

# Tutorial Educational Program (TEP) – Student Participant Questionnaire

11 responses

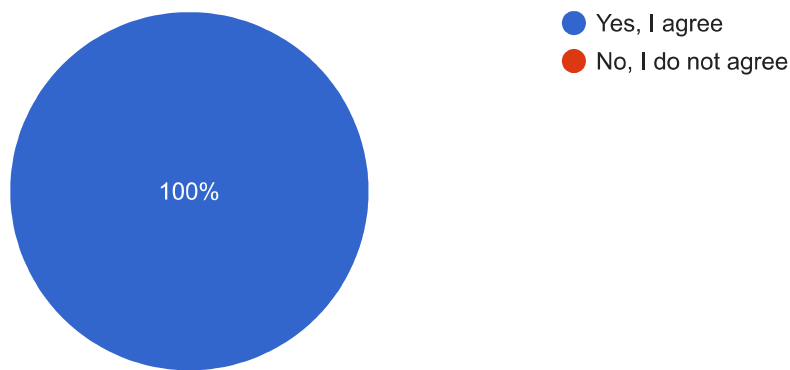
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## Informed Consent

**I have read the information above and agree to participate in this study.**

 Copy

11 responses

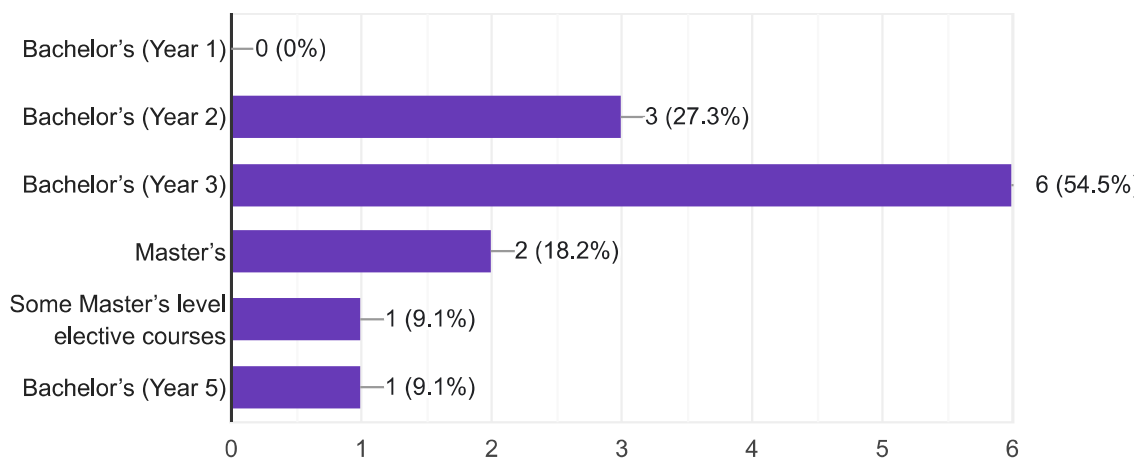


## Background Information

**Your current level of study at the time of participation in TEP**

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11 responses

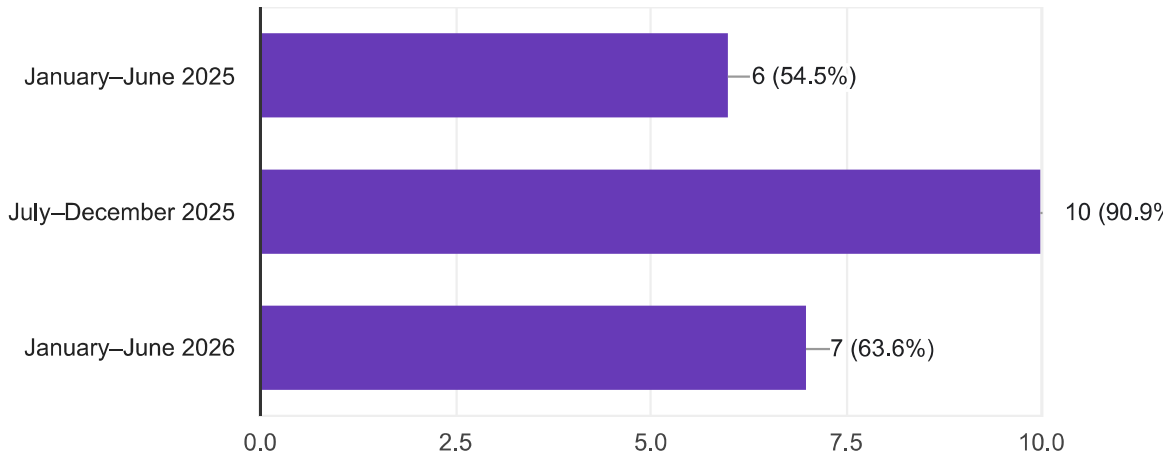


### During which period(s) did you participate in the Tutorial Educational Program (TEP)?



(Select all that apply)

11 responses

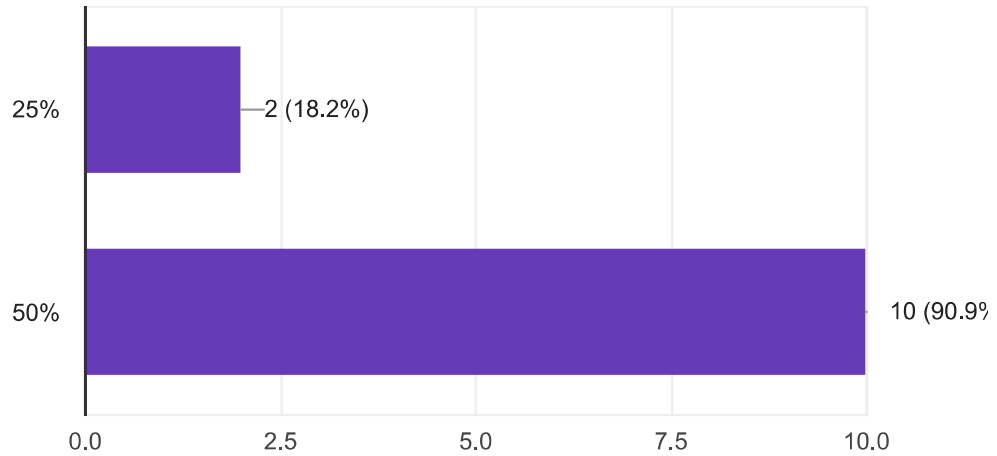


### What was your contractual workload during your participation in TEP?



(Select all that apply)

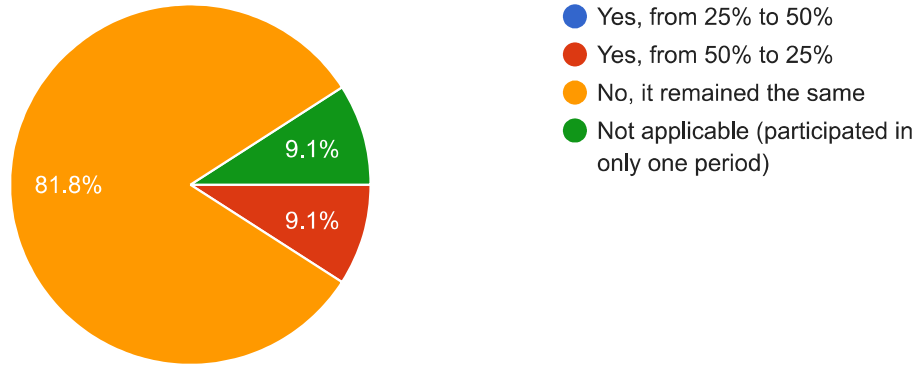
11 responses



### If you participated in more than one period, did your contractual workload change over time?



11 responses



### If your contractual workload changed, please describe the reasons for this change and reflect on its impact.

Please indicate whether the change was mainly positive, mainly negative, or mixed, and explain your reasoning.

