

Tamra Coward

# A glance at the student life through the lens of students

A mixed method study on the richness of the student life and its importance for understanding the student's quality of life

Master's thesis in Counselling

Supervisor: Jonathan Reams

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## **Abstract English**

The complexity of the students' lives has been examined by many researchers in various ways, however, much of the intersection between these studies and the students' own voices and experiences about this is rather unknown. This thesis aims to understand how knowledge about students own experiences, and their interpretation of them, can help get a better understanding of what the students point out as important to them.

Previous research has looked at topics regarding student-academic success, health problems and other sides of the student life mostly using statistical analysis, but the holistic perspective is somewhat missing.

This thesis takes a closer look at a wide range of student's qualitative narratives and examines what their experiences entail and how this affects their quality of life.

This was looked at from a rich dataset emerging from the In My Experience data collector. Through a mixed method approach, SenseMaker is a tool and a method used to capture and analyze these experiences to further understand how this relates to the student's quality of life.

This thesis includes a literature review and various theories related to topics relevant to being a student. This contributed to an improved understanding on previous research and enabled me to identify areas where I could add some new insight, as well as address some topics that were already talked about.

The findings indicated that a need to belong, to matter and the ability to face challenges and grow from them, was strongly connected to student's positive outlook on the student life. The students that had made close long-term friendships, had a stronger sense of belonging as opposed to having many acquaintances. Those who had trouble making friends, saw this as negative and affected their quality of life in a negative way.

For the students to matter, the result indicated that a combination of being recognized and being given the opportunity to add value to others, were seen as a positive impact on their lives. This was also seen in connection with greater levels of motivation for studies. At the same time adding value by being a part of something bigger than themselves, also indicated a stronger sense of purpose in the world.

The findings from this study suggest that the students feel the need to be in control of their own lives and finding their own ways, and at the same time points out the importance of social support in regards to that.

Lastly, the findings from this thesis encourage educators, policymakers, and students to consider shifting the focus slightly from the quantitative to the qualitative of the student life to better understand what the needs of the students.



## Abstract Norwegian

Kompleksiteten i studentenes liv har blitt undersøkt av mange forskere på ulike måter, men mye av skjæringspunktet mellom disse studiene og studentenes egne uttalelser og erfaringer om dette er nokså ukjent. Denne oppgaven tar sikte på å bedre forstå hvordan kunnskap om studenters egne erfaringer, og deres tolkning av dem, kan bidra til å få en bedre forståelse av hva studenten trekker frem som viktig for dem.

Tidligere forskning har sett på temaer om student-akademisk suksess, helseproblemer og andre sider av studentlivet for det meste ved hjelp av statistiske analyser, men helhetsperspektivet mangler noe.

Denne oppgaven vil se nærmere på et bredt spekter av studentens kvalitative fortellinger og undersøke hva deres erfaringer innebærer og hvordan dette påvirker deres livskvalitet.

Dette vil bli sett på fra et rikt datasett som kommer fra In My Experience-datinnsamleren.

Gjennom en blandet metodetilnærming er SenseMaker et verktøy og en metode som brukes for å fange opp og analysere disse erfaringene for å forstå videre hvordan dette henger sammen med studentenes livskvalitet.

Resultatet inkluderer en litteraturgjennomgang av studenter og ulike aspekter rundt temaer knyttet til det å være student. Dette bidro til en bedre forståelse av tidligere forskning og gjorde meg i stand til å identifisere områder som jeg kunne tilføre ny innsikt i, samtidig ta opp tematikk som allerede har blitt adressert.

Funnene indikerte at studentene har behov for å bety noe, for å høre til. Dette samtidig med evnen til å møte utfordringer og vokse på dem trekkes også frem, som sterkt knyttet til studentens positive syn på studentlivet.

Studentene som hadde knyttet nære langvarige vennskap, hadde en sterkere følelse av tilhørighet i motsetning til å ha mange bekjentskap. De som hadde problemer med å få seg venner, så dette som veldig negativt og dette påvirket igjen livskvaliteten deres på en negativ måte.

For at studentene skulle oppleve å bety noe, indikerte resultatet at en kombinasjon av å bli anerkjent og å få muligheten til å tilføre verdi til andre, ble sett på som en positiv innvirkning på livene deres. Dette ble også sett i sammenheng med økt motivasjon for deres studier. Samtidig ble det trukket frem at ved å tilføre verdi gjennom å være en del av noe større enn dem selv, indikerte også en sterkere følelse av mening i verden.

Funnene fra denne studien tyder i tillegg på at studentene føler behov for å ha kontroll over sine egne liv og finne sine egne veier, og påpeker samtidig viktigheten av sosial støtte i forhold til dette.

Til slutt oppmuntrer funnene fra denne oppgaven forelesere, beslutningstakere og studenter til å vurdere å flytte fokus litt fra det kvantitative til det kvalitative i studentlivet for å bedre forstå hva studentenes har behov for.

## Acknowledgements

Da er flere år med studier ved veis ende, og det føles både trist og rart. Likevel kjennes det godt å se tilbake på den reisen, og reflektere over hva jeg har lært og hva jeg ønsker å ta med meg videre.

Jeg vil først rette en takk til alle foreleserne ved masteren i rådgivningsvitenskap. Det at dere har balansert mellom å gi støtte og samtidig utfordre på en så god måte, har vært helt essensielt for min utvikling i studie, og for meg personlig. Dere har tilrettelagt for at vi som klasse har kunnet dele det innerste med hverandre, og dermed kommet nærme hverandre som klasse på en helt unik måte.

Jeg ønsker også å takke familie og mine nærmeste venner som har vært med og heiet meg frem i denne prosessen med masteroppgaveskriving.

Jeg vil til sist rette den aller største takken til min veileder, Jonathan Reams. Hadde det ikke vært for din kompetanse på feltet, dine konstruktive tilbakemeldinger og tekniske ferdigheter, så hadde ikke denne masteroppgaven vært i nærheten av det den har blitt nå. I tillegg har din empatiske væremåte, tålmodighet og evne til å se og forstå prosessen jeg har vært i, vært helt uvurderlig. Tusen hjertelig takk!

Nå ser jeg frem til nye muligheter og se hva arbeidslivet har å by på.

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## Introduction

The university years can be seen as a milestone in every student's life; beyond knowledge and degrees, the university experience play a key role in shaping the citizens of the future.

At the same time entering university requires students to face multiple transitions.

This includes changes in the students' living arrangements, academic environments and friendship networks. They also have to adapt to a greater independence, and responsibility in their personal and academic lives. This points to a complex situation that can affect the students in various ways.

In recent years, students' mental health has repeatedly been raised as a concern in public debate. SHoT is the largest Norwegian survey that aims to map out the student's health and wellbeing, with the purpose of shedding light on psychosocial conditions, and on how these affect the study situation and the students' everyday lives.

Knapstad et al. (2019) reviewed trends in students self-reported mental illnesses based on SHoT-data from 2010 to 2018 and found that students showed a significant increase in self-reported mental illness, across gender and age groups.

Sivertsen et al. (2019) also conducted a study based on SHoT-data from 2010- 2018, on a more general level, and also found that students' health problems were increasing. This had increased from 2010 (16%) to 2014 (21%) to 2018 (29%) (Ibid).

As a result of Covid-19, this topic has been brought to further attention and has shown that the measures taken due to the pandemic, has strongly affected the student group in a negative way. Several students stated that the lack of structure and contact with fellow students was some of the main challenges the students had to face due to the Pandemic (SHoT, 2021). This further resulted in many students feeling lonely (ibid).

In the midst of the pandemic, Minister of Higher Education Henrik Asheim pointed out in a press release that he thinks it is sad that not every student who feels lonely is being recognized and taken care of. Asheim further explained that the government hoped that by giving more money to the students and their own expert group, will be able to improve their mental health (Bjørnan, 2020).

The experience of being lonely is described by Weiss (1973) as severe and unpleasant, and connected to one's expectations of their relationships.

Lambert, et al. (2013) claim that those who experience their lives as meaningful do so because of their connection to their sense of belonging in their social relations.

If one's expectations are not being met, it can increase the experience of loneliness that can lead to a feeling of meaninglessness.

With this said, one can thus imagine that the expectations students have entering their study period, will be somewhat important for the idea they have of how their study time is going to be. This can closely be linked to the way students make meaning of their life and how this affects the experiences that they have.

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At Norwegian universities and colleges, events are arranged every year in August when the new students start. This is intended to facilitate a good and inclusive study environment. This is called the fadderperiod (the sponsorship period) and will introduce new students to the campus and student life by other experienced students from the same faculty or institute.

Understanding how facilitating should take place for students to achieve success with their studies, while at the same time experiencing belonging to the study programs, their fellow students, to their place of study, and the study environment can thus seem somewhat complex.

Multiple studies show how students' mental health is going in a negative direction, students drop out and other problematic sides of the student life, but we are lacking information on what makes the students' lives good and what contributes to this.

Given these issues, the purpose of this master's thesis is to gain increased insight into how students make meaning of their lives in their shared experiences, and see how this is connected to what they find important.

As a result of the focus on experiences students have during their study time, I want to further argue for a phenomenological approach to this topic. The approach is based on Husserl's understanding of how personal experiences should be the primary object of research (Shutz & Luckman, 1973). In two next sections, I will go further in describing my personal reason for the chosen topic, and further structure of the thesis.

## **Personal reason for the chosen topic**

As a student myself, my own experiences of being a student in a new city, starting a new study program with new people have given me many reflections on my own experience regarding this.

Before starting my studies, I heard phrases like:

your study time is going to be the best time of your life and you will get the opportunity to make lots of new acquaintances and have a lot of fun and during your studies, you will definitely find your dream profession, get top grades, become more independent, make friends for life and get to know yourself better.

In relation to this I have as a student experienced having a lot of fun, making new friends, doing well in my academics. As well, I have also experienced somewhat the opposite.

In discussions with other students I have become acquainted with during my studies, I have also heard perspectives on their student life's – both from other students from Norway and international students. These experiences have been insightful and helped me to see that the answer to what good student life is, is very rich, varied and complex, which makes it ambiguous.

During my masters in counselling, I had practical experience with a study advisor at NTNU at Gløshaugen. I have also seen examples of what challenges students face and what they bring to the conversation and how as the helper, the study advisor can meet the students and help them with whatever challenges they might face. There was one thing the counselor said that I felt stood out and is something that I will never forget, and that was:

When a student comes to me at my office, it is extra important for me to see the whole person rather than 'just a student'.

The way I understand this statement, is that in this lies a view of man as valuable in himself and it opens up for topics of conversation far beyond the technical-professional, as I observed. This made me extra curious about students' different perceptions of their study time and what these experiences entail.

## **Introduction to the project *In My Experience* and research question**

In the beginning of writing my thesis, I expressed my interest in students and their experiences of the student life to my supervisor. That was when I was introduced to the *In My Experience* project by, which is a project initiated by the study city network StudyTrondheim.

The project has received funding from the Norwegian Directorate of Health and is carried out in collaboration with the city's students and the Student Association in Gjøvik, Ålesund and Trondheim (Sit).

This project emphasizes the students' own perspectives, values and experiences related to being a student. The main focus is on figuring out what creates a good everyday life for students, rather than only focusing on their challenges.

To get a better understanding of this, they strongly believe that the students themselves must be given the opportunity to say something about this by sharing their own experiences. Based on the experiences the students share, the purpose and end goal of the project is to be able to contribute to implementing measures to improve the NTNU students' mental health and to prevent the trend to continue to go in a negative direction.

Project manager Siri Bjaarstad points out that the implementation of this project is quite unique with the way the project and collector was built up (Kjølseth, 2020). This includes that the students were taken into the process of this from the very beginning, and an expert panel was recruited. The expert panel included a combination of people that work with students and students themselves, that from the beginning were involved in the design of questions through various angles and reflections on the topic. This expert panel and more about the design of the project will be described in more detail in the methods section. IME focuses on the narratives the students give about their student life, and this will be something I want to go more in-depth in on this master's thesis.

My research question:

*What can students' shared experiences about the student life tell us about their quality of life?*

## **Further structure of the thesis**

To answer the above stated research question, I will first elaborate on a wide range of sources related to studies done on students in chapter 2. This is to gain an understanding of the existing research relevant for the chosen topic. After that I present the theory that is being used to examine the research question (belonging, mattering, self-development and making sense of narratives). In chapter 3 I also go further into describing the SenseMaker method, the reason for choosing it, and elaborate on how it

was built and being used in this study in connection with the In My Experience-project (IME). Additionally, in chapter 3, I describe the steps in the analysis of the micronarratives in the IME- collector, the coding process and the quality of the research.

Chapter 4 gives a presentation of the data with a table showing the quantitative results of the IME data collection, and a presentation of the micronarratives, the students interpretation of them, and the themes that emerged from the narratives.

In chapter 5 I then go further into discussing the students' shared experiences in connection with the chosen theory. In the last chapter I will summarize this study, what I found, limitations for the study and further recommendations on needs for future research.



## **Theory and literature review**

This chapter has two main sections. In the first section, I will describe previous research done on the topic of students and student life to get a better understanding of this. The second section will describe relevant theory for the topic of this study.

### **Literature review**

#### **A scoping review on Scandinavian students' mental health**

A literature review was recently conducted on Scandinavian students' mental health and quality of life, and which measures or interventions have been shown to have an effect (Ness & Mordal, 2020). This was done to identify, summarize and evaluate research of sufficiently good quality within a defined area. In the scoping review, they found a few articles focusing on students' quality of life on a more general level, while the studies are largely based on challenges and problems. They found little on what can actually contribute to students getting a better quality of life (Ness & Mordal, 2020). They also found shortcomings in areas that describe the importance of networks and social relationships and what this can mean for students' mental health and quality of life.

#### **Student challenges**

A considerable amount of literature has been published on students' challenges, like Ness & Mordal (2020) also pointed out. Some other studies related to this will be described further here.

Frøysa & Dillern (2008) describe today's college as a complex arena where different requirements and expectations are set within the sphere for learning to take place. They did a study at Bodø University College (Now: Nord University) where the intention was to gain more knowledge about the students' experience and needs when they started a college study. Their research points to a complex everyday life that has contributed to a small active study environment, collaboration problems in learning groups, and major challenges associated with students' mastery of their new role. Their study shows that heterogeneity in student groups and the students' complex everyday life with work in addition to studies and other obligations, has made it more difficult to create an active learning environment on campus. It is also questioned whether possible expectations and demands have come as a surprise to the students and whether it can also have an impact on them.

Henning et al. (1998) conducted a study on students' personal characteristics and how they can have an effect on their adaptation as students in health education such as pharmacists, dentists and nurses. Both traits such as perfectionism and the phenomenon of fraud appear to be relevant factors in how students get through their studies. In this study, 477 students were evaluated and showed that 27.5% experienced a psychiatric level of worry that was strongly associated with perfectionism and deceptive feelings (fear of being exposed for not being good enough).

Rønnestad et al. (2007) present main findings in international and national research related to the prevalence and severity of students' mental burdens. The article shows that this is related to the students' study conditions, social conditions, financial situation and type of education, and also personality traits such as perfectionism and fear of being exposed.

Zevin et al. (2009) conducted a study of randomized students with the aim of improving the understanding of several factors related to mental health and treatment of students. They examined endurance and change in the individual's mental health status over a period of 2 years, measured by several health problems (anxiety, depression, eating disorders, self-harm and suicidal thoughts). At the same time, the study looked at perseverance and change in the individual's search for help over a two-year period, measured by perceived need for and use of mental health services (psychotherapy and medication).

The results showed that more than half of the students suffered from at least one health problem at the outset. In the case of students with at least one mental health problem to begin with, 6+ % had at least one mental health problem two years later. Among students with a mental health problem both times, fewer than half received treatment between these times.

### **Student satisfaction and prevention of dropouts**

Other studies have considered the relationship between student satisfaction and prevention of dropouts in higher education.

Tinto (2015) points out that the prevailing view of retaining students has been shaped by theories that see this from institutional action and ask what institutions can do to preserve students. Students, on the other hand, do not want to be preserved but seek to continue /persist. The article distinguishes between the institution's interest in increasing the proportion of students who complete the study and students' interest in completing the study but not necessarily at the institution they started at. Through the eyes of students, this article reveals their experience of belonging, their understanding of the value of the curriculum they are asked to study and how they make sense of the interactions they have with others, as well as their experience of their capacity and belief in success as a student.

Gibson (2010) has looked at what influences students' perceptions of overall satisfaction, with particular emphasis on business student satisfaction. The article emphasizes that academic factors such as the quality of teaching, acquired skills and knowledge required, as well as the curriculum are seen as important factors for general satisfaction. Other non-academic factors such as the student's sense of belonging and perception of the institution's way of responding also contribute significantly to overall satisfaction.

Aurlien et al. (2019) reviewed a selection of factors that may affect the probability of students dropping out of their first commenced course of study in higher Norwegian education. They found that good social integration with academic staff at the college can lead to a lower probability of dropping out. At the same time, they find a strong effect from the variable that looks at students' abilities to set goals and commit to achieving them, on dropout.

### **Students and affiliation**

Other studies have focused and looked at students related to affiliation and connection, to the study, the social environment or connection to the place of study or the city one stays in during the studies.

Robertson et al. (2019) refer to some examples of students where the use of alcohol during the sponsorship week made it difficult for them to attend events. These students experienced being outside important social arenas and thus had the opportunity to

participate in the community that took place like the others. The study concludes that the sponsorship week as a whole has sufficient direction and framework for the task to include, but it is still questionable whether the strong sense of community during the sponsorship week can be transferred to collective representations and symbols, ideals and values that support society as a whole.

Vigen (2021) argues in his master thesis "Fadderukas fulle fellesskap", that there exists an ambivalence associated to this period. He describes the following:

In the delivery of student competence between experienced and first-year students, it exists a number of interaction rituals which both are able to strengthen and weaken the community among participants of introduction week.

Harrington (2014) points out the importance of various indoor and outdoor areas on Campus being designed with the intention of facilitating social contacts and good job opportunities that can lead to academic success.

Much of the recent literature takes up different topics regarding student's challenges, social arenas, student drop out and so on, but what we know less about, however, is what it is that makes students feel good, thrive, be successful and experience a meaningful life. In order to study this in more detail, I will in the following section consider theory that I set as relevant for the present study.

## **Theoretical framework**

The theory presented in this chapter, is a combination of what I see as relevant for the chosen topic, and what emerged from what the students expressed as meaningful to them in the IME-data collector. The theory that will be described here is theory on Quality of life, belonging, mattering and theory related to self-determination, self-efficacy in relation to the ability to meet challenges. Lastly, I describe making sense of narratives.

### **Quality of life**

As mentioned earlier the university experience of students, play a key role in shaping the citizens of the future. In recent years, a recognition has emerged, both professionally and politically, that knowledge of the citizens' quality of life can make politicians and authorities better able to create a healthier and more sustainable society (Barstad, 2016). The term quality of life is rather complex in its essence, but one can say that it points to aspects in people's lives that matters to them.

In some contexts, the term quality of life is used to cover purely subjective experiences such as the presence of satisfaction, meaning and joy. In other contexts, objective conditions are emphasized such as material living conditions, working and living conditions (Nes, et al., 2018). In the latter, quality of life is closely synonymous with welfare and living conditions.

A report from The Norwegian Directorate of Health from 2018 emphasizes that in order to create a good and health-promoting society, knowledge about living conditions is needed – and knowledge about how people themselves experience their lives in total. They further argue that we must therefore ask people - not just about general satisfaction, but also about joy and mastery in everyday life, and about the experience of meaning, freedom of action, respect and belonging, about hopelessness, stress or pressure (Nes, et al., 2018). They further state that the next part is to follow these

developments over time, to get an understanding of who is getting worse and who is getting better - how, in what way and under what circumstances.

In Norway we have good amount of knowledge of what makes us ill, how long we live and what we die of. We also know a lot about how illness and life expectancy vary across socioeconomic levels groups. On the other hand, we have limited knowledge of how life and living conditions are experienced by individuals. Which is what I want to look further into in the IME data collection in relation to this.

