet af pladser, det pågældende år

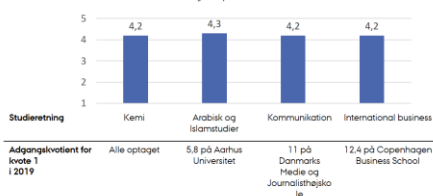


Kilde: Uddannelseszoom

Er en høj adgangskvotient = bedre uddannelse?

En høj adgangskvotient er ikke nødvendigvis et udtryk for hvor engagerede dine medstuderende er i undervisningen

Hvor engagerede er dine medstuderende i undervisningen på en skala fra 1-5?



Kilde: Uddannelseszoom

Hvordan får man en bolig i studiebyerne?

- Aarhus: boliggarantiordningen.
- Odense og Aalborg: Tag over hovedgaranti.
- København: centralindstillingsudvalget (CIU) og Kollegernes Kontor (KKIK)



Er jeg god nok?



Jens har læst en diplomingeniør i bioteknologi (professionsbachelor) og starter på en universitets kandidat som civilingeniør. Han fortæller om at føle sig god nok.



Kilde: Uddannelseszoom, Bonusinfo: EVA 2017

Hvad kan man bruge uddannelsen til?



Cecille læser en kandidat i uddannelsesvidenskab på Aarhus Universitet. Hun er tit blevet spurgt, hvad hun kan bruge sin uddannelse til.

Kilde: Uddannelseszoom

Hvad kan man bruge uddannelser til som ikke fører til en bestemt jobtitel bagefter?

Brancher som færdiguddannede fra Uddannelsesvidenskab fra Aarhus arbejder i:



Stillinger:

- AC-Fuldmægtig
- E-Læringskonsulent
- HR- og uddannelseskonsulent
- Integrationsvejleder
- Karrierekonsulent
- Kvalitets- og udviklingsansvarlig
- Underviser
- Specialkonsulent
- Vejleder

Virksomheder:

- DGI
- Hjørring Kommune
- Hospitalsregion Vest, Region Midt
- Professionstestskolen, University College Capital
- Rigspolitiet
- Siemens Wind Power A/S
- Gentofte Kommune
- Styrelsen for IT og Læring
- Undervisningsministeriet
- Syddansk Universitet
- Studievalg Danmark

Kilde: Uddannelseszoom

Hvilke job fører en kandidatuddannelse i fysik til?

Brancher som færdiguddannede fysikere fra Københavns Universitet arbejder i:



Stillinger:

- Ph.d.-studerende på Center for Stamcelleforskning (og mange andre steder)
- Petrofysiker hos Mærsk Oil
- Fysiker hos Statens Institut for Strålebehandling
- Gymnasielærer i Fysik og Biologi
- Ingeniør hos DELTA
- Røntgen Manager hos Nordia
- Hospitalfysiker på Bapebjerg Hospital
- Modeludvikler hos DONG Energy Windpower
- Webdesigner med eget firma
- Konsulent på Institut for Naturfagsdidaktik
- Funktionær hos Danmarks Statistik
- Klimaforsker hos DMI

Kilde: Uddannelseszoom

Tak for jeres opmærksomhed

Nu får i 8 min til gå ind på:

www.survey-xact.dk/konkret_url

Og tage vores korte survey.

Kilde: Uddannelseszoom

Appendix 1 - Student survey in English and Danish

Welcome

This questionnaire is part of the research project "NextStep" at Aarhus University.

The questions are directed at you and your thoughts on education. It takes approx. 9 minutes to answer.

Aarhus University requests your consent to register your personal information and responses for research purposes. Your information will be stored and deleted due to the respective legislation, and it will not be possible to identify you in the publication of the research later on. Read about how the project handles your data securely and confidentially [here](#). Or accept the terms and conditions and start the questionnaire by clicking "Next"

Enjoy!



AARHUS UNIVERSITET

Item	Answer-scale
<p>Please enter your UNI-login (username)</p> <p>All data is treated confidentially and in accordance with applicable legislation in relation to the processing of personal data (General Data Protection Regulation/GDPR).</p>	
<p>If you don't remember your UNI-login, please type in the following login: NEXTSTEP (capital letters) and you will have the option to type in your CPR-number instead.</p> <p>Please type in your UNI-login two times</p> <p>1) Type in your UNI-login Type in your UNI-login again</p>	<p>1. "Free text field"</p>
<p>[if Q1="NEXTSTEP"]</p> <p>1A) You now have the option to type in your CPR-number. (mark your choice with a checkmark.)</p>	<p>1. "Free text field"</p> <p>2. I do not wish to answer</p>
<p>2) What is your gender?</p>	<p>1. Man</p> <p>2. Woman</p> <p>3. Other</p>
<p>3) What upper secondary educational program are you currently undertaking?</p>	<p>1. STX</p> <p>2. HHX</p> <p>3. HTX</p> <p>4. Other (write which one) "Free text field"</p>
<p>4) Which educational institution do you attend now? (for example Roskilde Gymnasium)</p>	<p>134 upper secondary educational schools shown in alphabetical order.</p> <p>Eg.</p> <p>1. Albertslund Gymnasium</p> <p>2. Allerød Gymnasium</p> <p>3. ...</p> <p>135. [Another educational institution not listed]</p>
<p>[if Q4 = 135]</p> <p>4A) If your educational institution does not appear on the list, you can enter the name here</p>	<p>1. "Free text field"</p>