1 response

I changed the workload because I felt like I wanted to have more time for my acutal studies as well as some extra curricular activities where I was getting more involved in. I was very happy with the change. I got more time for the things I wanted and could also focus more on the TEP work that I still did withouth being stressed about it

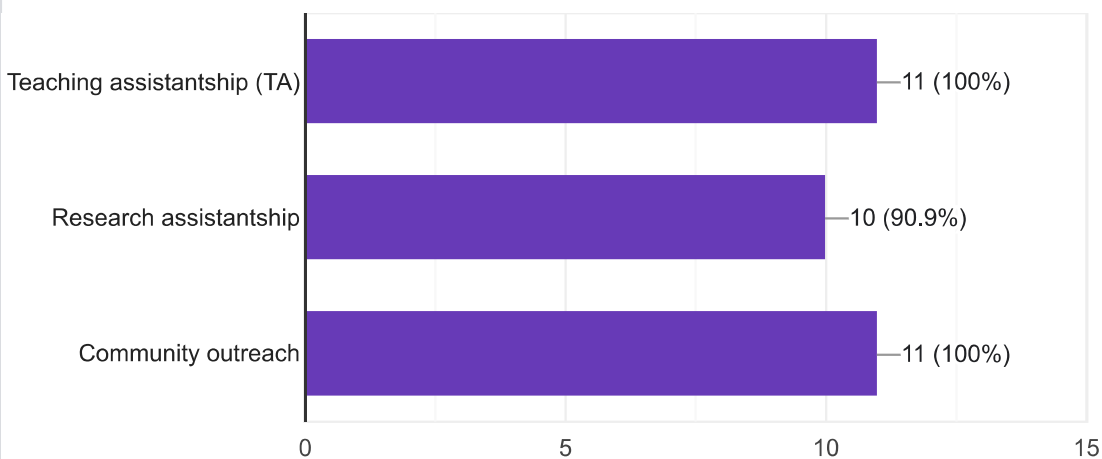
### Areas of Involvement

### Which areas did you participate in during TEP?



(Select all that apply)

11 responses

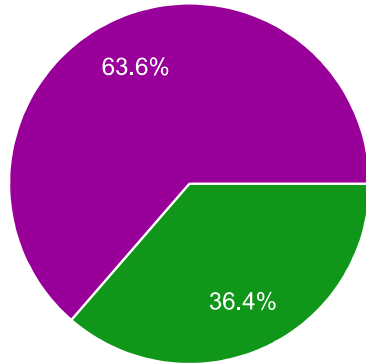




Please indicate your level of agreement with the following statements:

**Teaching activities helped me develop academic or pedagogical skills.**

11 responses

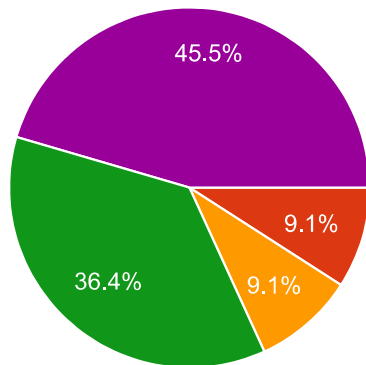


- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree



**Research activities helped me develop analytical or research-related skills.**

11 responses

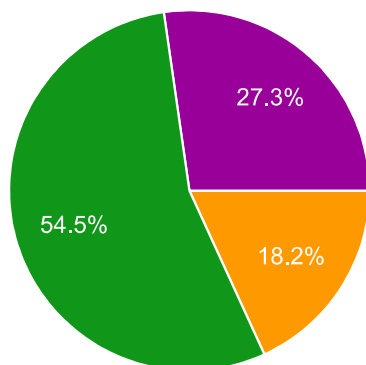


- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree



**Community outreach activities helped me develop communication or societal engagement skills.**

11 responses



- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree



**Self-assessed level of involvement:****Considering all your TEP activities, how would you estimate your overall distribution of effort?**

*(The total should sum to 50% or 25% , corresponding to the maximum contractual workload.)*

Teaching: \_\_\_ %

Research: \_\_\_ %

Community outreach: \_\_\_ %

11 responses

Teaching: 22.5%; Research: 22.5%; Community outreach: 5%

teching 25 % Research 15 % community outreach 10 %

80, 15, 5

Teaching: 30 %, Research: 15 %, Community outreach: 5 %

25, 20, 5

Teaching-25%, Reaserch-20%, Community outreach-5%

Teaching 20% Outreach 5%

Teaching: 30%, Research: 15%, Outreach: 5%

Teaching: 15% Research: 30% Community outreach: 5%

Teaching 30%, Research 15%, Community outreach 5%.

Teaching 30%, Research 15%, Community outreach 5%



**Open reflection on the three pillars**

*Please reflect on your experience with the three areas of involvement (teaching, research, and community outreach).*

You may comment on:

which area(s) were most meaningful to you and why;

how well the balance between the areas worked;

whether you would suggest changes to the structure or emphasis of the program.

11 responses

Research was easily the most meaningful in growing useful skills relevant to my studies, as it allowed me to continue polishing my programming abilities and actively applying the things I'm studying, while also giving me a gentle entrance into the research world. Teaching assistance actually provided some networking (mainly within the university - getting more friendly with the staff), but the actual work was more menial, and did feel like it provided much academic growth. Community outreach was typically fun, but was also not particularly meaningful, as it did not give much growth opportunities or meaningful networking.

The time distribution between teaching and research changes depending on which courses I have and also which course I am a TA in. I have put more time into TA recently since that course has been quite demanding. The balance has been OK, but could have been better. I think the structure is good as it is for the most part.

One of the courses - I was a TA for - was overwhelmingly demanding time-wise, therefore the high percentage of involvement. At the time I participated in TEP, there weren't many outreach opportunities. These are the reasons why the balance was off, which I didn't mind. My favorite part was being a TA, since it strengthened my knowledge and my communication skills. I got to meet new people too.