OECD and Eurostat further emphasize quality of life as consisting of both subjective and objective components. The subjective aspect of quality of life is about how life is experienced for the individual which includes both assessments of life (for example life satisfaction) and of functioning in daily life (for example, the experience of mastery and meaning) as well as positive and negative emotions (such as joy and sadness).

The objective quality of life is about key aspects of the life situation - such as freedom, security, health, community and self-development (Nes, et al., 2018).

The concept of quality of life thus partly overlaps with both mental health and living conditions: The subjective quality of life overlaps especially with mental health; the objective with living conditions.

I will further in this master thesis use the term quality of life as described above about containing of subjective and objective aspects on student life, at the same time my focus will be in line with OECDs term "subjective wellbeing" which is defined by: "Good mental states, including all various evaluations, positive and negative, that people make of their lives, and the affective reactions of people to their experiences" (OECD 2013, p. 11). This definition is closely linked with the one stated in SSBs rapport Livskvalitet I Norge 2020 (Støren, et al., 2020) This can help me get a broader idea of the student's experiences, but at the same time allows me to place some emphasize on the meaning of the narratives related to their subjective experience.

## **Belonging**

As the majority of the students in the data collector traveled from their hometown to move to Trondheim to study, I find it interesting to look at the student's sense of belonging. Here I will go further into looking at belonging to a place and belonging to other people drawing on early research on this.

### *Belonging to a place*

Drawing on Cresswell's (1996) notion of in place/out of place, belonging can be understood as the state of being in one's proper place. The concept can be applied to things, persons, behaviors, animals, institutions, etc. Belonging is multifaceted, comprised by a constellation of relations, expectations, identities, roles, and capabilities. Like identity, belonging has been used in various ways by a plethora of disciplines, often without clear definitions or explanations. It is sometimes conflated with identity, citizenship, or a combination of the two (Antonsich, 2010).

Antonsich (2010) sought to develop an analytical framework for belonging through an interdisciplinary review, where two main dimensions of belonging were identified: politics of belonging (belonging as a discursive resource in negotiations of socio-spatial inclusion and exclusion) and place-belongingness (the emotional attachments made by an individual to a particular place).

A sense of belonging to a place, or "place-belongingness" as referred to by Antonsich (2010), captures the personal attachments individuals make to particular places. Cuervo and Wyn (2014) expand upon these dimensions, combining Antonsich's notion of politics of belonging with socio-relational belonging in their broader concept of social-belonging.

There is a lot of overlap between place-belonging and sense of place, although they are not synonymous, and both can be experienced along positive or negative lines, as in a sense of being "out of place". To experience place-belongingness somewhere is to feel "at home" there, and as such emphasizes a sense of locality and rootedness.

Belonging in this way creates analytical opportunities for considering the influence of places, relationships, and generational features which shape people's experiences of being.

Social belonging, as an experience of feeling "at-home" in social relationships (Cuervo & Wyn, 2014), points to the connections and attachments one has to important others. Alternatively, relationships to (or isolation from) others also have the power to exclude an individual or group from belonging socially, actively constructing them as "other".

#### *To belong to other people*

The need to belong also refers to the basic need of people to belong to other people. According to Baumeister and Leary (1995) all human beings have a pervasive drive to form and maintain at least a minimum number of lasting positive and significant interpersonal relationships. In other words:

"A need to belong is a fundamental human motivation" (p. 497).

This basic human need has its basis in evolution humans evolved in small groups that depended on close social connections to fulfill survival and reproductive needs. On the other hand, people who were alone and were confronted with groups were clearly at a disadvantage. Diener (2009) points out belonging as crucial to people's well-being.

According to Baumeister and Leary (1995) for the need to belong to be satisfied, it needs to fulfill 2 criteria. Those are:

1. The relationships need to involve frequent interactions with the same person
2. The relationship needs to have certain qualities, namely some degree of stability, a bond of caring and mutuality

In other words, there need to be an ongoing relationship and people have to care about each other before belonging can take place.

Diener & Seligman (2002) showed in their study of "very happy people", that every single respondent in their happiest group had excellent social relationships. Park, Peterson, and Seligman (2003) found that of 24-character strengths, those that best predict life satisfaction are the interpersonal ones.

The central importance of the need to belong ultimately shows in people's feelings (Baumeister & Leary, 1995). They further state that some of the strongest emotions people feel both positive and negative has something to do with belonging. When people form new relationships, this generally brings out positive emotions such as joy and happiness- that happens for example with childbirth, a new job, new friends, and falling in love, at least if its mutual. On the other hand, when relationships dissolve, people often feel distressed. An extreme example of this is when someone dies.

If people have no close social bonds, they also tend to feel unhappy, depressed, and lonely according to Baumeister and Leary (1995). Social isolation further correlates substantially with low well-being (Baumeister, 1991).

Loneliness stems from a lack of confidants and friends, and in turn increases the risk of psychological problems, physical impairment, and low life satisfaction (Bowling, et al., 1989). People feel lonely when their relationships are severed. And they feel anxious at the prospect of losing important relationships (e.g., Leary, 1990).

Additionally, there are two more aspects to the belongingness to Baumeister and Leary's hypothesis (1995) and these are the principles of *satiation* and *substitution*.

*Satiation* refers to the lower motivation of people to want relationships when they already have enough of them. Once people have reached a certain minimum number of social contacts that have a minimum quality level, their motivation to seek new relationships diminishes. When they lose relationships, they may want new ones which brings us to the idea of substitution.

*Substitution* means that social bonds can be replaced. For example, Baumeister and Leary gives the example of a female inmates who are deprived of contact with their families. While incarcerated they commonly form substitute families with other inmates to experience belongingness even while incarcerated. This idea of substitution is very important because it means losing one relationship can at least to some extent be replaced with another even though it might take some time to build that level of intimacy.

## **Mattering**

Frankl (2006) proposed that all human beings engage in meaning-making through their struggle to matter and to thrive.

Mattering was first introduced by Rosenberg and McCullough (1981). The construct of mattering refers to the perception that we are significant in our world and that we somehow make a difference. One of the most important things we learn is the extent to which we matter to other people, social institutions (such as the family), our community, and even society as a whole (Prilleltensky, 2020).

People come to differ in the extent to which they believe they matter because of their different experiences of the socialization process that prepares them to be functioning members of society. How people are treated by another, especially someone who looms large in their lives, will teach them whether or not they matter in this world.

Mattering is an ideal state of affairs consisting of two complementary psychological experiences: *feeling valued* and *adding value*. Human beings can feel valued by, and add value to, self, others, work, and community. To make sure that the need for mattering is fulfilled, we must balance feeling valued with adding value. Moreover, we must balance adding value to self with adding value to others (Prilleltensky, 2014; 2016; 2020).

According to Rosenberg, mattering is an "individual's feeling that he or she counts, makes a difference" (Rosenberg, 1985, p. 215). In line with Rosenberg's work, Elliot, Kao, and Grant (2004) claim that mattering consists of three key factors: *awareness*, *importance*, and *reliance*, where the first two factors reflect feeling valued, while the third one is part of adding value.

A number of mattering measures refer to components of mattering as feeling important to others, feeling cared for, and being trusted to help others or to perform a task. In all cases, the items measuring mattering fall into one of the two categories of either feeling valued or adding value (DeForge & Barclay, 1997; France & Finney, 2009; Jung & Heppner, 2017; Seligman, & Baumeister, 2019).

Sarason (1988) argued that all of us "yearn to be part of a larger network of relationships that would give greater expression to our needs for intimacy, diversity, usefulness, and belongingness" (p. 3).

Mattering has been shown to predict greater wellness in adolescents (Rayle & Myers, cited in Raque-Bogdan et al., 2011) and lower depression in college students (Dixon & Robinson Kurpius, cited in Raque-Bogdan et al., 2011).

The antithesis of mattering would be this scenario described by Elliott, Kao, and Grant (2004):

if people do not share themselves meaningfully with us, if no one listens to what we have to say, if we are interesting to no one, then we must cope with the realization that we do not matter. The world not only can but does get along without us, and we are truly irrelevant. (p. 339)

Experiences of exclusion hurt because they threaten your sense of mattering; if they happen often enough, research shows, they shatter your psychological and physical well-being. Indeed, the experience of exclusion has been linked to serious consequences, ranging from stress and depression to suicide to mass killings (Bernstein, 2016; Elliot, 2009; Flett, 2018; Riva & Eck, 2016; Williams et al., 2005).

### **Self-determination and self-efficacy**

Different stages in life relate to different challenges one must master (Erikson, 1980). Like mentioned earlier, the students face multiple challenges related to their time as students. This includes living far away from home, becoming more responsible, making new friends and learning more about oneself and how to grow as a person. To look further into this, I would look at Deci and Ryan's (2002) theory of self-determination and Bandura's (1997) definition of self-efficacy.

#### *Self-Determination*

Self-Determination Theory (SDT) is a theory of human motivation developed by psychologists Edward Deci and Richard Ryan. Motivation, in this context, talks about what moves people to act. SDT looks at the inherent positive human tendency to move towards growth and outlines three core needs that facilitate that growth. These are autonomy, competence, and relatedness.

*Autonomy* talks about experiencing your behavior as voluntary and "reflectively self-endorsed" (to feel like we have control over what we do).

*Competence* refers to the experience of your behavior as effectively enacted. (To feel you know what you are doing and that you are doing it well).

*Relatedness* is about interacting with others, connecting and experience care for others (to have meaningful relationships and interactions with other people).

Deci & Ryan (2002) found that conditions supportive of autonomy and competence reliably facilitated this vital expression of the human growth tendency, whereas conditions that controlled behavior and hindered perceived effectiveness undermined its

expression. They also found excessive control, nonoptimal challenges, and lack of connectedness, on the other hand, to disrupt the inherent actualizing and organizational tendencies endowed by nature, and thus such factors result not only in the lack of initiative and responsibility but also in distress and psychopathology (Deci & Ryan, 2002).

### *Self-efficacy*

Bandura (1997) defined the term self-efficacy as people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives. This implies that people are not seen as products of their life conditions. They are perceived as agents that intentionally contribute to and influence their own functioning and their life circumstances (Bandura, 2008).

High self-efficacy has been linked with numerous benefits to daily life, such as resilience to adversity and stress, healthy lifestyle habits, improved work performance and educational achievement. High self-efficacy was also shown to be better able to cope with stress and vulnerabilities. When applied to health habits such as physical activity and proper nutrition, self-efficacy predicts longer, healthier, and happier lives (Gancarczyk, Czekierda, & Luszczynska, 2014; Maddux, 2000). Like autonomy, competence, and relatedness, self-efficacy can be nurtured or impeded by more or less favorable environments (Bandura, 1995; 2001).

In *Meanings of Life*, psychologist Roy Baumeister (1991) claims that we derive meaning from a sense of purpose, self-worth, a value-system, and efficacy. These elements are synergic. Purpose provides a direction, values justify our actions, and efficacy makes it all happen. Self-worth has dual roles. It generates action and, in turn, benefits from action. Feeling valued motivates us to engage in even more prosocial behavior, which is going to reward us with satisfaction and recognition.

## **Making sense of narratives**

To look at the students' shared experiences, we also need to understand how to make sense of the narratives that they present.

Narrative inquiry rests on the epistemological assumption that we as human beings make sense of random experience by the imposition of story structures. That is, we select those elements of experience to which we will attend, and we pattern those chosen elements in ways that reflect the stories available to us (Bell, 2002).

As Polkinghorne argued, narrative is "the primary form by which human experience is made meaningful" (Polkinghorne, 1988, cited in Andrew, et al., 2008, p. 1).

Narratives allow researchers to present experience holistically in all its complexity and richness (Bell, 2002).

Mills, et al. (2010) argue that who we are and what factors have shaped our lives influence how we see the world. Our identity is continually being redefined as a result of experiences and contact with others; for example, parents, friends, religion, where we went to school, where we work, and what type of job we do all affect how we view certain situations.

Sensemaking is a generic phrase that refers to processes of interpretation and meaning production whereby individuals and groups interpret and reflect on phenomena (Bean & Hamilton, 2006; Weick et al., 2005). Through processes of sensemaking people enact (create) the social world, constituting it through verbal descriptions which are



communicated to and negotiated with others (Berger & Luckmann, 1966; Garfinkel, 1967).

Sensemaking is also retrospective, which means that we rely on past experiences to interpret current events; thus, sensemaking is a comparative process. In order to give meaning to the present, we compare it with a similar or familiar event from our past and rely on the past event to make sense (Mills, et al., 2010)

Webster & Mertowa (2007) argue that narrative is vital in the learning process in that it constructs the outer environment of communication and action, while simultaneously constructing the inner one of thought and intent.

In the next chapter I will look more into the Sensemaker method and why it's being used in this particular study.

## Methodology

The choice of method is made based on what one wishes to research (Henricson, 2014) and should reflect the researchers' view of reality (Ryan, 2017). In this chapter I will describe and elaborate the process of this research connected to this.

The thesis is built on the sensemaking perspective. This perspective is closely linked to a social constructivist interpretive perspective, which sees the reality as socially constructed based on how people interpret their own reality. Sensemaking is a process that focuses on how man creates meaning for his actions in the face of new and unknown situations (Weick & Sutcliffe, 2005).

If social phenomena can be created by humans, they can also be changed by humans. It is the language in relation to what the language is about, that leads to human recognition (Henricson, 2014).

## Mixed methods

Mixed methods have mainly been characterized by the debate over quantitative vs. qualitative methods, and recently, whether there is in fact such a distinction to be made at all (Allwood, 2012). Largely this debate has been seen as opposites (Ryen, 2017) and a view of them as being incompatible (Henricson, 2014).

Quantitative methods have been linked to positivism, where hypothesis testing and the belief that there is one truth out there to be found through research. These are based on numbers and are thus measurable (quantifiable).

Qualitative methods have been connected to the view where there is not only one truth, but to better understand phenomena based on the meaning people give them (Ryan, 2017).

Challenging the assumption of quantitative and qualitative methods as being incompatible has helped prepare the ground for more integrative methods, which aims to synthesize the result of mixed methods research more effectively (Lauren, 2020). This opens new ways of understanding the world and fits well with studies on complex phenomena (Henricson, 2014).

## The SenseMaker method

The SenseMaker method is a mixed method that can be described as both a tool and a method for capturing people's attitudes, perceptions and experiences invented by Dave Snowden (Snowden & Boone, 2007). The method aims to explore and understand the ambiguous dynamics of complex social systems.

Such an approach explores connections and patterns between elements to understand systemic conditions. Initially, the method was invented to enable managers to see things from new points of view, assimilate complex concepts and address real problems and opportunities (Snowden, 2017).

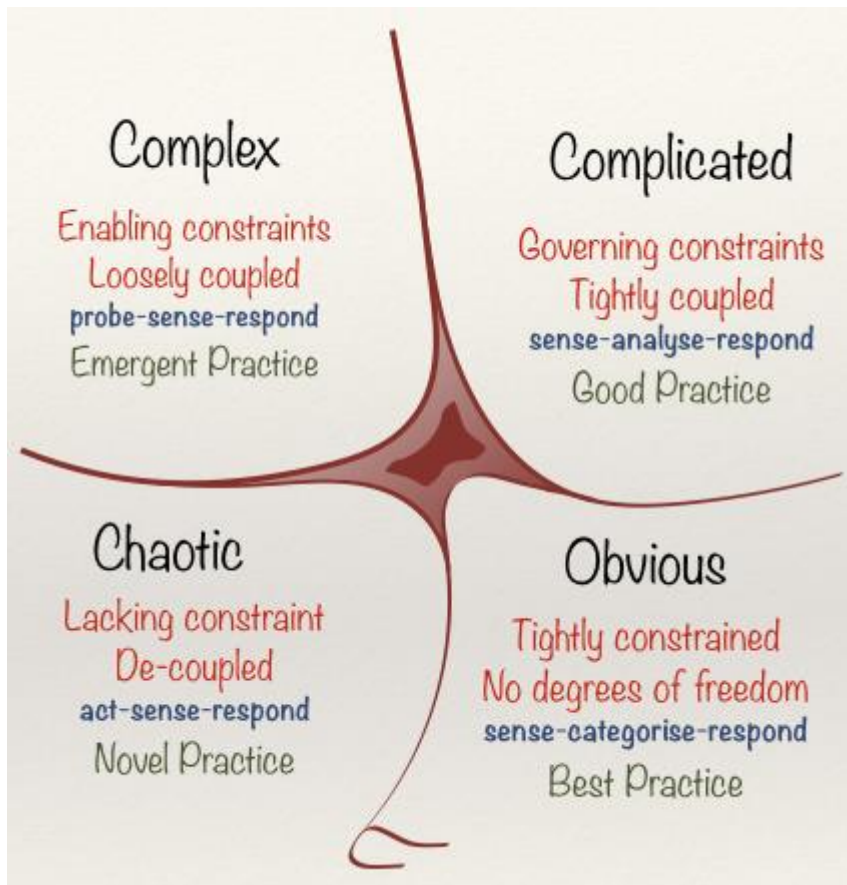
The framework for this method is called Cynefin and is a Welsh word that can be loosely translated into English as "habitat". The name seeks to remind us that all human interactions are strongly influenced and often determined by the patterns of multiple experiences, both through the direct influence of personal experience and through collective experience expressed as stories (Kurtz & Snowden, 2003).

The main benefit of using the Cynefin-SenseMaking framework is in the help of individuals, teams, leaders and organizations to understand the context in which they operate, so that they can make better decisions and avoid the problems associated with using solutions that are not contextually relevant.

In connection with the project In My Experience, this type of method can help the people that work with students to get a bigger picture of what student life entails, and based on that work with what measures should be taken to promote good student health.

This framework mainly helps us to understand two components of the world we live in: a world of order, where cause and effect are related, and outcomes are predictable and repeatable; and a world of 'un-order' where cause and effect are present but not immediately visible or predictable.

The framework further distinguishes between the types of orders - simple and complicated - and un-order - Complex and chaotic. In addition to the simple, complicated, complex and chaotic domains, the framework packs a fifth domain, known as 'disorder', when we face problems that are incomprehensible and that we cannot place within one of the four main domains without breaking it up into less discrete parts (Snowden & Boone, 2007). See Figure 1 below.



**Figure 1. The Cynefin framework**

The four different domains can further be described (Kurtz & Snowden, 2003; Van der Merwe et al., 2019):

We can place the changes that are predictable and have a clear cause-effect-relationship, in the simple/obvious domain. In this domain it is simpler to find a solution.

In the complicated domain, we can place the changes that we need more time to find the right solution to. Here there is also a clear cause-effect- relationship, but a need for expertise and analysis to find the best solution.

In the complex domain, we do not have a clear cause-effect relationship and are therefore in need to use other approaches. A part of dealing with a complex domain, is to stop and realize that there are many unknown factors, which means that there is no "one size fits all" approach to the challenge.

In the chaotic domain, there are no or very little time for planning. This means that the changes require people to handle the situation fast. There is also no possible way to predict these situations, and therefor also no point in planning.

Additionally, there is also other contexts that it is more difficult to place in the four domains stated above. The fifth domain "disorder" points to challenges that are harder to recognize, where there is often disagreements as to which domain the challenge belongs to (Snowden & Boone, 2007).

Komives & Woodard (2003) point out the complexity of student's diversity. They claim that recognizing and dealing with the complexity of student characteristics may sound difficult, but the growing sense of diversity can also be understood as an exercise in facing up to important realities.

Weick (1995) describes sensemaking as a concept that gives meaning and structure to complex situations so that one can reduce the risk of surprises and unforeseen events.

SenseMaking as a mixed method fits well in this case, because qualitative research in this sense is exploratory and therefor allows the discovery of new and unexpected social patterns. In its published form, qualitative analysis provides vivid illustration of phenomena and brings social processes "to life".

## **Design**

The research design points to how the researcher collects, analyses, interpret and report data. Here will the description and elaboration on design be related to the design of In My Experience. Hannington (2003) talks about innovative methods where designers are fundamentally involved in creative, visual activity and where the research methods they use should provide corresponding opportunities.

Innovative methods typically are identified by their participatory nature, creative engagement and outcome, and their relatively specific application to design research.