The following questions are about your attitude towards higher education.	
<p>5) Some people think that it is important to obtain a university education, while others do not consider it important. To what extent do you agree with the following statements?</p> <p>5A) It is a waste of time to obtain a university education</p> <p>5B) There are more important things in life than obtaining a university education</p> <p>5C) A university education strengthens critical thinking skills</p> <p>5D) A university education is valuable in and of itself</p> <p>5E) It is difficult to find employment without a university education</p> <p>5F) It is central to Denmark's economy that we have individuals with university educations</p>	<ol style="list-style-type: none"> 1. Strongly disagree 2. Partially disagree 3. Neither agree nor disagree 4. Partially agree 5. Strongly agree
<p>6) What is the highest level of education that you expect to complete?</p>	<ol style="list-style-type: none"> 1. A high school education (STX, HHX, HTX) 2. A vocational education (e.g. electrician, retail assistant, blacksmith) 3. A business academy education (e.g. financial economist, computer scientist, laboratory technician) 4. A university college education (e.g. primary school teacher, nurse, civil engineer) 5. A university education (e.g. medical doctor, lawyer, economist) or a research education (e.g. Ph.D)
<p>7) What are your plans for next year? (based on what you are considering the most right now)</p>	<ol style="list-style-type: none"> 1. I am planning to start a higher education program right after finishing my STX/HHX/HTX. 2. I am not planning to start a higher education program right after finishing my STX/HHX/HTX
<p>[if Q7 = 2]</p> <p>7A) You have indicated that you do not plan to begin a higher education program right after finishing your STX/HHX/HTX. What are your plans for the future?</p>	<ol style="list-style-type: none"> 1. I am planning to take one or more gap years (and then start a higher education program) 2. I am not planning to pursue further education
<p>8) How many gap years do you estimate you will take?</p>	<ol style="list-style-type: none"> 1. 0-6 months 2. 6-12 months 3. 1-2 years

	<ol style="list-style-type: none"> 4. 2-3 years 5. More than 3 years
<p>[if Q8 = 3, 4 or 5]</p> <p>8A) To what extent are the following factors contributing to your decision to take one or more gap years?</p> <p>8A.1) I am unsure about my choice of further education</p> <p>8A.2) I am tired of school</p> <p>8A.3) I would like to earn money</p> <p>8A.4) I would like to travel abroad</p> <p>8A.5) I want to attend a folk high school</p> <p>8A.6) It is important to gain work experience for my career</p>	<ol style="list-style-type: none"> 1. To a high extent 2. To some extent 3. To a lesser extent 4. Not at all
<p>9) You have the opportunity to receive reminders about application deadlines for quota 1 and quota 2 for higher education and guidance via SMS. The SMS will also include links to relevant websites, including NextStep and Studievalg. Here you can enter your phone number if you wish to receive SMS reminders. The number will only be used by the project and will be deleted afterwards. If not, you can continue by pressing on.</p>	<ol style="list-style-type: none"> 1. "Free text field"
<p>10) If you had to choose an education right now, what would your first priority be?</p> <p>If you are unsure or have not decided yet, please choose the option that is most likely and indicate in the next question that you are very uncertain if this will be your final choice.</p>	<p>152 educational programs shown in alphabetical order.</p> <p>Eg.</p> <ol style="list-style-type: none"> 1. Administrationsøkonomi 2. Agrobiologi 3. ... 152. Østeuropastudier
<p>10A) If the education is not listed above, please write the name of the education here</p>	<ol style="list-style-type: none"> 1. "Free text field"
<p>10B) How certain are you that this will be your final choice?</p>	<ol style="list-style-type: none"> 1. Very certain 2. Fairly certain 3. Somewhat uncertain 4. Very uncertain
<p>The following questions are about your thoughts on choosing higher education</p>	
<p>[if Q7A=2]</p>	