The most meaningful area for me was teaching assistance. One of the main reasons is that this was a primary reason for why we were hired in the first place. There was also a clear intention to avoid the issues that had previously occurred with short length contracts, especially problems related to overdue assignment grading, and I believe this arrangement helped with that.

That said, on a personal level, I enjoyed the research component the most. The reason for this is that research is an area where we can genuinely learn new things, and it has a level of novelty to it. In the end, it also felt more personal, as it was something that truly belonged to me.

It was good

Teaching and research were the most meaningful aspects for me because they strengthened my academic knowledge, introduced new ideas, improved my skills, and allowed me to apply



them in practical ways. Community outreach was also valuable, as it created opportunities to interact and share ideas with others interested in technology. Overall, the balance among the three areas worked well; teaching required more time due to grading responsibilities, while community outreach demanded less time since events were less frequent. In general, the flexibility of the programme made it easy to adapt and adjust the requirements of all three aspects alongside my studies.

TA was meaningful work as always, it was also nice to meet everyone monthly so there's more cohesion. TA work however is always a bit erratic. The total amount of work and intensity of the work are different from course to course, and I imagine sometimes this would lead to unbalance should someone be also involved in research. I think there's a need for a more rigorous definition of what is defined as outreach and what is research. As in the past term, through observation, not participation, I personally felt like sometimes the lines were muddled a bit.

Teaching: helped to go through and review previously passed subjects, which I would likely not have done voluntarily.

Research: offered creative freedom.

Outreach: felt like entertaining side missions in a game.

All three were meaningful

The part that impacted me the most was outreach. I have always enjoyed being around children, and being able to lead an Introduction to Straction workshop and, in the end, see the children and their guardians proud and happy with their progress was very rewarding. Good time management is necessary; there are weeks when one pillar demands much more than another, which is normal and expected. You just need to understand priorities and stay organized. I personally would like to see more emphasis on outreach, because I see a greater impact on society and a stronger perception of return within the project. There could also be more emphasis on promoting the TEP, to the point where any student, staff member, or professor knows and admires the Program.

As a software technology master student, each pillar of TEP—teaching, research, and community outreach—contributed differently to my growth.

Most meaningful area(s) and why

- Teaching assistant work was the most impactful for me. Explaining algorithms, debugging strategies, and code design patterns to peers forced me to clarify my own understanding and communicate ideas clearly. Office hours and lab support improved my ability to diagnose problems quickly and give actionable feedback.
- Research was a close second. Working on computer vision and LLM Agent taught me how to frame a question, design experiments, and iterate based on evidence. I gained confidence reading papers, reproducing results, and using version-controlled workflows for experiments.

Balance between areas

- The balance of roughly Teaching 30%, Research 15%, Community Outreach 5% matched the weekly rhythm of the semester, but at peak times, teaching duties expanded and compressed research time. Outreach at 5% was manageable and enjoyable—events like the university open fair let me explain CS in accessible terms and encouraged me to think about ethics and impact.

Suggestions for structure or emphasis



Honestly, the program already feels very well-balanced and supportive. I have no more suggestions.

Overall, TEP helped me grow as a communicator and researcher while staying connected to the community.

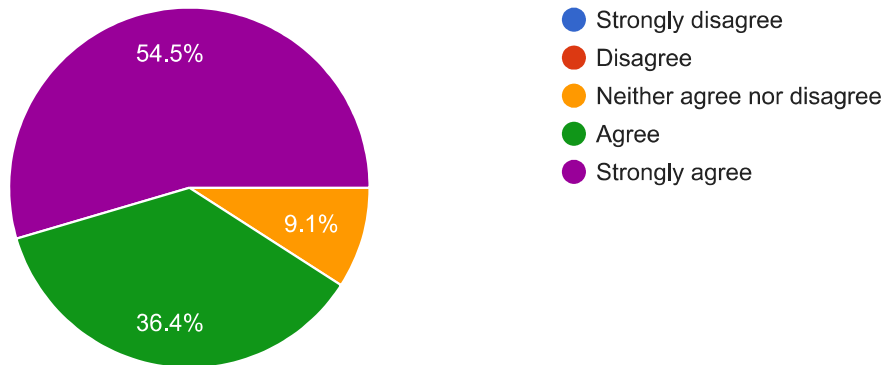
I mostly worked with the teaching assistant part and I feel like TEP helped me to continuously do this without having to search for new courses to be a TA for all the time and getting a new contract every 10 weeks. It also helped to make up for grading retakes that were much later since I still got paid then. Having worked as a TA throughout all the time also gave me the chance to get to know some students more since I had them in several courses. In general, I really enjoy working with other students and hearing their perspective on things from which I learned a lot myself. I also learned a lot of Swedish from all the TA sessions that I had with Swedish students. I did not do that much research, so I cannot say much about it. When it comes to the community outreach, I enjoyed working with smaller children and having the opportunity to teach them something about programming. Sadly, these outreach activities sometimes clash with my own studies so I could not participate in as many activities as I would have wanted to.

### Learning Outcomes and Skill Development



#### Participation in TEP contributed positively to my academic development.

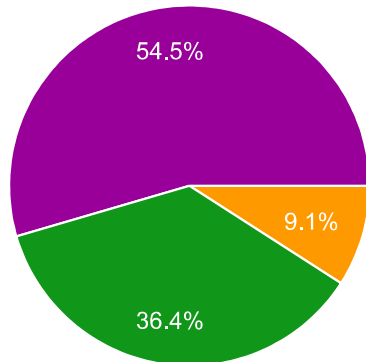
11 responses





### TEP helped me connect theoretical knowledge with practical application.

11 responses

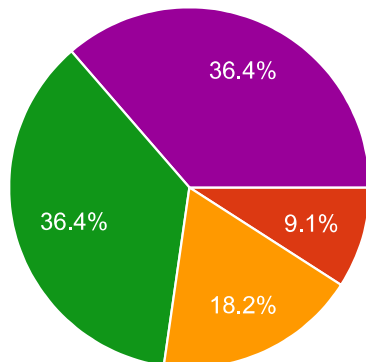


- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree



### My communication and teamwork skills improved through TEP.

11 responses

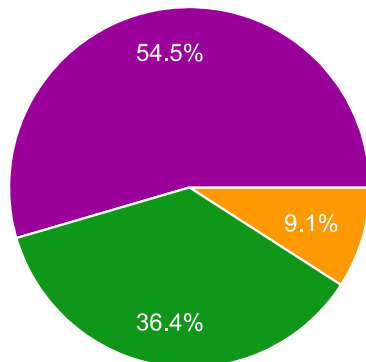


- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree



### TEP increased my confidence in academic or professional settings.

11 responses



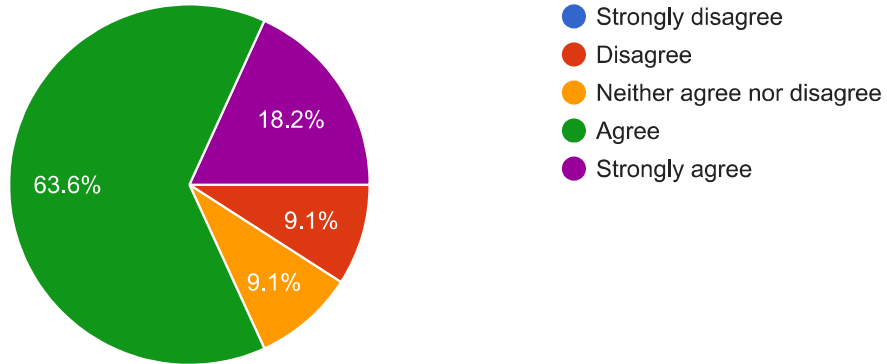
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree





### TEP contributed to my leadership or mentoring skills.

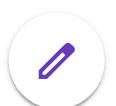
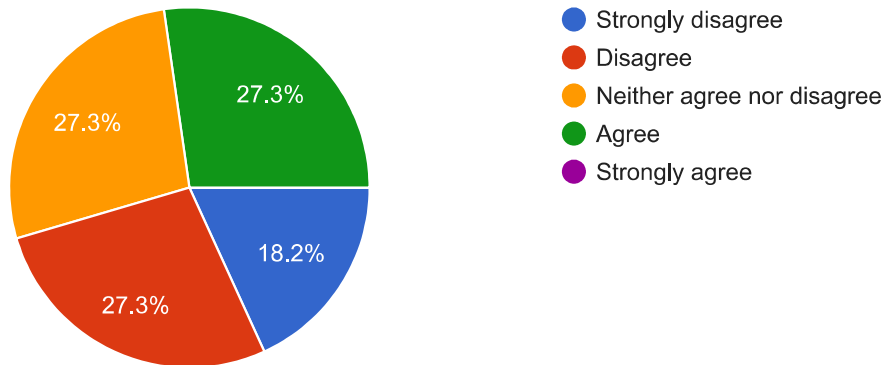
11 responses



### Awareness of research *before* TEP (retrospective)

*Before joining TEP, I had a clear understanding of what academic research involves.*

11 responses

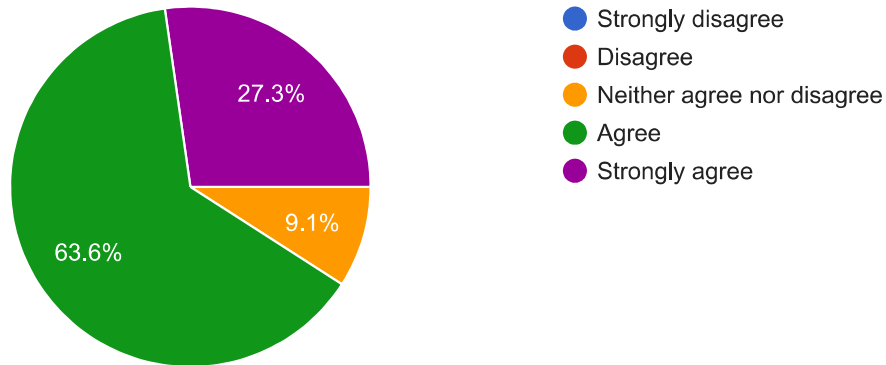




### Awareness of research after TEP

After participating in TEP, I have a clear understanding of what academic research involves.

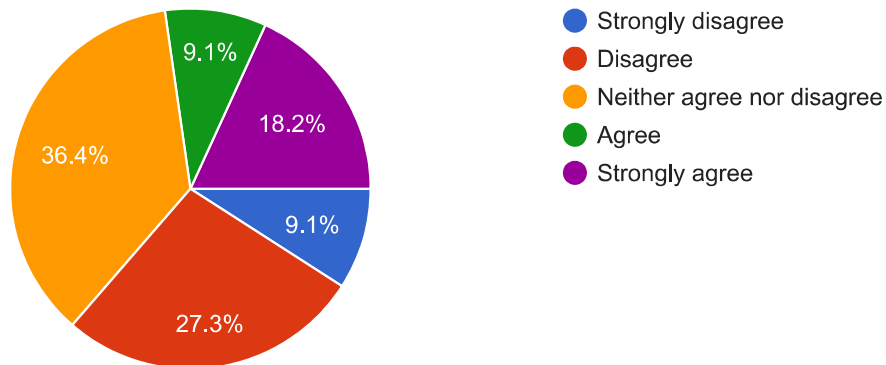
11 responses



### Interest in an academic career before TEP (retrospective)

Before joining TEP, I was interested in pursuing an academic career (e.g., Master's, PhD, research-focused roles).

11 responses

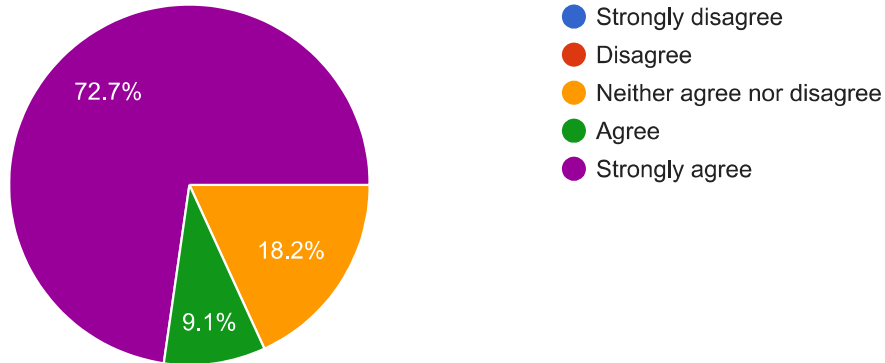




### Contribution of TEP to this change

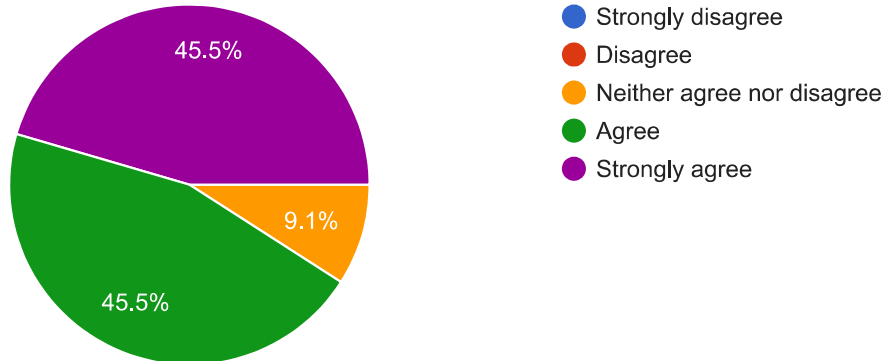
*TEP supported or influenced my interest in pursuing further studies (e.g., Master's, PhD).*

11 responses



### Participation in TEP influenced my career aspirations (academic or industrial).

11 responses



## Open reflection on change in perspective

*If your understanding of research or interest in an academic career changed during TEP, please explain how and why.*

You may reflect on:

specific activities that influenced this change (e.g., research tasks, supervision, discussions);

whether this was your first exposure to academic research;

how TEP clarified (or discouraged) the idea of an academic career for you.