The benefits of working visually in research may be self-evident to designers, who respond intuitively to the language and find a more natural transition to design decisions from visual information. Additionally, when participants are invited to assist in research by engaging in a creative activity, the response is likely to be more favorable than when faced with a request to fill out a survey or take part in an interview (Sanders & Stuart, 1996).

Examples can be workshops and other creative sessions. This was a part of what the people in the IME-expert panel's did, which invited them to engage in the generation or manipulation of visual artifacts to communicate their thoughts or ideas on the student life. Completed as group or individual activities, emerging themes might include the participants preferences and feelings, cognitive maps or other diagrams indicating

sequences of activities, actions, or thoughts, or models configured to represent desired product features and forms.

While these examples serve to illustrate the intent of innovative design methods, they are in no measure a complete list. The whole purpose of innovative methods is to allow for creativity in designing methods appropriate to the situation (Hannington, 2003). An integrated approach to design and research that includes designers as researchers will contribute to an enhanced understanding of project variables and add value to both process and results.

### **Recruitment to the expert panel and how the design was built**

A selected panel of experts has been involved in preparing and forming the design for the data collection method used in IME, where the intention was to create a data collector that could reach as many students in Trondheim as possible.

In My Experience is a national pilot project initiated by the study city network StudyTrondheim. The project has received funding from the Norwegian Directorate of Health and is carried out in collaboration with the city's students and the Student Association in Gjøvik, Ålesund and Trondheim (Sit).

IME seeks to, as mentioned earlier, expand knowledge on students' quality of life, where the goal is to gain a better understanding of the factors that might affect students' mental health, and then initiate health-promoting measures related to this. IME sees the students as the experts on their own lives, and that their experiences are important to shed light on and learn about.

Since the perspective focuses the students knowing best what it takes to create a good student life, this has also been reflected in the creation of the data collector and in the project as a whole. In the recruitment process, they used SiT's channels and social media to find people that would take an interest in the project (See APPENDIX A) The purpose of recruiting an expert panel was to bring out different perspectives, discussions and reflections on the given topic.

### **Recruitment of students to the expert panel**

At first 19 students were invited to express their interest in joining a workshop to discuss the topic 'students and quality of life' and getting to know one another better.

A total of 9 students attended the first workshop, while the project leader also kept in contact with the ones that could not attend but wanted to show their interest, through mail and a phone call. After the first workshop and contact with those who could not attend that day, 11 students were selected to be in the IME-expert panel.

The selection was based on diversity, which means a wide range of different students, students from different study programs and faculties, a variation in the students' age, gender, years of being a student and they came from different backgrounds.

The students also varied in their experience with the student life, personality traits as some described themselves as introverted who usually did not attend many social activities with other students, and others that see themselves as extroverted and always being involved in student voluntary work, parties with other students etc. The recruitment was also based on the students' different perspectives and life experience, and this left them with a diverse group, which was the purpose.

A student from the expert panel shared her/his experience of being a part of this:

For me, it has been rewarding to build a completely new innovative student survey that has not been tried on students before. It has also been instructive to meet people of different ages, skills and reflections. In my opinion, it has also been a revelation how different you sometimes think, as you can think that everyone else thinks in the same direction as yourself at times. (Participant from the expert panel)

### **Recruitment of employees to the expert panel**

The process of recruiting employees was done more strategically. The ones that worked closely with students and had shown a great interest in this were asked to join the expert panel. They ended up with a professor in psychology, a study counsellor, a psychologist in mental health care, a senior lecturer at EiT, and the leader of SiT Råd.

The further process was that 4 different workshops were set up for the participants to be a part of creating the design used in the SenseMaker tool to enable as much diversity as possible. They were then introduced to the SenseMaker tool and had discussions on topics regarding students and quality of life. The process was supported by experienced external facilitation.

What makes the project unique is that the project involved the students from day 1, in a way that enabled them to help formulate the questions in the data collector. At the same time as there are plans for co-creation in workshops between the students to get as many perspectives, thoughts and reflections as possible on what it is like to be a student. (See APPENDIX D for the result of the data-collector).

### **The designers as researchers**

As noted above, students and employees were recruited to the expert panel to contribute to the design of the data collector. Yet they cannot typically claim the same level of expertise as professional researchers from other disciplines (e.g., human factors, social sciences, marketing, and anthropology), their active participation in the research process serves at least two key purposes (Hannington, 2003).

Firstly, knowledge of design allows the interpretation of research information in context. Whether that information is a preference expressed by an individual user, or a pattern witnessed across users, these results can be balanced against the creative possibilities (and limitations) of design.

Secondly, immersion in the research process and direct engagement with users forges a sense of empathy between designer and user. In direct conversations in which users have described upsetting and costly experiences owing to inadequate information, it is difficult for the designer not to feel a sense of responsibility. Similarly, when observing users who express a tangible sense of frustration when navigating an interface, the evident impact of design decisions and need for improvements are driven home. Such exercises in research tend to expand the notion of usability beyond function, and to reinforce the necessary emotional component of human-design interaction (Hannington, 2003).

### **Narrative research**

Using the Sensemaking method, this study focuses on students' experiences and the method aims to bring out the complexity of events through questions that stimulate reflection, and by giving students the opportunity to interpret their own experiences.

Such sharing of experiences can be linked to narrative research. Narrative is one of many interpretive approaches in the social sciences, and has been used in sociology, organizational studies, gender studies, ethnography and in the field of education.

Narrative method is closely linked to life stories and biography due to its focus on narratives, retelling - and how individuals give and create meaning to these narratives about their lives and events (McAlpine, 2016). Narrative is a way of meeting and understanding meaning in relation to people and their lives (Josephson & Alasker, 2015).

At the same time, there are different ways of conducting narrative research. Snowden (2005) describes: "As its most fundamental, the value of a story lies in its ability to convey complex and multilayered ideas in a simple and memorable form to a culturally diverse audience" (p. 2). What he is referring to here is what the narrative approach is most often associated with storytelling that follows a certain structure - a beginning, the main part, and an end.

This is not the focus I will have in this master's thesis, but I would rather see experiences as different life events that can start and stop exactly where the students chooses to describe them.

In practical terms, a SenseMaker data collection begins with a prompting question, asking research participants to share a personal story or experience (a micronarrative) they have had on a matter in relation to the project or subject under scrutiny (Lauren, 2020).

On the first page of the IME-study, the students are encouraged to do the following:

Think of something that happened in your life as a student, something that comes to mind now and that has meant something to you. For example, it may be related to your studies, your social life, your personal life - something positive or negative, a big or small event. Make the description as short or as long as you want. (See APPENDIX D for illustrations from the website)

This shows that there is room for the students themselves to choose what they want to emphasize in their experiences and how many or how they will describe this without external influence from a researcher.

This is again followed by a series of questions aiming to encourage participants to self-signify the experience they talked about at the start, using three different types of SenseMaker question: dyads, triads, and canvasses, that provide a visualization of where participants would locate their story or life experience, in relation to pre-coded categories (Lauren, 2020).

In essence, the output of SenseMaker is statistical data backed up by an explanatory narrative. The novel element of SenseMaker is that it encourages participants to interpret their own stories as a part of the data collection process. These interpretations then become the basis of analysis for the researcher when they are collated (Lauren, 2020).

### **Between an inductive and deductive method: Abductive method**

In line with an exploratory approach, I wanted to explore the data material without fixed theoretical guidelines. This is because I wanted to be open to the various aspects that emerged through the experiences the students shared in the IME-collector. With that being said, there was also no goal to generate the data material tabula rasa, i.e.,

theoretically, since I experience that as a researcher you always have certain prior knowledge in the face of empirical reality (Midrè, 2009. p.247; Tjora, 2017, p.36).

In the early work on this master's thesis, I had three unformal interviews with two academic employees that work with students at NTNU, one male student counsellor at NTNU, one female student-humanist at NTNU, and a female college lecturer at the section for supervision studies at HINN. What they all have in common is that they meet students every day and have conversations with them about their lives. In the interviews I had with them, I asked them what students usually come to talk about.

Based on the answers that they gave, combined with conducting a review of previous studies done on students, I want to argue for an abductive approach to my work. I have generally taken as my starting point the experiences shared in IME, at the same time as theoretical perspectives and previous research both before and after the data collection have shaped my understanding of this phenomenon (Tavory & Timmermans, 2014, p. 37; Tjora, 2017, p.33).

The abductive element of the analysis can be made visible in the process from code groupings to the main themes, where I especially in the work with the selected experiences build on Baumeister & Leary, Prilletensky and Deci & Ryan`s work.

The abductive nature of the exploratory analysis enables researchers to measure beyond what they knew. Furthermore, SenseMaker analysis can reveal surprising results as correlations may emerge among seemingly unrelated signifiers. The variety of patterns that emerge from the analysis is owing to the ability to correlate all the signifiers in the framework with one another, as well as against the themes from the narratives behind these patterns. This, in turn, is as the micro-narratives are associated with all the numerical data derived from the self-signification process.

The next step is then to confirm the conjectures that arise after exploration through further analysis, e.g., by checking whether the responses to other signifiers support the conjecture or by thematic analysis of the narratives associated with the patterns. (Van Der Merwe, 2019).

Vassenden (2018, p. 158) sums up abductive understanding in a good way through his quotation from Timmermans and Tavory (2012): "If we are to foster theory development, we should be neither theoretical atheists nor theoretical monotheists" (p. 169). My theoretical concepts are developed in this way through the analysis of data, at the same time as the data material must be seen in the light of theory in order to be understood more holistically.

## **The process of analyzing the micronarratives in IME**

Qualitative data analysis is the process of examining and interpreting qualitative data to understand what it presents (Medelayn, 2019). Maher, et al. (2018) point out that deep and insightful interactions with the data are a prerequisite for the analysis of qualitative data.

This means for the researcher to "immerse" themselves in data, to explore all the possible nuances and relationships, and at the same time view data from a variety of perspectives which includes moving from micro- to macro-view, in order to support the analytic imagination necessary for understanding and theory generation. This is usually done by coding in qualitative research which is the process of labeling and organizing



your qualitative data to identify different themes and the relationships between them (Medelyan, 2019).

This form of analysis is augmented by multimodal forms of interaction with the data. It takes time with periods of intense work followed by quiet reflection (Maher, et al., (2018).

Assigning codes to words and phrases in each response helps capture what the response is about which, in turn, helps you better analyze and summarize the data (Medelyan, 2019).

### **The coding process**

I chose to start from scratch and create codes on the qualitative data itself. This is called abductive coding and is an iterative process and can give a more complete, unbiased look at the themes throughout the data (Medelyan, 2019). This means that the codes arose from the narratives that I read.

The process looked like this:

1. I put around 200 narratives in one document.
2. Then I read through them while giving each narrative a code that would describe what the experience was about.

Example: "When I started my studies, I joined the sponsorship week-program and got to know the students I am still friends with today, four years later" - for this narrative, I could code it "friendship through the sponsorship period".

3. When reading through these narratives I saw some repetitive themes like "friendships, doing something meaningful, loneliness, finding oneself."
4. From the repetitive themes I found other terms to describe those experiences in a broader sense, those were belonging, mattering and self-development.
5. After that, I read through more narratives with those three themes as my basis for seeing how the students talk about belonging, mattering and self-development.
6. I then gave *belonging*, *mattering* and *self-development* three different colors and then highlighted each narrative with the color that fitted to each category.
7. While highlighting this, I saw that there was some overlapping where some narrative where about mattering and belonging and those were given two colors instead of just one (See APPENDIX B for illustrations).
8. The last step was to choose some narratives to present regarding the chosen themes and elaborate on how the students interpreted their own experiences related to that. This will be presented thoroughly in the next chapter.

The second phase was about how I looked at these three themes (belonging, mattering and self-development) and how the students interpreted their experiences related to that:

1. First, I made sections where I could see which narratives were experienced as positive and which ones were experienced as negative and made a table for that. (See APENDIX B for illustrations for all three categories)
2. Then I randomly chose some experiences that presented both a negative and a positive side related to belonging, mattering and self-development.
3. The next part was to further find what filters to present related to how the students interpreted their experiences related to the three themes stated above.

## **Quality in research**

A research study should be characterized by accuracy, systematics, transparency and openness (Sohlberg & Sohlberg, 2013). The researcher is the one who conducts the research study and is therefore naturally the one who is responsible for the quality of the research. To achieve this, the researcher is dependent on knowing the requirements that underlie good ethical research, good quality and in addition to this be able to explain why the researcher makes the choices he / she makes during the process. Quality in the study is related to concepts such as reflexivity, validity, reliability and ethics.

### **Validity and reliability**

Validity and reliability are well-known concepts, especially in positivist research (Ryen, 2017). Validity is about the extent to which the findings represent the phenomenon one's are investigating (Silverman, 2014). Reliability points to the research trustfulness and is concerned with the reproducibility and the transparency of the research process (Ryen, 2017). One way to ensure reliability is to document the methodology and analysis in a manner that it can be reproduced. In this thesis, all the steps in the process have been documented.

Ethical considerations should also be made in research. This is guidelines and principles that govern how the researcher should carry out their work. An important part here, is to ensure that the participant in the study is so not done any harm to, and that the information that you have been given by them is confidential (Ryan, 2017). This is further to show respect for the participants and to let them know that you can be trusted. The project leader for IME was the one ensuring that the students was given the information that the participation was made anonymously (See APPENDIX D for illustration of this from the IME-website).

Qualitative research has been criticized for not being able to use these goals for quality in research, because a constructivist approach views the world as if there is not only one reality. It is therefore also difficult to recreate the same results, as people construct different versions. A good description of the procedure, as well as awareness of the consequences of the methodological approach, is therefore important in order to be able to assess the quality of the study.

By combining quantitative and qualitative methods, one can achieve a greater depth in the understanding of the phenomenon one is investigating than if only one method is used (Harrison et al., 2020). The credibility of the results is strengthened by the two methods complementing each other, as the weakness of one method is the strength of the other method (Henricson, 2014)

### **Quality in the analysis of the narratives**

In coding qualitative data manually, it is vital to make accuracy a priority (Medelyan, 2019). This is because the coder's cognitive biases can influence the coding process. On the other hand, it is claimed that by getting participants to do the first level of analysis in SenseMaker, it can transcend the interpretive bias of the researcher (Lauren, 2020).

It is "through this self-signification, SenseMaker removes ethnographic coding and expert re-interpretation, as participants assign meaning to their own micro-narratives,

which enables large-scale explorations, reduces researcher bias, and allows for more objective analysis" (Merwe et al., 2019, p. 3).

The way it does this is through integrating the collection of quantitative and qualitative data through collecting "micronarratives" and then encouraging participants to interpret their narratives using structures that are quantitatively measurable (Lauren, 2020).

### **Reflexivity**

Reflexivity can be said to be an interaction between the researcher and the research work. Engward & Davis (2015) point out that reflexivity requires that the researcher is transparent in the decisions that are made through the research and will be important for the quality of the study.

Tjora (2012) defines reflexivity as "the researcher's ability and willingness to investigate his own research work and how personal interest and knowledge may have shaped this" (p. 229). Engward & Davis (2015) describe it as "a process of recognizing constructions as implicitly or explicitly influencing the research process" (p. 2). We can further divide reflexivity in two; personal and epistemological (Engward & Davis, 2015). Personal reflexivity is, among other things, about reflecting on how one's own interests, values, beliefs, political views, experiences or goals may have shaped the research. The second form of reflexivity is more related to discussing the possibility that the research question may have been defining and limiting for which results are generated from the data collected. Here, the researcher can think about the choices during the process that can help to think about the effects these have had in the study.

Such a process could help to identify and recognize limitations in the research, which it will be important for the researcher to be aware of. It should also be mentioned that reflexivity is not the same as reflection, where reflection is more about looking back, then reflexivity is about a process of awareness raising related to decision making in several areas: personal, methodical, theoretical, ethical, and politically related to the research. Reflexivity makes it possible to question the assumptions one has during our study, such as assumptions about the chosen topic or theory (ibid). Awareness of being a reflexive researcher is the starting point for how one encounters the phenomenon one wants to study. Tjora (2012) points out that it is important to be aware of one's own preconceptions and prior knowledge. It has been questioned whether it is at all possible to include a holistic picture of something that involves the individual's subjectivity precisely because it can be contextual, dependent and constantly changing (Robbins & Krueger, 2000). This is something one should be aware of.

### **To be a student and to do research on students**

In the discussion about the quality of my master's thesis, it becomes relevant to look more closely at my own role as a researcher in the project, and how this may have affected the results (Kvale, 2009, p. 150; Tjora 2017, p. 231).

As the subheading indicates, researching my own study environment, of which I am in a broad sense a part of, can offer both opportunities and challenges.

Tjora (2017, p.235) argues that in interpretive qualitative research there is an implicit understanding that complete neutrality is not possible. Instead, it is emphasized that personal interests and knowledge of the field can, on the other hand, form a good basis for academic work.

That I as a student sit with experiences from my past and present student life, means that I have a good knowledge of this topic, particularly from a subjective point of view. Throughout my time as a student, I have been interested in the well-being of students and that resulted in an internship as a study counsellor, working with students as a learning assistant and as a counselor for a student group. When it was time to write my master thesis, I saw this as an extension of this commitment and interest for the student's well-being.

Even though personal interests and experiences can strengthen one's own research through access and knowledge of the field, there are also some challenges as to how these can color one's own understanding.

Firstly, in my approach to student life, a problem may arise where I as a student have become blind to interesting aspects, which I have not noticed due to my own biases.

In addition, my experiences as a student can also help to color my understanding of the study time as being something fundamentally positive or more problematic.

In order to counteract that my own preconceptions affect the interpretations made through the analysis, it therefore becomes important to show reflexivity and a wondering attitude to where these preconceptions are coming from (Tjora. 2017, p. 251).

By being aware of my own experiences during my studies, and how these have affected my interpretations of the data material, reliability in the work can thus be strengthened.

## Presentation of Data

In this chapter, I will give an overview and a description of my analysis of the data collected in IME. This contains both qualitative and quantitative data.

The quantitative part is about the number of shared experiences related to various factors connected to the experiences. And the qualitative part shows NTNU-students' narratives about their everyday student-lives.

Later, I will present and interpret these experiences in more detail related to the chosen topic. The main focus of the interpretations will be the shared experiences I have chosen to emphasize according to my research question:

*What can students' shared experiences about the student life tell us about their quality of life?*

### IME material – overview

In the table below we can see some different filters and how the filters relate to the number of shared experiences. This shows us that almost all the students moved to Trondheim from another region to study and most of them have different activities that they do in their spare time. The majority said that their experiences were very positive and had a major impact. There is a mix in the answers when it comes to how much the situation with the pandemic was related to their experience.