<p>You do not plan to pursue further education. Nevertheless, we ask you to consider to what extent the following statements are important to you, if you were to choose an education anyway.</p>	
<p>11) To what extent are the following statements important to you when choosing an education?</p> <p>11A) That I am skilled in related subjects here at STX/HTX/HHX</p> <p>11B) That the studies seem exciting</p> <p>11C) That it is clear what job I can get afterwards</p> <p>11D) That it is easy to get a job afterwards</p> <p>11E) That the studies interest me</p> <p>11F) That the education is close to where I currently live</p> <p>11G) That it is a study program with many social activities</p>	<ol style="list-style-type: none"> 1. To a high degree 2. To some extent 3. To a lesser extent 4. Not at all
<p>In connection with choosing further education, there are a number of options and offers where one can learn more about the different educations.</p>	
<p>12) Have you used the following options and offers outside of school hours? (Answer no if you are not familiar with the offer)</p> <p>12A) Searched for information on the education's websites</p> <p>12B) Attended one or more information events regarding educational opportunities (e.g. open house or u-days)</p> <p>12C) Done an internship to get to know one or more subject areas</p> <p>12D) Investigated one or more educations using 'Uddannelseszooom'</p> <p>12E) Received individual guidance from a student counselor</p> <p>12F) Other online resources (e.g. UG.dk)</p> <p>12G) Been a 'student for a day'</p>	<ol style="list-style-type: none"> 1. Yes 2. No
<p>In the following questions, we present you with a number of considerations that you may have in connection with choosing an education.</p>	
<p>13) To what extent do the following statements apply to how you feel about choosing an education?</p> <p>13A) I am confident that I can keep up with the teaching</p> <p>13B) I am concerned about making friends at the education</p> <p>13C) I am worried about being able to read everything that needs to be read</p>	<ol style="list-style-type: none"> 1. To a high extent 2. Somewhat 3. In a lesser extent 4. Not at all

13D) I am confident that I will pass the exams	
In this question, you are asked to imagine that you had to attempt a number of different types of education.	
<p>14) How do you assess your chances of completing...</p> <p>14A) ... a university education (e.g. doctor, lawyer, economist, civil engineer)</p> <p>14B) ... a university college education (e.g. primary school teacher, nurse, engineering technologist)</p> <p>14C) ... a business academy education (e.g. financial economist, computer scientist, multimedia designer, laboratory technician)</p> <p>14D) ... a vocational education (e.g. electrician, sales assistant, blacksmith, social and health assistant)</p>	<ol style="list-style-type: none"> 1. 1 – Very likely 2. 2 3. 3 4. 4 5. 5 – Not likely
<p>15) To what extent do you agree with the following statements regarding the choice of education?</p> <p>15A) The number of options is overwhelming.</p> <p>15B) I am clear about my interests.</p> <p>15C) I am clear about my abilities/competencies.</p> <p>15D) I am worried about my financial situation while pursuing an education.</p> <p>15E) I pursue an education without having considered what I can become afterwards</p>	<ol style="list-style-type: none"> 1. Strongly agree 2. Partially agree 3. Neither agree nor disagree 4. Partially disagree 5. Strongly disagree
<p>16) In what degree do considerations regarding the job market/future job influence your choice of higher education?</p> <p>16A) That the job has low unemployment</p> <p>16B) Opportunity to have a high income</p> <p>16C) That the job is respected and provides good societal status</p> <p>16D) Opportunity for career advancement, e.g. managerial positions</p> <p>16E) That the job is interesting</p> <p>16F) That the job provides a balance between work and leisure/family life</p>	<ol style="list-style-type: none"> 1. To a high degree 2. To some degree 3. To a lesser degree 4. Not at all
The next questions are about your habits at home and your parents.	
17) How often do you do the following?	1. Once a week or more

<p>17A) Go to a museum</p> <p>17B) Go to the theater or a concert</p> <p>17C) Go to the cinema</p> <p>17D) Listen to classical music</p> <p>17E) Go to the library</p> <p>17F) Read a book (not homework, but e-books or audiobooks are fine)</p> <p>17G) Read the news (including electronic)</p>	<ol style="list-style-type: none"> 2. About once a month 3. A few times a year 4. Almost never 5. Never
<p>18) Which of the following educational degrees have one or both of your parents completed? (If you are unsure, please put a check where you think)</p> <p>18A) A research education (e.g. Ph.D., doctorate)</p> <p>18B) A university education (e.g. doctor, lawyer, economist, civil engineer)</p> <p>18C) A university college education or equivalent (e.g. primary school teacher, nurse, engineering technician)</p> <p>18D) A business academy education or equivalent (e.g. financial economist, computer scientist, multimedia designer, laboratory technician)</p> <p>18E) A vocational education (e.g. electrician, sales assistant, blacksmith, social and healthcare assistant)</p> <p>18F) A high school education (HF, STX, HHX or HTX)</p> <p>18G) Primary school (folkeskolen)</p>	<ol style="list-style-type: none"> 1. Yes 2. No
<p>19) What grade point average do you expect to have when you finish STX/HHX/HTX? (You may write a decimal, e.g. 4.7)</p>	<ol style="list-style-type: none"> 1. "Free text field"
<p>20) Finally, you will be presented with a series of statements that you are asked to assess as true or false.</p> <p>20A) The students' engagement is highest in the educational programs that require the highest grade point averages.</p> <p>20B) In terms of lifetime income, it is not worth pursuing a university education.</p> <p>20C) Students in university degree programs generally feel less comfortable in their education than students in other higher education programs.</p>	<ol style="list-style-type: none"> 1. True 2. False