11 responses

This understanding changed mostly due to exposure time to actual research - reading papers, working with research projects, discussing plans and research-related activities with both you and other university staff. And yes, this was my first meaningful exposure to academic research - I had read some papers before for another course, but I do not count that. TEP clarified the idea of an academic career in the sense of making it look like a valid pathway. Previously, my only idea was of just getting my bachelor degree and entering the industry. Due to TEP both giving me a better understanding of academic research, and giving me a pathway into it, I'm far more influenced to continue on that pathway. It was not something I had considered before, and previously I would not even have any ideas on how to enter such a path.

This has been my first exposure to academic research. It is still new and I am learning a lot about what it entails.

I got to experience how a team works on a research (previously I did it individually for a course). Also, I wouldn't have read extra research papers on top of my studies if it wasn't for TEP. And by reading and analysing researches, I gained more confidence in writing my own. If I hadn't have an income during my studies, I wouldn't have considered continuing my studies after bachelore.

One of my personal struggles in life has been understanding what my purpose is, as earning money alone was never something that felt meaningful to me. After being part of TEP and engaging in research, I had the opportunity to experience the academic environment more closely, which was very inspiring. It helped me realize that contributing to the academic world through research and lasting contributions is something that gives my work a clear sense of purpose.

This was not my first research but this influence and my other courses contributed to me being interested in this field.

Prior to TEP, my understanding of research was mostly limited to qualitative methods, statistical analysis, and traditional scientific experiments (i.e. natural sciences). During TEP, I gained exposure to technological research through reading research papers, engaging in



discussions, and working on research tasks. This helped me gain a better understanding on how research studies are conducted in technology-based fields.

It was my first time working with such a big team, and working with everyone certainly taught me very valuable lessons on how to work together and communicate.

I had a practical project and, to be honest, it did not feel like research in a conventional academic sense. Instead, it felt more like a creative task.

I already had previous experience in research, but in TEP it was much deeper and more sophisticated. I experienced very significant development, both academically and personally. Now it feels like a valuable path toward starting a PhD position. TEP was a game changer in my life; it broadened my opportunities, expanded my networking, and widened my worldview.

Before TEP, research felt abstract. Through hands-on tasks (baselines, reproducible scripts) and weekly supervision, I learned it's an iterative process of small, well-documented steps. This was my first sustained research experience, and it increased my interest in an academic path (possibly PhD), mainly because I enjoyed mentoring, framing questions, and communicating results.

Before joining TEP, I already had the plan to continue studying after my Bachelor's and do at least a Master and maybe a PhD. I don't think TEP really changed my opinion on that. However, engaging in a little bit of research tasks and hearing from other students and their research, I got a better understanding of what research means and I learned that it can be very frustrating but also very rewarding when it finally works. I think TEP got me to question whether I liked the research area I was in though. I did not like the research I did all too much but not because the research itself was bad but more because I would want to do research in a different area. So it kind of helped me to understand that maybe I am studying the wrong thing. But studying and doing research itself still seems interesting.

### Negative or neutral experiences (Optional)

*Did participating in TEP make you **less interested** or **unchanged** in pursuing an academic career? If so, please explain.*

2 responses

No, it changed my views.

No

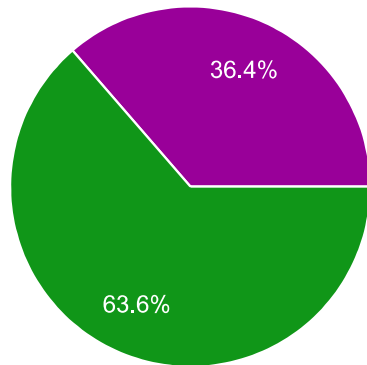
### Workload and Academic Balance





### I was able to balance TEP responsibilities with my academic coursework.

11 responses

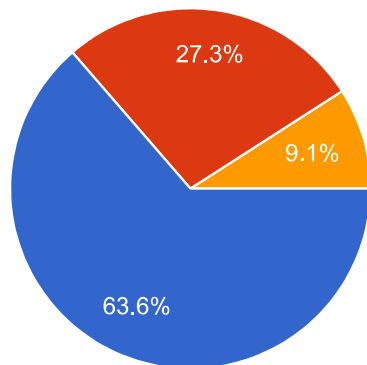


- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree



### TEP activities negatively affected my academic performance.

11 responses

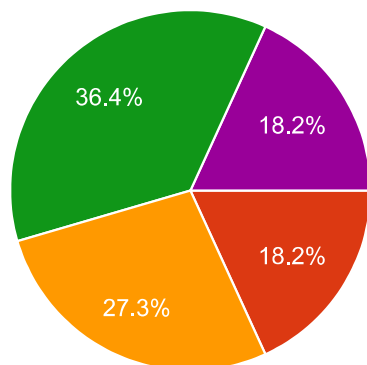


- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree



### TEP activities positively affected my academic performance.

11 responses



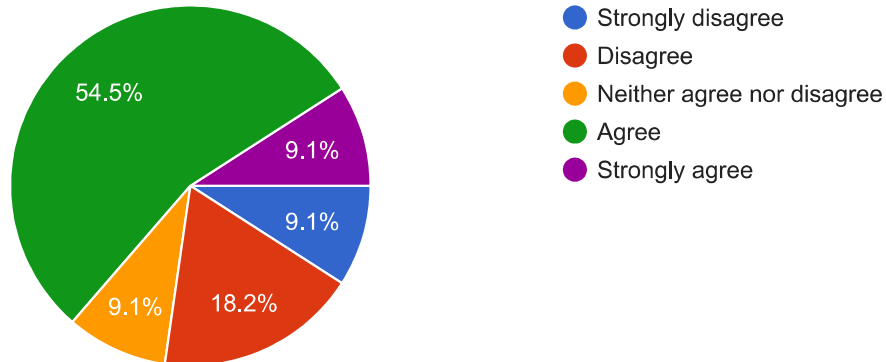
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree





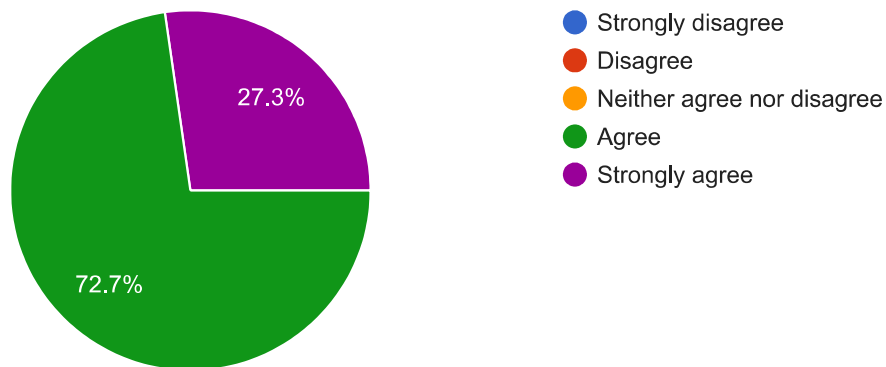
### TEP responsibilities caused stress or challenges in managing my studies.