**Table 1: Quantitative result from IME data collection**

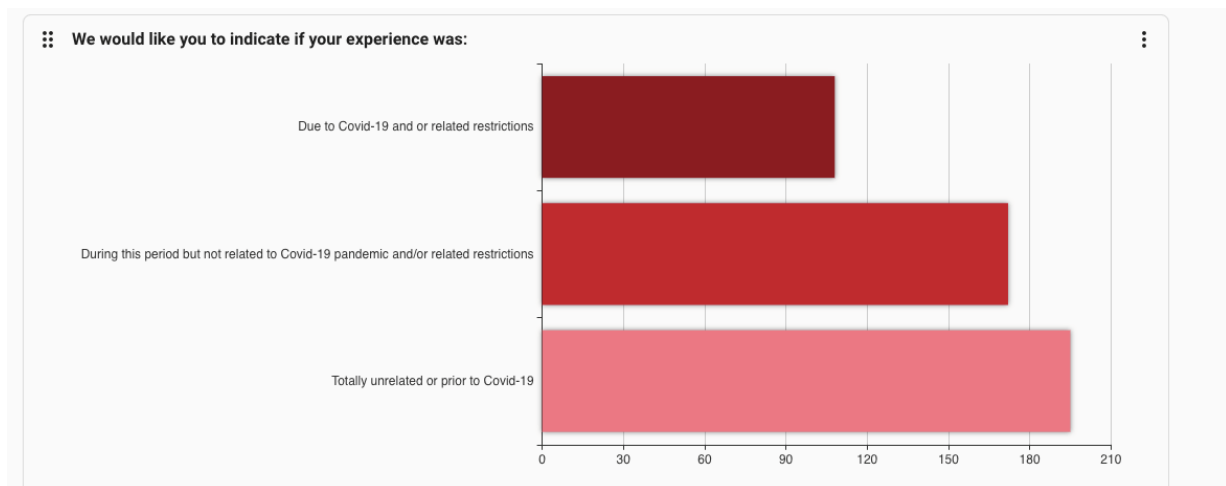
Filters	Number of shared experiences related to the filters
Very positive	255 (55,68%)
Positive	62 (13,54%)
Very negative	75 (16,37%)
Negative	41 (8,95%)
A bit of both	15 (3,27%)
Neutral	8 (1,75%)
Other	2 (0,44%)
It had a major impact	342 (77,73%)
It had a moderate impact	91 (20,68 %)
It had a minor impact	7 (1,59%)
I am moved from another region to attend UNI	377 (83,59%)
I am attending UNI in or close to my hometown	74 (16,45%)

Totally unrelated or prior to Covid-19	180 (41,47%)
During this period but not related to Covid-19 pandemic and/or related to the restrictions	153 (35.34%)
Due to Covid-19 and/ or related to the restriction	100 (23,09%)

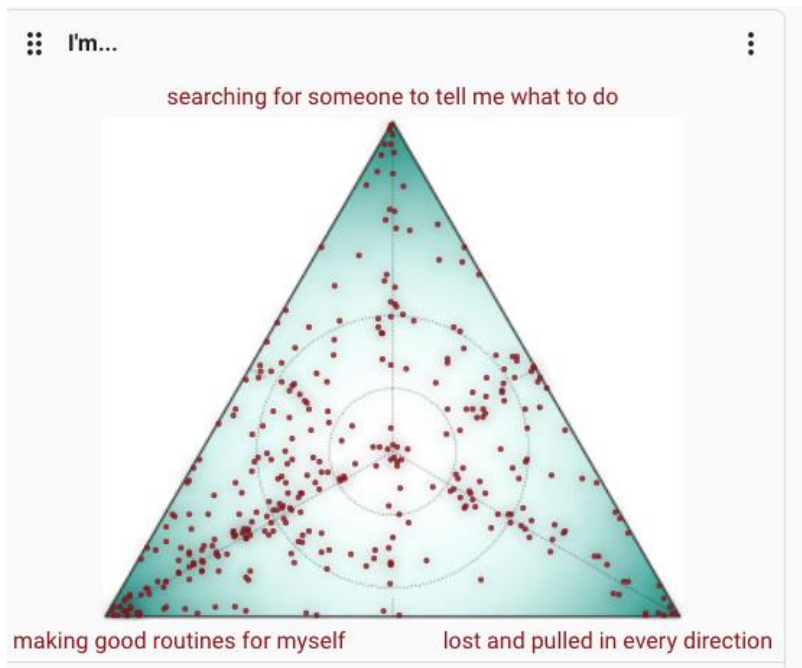
To understand this data, I have to look more closely at what these experiences entail. To interpret the meaning of these numbers, I need to look into the narratives associated with them. As noted in chapter 3, each student experience was not only described in a narrative, but also self-interpreted according to the set of signifiers used in the design of the data collector. The analysis I will show here will be to first describe the links between self-signification and themes that emerged in the narratives, then to interpret what those links can tell us about the set of themes that emerged from this process. I will do so by the topics I have chosen that will cover what I am most curious about in this master thesis.

The signifiers I chose to look more closely at are the following:

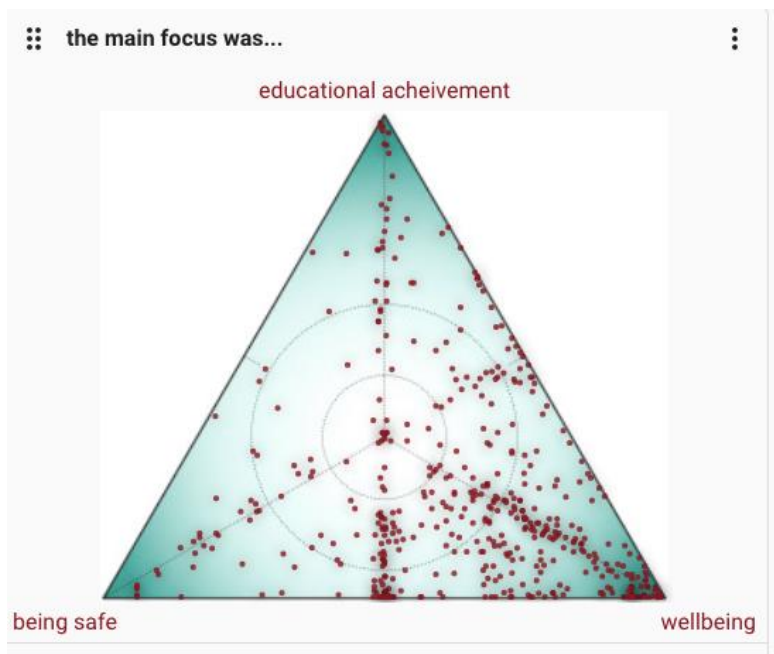
1. How the experience related to Covid-19:



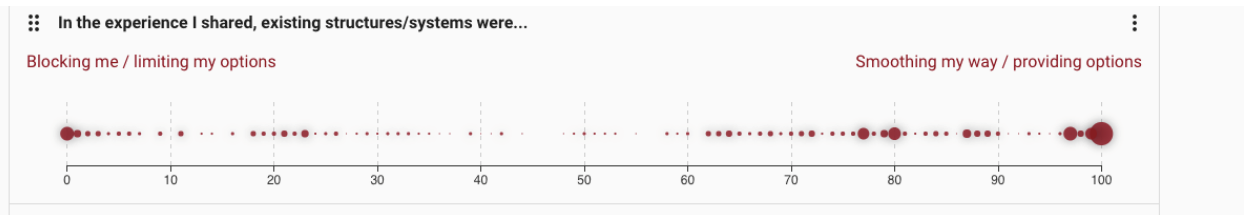
2. Whether the student searched for someone to tell them what to do, felt lost and pulled in every direction, or that they in the experience wanted to make good routines for themselves:



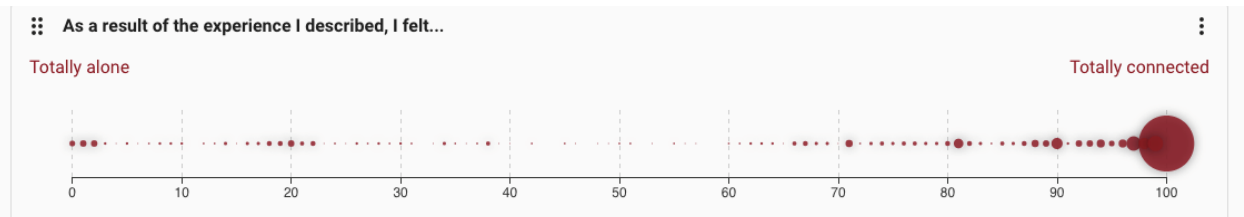
3. In the experience, I wanted to look at whether the student focus was on wellbeing, being safe or educational achievement:



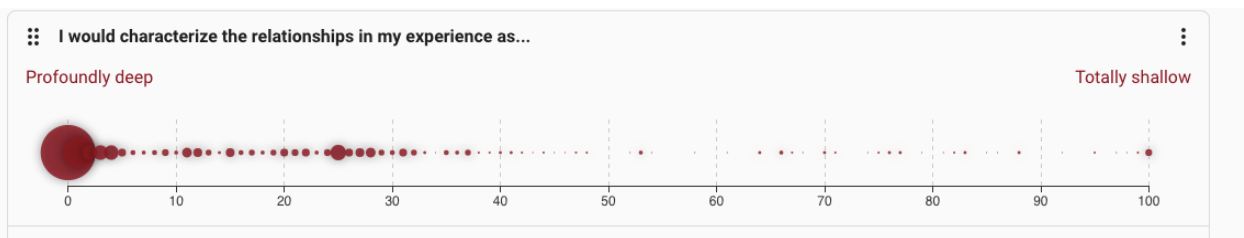
4. Structures or systems, were in the experience blocking the student/limiting their options or smoothing their way/providing options:



5. The student felt totally alone or totally connected in the experience:



6. The relationships in the experience, would be characterized as profoundly deep or totally shallow:



This data material consists of over 400 shared experiences about student lives and therefore I will not be looking at each one of these, but some that are relevant to my research question.

For that I will look at these three chosen topics: Mattering, belonging, and self-development. These topics were chosen after reading through the majority of the narratives and seeing what seem to be repetitive in the stories. This had to do with the students getting to know new people, finding their own place in a new context as a student, getting friends that they felt safe with, and finding out what they as students enjoy doing aside from studying. From the narratives I read I was coding (giving each narrative a word/term) and from that seeing that many things were repetitive and ended up with those three topics.

I will now present some experiences connected to these three topics and how the student interpreted this themselves. First, starting with mattering followed by belonging and challenges and self-development.

### Further presentation of the data

I will now go on to describe the findings for this master thesis.

I have divided this section into (1) belonging to a place, (2) belonging to others, (3) Lack of belonging, (4) To feel like you matter, (5) Lack of mattering, and (6) Challenges and self-development. My impression is that these topics (subheadings) are in total what the students talks about regarding their experiences through their study time. This will



be illustrated by the different experiences that the students shared in the data-collector and also how they interpreted these experiences themselves.

### Belonging to a place

From this data collection, we see that the students have different ways of belonging to a place.

The first student expressed fellow students as being open and welcoming, as an important element as to why they felt a sense of belonging to their study place. And this student characterized their relationship in this experience as being profoundly deep, and not related to the pandemic.

Another student talked about how living with other friends/students in collective student housing felt safe, nice and comfortable. This was also connected to the students' interpretation of their relationships as being profoundly deep to them. A third student exemplifies the offers the city has, as being valuable to their experience, and this student's main focus was well being. This last described experience was also due to and or related to the restrictions during the Pandemic. We see that all these experiences were interpreted as either positive or very positive, and as a result of these experiences, they felt totally connected. Their sense of belonging either came from peers/classmates or close friends / or both.

**Table 2. Students shared experiences on belonging to a place**

<b>Student 2a)</b>				
Det har vært veldig fint å kunne føle at man hører til på studiestedet sitt. Siden det er så mange studenter samlet på et sted, kan det være overveldende. Det kan også hende at man går rundt å føler seg anonym. I mitt tilfelle har en veldig åpen og imøtekommende klasse bidratt til å gjøre studiestedet til mitt sted.				
<i>Relation to the pandemic:</i> <b>During this period but not related to the pandemic</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Profoundly deep</b>	<i>Sense of belonging came from:</i> <b>Peers/classmates</b>	<i>The main focus was:</i> <b>Wellbeing</b>	<i>As a result of this experience, the student felt:</i> <b>Totally connected</b>
<b>Student 2b)</b>				
Det er veldig behagelig å bo i et trivelig og trygt kollektiv som student. For meg er det viktig å trives hjemme i en hektisk studieperioden.				
<i>Relation to the pandemic:</i> <b>Totally unrelated or prior to the pandemic</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Profoundly deep (72%)</b>	<i>Sense of belonging came from:</i> <b>Close friends</b>	<i>The main focus was:</i> <b>Being safe</b>	<i>As a result of this experience, the student felt:</i> <b>Totally connected (67%)</b>

**Student 2c)**

Min erfaring som student i Trondheim er at det er mye tilbud sosialt, og gode muligheter til å få venner. Selv om corona har ødelagt mye på denne biten synes jeg fortsatt at det er gode opplevelser her. Jeg elsker også byen, den er utrolig fin, rolig og stor samtidig.

<i>Relation to the pandemic:</i> <b>Due to / and or related to the restrictions</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Not filled</b>	<i>Sense of belonging came from:</i> <b>Peers/Classmates (48%)</b> <b>Close friends (43%)</b>	<i>The main focus was:</i> <b>Well being</b>	<i>As a result of this experience, the student felt:</i> <b>Totally connected (60%)</b>
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**A sense of belonging to others**

The students also talk about the importance of friendships in different ways. Some talk about how they got to know their friends through their study-time, others talk about how they had to actively take part in getting to know new people, others emphasize on how the people they have met has made their time as student the most meaningful.

All these students here felt their experiences were positive or very positive, they characterized their relationship in their experience as profoundly deep, and as a result of this, they felt totally connected. Their sense of belonging came from peers/class mates, from their family or both. In their experiences their main focus was either on well being or being safe. There was a mix in whether these experiences were related to the pandemic or not. Some were due to the pandemic, other were during this time but not related, and others were totally unrelated to this.

**Table 3. Students shared experiences on belonging to others****Student 3a)**

Å møte og få en god studievevenn, som ble en enda bedre venn. Jeg erfarte at jeg ikke har behov for en typisk studietilværelsen med masse venner og masse som skjer, men å ha få og trygge venner er viktigst.

<i>Relation to the pandemic:</i> <b>Totally unrelated to the Pandemic</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Profoundly deep</b>	<i>Sense of belonging came from:</i> <b>Peers/Classmates</b>	<i>The main focus was:</i> <b>Being safe</b>	<i>As a result of this experience, the student felt:</i> <b>Totally connected</b>
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**Student 3b)**

Var fadderuken avgjørende for studietiden videre, mtp det å bli kjent og få venner på studiet. I tillegg er linjeforeningen og arrangementene de stiller i stand veldig viktige for samholdet og sosialiseringen på kullet.

<i>Relation to the pandemic:</i> <b>Due to Covid/ and or related to the restrictions</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Profoundly deep (90%)</b>	<i>Sense of belonging came from:</i> <b>Peers/Classmates (95%)</b>	<i>The main focus was:</i> <b>Wellbeing</b>	<i>As a result of this experience, the student felt:</i> <b>Totally connected (89%)</b>
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**Student 3c)**

Venner er viktige, og det kan være vanskelig å finne noen som du føler deg trygg på, men hvis man virkelig går inn for det så går det bedre enn forventet

<i>Relation to the pandemic:</i> <b>During this period, but not related to the pandemic</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Profoundly deep (75%)</b>	<i>Sense of belonging came from:</i> <b>Peer/ class mates (63%) &amp; family (31%)</b>	<i>The main focus was:</i> <b>Wellbeing</b>	<i>As a result of this experience, the student felt:</i> <b>Totally connected (68%)</b>
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**Student 3d)**

Det som har hatt mye å si for min del er ikke nødvendigvis studie i seg selv, men heller menneskene jeg har møtt på veien. Studiet ville ikke ha vært det samme hvis jeg ikke hadde de menneskene jeg møtte på veien. En annen ting som har mye å si er ville muligheter man får gjennom studiet/studiebyen. Det kan være fritidsaktiviteter, sosiale sammenkomster gjennom f.eks linjeforeninger eller andre aktiviteter kan finne på utenom.

<i>Relation to the pandemic:</i> <b>During this period, but not related to the pandemic</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Profoundly deep (75%)</b>	<i>Sense of belonging came from:</i> <b>Peer/ class mates (63%) &amp; family (31%)</b>	<i>The main focus was:</i> <b>Wellbeing</b>	<i>As a result of this experience, the student felt:</i> <b>Totally connected (68%)</b>
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**Student 3e)**

Første dag av fadderuka ble alle plassert rundt på tilfeldige bord. Jeg endte opp med to 1.klassinger og en fadder. I dag er de to av mine nærmeste venner på studiet.

<i>Relation to the pandemic:</i> <b>Totally unrelated or prior to the pandemic</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Profoundly deep</b>	<i>Sense of belonging came from:</i> <b>Peer/class mates</b>	<i>The main focus was:</i> <b>Not filled</b>	<i>As a result of this experience, the student felt:</i> <b>Totally connected (99%)</b>
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### Lack of belonging

The students here draw attention to how they have struggled to make friends and describe how this has impacted their time as students in a negative way. Some talk about having tried to make friends, but that it has not worked out, others talk about how the Fadderperiod helped them to get to know new people, but that that in itself did not lead to any long-term friendships. Some of these experiences were related to the pandemic, and some of them were not. They all share that they characterized their relationships in their experience as totally shallow, and as a result of these experiences, they were left feeling totally alone. The main focus here was wellbeing, educational achievement and being safe.

**Table 4. Students shared experiences related to a lack of belonging**

<b>Student 4a)</b>				
<b>#Føler meg som en skygge</b>				
<p>Jeg er 35 år og tilbake til studie etter mange år jobberfaring. Jeg bytter yrke. Men det har vært vanskelig å bli kjent med folk. Jeg er eldre enn gjennomsnitt alder, jeg er ikke norsk, jeg har familie og barn som gjør det vanskelig å være med aktiviteter utenfor skole. Jeg prøver å engasjere meg så mye som mulig, små prater med folk, bidra og hjelpe med min beste i gruppearbeider, sitter i flere referansegrupper. Men jeg er så ensom på skolen. Etter alle innsatsen jeg gir, får jeg ingenting tilbake. Hvis jeg sier ikke hei, så sier ingen hei til meg. Jeg synes jeg er en hyggelig person som er lett å snakke med. Men det krever så mye energi å være sosialt aktiv. Jeg har ingen venner på skolen, og føler meg at ingen vil prate med meg. Den personen jeg snakker mest med er kantinedame (som er også fin å snakke med). Noen dager har jeg ikke lyst til å komme på skolen fordi det er rett og slett ensom å være her.</p>				
<p><i>Relation to the pandemic:</i></p> <p><b>During but not related to the pandemic</b></p>	<p><i>The student characterizes their relationship in their experience as:</i></p> <p><b>Totally shallow (76%)</b></p>	<p><i>Sense of belonging came from:</i></p> <p><b>Not filled</b></p>	<p><i>The main focus was:</i></p> <p><b>Being safe</b></p>	<p><i>As a result of this experience, the student felt:</i></p> <p><b>Totally alone</b></p>
<b>Student 4b)</b>				
<p>Jeg har slitt med å få nye venner etter at jeg ble student. Fadderukene hjalp meg bli kjent med noen andre personer. Dette gjorde overgangen til studielivet noe lettere. Samtidig forble vi bekjente, heller enn nære venner. Det samme gjelder i stor grad for folk jeg er blitt kjent med gjennom mine to år som student. Mitt sosiale liv er derfor langt fra tilfredsstillende. Dette var allerede et problem før pandemien, men den gjorde ting enda verre. Det siste halvannet året har vært preget av lesing, trening og sosial isolasjon. Ting går på et vis rundt. Jeg har noen daglige ritualer som strukturerer hverdagen. Videre klarer jeg meg godt rent faglig. Likevel føler jeg meg ikke spesielt fornøyd med livssituasjonen min, på grunn av mitt ikke-eksisterende sosiale liv. Forhåpentligvis bedrer det seg når ting åpner mer opp, but idk.</p>				

<i>Relation to the pandemic:</i> <b>Totally unrelated to the pandemic</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Totally shallow</b>	<i>Sense of belonging came from:</i> <b>Family</b>	<i>The main focus was:</i> <b>Educational achievement</b>	<i>As a result of this experience, the student felt:</i> <b>Totally alone</b>
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**Student 4c)**

Jeg fant ingen gode venner i klassen under fadderuka, og heller ikke senere det første året. De første ordentlige vennene i klassen fant jeg ikke før i 3. klasse. Å gå på skolen ble først gøy da jeg hadde venner å møte.

<i>Relation to the pandemic:</i> <b>Totally unrelated to the pandemic</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Not filled</b>	<i>Sense of belonging came from:</i> <b>Family</b>	<i>The main focus was:</i> <b>Well being</b>	<i>As a result of this experience, the student felt:</i> <b>Totally alone</b>
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**Student 4d)**

Er det veldig vanskelig å få seg venner. Er med på sosiale ting, men det er ikke ofte at vi har fått mulighet til å møte nye folk, så det hele har endt med at jeg ikke har så mange venner i studiebyen, og det å studere er ikke i nærheten så gøy som jeg trodde det skulle være. **#Lite venner**

<i>Relation to the pandemic:</i> <b>Due to Covid-19 and or related to the restriction</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Totally shallow</b>	<i>Sense of belonging came from:</i> <b>Close friends</b>	<i>The main focus was:</i> <b>Being safe</b>	<i>As a result of this experience, the student felt:</i> <b>Totally alone</b>
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**To feel like you matter/ to be seen and see others**

Here the students express different ways of being seen by those around them. From a lecturer using extra time to help a student understand something, to fellow students that live together surprising a student on their birthday. Also, the experience of being chosen from many others to be a part of sports that the student signed up for. Another experience talks about their need to matter to others, and how fellow students remembered the student after the student being away, made the student feel included.