<p>21) You have just attended a presentation from NextStep (Aarhus University). How useful do you rate the presentation has been for you? (1 = not useful at all) (10 = very useful)</p>	<ol style="list-style-type: none"> 1. 1 2. 2 3. 3 4. 4 5. 5 6. 6 7. 7 8. 8 9. 9 10. 10
<p>22) To what extent would you recommend that the presentation (NextStep) be given at other high schools in the country?</p>	<ol style="list-style-type: none"> 1. To a high extent 2. To some extent 3. To a lesser extent 4. Not at all 5. Don't know
<p>Thank you very much for your response. To complete the survey, you need to press 'finish'</p>	

Velkommen

Spørgeskemaet er en del af forskningsprojektet "NextStep" på Aarhus Universitet.

Spørgsmålene er rettet mod dig og dine tanker om uddannelse. Det tager ca. 9 min. at besvare.

Aarhus Universitet anmoder om dit samtykke til at registrere dine personoplysninger og besvarelse til brug for forskning. Dine oplysninger opbevares og slettes i henhold til gældende lovgivning på området, og det er ikke muligt at identificere dig i forbindelse med offentliggørelse af forskningen. Læs om projektets sikre og fortrolige behandling af dine data HER. Eller accepter betingelserne og start spørgeskemaet ved at klikke på "Næste".

God fornøjelse!

Spørgsmål	
Indtast venligst dit UNI-login (brugernavn) Alle data behandles fortroligt og i overensstemmelse med gældende lovgivning i forhold til behandling af persondata (persondataforordningen/GDPR).	
Hvis du ikke kan huske dit UNI-login, bedes du indtaste følgende login: NEXTSTEP (store bogstaver) og du vil få mulighed for at indtaste dit CPR-nummer i stedet. Du bedes indtaste dit UNI-login to gange 1) Indtast dit UNI-login Indtast dit UNI-login igen	1. "Fritekstfelt"
[if Q1="NEXTSTEP"] 1A) Du har nu muligheden for at indtaste dit CPR-nummer. (sæt kryds ud for dit valg)	1. "Fritekstfelt" 2. Jeg ønsker ikke at oplyse mit CPR-nummer
2) Hvad er dit køn?	1. Mand 2. Kvinde 3. Andet
3) Hvilken ungdomsuddannelse er du i gang med lige nu?	1. STX 2. HHX 3. HTX 4. Anden (skriv hvilken) "Fritekstfelt"
4) Hvilken uddannelsesinstitution går du på nu? (eksempelvis Roskilde Gymnasium)	134 gymnasier vist I alfabetisk rækkefølge. Eg. 1. Albertslund Gymnasium 2. Allerød Gymnasium 3. ... 135. [Anden uddannelsesinstitution som ikke fremgår på listen]
[if Q4 = 135] 4A) Hvis din uddannelsesinstitution ikke fremgår på listen, kan du indtaste navnet her	1. "Fritekstfelt"
De følgende spørgsmål handler om din holdning til videregående uddannelse.	