11 responses



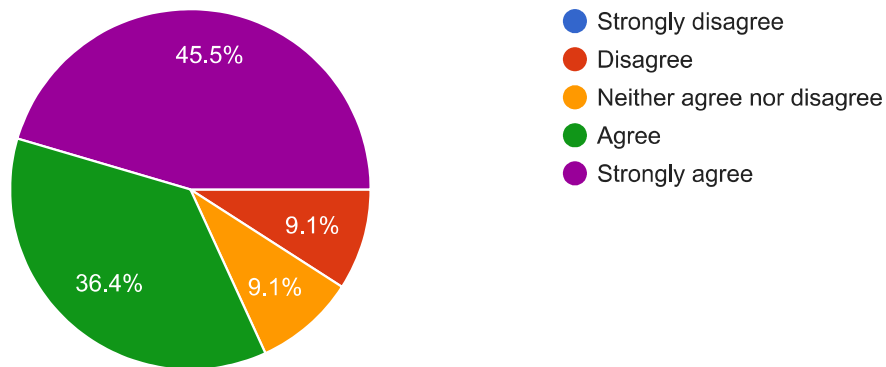
### Participation in TEP helped me improve my time management skills.

11 responses



### I felt the workload in TEP was appropriate for my available time.

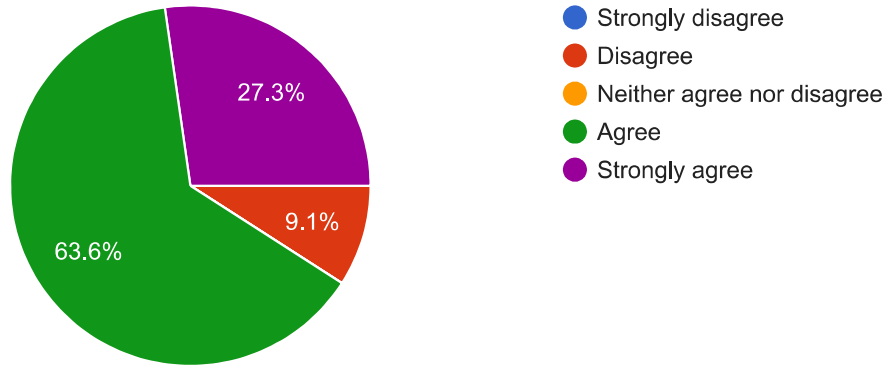
11 responses





### Overall, how satisfied were you with the balance between TEP responsibilities and your studies?

11 responses



**Please describe how you managed the balance between TEP and your studies.**

11 responses

The balance was kept mainly with consistency and routine, as well as prioritizing certain aspects of studies more than others. It is good to maintain a routine of working a set amount of time each day to meet the work responsibilities, and spend the rest of the time on studies.

I'd say that I have always been quite good at managing my time. Making sure to get started on assignments and tasks early is always a good start. I have had to do some work on the weekends since it is otherwise difficult to get everything done.

I found the time to make up for the hours occupied by TEP. I studied during weekends. It wasn't easy, but I made it work, and it was worth it. I heavily relied on my calendar.

I have adopted a new approach to time planning where I focus on the next 24 hours. On weekdays, this plan includes spending 8 hours on my studies, 4 hours on my work, and 2 hours on physical training. Any remaining time is flexible and can be used as I choose. So far, this approach has been working very well for me.

My studies got most of my time (most of the time my whole day), so with TEP my weekends and night were occupied too.

When it comes to managing the balance between TEP and my studies, I try to complete other tasks (e.g. assignment grading, other school work) during lab sessions when there aren't a lot of students or the demand was low. I also prioritized completing my coursework as soon as possible before working on the research tasks.

I have been doing 25-50% TA for quite a bit now so it was as usual. I've learned to leave chunks of time free for TA stuff, and actively avoid the mindset of dealing with things when it comes up.

It was challenging and definitely required quite some late study and overwork, but it was challenging in a positive way.

I believe that everything in life is about balance, and knowing how to manage it is one of the most important soft skills. When TEP demanded less, I used that time to study for my university courses. When TEP required more, I was already prepared. Of course, all TEP demands are communicated well in advance, and the program is very flexible.

I time-blocked my week so fixed TEP commitments: lab sessions, meetings, and outreach went into the calendar first. Then I scheduled study around those.

Normally, I would try to put my studies first and then when I have time left, I would work for TEP. Of course that does not always work since sometimes TEP activities were more urgent and then I had to replan a bit. However, it mostly worked out fine. But I also noticed that I was spending more time on the weekend for either studies or TEP especially when also doing research. That way everything was manageable but left less time for hobbies and friends



**Were there periods when workload became challenging? If yes, what caused this?**

11 responses

Yes, likely due to the unbalanced nature of most courses. While there is always work to do, there is not always a lot of studying to do - those times are easy. Conversely, while there are periods where one is expected to spend far more time on studies, work still needs to be done. In that sense, I feel it is more that the study-load is more challenging than work, but working in TEP makes them intertwined. While I've almost never felt I need to exceed the consistent hours to achieve my workload, courses are never consistent about needing to spend the same amount of hours on them.

Mostly having multiple classes with overlapping deadlines. Those periods are stressful even without the extra work.

Yes, when an assignment checking - in my TA position - was due.

Some of the courses I have taken, such as Mobile and Wireless Security or Internet Security, were extremely heavy, and I needed to spend additional time on them. This sometimes interrupted my daily planning. Meanwhile reaching the deadline for marking assignments or a milestone for the research activities becomes more difficult.

I would say all the contract period

Yes, the workload became more challenging during exam periods, as I had to balance grading responsibilities, research tasks, and studying for exams simultaneously.

Mainly normal planned activities like a big assignment being due or similar. But nothing unusual.

Pretty much every month except the first one. I am not a fast learner, so I had to compensate by putting in more time. Again, it was challenging, but in a positive way. I don't think I would have been motivated enough to put in this effort before the program

My previously workload was driven more by my high personal standards and university courses deadlines than by TEP demands. Striving to do everything with care and quality was challenging, but always rewarding and productive.

Workload peaked around assignment deadlines when grading and extra student support coincided with my own assignments. The overlap compressed research time.