All of these experiences were interpreted either as positive or very positive by the students themselves. Most of these experiences had the focus on being safe, and as a result of their experiences nearly all of them felt totally connected and would characterize their relationships in this experience as being profoundly deep.

**Table 5. Students shared experience related to feeling like you matter/and be seen and see others****Student 5a)**

ble jeg sett av en foreleser i timen. I en del av et emne jeg selv gruet meg til å delta på, da jeg ikke følte jeg var god nok eller hadde noe å bidra med. Underveis i forelesningen prøvde jeg å være så usynlig som mulig, som man gjerne prøver når man ikke ønsker å vise at man ikke får til noe. Foreleseren kom om sider bort til min pult, og spurte hva jeg synes var vanskelig. Hun tok seg tid, satte seg ned og ønsket virkelig å hjelpe. Med god veiledning åpnet hun øynene mine for akkurat dette aspektet ved faget, som jeg tidligere prøvde å lure meg unna. Jeg følte en enorm mestring, og selv om andre klarte det mye bedre enn meg og fikk finere resultater, var jeg utrolig stolt over hva jeg hadde fått til. Denne opplevelsen av mestring og det å bli sett er noe jeg fremdeles lever på, 8 mnd senere.

<i>Relation to the pandemic:</i> <b>During but not related</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Profoundly deep</b>	<i>Sense of belonging came from:</i> <b>Peers/class mates</b>	<i>The main focus was:</i> <b>Being safe</b>	<i>As a result of this experience, the student felt:</i> <b>Totally connected</b>
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**Student 5b)**

Jeg hadde bursdag og hadde over en lengre periode følt meg tung og usikker på meg selv, mye negativt selvsnakk og liten tro på egen verdi. Jeg hadde ikke lagt noen planer for kvelden, og så for meg en kveld alene siden jeg hadde skjønnet det sånn at kollektivet mitt ikke var hjemme. jeg la opp til en rolig kveld, trasket litt rundt i byen alene, kjøpte meg noen joggesko jeg hadde hatt lyst på en stund, og hadde det egentlig helt greit. tenkte det ville være god trening å ha en rolig kveld med meg selv. i det jeg har kommet inn døren, banker det på og der står en venninne med sang og ballonger. hun har planlagt middag med resten av kollektivet mitt som da kommer hjem litt etter litt. jeg føler meg plutselig veldig sett og satt pris på. på toppen av det hele setter en av de jeg bor med plutselig på en film på tven. det er søsteren min som har satt sammen mange små videoklipp fra venner og familie som hilser og ønsker meg en fin dag. for et hode som hadde gått og tenkt seg selv ned i mange måneder, betydde dette ekstra mye. det var en viktig påminner om at jeg betyr noe for folk.

<i>Relation to the pandemic:</i> <b>During but not related</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Profoundly deep</b>	<i>Sense of belonging came from:</i> <b>Close friends</b>	<i>The main focus was:</i> <b>Being safe</b>	<i>As a result of this experience, the student felt:</i> <b>Totally connected</b>
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**Student 5c)**

I sommer har jeg vært så heldig å få ha en sommerjobb hvor jeg har utviklet tiltak, som forhåpentligvis kan bidra til å skape meningsfulle studentliv. Ikke bare har jeg fått kunne jobbe for at andre skal få det bedre i sin hverdag, men min studie hverdag har fått et betraktelig løft. Fra å føle meg ensom og til tider mislykket, har

jeg nå fått et større nettverk, gode venner og en meningsfull jobb. Jeg har hatt gode leder som har utfordret meg og det har gitt meg masse mestringfølelse. Jeg har innsett hvor viktig det er for meg å være en del av et felleskap hvor vi heier og lærer av hverandre. Jeg unner alle den følelsen.

<i>Relation to the pandemic:</i> <b>Due to Covid-19 and or related to the restrictions</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Profoundly deep</b>	<i>Sense of belonging came from:</i> <b>Peers/classmates</b>	<i>The main focus was:</i> <b>Well being</b>	<i>As a result of this experience, the student felt:</i> <b>Totally connected</b>
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#### Student 5d)

Jeg var med på å arrangere studentfestivalen UKA i studietiden min, og det var helt fantastisk å være med på. Vi jobbet godt sammen som et team, og etter mange slitsomme uker og måneder var vi sterkt knyttet sammen og gledet oss til å sette igang med programmet vi hadde laget. Dessverre fikk jeg en operasjon rett før festivalen skulle starte og måtte stå over alt av festivalavvikling. Det var kjipt å ikke få være med, og se alt gå videre uten meg. Men det jeg husker best var forståelsen jeg ble møtt med. Det føles litt som om det gikk like bra uten meg og det er jo en litt vond følelse å sitte med, å ikke være så viktig liksom. Men samtidig var det en lettelse å føle på at ting ordner seg, selv om man er syk, og bli møtt med forståelse fra noen. **#Fomo**

<i>Relation to the pandemic:</i> <b>Not filled</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Not filled</b>	<i>Sense of belonging came from:</i> <b>Close friends</b>	<i>The main focus was:</i> <b>Being safe</b>	<i>As a result of this experience, the student felt:</i> <b>Not filled</b>
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#### Student 5e

Det å starte på masteren, komme inn i et miljø som handlet om samhold, møte opp på skolen, være en klasse. Lærerne brydde seg, studentene i klassen brydde seg, alle ville skape et sosialt og givende læringsmiljø. Det at vi i masterklassen også fikk lesesal plasser sammen i grupper nede på idrettsbygget var fantastisk. En trygg havn, der man alltid kan komme og studere med andre i klassen. det handlet om å skape en kultur og kontekst som gjorde det lettere å møtes for å studere sammen. Dette kan jeg takke NTNU, instituttet og med studenter for. Det bidrar til tilhørighet, være del av noe større, mer engasjement i mastern og fagene, man er med på å skape studie tilværelsen sammen med insustitutt, medstudenter, foreleserene og NTNU

<i>Relation to the pandemic:</i> <b>During but not related</b>	<i>The student characterizes their relationship in their experience as:</i> <b>Profoundly deep</b>	<i>Sense of belonging came from:</i> <b>Peers/classmates</b>	<i>The main focus was:</i> <b>Wellbeing</b>	<i>As a result of this experience, the student felt:</i> <b>Totally connected</b>
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### Lack of mattering

The students here address being rejected from a student organization, from group work with fellow students which led to exclusion. These experiences were all interpreted as very negative and not related to the pandemic.

**Table 6. Students shared experiences related to lack of mattering**

<b>Student 6a)</b>				
Jeg ble avvist fem ganger på rad av samme studentorganisasjon og jeg prøvde meg bare her I den tro om at hvis man bare søkte nok ganger kom man med. Jeg kom aldri med				
<i>Relation to the pandemic:</i>	<i>Actions were influenced by:</i>	<i>Sense of belonging came from:</i>	<i>The main focus was:</i>	<i>As a result of this experience, the student felt:</i>
<b>Totally unrelated</b>	<b>Plans and hopes for the future</b>	<b>Not filled</b>	<b>Wellbeing</b>	<b>Totally alone</b>
<b>Student 6b)</b>				
Vi skulle finne gruppe til gruppearbeid. Jeg avtaler med en i klasse å jobbe sammen, men så får vi beskjed om at vi burde være flere som burde jobbe sammen. Så jeg spør henne om vi skal avtale med flere. Da vil hun plutselig ikke jobbe sammen. Jeg prøver å kontakte de andre i klassen, men de har allerede en gruppe. #utenfor				
<i>Relation to the pandemic:</i>	<i>The student characterizes their relationship in their experience as:</i>	<i>Sense of belonging came from:</i>	<i>The main focus was:</i>	<i>As a result of this experience, the student felt:</i>
<b>During but not related</b>	<b>Not filled</b>	<b>Not filled</b>	<b>Not filled</b>	<b>Not filled</b>

### Challenges and self- development

These students shared experiences that talks about how overcoming different challenges and finding out more of who they are and what they are capable of, and how this had a role to play in their student lives. One student points out finding out that he/she has a diagnosis and now knows better how to deal with that, another one talks about how a relationship in retrospect made him/her see what was best for that person. Other students here express how the beginning of the student life can seem very big and terrifying, but that as time goes by and they find out more about who they are, things do not seem so frightening anymore. These experiences felt either positive or very positive to the students their relationships in these experiences were characterized as being profoundly deep to them. There was a mix of whether or not these experiences were related to the pandemic or not, and the main focus of the students were either being safe, wellbeing or educational achievement.



**Table 7. Students shared experiences related challenges and self-development**

<b>Student 7a)</b>					
I løpet av 2021 måtte jeg ta en beslutning om å bryte med et familiemedlem og å flytte til sentralt i byen, eller å bli værende der jeg var i deres verden og legge lokk på mitt eget liv.. Jeg valgte å flytte, jeg ga meg selv en ny frihet og ny start - men har nærmest ikke snakket med familiemedlemmet siden. <b>#å flytte til usikkerheten eller å bli værende i elendigheten?</b>					
<i>Relation to the pandemic:</i> <b>During this period but not related</b>	<i>My experience left me wanting:</i> <b>More autonomy</b>	<i>Sense of belonging came from:</i> <b>Peers/ close friends</b>	<i>I am:</i> <b>Making good routines for my self</b>	<i>The main focus was:</i> <b>Well being And being safe</b>	<i>As a result of this experience, the student felt:</i> <b>Totally alone</b>
<b>Student 7b)</b>					
Jeg begynte å høre på en podcast som heter Making Sense, laget av Sam Harris. Der intervjuer ham akademikere og andre mennesker og snakker om interessante tema. Han snakker også mye om verdien av meditasjon, noe som fikk meg til å prøve å meditere litt. Deretter tok jeg meditasjonskurs hos SIT. Da jeg reiste på utveksling tok jeg enda et meditasjonskurs på Berkeley, studerte Buddhisme og empati, skrev et forskningsprosjekt om meditasjon og jobbet på et meditasjonsenter. Nå etter bacheloren skal jeg ta et friår og meditere og studere meditasjon. #meditasjon					
<i>Relation to the pandemic:</i> <b>Totally unrelated</b>	<i>My experience left me wanting:</i> <b>More autonomy</b>	<i>Sense of belonging came from:</i> <b>Peers /class mates</b>	<i>I am:</i> <b>Making good routines for my self</b>	<i>The main focus was:</i> <b>Well being</b>	<i>In the existing structures/systems were:</i> <b>Smoothing my way/ providing options</b>
<b>Student 7d)</b>					
Byttet studiet og det var skummelt. "Gjør jeg det riktige valget nå?" "Gir jeg opp?" Var tanker som for gjennom meg. Men valget viste seg å være det riktige! Og jeg er i dag veldig fornøyd med å ha byttet studiet, <b>#DuLagerDinEgenSti</b>					
<i>Relation to the pandemic:</i> <b>Totally unrelated</b>	<i>My experience left me wanting:</i> <b>More autonomy</b>	<i>Sense of belonging came from:</i> <b>Peers /class mates</b>	<i>I am:</i> <b>Making good routines for my self</b>	<i>The main focus was:</i> <b>Well being</b>	<i>In the existing structures/systems were:</i> <b>Smoothing my way/ providing options</b>
<b>Student 7e)</b>					
At jeg turte å by på meg selv ved studiestart, samt å vise interesse ovenfor andre i form av å gi uttrykk for at jeg ønsket å bli kjent med nye mennesker <b>#tropådegself</b>					

<i>Relation to the pandemic:</i> <b>During but not related</b>	<i>My experience left me wanting:</i>	<i>Sense of belonging came from:</i> <b>Family, close friends/ peers</b>	<i>I am:</i> <b>Making good routines for myself</b>	<i>The main focus was:</i> <b>Being safe &amp; wellbeing</b>	<i>In the existing structures/systems were:</i> <b>Not filled</b>
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**Student 7f)**

Min erfaring med tanken på at jeg har bodd i Trondheim mesteparten av livet er at det å flytte ut i et kollektivt har vært en lærerik og utfordrende opplevelse som stadig er med på å forme og skape nye opplevelser. Både positive og negative, men sammen med andre studenter som er oppslukt i samme boble, så har det vært fint å kunne dele tanker og ideer sammen med dem. **#Det går opp det går ned**

<i>Relation to the pandemic:</i> <b>Totally unrelated</b>	<i>My experience left me wanting:</i> <b>More structure</b>	<i>Sense of belonging came from:</i> <b>Close friends</b>	<i>I am:</i> <b>Making good routines for myself</b>	<i>The main focus was:</i> <b>Educational achievement</b>	<i>In the existing structures/systems were:</i> <b>smoothing my way/ providing options</b>
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**Student 7g)**

har jeg kjent på hvor stor verden føltes da jeg først var student, det var skremmende og jeg visste ikke hva jeg skulle gjøre av meg - verden var altså for stor. Det tok litt tid for meg å lande på føttene, underveis var det øyeblikk som var utfordrende og vanskelige men alt resulterte i at jeg fant meg selv og nå virker ikke verden så stor lenger. **#finne seg selv**

<i>Relation to the pandemic:</i> <b>Totally unrelated</b>	<i>My experience left me wanting:</i> <b>More structure</b>	<i>Sense of belonging came from:</i> <b>Peers/classmates &amp; Close friends</b>	<i>I am:</i> <b>Making good routines for my self, searching for someone to tell me what to do &amp; lost and pulled in every direction</b>	<i>The main focus was:</i> <b>Being safe &amp; Wellbeing</b>	<i>In the existing structures/systems were:</i> <b>Smoothing my way/ providing options</b>
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**Student 7h)**

Jeg ble deprimert etter et langt år i et fysisk og psykisk voldelig forhold og startet med studier akkurat da jeg var kommet ut av det. Samtidig som jeg skal finne tilbake den gamle versjonen av meg selv, så må jeg også danne nye relasjoner, noe som jeg har trodd skulle være vanskelig når man har glemt litt hvordan man selv var. Ved å få nye venner har jeg sakte men sikkert funnet meg selv og føler nå at jeg er halvveis i prosessen med å få igjen hele meg. Dette gjør at jeg på mange måter setter dette foran selve studiene, fordi det sosiale er det som betyr mest for meg nå. Og for første gang i livet blir jeg ikke stressa av å sette venner og relasjoner foran skolearbeid. Det er godt. Føler at jeg har fått et nytt blikk på hva som er viktig i livet. Før har prestasjoner alltid gått foran relasjoner, og det har gjort meg ulykkelig og stressa.

<p>Jeg er takknemlig for alle de gode menneskene jeg har rundt meg nå. <b>#viktigheten med relasjoner</b></p>					
<p><i>Relation to the pandemic:</i> <b>During but not related</b></p>	<p><i>My experience left me wanting:</i> <b>More autonomy</b></p>	<p><i>Sense of belonging came from:</i> <b>Peers /class mates</b></p>	<p><i>I am:</i> <b>Making good routines for my self</b></p>	<p><i>The main focus was:</i> <b>Being safe</b></p>	<p><i>In the existing structures/systems were:</i> <b>Smoothing my way/ providing options</b></p>

### Summary of the findings

The findings in this study show what students mark out as important to them in their experiences. The majority of the students emphasize on the importance of having good friends and how this relates to their own sense of mastery in their daily lives.

Throughout there is a focus on the social relations of the students and how this relates to their sense of wellbeing. Having good friends is connected to a more positive and fulfilling student life while a lack of it is described as negative experiences that affect them in a negative way. Overcoming different challenges and being able to commit to challenging yourself as a student also seems important to the students' well-being in a positive sense.

The third point in this finding is that the students want to be recognized by others and feel like they matter to their social group, whether it be in their class, in a friend group or just by a stranger.

## Discussion

As mentioned earlier, I am operating from the understanding of quality of life consisting of both subjective and objective components. This contains of how life is experienced for the individual (subjective) and other aspects of the student-life situation such as freedom, security, community and self-development (objective). And with the focus on the subjective-aspects of this.

In this chapter I will take the main themes, belonging, mattering and challenges and self-development, and discuss each theme, including discussing the students' own interpretations of their experiences.

## Belonging

The result from the present study shows that the need to belong can be seen as an important factor for the students regarding their wellbeing. In line with this the students pointed at a belonging in the sense of getting to know new people and making friends and belonging to a place and belonging to the people in that place (see tables 3 & 4).

### Belonging to a place

The findings regarding belonging to a place indicate two types of belonging that are both associated with greater levels of wellbeing. This is belonging to a place and belonging to people in that place, where we see these two as closely linked to each other.

One of the factors that lead to a greater level of wellbeing relates to the student's living arrangement with emphasis on who the students live with. One example student 2b's phrase: "To me it is important to enjoy being at home with the people I stay with in a stressful exam period". This is what Cuervo & Wyn (2014) describe as "feeling at home" in social relationships.

Belonging to the student-city relates to what the city has to offer in terms of social arenas where the students can meet up and engage in activities that enable friendships and new connections to occur (student 2a & student 2c). These findings point at the need to belong to other people Baumeister & Leary (1995) and further points at Harrington (2014) findings connected to the student's appreciation for spaces at campus that enabled them to casually run in to fellow students, faculty and campus administrations whereas this was seen as something that would contribute to student development, community engagement and enhanced campus life (Harrington, 2014).

On the other hand, some of the students described feeling overwhelmed at the beginning of their studies, and how they had a fear of not getting to know new people almost held them back from trying to get to know fellow students.

Cuervo & Wyn (2014) described as others having the power to exclude an individual or group from belonging socially, actively constructing them as "other". This suggests the importance of including students in the student community early on when the situation is still new and overwhelming to the students.

### Safety through friendship

The findings don't just indicate that students want a lot of friends, but that the safety that comes from the friendship is significant to whether the friendship is seen as important to them or not. Student 3a point to the experience of not needing many friendships, but that the student would rather have few friends if that meant those were

safe friendships. Another student (student 3c) points out nearly the same thing stating that friendships are important, but that it can be hard to find someone you feel safe with, but at the same time stating that if you really try it will be better than expected. These findings illustrate Baumeister & Leary's (1995) two criteria's that has to be fulfilled for the need to belong to be satisfied. These are (1) frequent interactions with the same person, and (2) there need to be some degree of stability, and mutuality in the relationship. Both of these students (student 3a & 3c) felt a sense of belonging from peers/classmates and characterized their relationships in their experiences as profoundly deep, at the same time they felt totally connected as a result of these experiences. This can substantiate the need to belong goes beyond just meeting new people and getting to know them, but to fulfill the need to belong there needs to be some mutuality as stated earlier (Baumeister & Leary, 1995).

### **The Sponsorship week as an entrance to the student life**

Many students expressed how the sponsor week had helped shape their understanding of the student life and introduced them to social arenas where they could meet new people and make new friends. As student (3e) describes that two of her/his closest friends were someone who the student met the first day of the sponsor week.

Another student (3b) refers to the sponsor week as crucial to the student regarding getting to know new people and making friends in the study program. As a result of these experiences the students felt totally connected, sense of belonging came from peers/classmates and the relationships in the experience were interpreted as profoundly deep by the students sharing the experiences. This result implies that the Sponsor week help the students to start socializing with other students which again can make the transition phase easier.

On the other hand, the result also indicates that the students that did not make any friends through this period, were left feeling totally alone and characterized their relationships in their experience as totally shallow. An example of this is student 4b that talks about how the Sponsor week helped make the transition to the student life easier, and helped get to know other people. The student also explained how those new contacts never became anything more than acquaintances, and how this had been the case for over two years.