<p>5) Nogle mennesker synes, at det er vigtigt at tage en universitetsuddannelse, mens andre omvendt ikke synes det er vigtigt. Hvor enig er du i de følgende udsagn?</p> <p>5A) Det er spild af tid at tage en universitetsuddannelse</p> <p>5B) Der er vigtigere ting i livet, end at få en universitetsuddannelse</p> <p>5C) Med en universitetsuddannelse styrkes evnen til kritisk tænkning</p> <p>5D) En universitetsuddannelse er værdifuld i sig selv</p> <p>5E) Det er svært at få job uden en universitetsuddannelse</p> <p>5F) Det er central for Danmarks økonomi, at vi har personer med universitetsuddannelser</p>	<ol style="list-style-type: none"> 1. Meget uenig 2. Delvist uenig 3. Hverken eller 4. Delvist enig 5. Meget enig
<p>6) Hvad er den højeste uddannelse du forventer at gennemføre?</p>	<ol style="list-style-type: none"> 1. Studentereksamen (STX, HHX, HTX) 2. En erhvervsfaglig uddannelse (f.eks. elektriker, butiksassistent, smed) 3. En erhvervsakademiuddannelse (f.eks. finansøkonom, datamatiker, laborant) 4. En professionsbachelor (f.eks. folkeskolelærer, sygeplejerske, diplomingeniør) 5. En universitetsuddannelse (f.eks. læge, jurist, økonom) eller en forskeruddannelse (f.eks. Ph.D)
<p>7) Hvad er dine planer til næste år? (ud fra det du overvejer mest lige nu)</p>	<ol style="list-style-type: none"> 1. Jeg regner med at skulle i gang med en videregående uddannelse lige efter STX/HHX/HTX 2. Jeg regner ikke med at starte på videre uddannelse lige efter STX/HHX/HTX
<p>[if Q7 = 2]</p> <p>7A) Du har angivet, at du ikke regner med at påbegynde en uddannelse lige når du er færdig med STX/HHX/HTX. Hvilke planer har du for fremtiden?</p>	<ol style="list-style-type: none"> 1. Jeg regner med at tage ét eller flere sabbatår (for derefter at påbegynde en uddannelse) 2. Jeg regner ikke med at uddanne mig yderligere
<p>8) Hvor mange sabbatår regner du cirka med at holde?</p>	<ol style="list-style-type: none"> 1. 0-6 måneder 2. 6-12 måneder 3. 1-2 år 4. 2-3 år 5. Mere end 3 år
<p>[if Q8 = 3, 4 or 5]</p>	<ol style="list-style-type: none"> 1. I høj grad 2. I nogen grad 3. I mindre grad

<p>8A) I hvor høj grad er følgende forhold medvirkende til, at du vælger ét eller flere sabbatår?</p> <p>8A.1) Jeg er i tvivl om valg af videreuddannelse</p> <p>8A.2) Jeg er skoletræt</p> <p>8A.3) Jeg gerne vil tjene penge</p> <p>8A.4) Jeg gerne vil ud at rejse</p> <p>8A.5) Jeg vil på højskole</p> <p>8A.6) Det er vigtigt med arbejds erfaring i forhold til min karriere</p>	<p>4. Slet ikke</p>
<p>9) Du har mulighed for at få påmindelser om ansøgningsfrist til kvote 1 og kvote 2 på videregående uddannelse og vejledning på SMS. SMS'en vil også indeholde links til relevante hjemmesider inklusive NextStep og Studievalg.</p> <p>Her kan du indtaste dit telefonnummer, hvis du ønsker at modtage SMS-påmindelser. Nummeret bliver udelukkende benyttet af projektet og slettes efterfølgende. Hvis ikke, kan du fortsætte ved at trykke videre.</p>	<p>1. "Fritekstfelt"</p>
<p>10) Hvis du skulle vælge en uddannelse lige nu, hvad ville din 1. prioritet så være.</p> <p>Hvis du er i tvivl eller ikke har besluttet dig endnu, så vælg det der er mest sandsynligt, og angiv ved næste spørgsmål, at du er meget usikker på, om dette bliver dit endelige valg.</p>	<p>152 uddannelser I alfabetisk rækkefølge.</p> <p>Eg.</p> <ol style="list-style-type: none"> 1. Administrationsøkonomi 2. Agrobiologi 3. ... 153. Østeuropastudier
<p>10A) Hvis uddannelsen ikke fremgår på ovenstående liste, bedes du skrive uddannelsens navn her</p>	<p>1. "Fritekstfelt"</p>
<p>10B) Hvor sikker er du på, at dette bliver dit endelig valg?</p>	<ol style="list-style-type: none"> 1. Meget sikker 2. Forholdsvis sikker 3. En smule usikker 4. Meget usikker
<p>De følgende spørgsmål handler om dine tanker om at vælge videregående uddannelse</p>	
<p>[if Q7A=2]</p> <p>Du regner ikke med at tage yderligere uddannelse. Alligevel beder vi dig overveje i hvor høj grad følgende udsagn er vigtige, hvis du alligevel skulle vælge en uddannelse.</p>	