During the time when I worked 50% and still did research, the workload in general was quite challenging. I just had too many other extra activities and hobbies and friends for which I also needed time and then everything became a bit much. However, it also proved to be a very valuable lesson to me that I enjoy my free time and need time for all my hobbies and that this is more important to me than making a career or money. So, I am thankful that I got the chance to try it out and also reduce the workload and still work with TEP

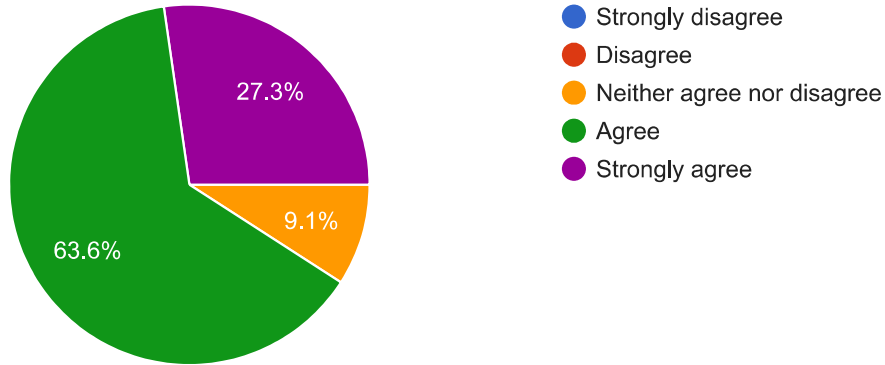


### Perceived Impact and Value



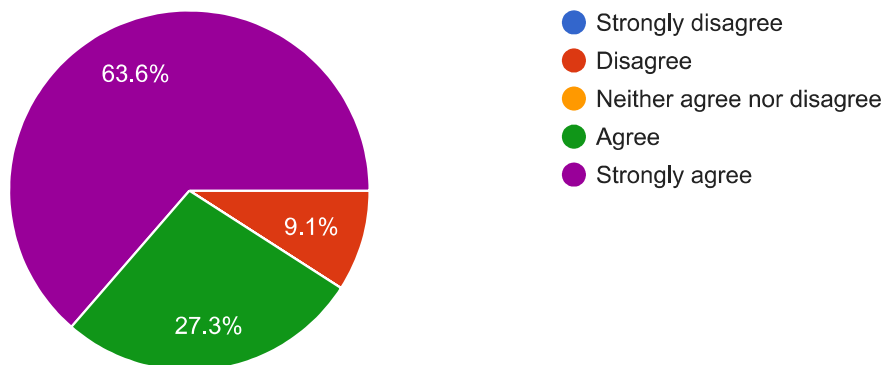
**TEP differs positively from traditional teaching assistant roles or student jobs.**

11 responses



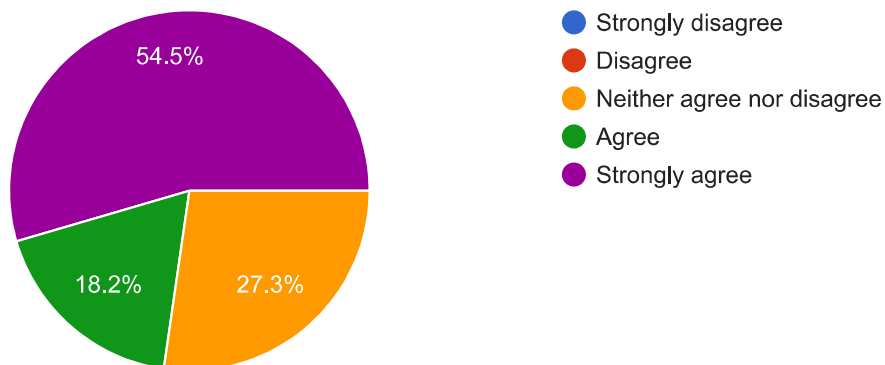
**TEP increased my sense of belonging within the department.**

11 responses



**TEP contributed positively to the quality of teaching or learning in the courses I supported.**

11 responses



## Please justify or elaborate on your answers above (Optional)

5 responses

Before TEP there was no sense of belonging with the department, as even doing regular teaching-assistance gigs, one was not treated as an employee. While in TEP we are still not really full-fledged university staff, having our own space and being allowed (and encouraged to) be around the department helps a lot. That is how it differs from those traditional jobs too, in addition to the meaningful research work.

(for the question about belonging in the department) The students in TEP are all really motivated and good at what they are doing. Sometimes it makes me feel like I cannot compare.

I aimed to provide quality service, give detailed feedback to students, be available for questions and extra meetings. The most important property of TEP (regarding being a TA) is that TEP employees follow through the whole course, including all the retakes (not only until the contract ends).

I answered neutrally on the question about TEP's impact compared to a traditional TA experience because I have never held that role and cannot make a comparison.

I also answered neutrally on the question about its impact on teaching or learning, because I did not want to evaluate my own work.

For some questions, I would have chosen the 'somewhat agree' option if it had existed

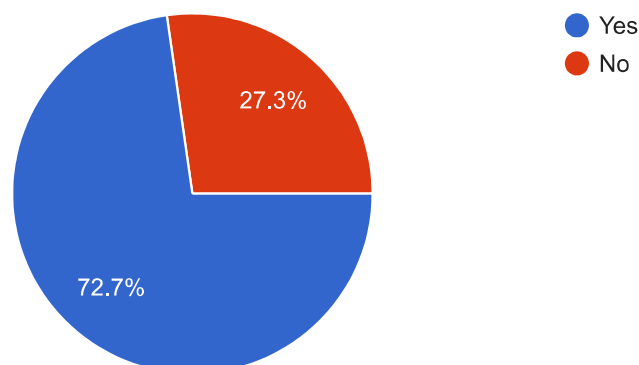
I've noticed that people tend to follow the example set by their leader. Since Claudio is outstanding both technically and personally, he inspires everyone to grow, be kind, and stay positive. This energy creates a strong sense of belonging among team members and across the department, whether in the office, the fika room, or the hallways. On top of that, TAs play a key role in supporting courses, easing the professors' workload while staying closely connected with the students.