This reflect what Baumeister & Leary (1995) points out that interaction with a person in the context of an ongoing relationship is subjectively different from and often more rewarding than an interaction with a stranger or casual acquaintance. Findings in the present study, also are consistent with Robertsen et al (2019) and Vigen (2021) regarding this period existing of rituals that can either strengthen or weaken the community among students in this period, depending on how the connections evolve over time.

What is interesting about this experience described by student 4b, is that the main focus of this student in this experience was educational achievement, and at the same time the experience is based on wanting a more social life. This can thus be linked to the need to belong as a human motivation (Baumeister & Leary 1995). This experience was also related to the pandemic where the student stated that making friends had been hard for some time, but that the pandemic only made it harder. Student 4d also relates his/her experience as due to Covid-19 and or related to the restrictions, and describes how he/she is attending social activities but due to the restrictions, the opportunity to

meet new students has become fewer. This is consistent with SHoT-data (2021) about students' challenges regarding lack of social contact and social activities to attend to.

Another student (student 4c) stated to not have gotten any friends through Sponsorship week or in the first year. It was first in the third year this student made friends in his/her class, and emphasized: "going to school only became fun when I had friends to meet".

In this experience the student stated that the main focus was well being, as a result of the experience the student felt totally alone, and that a sense of belonging for this student came from family. It is possible to hypothesize that this can be referred to the principal of Beaumester & Leary (1995) describes as substitution, which is one of two aspects on belongingness. This refers to the placeability of one social bond with another. One can thus imagine that when a student seeks to make new friends, and that does not work out the way the student expected or hoped for, the student can then try to find other social bonds to replace this with.

Regarding the students that have tried to make to friendships, were it have not happened, can be linked to Beaumester & Leary's (1995) principal of satiation, which is the other aspect on belongingness. This refers to a lower motivation of people wanting relationships when they already have enough of them. One can thus imagine further that already have formed close friendships with other students during Sponsor week, might not seek to get to know many more, or might not be attentive to other students who want to connect with them. This further point to Beaumeister & Leary's (1995) evidence showing that the need to belong, to have close and long-term social relationships, is a fundamental human need, and that wellbeing depends on this need being met. In line with previous studies, this also shows that people need social bonds in committed relationships, not simply interactions with strangers, to experience well-being (Diener, 2009). This can thus show and emphasize that the quality of people's social relationship is crucial to their well-being (Diener, 2009).

### **The students' own interpretation of their experiences related to belonging**

The students generally showed that their experiences related to building/having friendship, their focus was on well-being or being safe, they characterized their relationships as profoundly deep and because of this they felt totally connected. This reflects the basic need for people to belong to others (Beaumeister & Leary 1995).

Regarding the students expressing a need for belonging that was not met, the interpretation was rather the opposite of the former description.

The students expressing a lack of belonging to others, also interpreted their experience as negative or very negative. In line with this we know that negative emotions result when people are excluded from social groups (e.g., Barden, Garber, Leimen, Fors & Masters, 1985). It seems this need has only been stronger due to the pandemic, and some students point out a hope for this situation to change so they can be more social again. This also demonstrates that individuals with close social bonds suffer if they are separated for long periods of time (Beamauster & Leary, 1995)

### **Mattering**

Many of the students also talked about being seen by those around them and what that meant for their overall experience as students. This included attention from the lecturer

on a topic the student was finding difficult, being a part of something bigger than themselves and the feeling of being included.

### **The importance of mattering in the context of studies**

Student 5a described how being recognized by a lecturer was very important. The student also expressed trying to make him/herself invisible in the classroom due to a fear of being exposed for not being good enough. This was because the student was lacking motivation and had little confidence in one's own ability to master the course. There are similarities between this study and those described by Henning et al. (1998) and Rønnestad et al. (2007) regarding student's personal characteristics and how this effect on their study-situation.

At the same time, by the lecturer taking the time to ask the student questions regarding how she could be of help, the student became more interested and ended up feeling a strong sense of mastery, proudness and got better results as a consequence of this. This is consistent with what Prilleltensky (2014; 2016; 2020) states as the importance of being of value, and about being recognized by others (Sarason, 1988).

Another student (student 5e) described how getting into a inclusive student environment, was about unity, being a part of a class where people cared for each other, and together wanting to create a social and rewarding learning environment. The student was appreciative of NTNU, the department, and the other students for the belonging it contributed too.

### **Being a part of something bigger than yourself**

Multiple students described situations where they had been given the chance to be apart of something bigger than themselves. An example is (student 5c) that talks about a summer job where he/she worked on creating meaningful student lives. This did not just help other students, but also helped this student have a better life because of an increased network, good friends and a meaningful job. This reflects that to matter, one also needs to be given the opportunity to matter (Prilleltensky 2020), which in this case the student was given an opportunity and therefor got the need to matter fulfilled. This student interpreted this experience as profoundly deep, left him/her feeling totally connected and the main focus was wellbeing. This is well consistent with what Prilleltensky (2014; 2016; 2020) explains as being of value and adding value. As when the students feel seen, they seem to feel more valued, appreciated, and recognized (Prilleltensky; 2014; 2016). This is also what he states that make us feel human (Prilleltensky 2020).

Sarason's words are echoed in a recent paper by Walton and Wilson (2018) in *Psychological Review*: "People want to feel connected to others: to be accepted and included, to be valued members of social groups, and to contribute positively to the lives of others" (p. 624). In other words the fact that people invest time and energy in us in order to promote our welfare suggests that we are a significant part of their world.

On the contrary, those who believe that they do not matter recognize that they are isolated from the people and institutions who help give their lives meaning in a complex and often confusing society. Failing to matter, especially to the significant others and organizations in a person's life, is experienced as a profound rejection of the self in its entirety.

Here is an example from student 5a:

Jeg ble avvist fem ganger på rad av samme studentorganisasjon og jeg prøve meg bare her I den tro om at hvis man bare søker nok ganger så kommer man med. Jeg kom aldri med.

This experience indicates a student that felt rejected by the student organization after applying multiple times, where the student thought if I just try enough times, I will get it - but did not. To make sure that the need for mattering is fulfilled, we must balance feeling valued with adding value (Prilleltensky, 2014). This student clearly was not given an opportunity to add value where the student wanted to, and therefor felt excluded from this group. Adding value consists of empowerment, autonomy, a sense of control over our lives, mastery, self-efficacy, and self-determination. It thus makes sense that this student lost their sense of control over his/her life, mastery, self-efficacy and self-determination.

### **The students own interpretation of the experiences related to mattering**

Many of the students also talk about being recognized by others or wanting to add value in one form or another. According to Rosenberg (1985), mattering is an "individual's feeling that he or she counts, makes a difference" (p. 215).

A student's experience reflects the need for belonging and mattering in her/his description of a lecturer that saw him/her and took the time to help out with what the student felt was difficult to understand in class. This resulted in the student experiencing an enormous feeling of mastery and pride in her/his abilities to succeed. Further, the need to belong can impel a person to initiate the attachment process and work to cement those that take root. In contrast, a sense of mattering is induced in an individual by the attentions, inputs, or needs of others. It generally cannot be forced by the person with a need to matter.

### **Challenges and self-development**

As we have looked at earlier, student life includes many different aspects and can be understood as overwhelming in the transition phase. The students' ways of meeting different challenges are what we are going to look closer at now.

Deci & Ryan (2017) point out a need to make a difference, to master the environment, and to express ourselves as something that is well ingrained in all of us. This seems to resonate well with the findings in the present study.

Student 7a describes a situation where the person had to cut contact with a family member to give him/herself more freedom and a new start. In this experience the student was making good routines for him/her self (See table 7) and this suggests that the student's ability to behave according to his/her values and interest gave room for self-determination. In line with this Deci & Ryan (2017) argues that when we experience autonomy, we pursue a course of action that is determined by us, free from psychological coercion. This finding also has implications for Bandura's (1997) way of defining self-efficacy as peoples' belief in their capability to exercise control over their own functioning and over events that affect their lives.

Students 7b talks about finding a podcast with a topic the students were finding interesting regarding meditation and led to the students taking a course at SiT (studentsamskipnaden/the student community) which led an increased interest and continuation of learning about the topic. It is possible to hypothesize that as the students make conscious decision in their daily lives, that they can benefit from in finding things



to do that interest them. This reflects that people are not seen as products of their life conditions, but as agents that intentionally contribute to and influence their own functioning and their life circumstances (Bandura, 2008).

Student 7c addressed the scary part of changing study-program with questions regarding whether the choice was good or not. In retrospective, it was the right choice, and the student ended up very satisfied with the choice. Another student, 6f, addresses moving out even though the student lived his/her whole life in Trondheim, as a challenging and educational experience that continues to shape and create new experiences. The students point to the experience as being both positive and negative, and that sharing thoughts and ideas with fellow students had been a nice thing. This further points at a willingness to challenge oneself see the challenges as a part of a learning process.

The literature review conducted by Nes & Mordal (2020) refers to several studies that focuses on trends in students' mental health shown that the students' health challenges were severe and increasing in many ways over time (Oskanen, 2017; Nedrum et al., 2007; Nedrum et al., 2006; Knapstad et al., 2019; Sivertsen et al., 2019) and more. The students in the present study suggest that students are well capable of finding solutions to challenges that they face, and that they also yearn to do this to get a better understanding of themselves.

## Conclusions

The aim of this study was to get an increased understanding in what the students expressed as meaningful to them and further look at how this was affecting their quality of life. Here I will summarize, answer my research question, *What can students' shared experiences about the student life tell us about their quality of life?* and discuss limitations of the study.

The findings indicated that a need to belong, to matter and the ability to face challenges and grow from them, was strongly connected to student's positive outlook on the student life. The students that had made close long-term friendships, had a stronger sense of belonging as opposed to having many acquaintances. Those who had trouble making friends, saw this as negative and affected their quality of life in a negative way.

For the students to matter, the result indicated that a combination of being recognized and being given the opportunity to add value to others, were seen as a positive impact on their lives. This was also seen in connection with greater levels of motivation for studies. At the same time adding value by being a part of something bigger than themselves, also indicated a stronger sense of purpose in the world.

The findings from this study also suggest that the students feel the need to be in control of their own lives and finding their own ways, and at the same time points out the importance of social support in regards to that.

Based on the study's findings, my impression is that students' difficulties can be seen in connection with the social culture of which the current student group is a part of. What the students shared, were experiences that were meaningful to them and that said something about what their needs are. The students expressed a need for close relationships, to matter as fundamental for their ability to have a good quality of their student lives. On the other hand, the students also expressed that the student life is a challenging transition phase that can be hard, and for those who don't create and maintain any form of friendships with others, will suffer. Belonging, accomplishments, using one's own strengths and having a compassionate attitude towards oneself in the face of adversity are among the factors that are highlighted by the students as important for students' mental health and good quality of life.

## Limitations and considerations

Some considerations of this thesis have to be addressed, first the role of the researcher. As a student at NTNU, I have my own experiences on being a student at NTNU, which means that the threat of confirmation bias is always present.

I have been aware of this threat throughout the research, where I have reflected around my reactions and interpretations of the experiences that I have read. By doing this, I also challenged my preexisting assumptions and hypothesis. The fact that the data collector has been made in a co-creation with employees that work with students, as well as the students has been involved in forming the design, the questions etc., has helped me to be more distant to what I am studying.

I have also been driven by curiosity and openness through this exploratory research process, as opposed to aiming to confirm my own experiences. Another threat to consider is the sample size and the complexity of the data. With a large sample of participants combined with a complex data-system, this forced me to be very careful with the process of structuring the data and choosing what to look further into. At the

same time, having a large sample can help generalizing your findings to a bigger population.

Another concern is directly related to the sensemaking method as its importance of the participants to interpret their own experiences. For some participants the interpretation-process can be difficult and thus lead to experiences and interpretation with poor quality.

My impression although, is that the students gained a greater insight into their own experiences by reflecting around what it meant to them.

The findings from this thesis can encourage educators, policymakers, and students to consider shifting the focus slightly from the quantitative to the qualitative aspects of student life to better understand what the needs of the students.

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## APPENDIX A: Recruitment information

Email sendt ut av prosjektleder:

Epost som ble sendt ut av prosjektleder:

**Hei student!**

Takk for at du har lyst til å bli med i vårt ekspertutvalg 😊

For at vi skal bli litt kjent, og sette sammen en gruppe med mest mulig mangfold, inviterer vi deg til Bøker og Bylab allerede på mandag 26. oktober fra kl. 17-19!

Vi spiser pizza sammen og snakker om temaet «studenter og livskvalitet». Du blir nærmere kjent med oss og prosjektet, og vi får vite mer om hvem du er og hva du er opptatt av.

Workshopene for å lage selve undersøkelsene er:

**30. oktober kl. 12-15**

**4.november kl. 12-15**

**11.november kl. 12-15**

**17. november kl. 12-15**

Velkommen til Bøker og Bylab, over veien fra Handelshøgskolen, Professor Brochs gate 2 på mandag!

Fint om du gir beskjed om du ikke har mulighet til å komme, og om du har noen allergier vi skal tenke på når vi bestiller pizza.

Vi gleder oss til å treffe deg 😊



# APPENDIX B: The coding process

(24 images below)

Column8	Column7	Column9	Column10	Column11	Column12
A headline or hashtag for my experience would be...	My experience was...	We would like you to indicate if your experience was:	Did you feel your experience was...	How common is this type of experience for you?	Thinking about your experience, to what degree did it impact you, when it occurred or later?
#Hobby og mestringsfølelse	På høsten ifjor spilte vi fotballkamp mot serielederen og laget mitt lå som nummer to for den kampen. Jeg var spillende trener, og tok ansvar for taktikk osv. under kampen. Det endte med en 5-1 seier til oss i styring, og var rett og slett fantastisk. Vi spilte vår beste kamp noensinne spur du meg. Dette ga meg enorm mestringsfølelse og seiersstuten uten lik. Serielederen var sjokkert over å tape kampen. <b>A være en del av et lag og drive med favorittidretten sin på et lavterskel-nivå er supergøy!</b>	Very positive	Very positive	It happens often	Happening Solving things
#Fadderuka	Fadderuken første året jeg kom til Trondheim var utrolig viktig og ga meg gode erfaringer og kontaktnett til byens studentliv, samt akademiske forbundelser. Getting a sponsor diagnosis was definitely the biggest moment in my student life. For me this was a big turnaround for my life and wellbeing, because it made me understand not only myself much better but also how I relate to other people. It also made me more confident in myself and also helped my simplify things that I previously found difficult. Not all things are positive though, but I worked on trying to make these problems less and less significant. More importantly I learned to become more patient with myself and actually reworking to work thoroughly through the different steps to improve myself. Overall, I learned to focus more on the important things and to try not to get caught up in details or minor incidents.	Very positive	Very positive	It happens sometimes	
Selvreleksjon, selfimprovement	My experience is about the importance of networking while writing a project paper. While I was going to select a topic and company for a project paper last semester, I noticed that my fellow students had other connections than me, which made it easier in my experience, for them to find a company to work with. This made me motivated to try to expand my own network, in order not to have this "problem" in the future. And also because I am a curious person who likes to know everything and everyone, and not miss out on anything.	Very positive	8265da15-44f7-43bc-808c-643e8767644	It happens all the time	Belonging
Network	Jeg ble valgt inn i styret i Enjokforeningen mine. Jeg følte at jeg ikke klarte helt å bli godt kjent med noen på studiet i starten. Selv om jeg alltid hadde folk å være med der, følte jeg ikke egentlig et ordentlig vennskap. Så etter ca. et halvt år dro jeg på kino med noe som het "Trondheimsstudentenes kinoforening" som på studiet hadde startet opp samme hast. De spurte meg samme kvelden om jeg ville bli med i styret av kinoforeningen og jeg sa ja. Et par måneder senere ble en av fra klassen med. Dette har blitt til mine definitivt nærmeste venner her i Trondheim, og har økt tilværelsen min utrolig.	Very positive	Very positive	It happens sometimes	
Ansvar og aksept	Studiet i Trondheim er it happens sometimes - very positive - med dem andre	Very positive	8265da15-44f7-43bc-808c-643e8767644	It happens sometimes	Belonging
Uventet vennskap	Var mange ting sammen som gjorde at ting var vanskelig, og en lang prosess å finne ut hva jeg skulle gjøre for å komme videre. Jeg startet på mastergraden min og var yngste student i en klasse med en god del eldre studenter. Jeg opplevde overgangen krevende. Var usikker på meg selv. Kursene krevde mye refleksjon og deling. Jeg opplevde at mine erfaringer var mindre betydningfulle enn de med mer erfaring. Etter hvert som semesteret gikk sådde erfaringene mine og ble positivt og følte at jeg gradvis ble tryggere på meg selv. Lærte veldig mye om meg selv. Etter ett år hadde jeg et pauser hvor jeg jobbet på arbeidsplassen jeg hadde hatt praksis. Da jeg kom tilbake til en ny masterklasse følte jeg at jeg hadde vokst som person og hadde mitt aller beste år som student. Klassen var sosial, laglig interessant, krevende men positivt å skrive master - et år jeg alltid vil ha med meg, som en god opplevelse/erfaring.	Very positive	Very positive	It happens sometimes	
#Krevende start til den beste erfaringen	Etter å ha byttet studium flere ganger, så kjente jeg endelig at ting begynte å gi mening og at jeg endelig var kommet til rett sted.	Very positive	Very positive	It happens sometimes	

#supervision	I was in a state of confusion about my future education and work and talked to my supervisor about it. He told me about how he perceived my talents and what was my skills and thus directed me toward something that I felt meaningful. The summer before I was starting at the university I got a visit from a friend from my Folkehøgskole. She brought some of her friends from Oslo, and we had a lunch in the sun at Baklandet. One of her friends were studying journalism, and gave me a tip about joining the student news paper here in Trondheim, called Under Dusken. I did not think much about it, but I thought it could be a good idea, since wanted to do something meaningful besides my studies. I applied, and got the job as a news journalist. Little did I know at this point in time, that this job was going to be my gateway in to the astounding world of volunteer work here in Trondheim. Had it not been for this kind of random interaction with a friend of a friend, I may have never joined Under dusken, and by that Samfundet.	Very positive	Very positive	It happens sometimes
A random interaction	Looking back at my time as a student, I can't imagine what I would have been like without the samfundet aspect of my experience of studying. Most of my friends, my biggest haps, and lowest lows, have experienced thought volunteer work at Samfundet. This same thinking about the small, random interaction in life that can put you on a trajectory with enormous impact on your life. This is truly frightening and amazing at the same time. Jeg var med på å arrangere studenterfestivalen ULKA i studietiden min, og det var helt fantastisk å være med på. Vi jobbet godt sammen som et team, og etter mange litt somme uker og måneder. Dessverre fikk jeg en operasjon rett før festivalen skulle starte og måtte stå over alt av festivalavvikling. Det var kjipt å ikke få være med, og se alt på videre uten meg. Men det jeg husker best var forståelsen jeg ble mett med. Det føles litt som om det gikk like bra uten meg og det er jo en litt vond følelse å sitte med, å like være så viktig i løse. Men samtidig var det en lettelse å føle på at ting ordner seg, selv om man er syk, og bli møtt med forståelse fra noen. In the beginning of this semester, a good friend of mine from back home became very ill and was admitted to the hospital. As she is not incredibly social, she did not have a lot of people to support her during this difficult time. As I was in the very beginning of starting to make friends and the move from home to a completely new city was rather hard, I felt like the support I could offer her could not suffice. I also felt rather bad for feeling like my issues in this new city could even compare to her situation. This one time, I had was faced with a difficult situation; she was calling me and I was in the middle of having a dinner I had looking forward to for a long time. Of course, I picked up, but after checking in on her, I decided to end the call. In retrospect, I have felt bad for sometimes putting my needs in front of hers, especially when my needs seemed so insignificant compared to hers, but I came to realize the small things, like eating dinner with what came to be my new friends at school, sometimes can be very, very important too. I talked to my friend, who is now fortunately out of the hospital, about this situation, and she understood my point of view. Of course, I could be there for her and at the same time, not feel guilty about taking time to fulfill my basic social needs.	Very positive	Very positive	It happens often
#Homo	This semester I started dancing at NTNUI, which is something I've never done before. I was a little nervous about it in the beginning because it was something totally new, but when I first got started it was awesome. I'm so happy that I got to learn something new and its awesome that NTNUI has activities for everyone, so that you don't have to be good at it. I also got to know a lot of people in my class and after a few weeks I felt a sense of belonging in the dance class. I loved having something to go to every week, so I also have some sort of routine, which is especially important for me now that school is online. If it had not been for covid I'm sure we would get to know each other outside of dance class also, which would make it even better, but because of covid that was challenging.	Positive	Positive	It happens sometimes
Følelse av å gå tilbake hjem		Positive	Positive	It almost never happens
Lærersketilbud		Positive	Positive	It happens sometimes