<p>11) I hvor høj grad er følgende udsagn vigtige for dig, når du skal vælge uddannelse?</p> <p>11A) At jeg er dygtig inden for relaterede fag her på STX/HTX/HHX</p> <p>11B) At studiet virker spændende</p> <p>11C) At det er tydeligt hvilket job jeg kan få bagefter</p> <p>11D) At det er let at få job bagefter</p> <p>11E) At studiet interesserer mig</p> <p>11F) At uddannelsen ligger tæt på, hvor jeg bor nu</p> <p>11G) At det er et studie med mange sociale aktiviteter</p>	<ol style="list-style-type: none"> 1. I høj grad 2. I nogen grad 3. I mindre grad 4. Slet ikke
<p>I forbindelse med at der skal vælges videregående uddannelse, findes der en række muligheder og tilbud hvor man kan lære mere om de forskellige uddannelser.</p>	
<p>12) Har du benyttet nedenstående muligheder og tilbud ud over skoletiden? (Svar nej hvis du ikke kender til tilbuddet)</p> <p>12A) Søgt informationer på uddannelsernes hjemmesider</p> <p>12B) Været til et eller flere info-arrangementer angående uddannelsesmuligheder (f.eks. åbent hus eller u-days)</p> <p>12C) Været i praktik for at lære et eller flere fagområder at kende</p> <p>12D) Undersøgt en eller flere uddannelser ved hjælp af 'Uddannelseszoom'</p> <p>12E) Individuel vejledning hos studievejleder</p> <p>12F) Andre online ressourcer (f.eks. UG.dk)</p> <p>12G) Været 'studerende for en dag'</p>	<ol style="list-style-type: none"> 1. Ja 2. Nej
<p>I nedenstående spørgsmål præsenterer vi dig for en række overvejelser du muligvis måtte have i forbindelse med valg af uddannelse</p>	
<p>13) I hvor høj grad passer følgende udsagn på hvordan du har det i forhold til valg af uddannelse?</p> <p>13A) Jeg er sikker på, at jeg kan følge med i undervisningen</p> <p>13B) Jeg er bekymret for, om jeg får venner på uddannelsen</p> <p>13C) Jeg er bekymret for om jeg formår at læse alt det der skal læses</p> <p>13D) Jeg er sikker på, at jeg nok skal klare eksamen</p>	<ol style="list-style-type: none"> 1. I høj grad 2. I nogen grad 3. I mindre grad 4. Slet ikke
<p>I dette spørgsmål beder om, at du forestiller dig, at du skulle forsøge at gennemføre en række forskellige uddannelsesstyper.</p>	

<p>14) Hvordan vurderer du dine chancer for at kunne gennemføre...</p> <p>14A) ... en universitetsuddannelse (fx læge, jurist, økonom, civilingeniør)</p> <p>14B) ... en professionsbachelor (fx folkeskolelærer, sygeplejerske, diplomingeniør)</p> <p>14C) ... en erhvervsakademiuddannelse (fx finansøkonom, datamatiker, multimedie-designer, laborant)</p> <p>14D) ... en erhvervsfaglig uddannelse (fx elektriker, butiksassistent, smed, social- og sundhedsassistent)</p>	<ol style="list-style-type: none"> 1. 1 – Meget sandsynligt 2. 2 3. 3 4. 4 5. 5 – Ikke sandsynligt
<p>15) I hvor høj grad er du enig i nedenstående udsagn i forbindelse med valg af uddannelse?</p> <p>15A) Antallet af muligheder er uoverskuelige.</p> <p>15B) Jeg er afklaret i forhold til mine interesser.</p> <p>15C) Jeg er afklaret i forhold til mine evner/kompetencer.</p> <p>15D) Jeg er bekymret for min økonomiske situation, mens jeg tager en uddannelse.</p> <p>15E) Jeg tager en uddannelse uden at have overvejet hvad jeg kan blive bagefter.</p>	<ol style="list-style-type: none"> 1. Meget enig 2. Delvist enig 3. Hverken/eller 4. Delvist uenig 5. Meget uenig
<p>16) I hvor høj grad har overvejelser vedrørende arbejdsmarkedet (/fremtidigt job) indflydelse på dit valg af videregående uddannelse?</p> <p>16A) At jobbet har lav arbejdsløshed</p> <p>16B) Mulighed for at få en høj indkomst</p> <p>16C) At arbejdet er respekteret og giver god status i samfundet</p> <p>16D) Mulighed for at gøre karriere, f.eks. ledende stillinger</p> <p>16E) At arbejdet er interessant</p> <p>16F) At arbejdet giver mulighed for en balance mellem job og fritid/familieliv</p>	<ol style="list-style-type: none"> 1. I høj grad 2. I nogen grad 3. I mindre grad 4. Slet ikke
<p>De næste spørgsmål handler om dine vaner derhjemme og dine forældre.</p>	
<p>17) Hvor ofte gør du følgende?</p>	<ol style="list-style-type: none"> 1. En gang om ugen eller mere 2. Cirka en gang om måneden