### For Former TEP Participants Only

#### Are you still working in TEP?

 Copy

11 responses

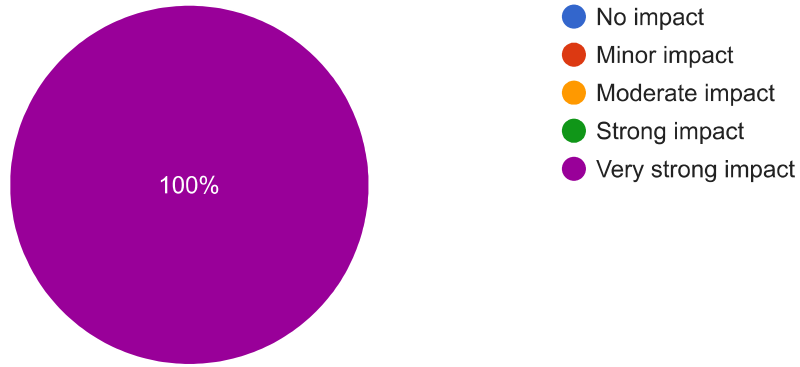


### For Former TEP Participants



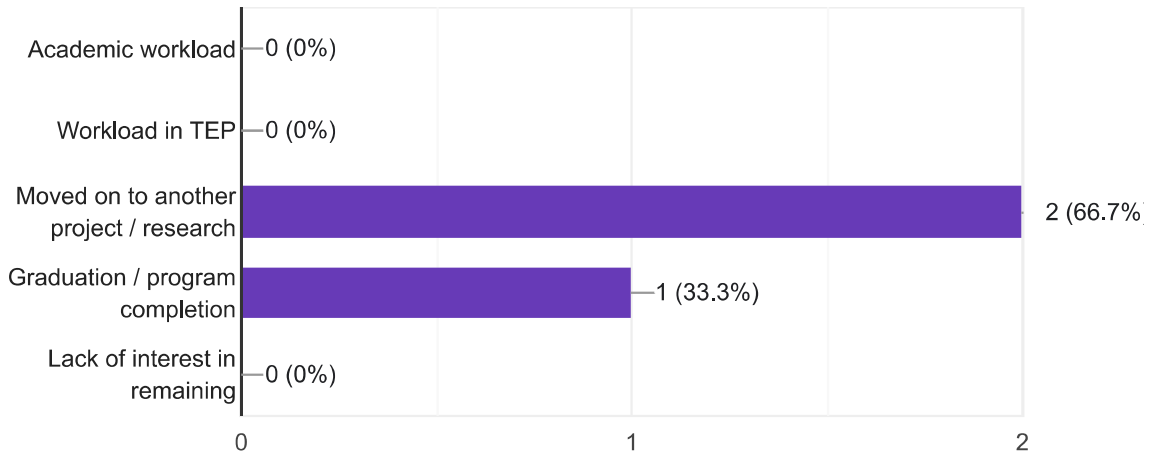
#### Looking back, how do you evaluate the overall impact of TEP on your academic or professional path?

3 responses



#### Why did you stop participating in TEP?

3 responses



#### Do you feel leaving TEP was beneficial for you? Why or why not? (Optional)

2 responses

At the time, yes - I needed change in my life because of personal reasons. But I still miss it.

I came for an international exchange, so I cannot continue because I need to return to my home country... It was extremely valuable during my time here!!

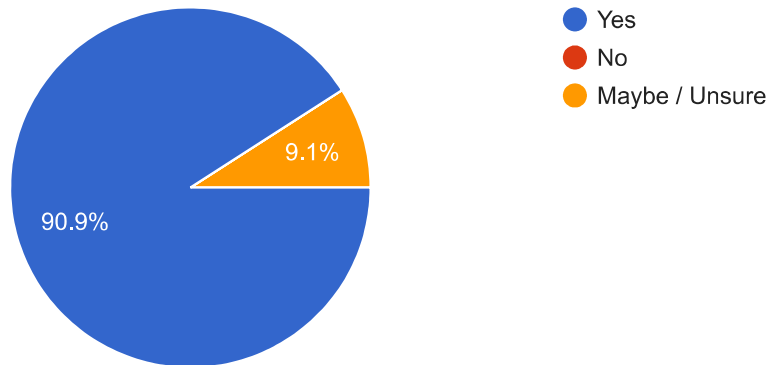
### Final Reflections





## Would you like to continue working with TEP in the future if possible?

11 responses



### Please explain your answer. (Optional)

5 responses

I will have to see how my new employment works out. If for whatever reason it does not, I would be happy to come back to TEP while I'm continuing my studies. Still, since it is only available to students, I see it as a transitional job that helps with moving onto something else (research or otherwise).

If my current position is no longer supported, I would gladly go back to TEP.

I would like to stay in academia and continue my studies while also earning some money. This way, I am doing something I enjoy, continuing my academic path, and at the same time supporting myself financially.

I really want to continue being in this environment and keep making a positive impact on people across the three pillars of TEP.

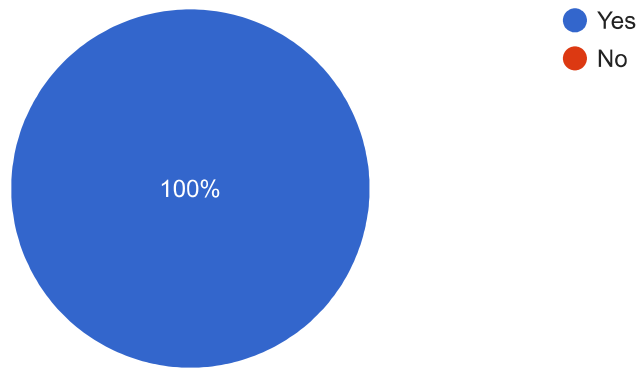
Yes. I'd like to continue. TEP has been a great fit for my interests in teaching and research. I enjoy the impact of supporting students, the exposure to research practice, and the sense of community in a small cohort.



### Would you recommend TEP to other students?

 Copy

11 responses



## Why would you recommend TEP to other students or why not?

11 responses

It is a far more beneficial part-time employment situation compared to any other part-time job typically available to students.

.

Financial stability, job experience, improves social- and academic skills. Helps in the studies, by the repetition of the material.

Due to TEP You can stay in academia and continue to your studies while also earning some money. This way, You can do something you enjoy, continue your academic path, and at the same time supporting yourself financially.

Significant income, (with CSN). It gives international students a chance to improve in their field and earn their income, which is really hard to obtain in Sweden, even harder in a small town.

I would recommend TEP to other students because it provides a great opportunity for students to strengthen their teaching and research skills. It also offers the opportunity to connect and interact with others in the faculty and being a paid role makes it even more appealing.

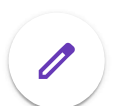
It's a great opportunity for someone to be way more involved in the studies of their own and others. Of course this is not for everyone, but for the people who are interested and has the potential, it's truly a unique and beneficial opportunity.

Taking more responsibilities and interacting with more people results in better learning

I am convinced that this is the best program for students!! It has been an amazing experience, and I will miss it greatly!

I would recommend TEP to other students because it offers meaningful teaching experience, real research involvement, and supportive supervision, all in a manageable format that builds skills transferable to both academia and industry.

I would recommend it to students who want to either engage with teaching or reasearch since it provides a good inside into these things. It is time consuming but if the time permits it and one is very into some topic that one wants to delve into than TEP is a great oppprtunity to do so



**Any final remarks that you would like to add that you did not mentioned already?**  
**(Optional)**

1 response

I see a lot of potential for TEP to expand to other departments, Kalmar, and universities across Sweden. It has real potential to be scaled, even serving as support for international mobility, allowing students from other countries to secure a position before they even arrive. I believe it is very important for all students, professors, and staff at the university to know about TEP and its impact. Visibility is crucial to ensure the program's continuity and growth. One idea could be to share supervision of research projects with other professors, postdoctoral researchers, or PhD students.

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