<p>17A) Går på museum</p> <p>17B) Går i teater eller til koncert</p> <p>17C) Går i biografen</p> <p>17D) Lytter til klassisk musik</p> <p>17E) Går på biblioteket</p> <p>17F) Læser i en bog (ikke lektier, men gerne e-bøger eller lydbøger)</p> <p>17G) Læser avis (også elektroniske)</p>	<p>3. Et par gange om året</p> <p>4. Næsten aldrig</p> <p>5. Aldrig</p>
<p>18) Hvilke af følgende uddannelser har én eller begge af dine forældre gennemført? (Hvis du er usikker, så sæt kryds hvor du tror)</p> <p>18A) En forskeruddannelse (f.eks. Ph.D, doktorgrad)</p> <p>18B) En universitetsuddannelse (f.eks. læge, jurist, økonom, civilingeniør)</p> <p>18C) En professionsbachelor eller tilsvarende (f.eks. folkeskolelærer, sygeplejerske, diplomingeniør)</p> <p>18D) En erhvervsakademiuddannelse eller tilsvarende (f.eks. finansøkonom, datamatiker, multimediedesigner, laborant)</p> <p>18E) En erhvervsfaglig uddannelse (f.eks. elektriker, butikassistent, smed, social- og sundhedsassistent)</p> <p>18F) En gymnasial uddannelse (HF, STX, HHX eller HTX)</p> <p>18G) Grundskolen (folkeskolen)</p>	<p>1. Ja</p> <p>2. Nej</p>
<p>19) Hvilket karaktergennemsnit forventer du cirka at have, når du er færdig på STX/HHX/HTX? (Du må gerne skrive et kommatal, f.eks. 4,7)</p>	<p>1. "Fritekstfelt"</p>
<p>20) Til sidst får du en række påstande, som du bedes vurdere, hvorvidt de er sande eller falske</p> <p>20A) De studerendes engagementet er størst på de uddannelser som kræver de højeste karaktergennemsnit.</p> <p>20B) Målt på livsindkomst kan det ikke betale sig at tage en universitetsuddannelse.</p> <p>20C) Studerende på universitetsuddannelser føler sig generelt mindre tilpas på uddannelsen end studerende på andre videregående uddannelser.</p>	<p>1. Sandt</p> <p>2. Falsk</p>
<p>21) Du har netop overværet et oplæg fra NextStep (Aarhus Universitet). Hvor brugbart vurderer du, at oplægget har været for dig?</p>	<p>1. 1</p> <p>2. 2</p> <p>3. 3</p>

(1 = slet ikke brugbart) (10 = meget brugbart)	4. 4 5. 5 6. 6 7. 7 8. 8 9. 9 10. 10
22) I hvor høj grad vil du anbefale, at oplægget (NextStep) bliver holdt på andre gymnasier i landet?	1. I høj grad 2. I nogen grad 3. I mindre grad 4. Slet ikke 5. Ved ikke
Mange tak for din besvarelse. For at afslutte spørgeskemaet skal du trykke på afslut	

Appendix 2 - Guidance counsellor protocol in English and Danish

Dear guidance counsellor,

The following questionnaire is an evaluation of how the presentation from NextStep (Aarhus University) went, including how the students received it and how you, as the advisor, experienced it.

We will use the information in the research project to assess how the intervention was received and carried out.

Your response is completely confidential, and will be anonymized and processed in accordance with the General Data Protection Regulation (GDPR).

Spørgsmål	Svarmuligheder
1) Your name	1. "Free text field"
2) The name of the high school	1. "Free text field"
3) The date of the presentation (fx 09-01-2020)	1. "Free text field"
4) The time of day. (Please note the start time of the NextStep presentation. Fx 12.50)	1. "Free text field"
5) How many times have you held the NextStep presentation (including this one)?	1. "Free text field"
6) ""	1. The NextStep presentation was held following another presentation from Studievalg. 2. The NextStep presentation was not held following another presentation from Studievalg.
[if Q6=1] 7) Which of Studievalg's presentations did you hold before the NextStep presentation? (If applicable, please describe it briefly.)	1. "Free text field"
The following questions are about the framework of the presentation, the students' engagement, and your experience of the presentation.	
8) How many classes were present?	1. All classes in the year group 2. Not all classes, but more than one 3. One class

	4. Other "Free text field"
9) How many students were present? (Just approximately.)	1. "Free text field"
10) Overall, how did you experience the students' reaction to the NextStep presentation?? 10A) The students seemed interested 10B) The students asked many questions 10C) The students were attentive during the videos	1. Strongly agree 2. Partially agree 3. Neither agree nor disagree 4. Partially disagree 5. Strongly disagree
11) Did you experience any technical issues during the NextStep presentation? (For example, issues with sound, PowerPoints, or anything else.)	1. Yes 2. No
[If Q11=1] 11A) You indicated that you experienced technical issues. Please briefly describe these:	1. "Free text field"
12) The last questions are about your experience of holding the NextStep presentation. Check if you have previously answered this part of the questionnaire.	1. I have previously answered this part of the questionnaire 2. This is the first time I am answering this part of the questionnaire
13) What is your overall opinion of the NextStep presentation? 13A) Several elements could advantageously be incorporated into the "Studievalgs" practice 13B) I felt inhibited by the fact that it was not "Studievalgs" own presentation 13C) It was a good experience to hold the NextStep presentation	1. Strongly agree 2. Partially agree 3. Neither agree nor disagree 4. Partially disagree 5. Strongly disagree
[If Q13A = 1 eller 2] 13A.1) You indicated that you somewhat agree that elements of the NextStep presentation could advantageously be incorporated	1. "Free text field"

into Studievalg's practice. Please specify which elements or aspects here:	
Thank you very much for your response	

Kære vejleder,

Følgende spørgeskema er en evaluering af, hvordan oplægget fra NextStep (Aarhus Universitet) forløb, herunder hvordan eleverne synes at tage imod det og hvordan du som vejleder oplevede det.

Informationen bruger vi i forskningsprojektet til at vurdere hvordan interventionen blev modtaget og udført.

Din besvarelse er helt fortrolig, og vil blive anonymiseret og behandlet i overensstemmelse med persondataforordningen (GDPR).

Spørgsmål	Svarmuligheder
1) Dit navn	1. "Fritekstfelt"
2) Gymnasiets navn	1. "Fritekstfelt"
3) Dato for oplægget (fx 09-01-2020)	2. "Fritekstfelt"
4) Tidspunkt på dagen (notér starttidspunkt for NextStep-oplægget. Fx 12.50)	1. "Fritekstfelt"
5) Hvor mange gange har du holdt NextStep-oplægget (inkl. denne)?	1. "Fritekstfelt"
6) ""	1. NextStep-oplægget blev afholdt i forlængelse af andet oplæg fra Studievalg 2. NextStep-oplægget blev ikke afholdt i forlængelse af andet oplæg fra Studievalg
[if Q6=1] 7) Hvilket af Studiesvalgs oplæg har du afholdt inden NextStep-oplægget? (evt. beskriv det kort)	1. "Fritekstfelt"
De følgende spørgsmål handler om rammerne for oplægget, elevernes engagement og din oplevelse af oplægget.	
8) Hvor mange klasser var til stede?	1. Alle klasserne på årgangen 2. Ikke alle klasser, men flere end én 3. Én klasse 4. Andet: "Fritekstfelt"
9) Hvor mange elever var til stede? (bare sådan cirka)	1. "Fritekstfelt"
10) Helt overordnet, hvordan oplevede du elevernes reaktion på NextStep-oplægget?	1. Meget enig 2. Delvist enig 3. Hverken/eller

<p>10A) Eleverne virkede interesserede</p> <p>10B) Eleverne stillede mange spørgsmål</p> <p>10C) Eleverne var opmærksomme på videoerne</p>	<p>4. Delvist uenig</p> <p>5. Meget uenig</p>
<p>11) Oplevede du tekniske problemer i forbindelse med NextStep-oplægget? (fx problemer med lyden, Power Points, andet)</p>	<p>1. Ja</p> <p>2. Nej</p>
<p>[If Q11=1]</p> <p>11A) Du angav at du oplevede tekniske problemer. Beskriv venligst disse i korte træk:</p>	<p>1. "Fritekstfelt"</p>
<p>12) De sidste spørgsmål handler om din oplevelse af at holde NextStep-oplægget. Kryds af om du tidligere har besvaret denne del af spørgeskemaet.</p>	<p>1. Jeg har tidligere besvaret denne del af oplægget</p> <p>2. Det er første gang jeg besvarer denne del af oplægget</p>
<p>13) Hvad synes du overordnet om NextStep-oplægget?</p> <p>13A) Flere elementer kan med fordel inkorporeres i Studievalgs praksis</p> <p>13B) Jeg følte mig hæmmet af at det ikke var Studievalgs eget oplæg</p> <p>13C) Det var en fin oplevelse at holde NextStep-oplægget</p>	<p>1. Meget enig</p> <p>2. Delvist enig</p> <p>3. Hverken/eller</p> <p>4. Delvist uenig</p> <p>5. Meget uenig</p>
<p>[If Q13A = 1 eller 2]</p> <p>13A.1) Du angav, at du i nogen grad er enig i, at elementer af NextStep-oplægget med fordel kan anvendes i Studievalgs praksis. Præcisér hvilke elementer eller aspekter her:</p>	<p>1. "Fritekstfelt"</p>
<p>Mange tak for din besvarelse</p>	