Presentasjon på bursdagsfest	<p>Jeg hadde min tradisjonrike bursdagsfest på lørdag med kun kompisene, og i år var vi 15 stk. Helt i starten av bursdagen holdt jeg en morsom presentasjon av hver deltager med både styrker og svakheter i forhold til fest og moro! Dette slo skikkelig an, og jeg har nesten aldri følt meg så trygge på en presentasjon som det før. Alltid slitt med å presentere siden barneskolen. Men dette vitte meg at så lenge jeg har et stort engasjement og synes det er kult det jeg driver med, kan jeg presentere hva jeg vil. I trygge omgivelser ga dette meg den morsomste helgen på lenge! Her om dagen skulle jeg innom studentsenteret for å hente litt diverse materiale. Jeg hadde AirPods i ørene og var helt i min egen verden. Plutselig var det en som var på studentsenteret som prikket meg på ryggen, og jeg skvatt til. Jeg studde meg og skrudde med musikken og personen lurte på om jeg trengte noe hjelp eller om jeg skulle være med å henge med nesten som satt i sofaen på andre siden. Jeg ble så overrasket og veldig glad for at han spurte, det var likom litt uvant. Men jeg måtte takke høflig nei, for jeg skulle rekke et møte, men tenker jeg sier meg ned neste gang!</p>	<p>During this period but not related to Covid-19 pandemic and/or related restrictions</p>	<p>Positive</p>	<p>It happens sometimes</p>	<p>It had minor impact</p>
Studentsenteret	<p>Det å komme til en så sosial, omtenksom og inkluderende klasse har gjort at jeg har så langt hatt den beste studenttilværelsen jeg noen gang har opplevd. Allerede i fadderuka var det tydelig at alle var gode mennesker som stilte opp usansett om de kjente meg godt eller ikke. Jeg var også heldig som fikk gjennomført mye sosial opplegg på tross av noen koronarestriksjoner. Jeg tror noen av de vennene jeg har fått i Trondheim er at jeg var innstilt på å være mer fram på erfaring fra jeg startet som student i Trondheim er at jeg var i større grad har tatt initiativ til å henge med folk jeg ble kjent med i fadderuka, som kan bare være å spørre om noen vil ta bussen med meg til skolen eller komme på middag. Dette har gjort at jeg føler at jeg har fått gode, genuine relasjoner til medstudenter.</p>	<p>During this period but not related to Covid-19 pandemic and/or related restrictions</p>	<p>Positive</p>	<p>It almost never happens</p>	<p>It had major impact</p>
Sosial klasse	<p>Jeg tror noen av de vennene jeg har fått i Trondheim er at jeg var innstilt på å være mer fram på erfaring fra jeg startet som student i Trondheim er at jeg var i større grad har tatt initiativ til å henge med folk jeg ble kjent med i fadderuka, som kan bare være å spørre om noen vil ta bussen med meg til skolen eller komme på middag. Dette har gjort at jeg føler at jeg har fått gode, genuine relasjoner til medstudenter.</p>	<p>During this period but not related to Covid-19 pandemic and/or related restrictions</p>	<p>Very positive</p>	<p>It happens sometimes</p>	<p>It had major impact</p>
#frempå	<p>Så fikk faren min skrevet ut bredelig kref i den perioden jeg skulle skrive bacheloroppgave. Det påvirket meg og konsentrasjonen min så mye at jeg ikke fikk jobbet så mye med bacheloroppgaven som jeg hadde håpet. Det skapte masse stress og bekymring og jeg klarte ikke å fortelle om situasjonen til min velleder. Jeg fikk derfor en litt bedøvelig C, ble stresset for å se så dårlig karakter på bacheloroppgaven (dårlig karakter er subjektivt) men det var heldigvis veldig bra på mesteren nå. Det lærte meg masse om livet og om hva man kan kontrollere og ikke.</p>	<p>During this period but not related to Covid-19 pandemic and/or related restrictions</p>	<p>Very positive</p>	<p>It happens often</p>	<p>It had major impact</p>
#whatdoesitallyoumakeyoustronger	<p>Så fikk faren min skrevet ut bredelig kref i den perioden jeg skulle skrive bacheloroppgave. Det påvirket meg og konsentrasjonen min så mye at jeg ikke fikk jobbet så mye med bacheloroppgaven som jeg hadde håpet. Det skapte masse stress og bekymring og jeg klarte ikke å fortelle om situasjonen til min velleder. Jeg fikk derfor en litt bedøvelig C, ble stresset for å se så dårlig karakter på bacheloroppgaven (dårlig karakter er subjektivt) men det var heldigvis veldig bra på mesteren nå. Det lærte meg masse om livet og om hva man kan kontrollere og ikke.</p>	<p>Totally unrelated or prior to Covid-19</p>	<p>Negative</p>	<p>It almost never happens</p>	<p>It had major impact</p>

Finne seg selv	<p>har jeg kjent på hvor stor verden fylles da jeg først var student, det var skremmende og jeg visste ikke hva jeg skulle gjøre av meg - verden var altså for stor. Det tok litt tid for meg å finne på å finne, undervise var det dykk som var utfordrende og vanskelig men alt resulterte i at jeg fant meg selv og nå virker ikke verden så stor lenger.</p> <p>Jeg husker jeg starter første året mitt som student rett på et årsstudium og hadde ingen venner i tillegg til VG5 som skulle på der samme. I timene var det forelesninger på auditorium så det var ikke så lett å bli kjent med andre der. Fadderuka var ikke interessant for meg for jeg var avholds og likte alle situasjoner der jeg måtte forklare hvorfor og ble sett på som annerledes. Jeg ble likevel kjent med noen, fordi jeg var med på en aktivitet og fors med fadderene. Og de jeg ble kjent med holdte jeg med til på seminarer. Helt til en sosial gutt begynte å snakke med meg og meg, og vi ble fort etter det gode venner som jobbet sammen og hang mye på fridne. Likevel varte dette ikke så lenge fordi jeg ble mer opptatt av forskjellene mellom oss enn likheter, han var jo ikke en sånn type jeg kunne tenke meg å bli sammen med og han ville gjerne noe mer. I mars, 4 år etter der vi har hatt lite kontakt men hadd hverandre på snap, fant vi igjen den gode tonen vi hadde i studiet så lenge det varte. Og som en litt mer voksen og åpen person, er jeg nå klar over at det var min egen usikkerhet og frykt for å være annerledes som gjorde at vi ikke ble sammen før nå er vi 4 mid inn i forholdet og stortrives sammen, som gode venner og kjærester. Håper dette på en måte er relevant.</p>	<p>Totally unrelated or prior to Covid-19</p>	<p>Very positive</p>	<p>It almost never happens</p>	<p>It had major impact</p>
#for å finne venner og kjærester på studiet må du være åpen og trykke på seg selv	<p>Hil I used to sew when I was in my home country. I noticed that there is a cloth fixing workshop in campus. I registered and collected a bag full of clothes that I wished to repair. That day I was on a hike and after the hike I went to my room picked the cloth bags and runned toward the workshop. After I arrived I noticed it was canceled and I didn't notice the sms. I was tired and angry at the same time. Then I met a girl who was also in the same situation she asked me where is the class and I explained the situation. She felt the same. We started talking about how much we like to sew and also our skills. It lasted about 20 minutes and it was so nice. Although I didn't get to attend the workshop I could have a great talk with another student. Although I were from different countries and background we had so much in common.</p> <p>Fra studentlivet mitt lærte jeg mye nytt og at hvordan man skulle studere i lære det man ønsker på best mulig måte. Studentlivet mitt var preget av positive og lystbetonte elever/studenter. Vi gjorde vårt for å komme oss gjennom oppgaven og perioden vi var i gang med</p>	<p>Totally unrelated or prior to Covid-19</p>	<p>Positive</p>	<p>It almost never happens</p>	<p>It had major impact</p>
Accidental meeting	<p>Hil I used to sew when I was in my home country. I noticed that there is a cloth fixing workshop in campus. I registered and collected a bag full of clothes that I wished to repair. That day I was on a hike and after the hike I went to my room picked the cloth bags and runned toward the workshop. After I arrived I noticed it was canceled and I didn't notice the sms. I was tired and angry at the same time. Then I met a girl who was also in the same situation she asked me where is the class and I explained the situation. She felt the same. We started talking about how much we like to sew and also our skills. It lasted about 20 minutes and it was so nice. Although I didn't get to attend the workshop I could have a great talk with another student. Although I were from different countries and background we had so much in common.</p> <p>Fra studentlivet mitt lærte jeg mye nytt og at hvordan man skulle studere i lære det man ønsker på best mulig måte. Studentlivet mitt var preget av positive og lystbetonte elever/studenter. Vi gjorde vårt for å komme oss gjennom oppgaven og perioden vi var i gang med</p>	<p>Totally unrelated or prior to Covid-19</p>	<p>Very positive</p>	<p>It happens sometimes</p>	<p>It had major impact</p>
Lystbetont studentliv	<p>Jeg er relativt voksen student, og har alltid hatt lyst til å være med på det sosiale som skjer. Dette har ikke vært så lett å få til, og har derfor følt meg litt utenfor og at alle andre har knyttet sterke vennskapsbånd. Synes det sosiale og det å bli kjent med nye folk er en stor del av det å være student, så føler jeg har gått glipp av noe viktig.</p>	<p>Due to Covid-19 and or related restrictions</p>	<p>Very positive</p>	<p>It happens all the time</p>	<p>It had major impact</p>
Utenforskap	<p>Jeg er relativt voksen student, og har alltid hatt lyst til å være med på det sosiale som skjer. Dette har ikke vært så lett å få til, og har derfor følt meg litt utenfor og at alle andre har knyttet sterke vennskapsbånd. Synes det sosiale og det å bli kjent med nye folk er en stor del av det å være student, så føler jeg har gått glipp av noe viktig.</p>	<p>During this period but not related to Covid-19 pandemic and/or related restrictions</p>	<p>Negative</p>	<p>It happens often</p>	<p>It had moderate impact</p>
Ensom	<p>Fikk ikke møtt vennene mine eller få nye venner pga. pandemien.</p>	<p>Due to Covid-19 and or related restrictions</p>	<p>Very negative</p>	<p>It happens often</p>	<p>It had major impact</p>
Samboere	<p>Å flytte inn med kjæresten min. Vin-onsdag med venner på Samfundet. Ofte går uka litt tregt og mye pensum man skal gjennom i løpet av en uke, det som ofte ble et høydepunkt da var at vi tok oss "fri" midt i uka og dro på Samf for å drikke vin. Sosialt, gøy og spontant.</p>	<p>During this period but not related to Covid-19 pandemic and/or related restrictions</p>	<p>Very positive</p>	<p>It almost never happens</p>	<p>It had major impact</p>
Vin-onsdag på Samf	<p>Å flytte inn med kjæresten min. Vin-onsdag med venner på Samfundet. Ofte går uka litt tregt og mye pensum man skal gjennom i løpet av en uke, det som ofte ble et høydepunkt da var at vi tok oss "fri" midt i uka og dro på Samf for å drikke vin. Sosialt, gøy og spontant.</p>	<p>Totally unrelated or prior to Covid-19</p>	<p>Very positive</p>	<p>It happens sometimes</p>	<p>It had major impact</p>

#manglendetilhørighet	At det kan være litt vanskelig å føle tilhørighet til NTNUI. Jeg skulle ønske jeg kjente at det at jeg var student og særlig NTNUI-student opplevdes som en større del av identiteten min. Troer jeg hadde satt veldig pris på å oppleve at man var en del av en slags boble, hvor det at jeg er NTNUI-student er definierende for hverdagen min. I stedet har jeg litt en følelse av det bare er noe jeg gjør på veien videre.	Totally unrelated or prior to Covid-19	Negative	It happens often	It had moderate impact
#OldTimeFrivillig	Opplevde jeg for en stor verden studentfrivilligheten kunne tilby, og hvordan de kunne akseptere folk inn i ansvarfulle stillinger, kun fordi de hadde lyst til å bli med. Nå har det blitt mer «eksklusivt» med opptak og intervjuer.	Totally unrelated or prior to Covid-19	Very positive	It almost never happens	It had major impact
#digitalundervisning	Syns jeg det har hvert for mye digital undervisning Uten at jeg innså det, hadde jeg blitt mer tilbaketrukket. I løpet av korona enn jeg trodde. Jeg brukte mye tid på rommet mitt, og foretrakk å sitte hjemme og prate med venner over Discord. Plutselig begynte en god venn begynte å ringe meg oftere og oftere, for å prate om all og ingenting. Sakke men sikkert tinte jeg opp igjen, og fant tilbake til et godt sosialt liv.	Due to Covid-19 and or related restrictions	Negative	Not sure	It had major impact
RingEnVenn		Due to Covid-19 and or related restrictions	Very positive	It happens often	It had major impact

Begrensende muligheter	Jeg savner å treffe eller være ute sammen med familie og venner som tidligere. Det har også vært litt endring i studentlivet mitt siden det sosiale arena ble endret til digitalt. Man får ikke mye sammen gjennom internett som å ta en kopp kaffe, diskutere om fag eller planlegge felles aktiviteter etter studietid.	Due to Covid-19 and or related restrictions	A bit of both	It almost never happens	It had minor impact
Isolasjon	Høsten 2020 skulle jeg og mine medstudenter ha valgbare fag. Ingen fra mitt studie valgte det samme faget som meg og et resultat av dette og digital undervisning betydde en isolert hverdag for meg hvor jeg ikke kjente noen av de jeg skulle studere hele to semestre sammen med.	Due to Covid-19 and or related restrictions	Very negative	It almost never happens	It had major impact
Skummelt	Skaffe seg nye venner i en ny by.	Totally unrelated or prior to Covid-19 During this period but not related to Covid-19 pandemic and/or related restrictions	A bit of both	It almost never happens	It had major impact
Happy Pride student	Hadde jeg ikke studert ville jeg aldri møtt drømmefyren min. Kom selv ut som bifil og fikk meg kjæreste i løpet av et halvt år. Det var hardt i starten, men fikk god støtte fra familie, venner etc.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It almost never happens	It had major impact
Min opplevelse	Syntes det var veldig greit synes værene på butikken kunne vært litt billigere men ellers bra. Så har kollektivet betydd veldig mye. I studenttiden er man man mye overflett til seg selv. Det å ha noen å komme hjem til, spise middag med, selv om det ikke er samme rett, eller bare kunne gå en ettermiddagstur med i stillhet være alfa og omega. Jeg bor med min søster, en veninne som jeg kjente litt fra før og en tilfeldig person. Alle har betydd mye for meg på ulike måter. Vi har felles middag på søndager, rydder opp etter hverandre og roter slik at de andre må si ifra, men alt på den samme måten man kjeffer på familiemedlemmer som man er glad i. Min erfaring er trygge omgivelser å komme hjem til og takle krisesituasjoner sammen, som corona, skabb og kjærlighetssorg, det som har gjort studentlivet mitt til de beste årene i livet mitt.	During this period but not related to Covid-19 pandemic and/or related restrictions	Positive	It happens often	It had major impact
En annerledes familie		During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
Livet peaker	Ble jeg tatt opp til drømmevervet mitt! Jeg ble veldig veldig glad	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It almost never happens	It had major impact
Bædresammen	Å være med andre studenter både når en jobber på med fag, og på fritiden. Å kunne dele erfaringer, men også ha det gøy utenfor bare det rent faglige har jeg satt veldig pris på.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
#skuffa	Ble skuffet over et resultat, fikk heller ikke noe tilbakemelding. (labrapport)	During this period but not related to Covid-19 pandemic and/or related restrictions	Negative	It happens sometimes	It had moderate impact
#engruppeformeg	Fikk bli med i en gruppe der jeg fikk meg mange venner og noe å gjøre på fritiden. Det å finne gruppa (NTNU e-sport) var veldig fint på mange måter, mest av alt så var den tett knyttet til mitt eget hobby fra før av som var gaming. Det at jeg under covid hadde alltid muligheten til å bli med andre, spille og snakke med folk hjalp veldig under pandemien. Troer det å finne et sted å tilhøre er veldig fint for alle, og hjelper på mange måter via relasjonskapping.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It almost never happens	It had major impact

Verdens beste kollektiv	Flyttet inn med 4 fremmede, som nå er blitt som familie.	Totally unrelated or prior to Covid-19	Very positive	It almost never happens	It had major impact
- Han så ut som en sjenert «nerda», men nå er vi bestevenner	Det var første festen i fadderperioden - navnefest - med faddergruppa (i 2019). Vi skulle introdusere oss selv, og alle var veldig ivrig på å bli kjent med nye folk (naturlig nok). Jeg var veldig på hugget for å finne noe å bonde med andre om. Da et annet fadderbarn (som jeg syntes så ut som en skikkelig stereotypisk nerde) sa han ikke brettspill. Jeg kastet meg på denne muligheten for å bonde med ham. Det viste seg at vi hadde mye felles interesser, og jeg hadde fått meg min første ordentlige venn på studiet!	Totally unrelated or prior to Covid-19	Very positive	It happens often	It had major impact
Venners for livet	har studiet mitt bodd på vennskap som jeg ikke har hatt tidligere. Vennskap hvor man setter mer pris på hverandre, passer på hverandre, støtter hverandre, tør å være kritiske og alltid er der for hverandre.	Totally unrelated or prior to Covid-19	Very positive	It happens all the time	It had major impact
Studiestart og møte med Linjeforeningene	Jeg tenker på den hendelsen som utgjør studiestarten min. Det å komme til en nye og ukjent by for å studere er en stor avgjørelse og et stort skritt. Dett var for min del forbundet med både spenning og frykt. Frykten for å ikke bli kjent med noen mennesker som jeg kjenner meg igjen i. Spenningen ved nettop å møte nye mennesker. Frykten for å ikke lykkes med studiene. Spenningen knyttet til det å lære noe helt nytt og annerledes. Det er rett og slett veldig ambivalent å begynne å studere. Likevel der dette stort sett en positiv erfaring for min del. Da jeg kom til Trondheim var det ingen pandemi som la begrensinger på venen det faglige eller den sosiale. Etter første dagen med fadderuke på mitt studie falt ikk som alt på plass. Det er helt den rutiner, og hvis jeg trengte hjelp til noe eller hadde noen spørsmål var linjeforeningens personer som tar imot og legger til rette for ny studenter! Jeg fant meg raskt venner, jeg fikk raskt gode rutiner, og min erfaring knyttet til den frykten og spenningen med å flytte til Trondheim for å studere er altså positiv, fordi det eksisterer et nettverk som gjør det trykt og godt...samtidig som at det fortsatt er forrykende spennende.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Faddergruppa hjalp meg sosialt	Min erfaring og et godt minne var den gangen jeg stod på første skoledag utenfor stripa. Jeg hadde ikke fått med meg all info om oppmøtetidspunkt og hvor man skulle møte. Da spurte ei jente på plenen. Hun skal nemlig begynne på samme studiet - nemlig EXILL. Jeg blir så glad. Vi går inn i Elbygget og vi skal danne faddergruppa. Faddergruppen viste seg å bli veldig gode venner av meg. De betydde alt det første semesteret. Det var virkelig fantastisk å føle på at de kunne man tilbringe tid med og i tillegg hadde man en fadderordning. Der fikk man masse tips til studiet- både kloke og også noen lure.	Totally unrelated or prior to Covid-19	Very positive	It almost never happens	It had major impact
Forventninger	Nå hadde jeg fått venner. Det ville vært vanskelig, hvis det ikke hadde vært for faddergruppene. Jeg husker veldig godt når jeg først flyttet opp til Trondheim og skulle begynne å studere. Da alt startet! Jeg kan fortsatt huske angsten for å skulle få meg nye venner, og all spenningen rundt studielivet, både stort og smått. Jeg husker at å flytte sammen med venner var noe av det kuleste jeg kunne tenke meg, og at å skulle starte et helt nytt liv og en helt ny omgangskrets var noe av det skumleste.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact

Brente bruer	Opplevelsen av å endelig prøve å søke som frivillig på Studentersamfundet i Trondheim, men å ikke komme inn var en som å kjøre på en berg-og-dal bane av følelser. Har hatt lyst til å prøve å søke i mange år, men har vært usikker på om jeg har hatt tiden til det. I det siste året så har jeg sittet med mye angst for at jeg ikke har levd "studielivet" og det ikke ikke komme inn på samfundet forsterket den følelsen mer for nå er det på en måte for sent. En del av meg var ok om det siden jeg vet at det er vanskelig å komme inn og at jeg kanskje ikke er den mest spennende personen på intervju, men en annen del av meg fikk følelsen av at nå var alle bruer brent.	During this period but not related to Covid-19 pandemic and/or related restrictions	Negative	It happens all the time	It had moderate impact
Tilfeldig vennskap	Første dag av fadderuka ble alle plassert rundt på tilfeldige bord. Jeg endte opp med to 1. klassinger og en fadder. I dag er de to av mine nærmeste venner på studiet.	Totally unrelated or prior to Covid-19	Positive	It almost never happens	It had major impact
Ensomhet og sosial isolasjon	Jeg har slitt med å få nye venner etter at jeg ble student. Fadderukene hjalp meg bli kjent med noen andre personer. Dette gjorde overgangen til studielivet noe lettere. Samtidig forble vi bekjente, heller enn nære venner. Det samme gjelder i stor grad for folk jeg er blitt kjent med gjennom mine to år som student. Mitt sosiale liv er derfor langt fra tilfredsstillende. Dette var allerede et problem før pandemien, men den gjorde ting enda verre. Det siste halvannet året har vært preget av lesing, trening og sosial isolasjon. Ting går på et vis rundt. Jeg har noen daglige ritualer som strukturerer hverdagen. Videre klarer jeg meg godt rent faglig, likevel føler jeg meg ikke spesielt fornøyd med livssituasjonen min, på grunn av mitt ikke-eksisterende sosiale liv. Forhåpentligvis bedrer det seg når ting åpner mer opp, but idk. Fått en fantastisk vennegjeng gjennom studiene!!	Totally unrelated or prior to Covid-19	Very negative	It happens often	It had major impact
Utrolig gøy, men samtidig ensomt	Sliter med å fylle hverdagen, spesielt når jeg har fått nei fra 3 ulike verv. Studentfrivilligheten er en stor del av studielivet, så det er ganske trist å ikke få ta del i det	During this period but not related to Covid-19 pandemic and/or related restrictions	Neutral	It happens often	It had major impact
Nye bekjentskaper og bestevenner	Sosiale sammenkomster med nye og gamle venner.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
Ansvar	Jeg har vært så heldig og hatt flere ulike verv og studentjobber gjennom studiet. Dette har gitt meg mange utfordringer som har vært med på å forme og utvikle meg som person. I tillegg har det lært meg at jeg har en mye større kapasitet til å gjennomføre ting enn jeg trodde. Tidligere har jeg vegret meg for å ta på meg ansvar, men nå synes jeg det er gøy og spennende!	Totally unrelated or prior to Covid-19	Positive	It happens often	It had major impact
Linjeforening	Å føle tilhørighet til linjeforeningen min.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Lesesal for studiet	har vi en felles lesesal/område mitt årskull på mitt studie kunne være, og bare oss.	Totally unrelated or prior to Covid-19	Very positive	It happens all the time	It had major impact

#sof #eksamenstid	Jeg ble invitert med på gåtur i kveldsola til Korsvika av ei studievenninne i en travel eksamensperiode.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
#sendenglede	Jeg fikk en sjokolade av kjæresten min mens jeg jobbet med innspurten til bacheloroppgaven. Da fikk jeg hentet en doughnut og en kaffe fra Cafe Sito på Dragvoll. Det var koselig og digg! (Syst digg et cafe Sito er åpen på Dragvoll igjen).	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It almost never happens	It had major impact
#drinkolive	Vardet vanskelig å finne tilhørighet om man ikke drakk alkohol eller var interessert i sport. Jeg fikk en bachelorgrad med en haug andre mennesker og følte meg helt alene.	Totally unrelated or prior to Covid-19	Very negative	It almost never happens	It had major impact
Mulighet	Muligheten til å bli med i en organisasjon der jeg kunne bruke mine erfaringer.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It almost never happens	It had major impact
Frivilligheten gjør Trondheim best	Jeg var helt ny i byen og visste at jeg måtte få meg et verv. Jeg selte flere gjenster på samfundet, og var så heldig at jeg fikk bli med i Kulturutvalget. Der jobbet jeg to år, fikk meg masse flotte venner og et godt grunnlag til å fortsette å ha det veldig fint i Trondheim.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
#deeldrevetbest	Har det å ha blitt godt kjent med eldre studenter på mitt studie vært viktig for min trivsel og den studenten jeg nå har blitt. Den lavterskel erfaringsoverføringen dette medfører gjør at du i en hver situasjon har noen å spørre - de har vært gjennom alt før.	Totally unrelated or prior to Covid-19	Very positive	It happens all the time	It had major impact
Obligatorisk klemming	Jobbe på luche på samfundet og lære, samt selv oppleve, at tiden på huset med de på huset tilbyr / betyr tilhørighet, nærhet, følelsen av å bli sett, mestring, god mat, aktiviteter, ansvar, sårbarhet, sosial støtte, latter, musikk og ikke minst obligatoriske klemmer.	Totally unrelated or prior to Covid-19	Very positive	It almost never happens	It had major impact
Gjør et til forsøk, du vil aldri angre	Flyttet hjemmefra for første gang for å studere. Forventet en fantastisk fadderuke hvor jeg skulle bli kjent med masse mennesker. Ting gikk ikke helt som jeg hadde sett for meg. Corona gjorde at fadderuken ble veldig begrenset, og lite fysisk oppmøte på skolen førte til at jeg ble enormt ensom. Det var helt til jeg møtte en annen på fotballaget som så meg! Vi startet å prate en trening, og fant tonen med en gang. Fotball var noe jeg startet på som siste forsøk på å få meg noen venner. Var så utrolig nærme på å bare pakke tingene mine og dra hjem. Denne fotballtreningen reddet meg. Det jeg erlarte her var å ikke gi opp så lett. Gjør et siste forsøk, for man vil aldri angre på det!	Due to Covid-19 and or related restrictions	Positive	It happens sometimes	It had major impact
Utenfor	Å bli invitert med på fester, når man føler seg litt utenfor.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
#Studentfrivillighet	Jeg engasjerte meg i studentfrivilligheten og fikk muligheten til å utfordre meg selv i et raust fellesskap med rom for feil.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact

En ny venn, blandt mange bekjentskap	Da jeg begynte på nytt studie var vi en relativt liten klasse. Det var en der som jeg fikk god kontakt med, og etter at han den første uka sendte melding nesten hver dag om vi skulle sitte sammen i forelesning viste det seg at vi kom til å bli gode venner. I løpet av snart to år i Trondheim har jeg blitt kjent med og møtt veldig mange nye folk, men de aller fleste av dem kan man vel heller kalle bekjentskap enn venner. Å si at "jeg har fått meg en ny venn", faktisk mene det er utrolig fint.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Bilbærtur med sang	Jeg var i bymarka med studievennene mine og plukket blåbær. Det kom en gjeng fra pirumkoret og sang norske nasjonalromantiske sanger om naturen. Det var en fin dag.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It almost never happens	It had moderate impact
#gladlaks	De siste par årene har jeg blitt mye flinkere til å gjøre ting som gjør meg glad og som gjør meg stolt. Jeg har også blitt mye flinkere til å kontrollere følelsene mine, slik at jeg ikke går i like dype deler lenger.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Matlagning med kjæresten	Jeg har gått fra litt dårlig til over middels når det kommer til matlagning. Jeg følte meg som en av veldig mange som bachelor student. Jeg fikk noen venner i faddergruppa og noen på kollokviegrupper, noen i kollektivet. Men det er etter at jeg har begynt på master at jeg virkelig har funnet min gjeng. Før korona delte vi leisesalsplass. Gjennom studiet legges det veldig opp til å bli kjent på et personlig nivå. Det gjorde at vi ble fort kjent og har skapt et utrolig godt samhold både faglig og personlig. Jeg har alltid noen jeg kan snakke med og spørre om råd hvis jeg trenger det.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
#masterjengen		Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had moderate impact
#friends	Fikk jeg meg nye venner				
Fikk deltidsjobb	Jeg fikk deltidsjobb som laboratorieassistent i 2. klasse på studiene. Dette synes jeg var veldig spennende og ble etter hvert noe som betydde mye for meg. Jeg synes det er en utrolig god og givende jobb, som har resultert til at jeg har lenge vurdert å bytte studie. Det har gjort meg bevisst på interessene mine og resultert i at jeg har en plan B om A ikke skulle være noe for meg.	Totally unrelated or prior to Covid-19	Very positive	It almost never happens	It had moderate impact

Det går bra	Fadderuken var gøy, men ble amputert på grunn av korona. Heia dere. Jeg opplever et stort skille mellom linjeforeningene på Dragvoll kontra Gløshaugen. Vi opplever stadig at gløse blir prioritert i høyest grad, mens eksempelvis Dragvoll blir nedprioritert både sosiale, økonomiske og politiske aspekter er svært forskjellige. Lesesaler og sitteplasser på Dragvoll har en mye lavere standard, og kantine- og matstilbudene er dårligere enn på Gløse. Dessverre er det en form for stigma rundt det å gå på Dragvoll som vi stadig opplever fra de som går på Gløshaugen.	Due to Covid-19 and or related restrictions	Neutral	It almost never happens	It had minor impact
Trist Dragvoll-student.		During this period but not related to Covid-19 pandemic and/or related restrictions	Very negative	It happens all the time	It had major impact
#ensom	Satt hjemme en ettermiddag og kjente meg fanget i situasjonen. Opplevde å ikke å ha noen å henvende meg til eller noen jeg kunne ringe. Roomien min var ikke hjemme og jeg hadde ingen steder å gjøre av meg. Kjente på en enorm ensomhet og skuffelse over at tilværelsen som student ikke var slik jeg hadde sett for meg.	Due to Covid-19 and or related restrictions	Negative	It happens sometimes	It had major impact
Stressa	Jeg ble stressa NTNU Dans	Due to Covid-19 and or related restrictions	Very negative	It happens sometimes	It had major impact
Dans	Muligheten til å prøve pardans, møte folk fra andre studielinjer og andre land. Det har vært skikkelig givende, lærerikt og sosialt og ikke minst mulig fordi det heller ikke har kostet så mye penger!	Totally unrelated or prior to Covid-19	Very positive	It happens often	It had major impact
Føle at man mestrer	Skrive semester oppgave føle at jeg ikke fikk vist mitt potensiale, så got første gang i en akademisk setting. Klarte jeg å tenke " jeg kan få til bedre og det gikk en faen i meg. Jeg deltok ikke på fadderukene mer enn 2 ganger pga sykdom. Fadderuka startet mandag, jeg måtte opp torsdag kveld når alle var hjemme. Ble redd fordi alle visste hvem alle var unntatt meg og dro hjem. Neste gang jeg deltok var tirsdag etter onsdag iuka 2 av fadderuken. Da måtte jeg opp, de andre var nesten edru. Ble kjent med noen nye ansikt. Det var veldig vanskelig å komme inn i gruppa når alle hadde hatt over en uke med morro sammen og de hadde fått en gruppegjensamt. Det endte med at jeg dro etter 2 timer - de 2 timene tvang jeg meg selv til å sitte der og ikke stikke av. Betydningen av det er at jeg har gått mitt første studieår uten å snakke med noen.	During this period but not related to Covid-19 pandemic and/or related restrictions	Neutral	It almost never happens	It had major impact
Dropout fra fadderuka	Jeg sitter på campus Dragvoll på biblioteket og jobber med bacheloppgaven min i statsvitenskap. Om kveldene er det kun noen få igjen her og det naturlige lyset og omgivelsene her gjør meg inspirert. Å kunne se naturen mens man jobber er fantastisk! Her sitter ofte jeg og mine nære venner fra statsvitenskap. Dette har vi gjort i tre år nå. Dette gir meg ro i sjela.	During this period but not related to Covid-19 pandemic and/or related restrictions	Negative	It happens sometimes	It had moderate impact
#Bachelormedutskit		During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens often	It had major impact
#påtidemedhvile	Ble jeg tatt vare på og sendt hjem fra kveldsarbeid. Første gangen jeg deltok på racketfest på studenthytta og fikk se hytta for første gang, i tillegg til at jeg fikk første degn sammen med mange som kom til å bli svært nære de neste årene av studietiden min. Vi startet med et prøvør før varst blant oss på samme kull, da vi var nervøse men også spente, for vi dro videre til det ordentlige varst. På det ordentlige varst fikk jeg sitte ved siden av en jeg hadde alltid sett opp til siden jeg måtte hjerne første gang som 12-åring, og jeg var komfortabel. På hytta spiste vi mat, og jeg fikk sitte med akkurat de jeg ville. Vi fikk drikke, tok bilder, danset, holdt taler og konkurrerte for vi la oss.	During this period but not related to Covid-19 pandemic and/or related restrictions	Positive	It almost never happens	It had moderate impact
Racketfest		Totally unrelated or prior to Covid-19	Very positive	It happens often	It had major impact
#purehappiness	Koste jeg med valper <sup>c3</sup>	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It almost never happens	It had major impact
#realisering	Da jeg begynte å studere og startet et liv for meg selv inn så jeg at jeg kunne finne ut hva jeg faktisk liker og hvem jeg faktisk liker.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact

Berg og dalbane	Jeg har opplevd både positive og negative erfaringer med å være student. Jeg har fått meg venner for livet, fått en del erfaringer om å bo alene for meg selv og bli mere selvstendig både i livet og i studier, og det å studere, det er annerledes ift til videregående. Men jeg har også opplevd at studiene kan bli for mye og at det har tatt på psyken min og opplevd det å være deprimert og droppet ut. Men jeg trøster nå at jeg er en erfaring rikere og tar alt det positive og negative med meg videre i livet.	Due to Covid-19 and or related restrictions	A bit of both	It happens sometimes	It had major impact
Naturmedisin	Det beste med studietiden opplever jeg her og nå, det å endelig få utforske bymarka. Etter å ha vært skadet i ett år, er det fint å se at det endelig går litt framover. Å kunne gå noen få kilometer på ski er verdens beste følelse, og gjør godt for både kropp og sjel. Rett og slett den beste medisin.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
#sosialecravings	Jeg avholdt et arrangement som samlet masse folk! Det var spesielt viktig pga. Korona og manglende sosiale relasjoner under perioden.	Due to Covid-19 and or related restrictions	Very positive	It happens sometimes	It had major impact
Aktivitet	Da jeg var på fellestrening med mitt studentidrettslag forrige uke og møtte veldig mange andre spreke studenter med samme interesser som meg.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens often	It had major impact
aktivCampus ble mitt fristed	Jeg opplevde å være med på aktivCampus i 2020 der jeg ble kjent med noen av de som er mine beste venner den dag i dag. Her var vi med på trippelturnering i spektrum der vi vant turneringen sammen som et blandelag. Denne hendelsen gjorde at vi ble svært gode venner.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
Endorfiner	Mye plass til å bolte seg på treningsenteret. Velvære å være på trening og kjenne på at man må vente på apparater osv, men kan gjennomføre åta etter planen.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
#endeligsandvolleyball	Fikk jeg endelig spilt sandvolleyball etter en lang jobbhelg. Da jeg kom til trondheim hadde jeg aldri drevet med lagidrett. Etter nesten to år som student ble jeg introdusert til NTNUI volleyball. Her ble jeg så godt tatt imot av mine lagspillere at jeg falt gladask for gruppa, klubben og foreningen. En slik tilhørighet har jeg aldri kjent på, noen gang. Nå etter tre år i gruppa, kan jeg ikke se for meg å skulle gjort noe annet og angri ikke ett sekund på at jeg ble med. Jeg har fått venner for livet. Blitt introdusert til å tenke mer inkludering, noe som har endret min væremåte til noe mye mer positivt. Jeg klarte ikke å finne samme gleden i å hjelpe andre og stille opp for andre som jeg begynte å like etter jeg ble med her.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It almost never happens	It had major impact
Min endring i livet.	Å være student er supert! Minner tilbake til fadderuken, da man ble kjent med nye folk. Var så fint å skape nye relasjoner, spesielt i ny og fremmed by.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
#deltafadderuka	Etter fadderuken ble studiet lettere, samholdet godt og motivasjonen bedre. Dette året er det første jeg er student. Jeg bor fremdeles hjemme, så jeg er heldigvis ikke alene når jeg er nødt til å tilbringe så mye tid hjemme. Men har ikke fått så mye følelse av at jeg har vært student, fordi jeg har for det meste vært hjemme, sett kun nå zoom og lest hjemme i en vanlig hverdag så ville jeg vært mye mer på campus, sett forelesninger, deltatt på seminar og lest sammen med studievenner. Har heller ikke blitt så godt kjent med andre på studiet/skolen, da det har vært lite mulighet for det.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
Lite bekjentskap på studiet		Due to Covid-19 and or related restrictions	Negative	It almost never happens	It had moderate impact

Singsaker studenterhjem	Jeg som student har hatt stor glede av å bo på studenterhjemmet i Trondheim hvor jeg har fått oppleve utrolig mange gode mennesker.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens often	It had major impact
#Endeligangigjen	Den første sandvolleyballetta ute i dødens dall	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It almost never happens	It had major impact
Hensom og sanner å ha noen rundt meg	Jeg hadde en tøff periode da vi sluttet med fysiske forelesninger. Livet ble veldig ensomt og jeg begynte å savne venner, familie og kjæreste ekstremt mye. Jeg ble deprimeret og måtte få hjelp gjennom psykisk helsehjelp.	Due to Covid-19 and or related restrictions	Very negative	It almost never happens	It had major impact
Rotet meg bort i nye venner på samfundet	Møtte jeg for første gang på samfundet under fadderuken. Jeg gikk meg vill på innsiden av huset, og brukte 2 timer på å finne klassekameratene igjen. På den tiden rakk jeg å bli kjent med 3 andre tilfældige fra andre linjer, som jeg enda har kontakt med idag	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Lærdom utenfor forelesning	Konferansedagene skolens/studentene har arrangert har vært ekstremt lærerike. Det er en konferanse jeg husker spesielt godt, hvor foredragsholderne klarte å knytte salen til et fellesskap og lærte oss ting mer verdifullt enn forelesninger har noensinne gjort.	Totally unrelated or prior to Covid-19	Very positive	It almost never happens	It had major impact
Vil droppe ut	Pga covid har jeg hatt null erfaringer i studentlivet og vil egentlig bare droppe ut fordi det føles meningsløst.	Due to Covid-19 and or related restrictions	Very negative	It happens often	It had major impact
Eksamensmestring	Erfaringen min er å få tildelt en eksamen, for så å lese gjennom spørsmålene og tenke «Dette kan jeg». Det var utrolig deilig å forstå spørsmålene, og ha en viss følelse av kontroll på en eksamen, og at timene med studering har virket.	During this period but not related to Covid-19 pandemic and/or related restrictions	Positive	It happens sometimes	It had major impact
Lesesal-motivasjon	Satt jeg på lesesalen med noen klassekamerater. Der kom vi med innspill og tilbakemeldinger til hverandre når vi jobbet med masteroppgaven. I tillegg hadde vi korte pauser i ry og ne hvor vi lo og hadde det gøy. Uten en liten lesesal med kun de fra klassen kunne vi aldri hatt en slik atmosfære under masteroppgave-skriving. Det var gullverdt og gjorde at hele prosessen ble mer gjennomførbar.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens often	It had major impact
Et avslag er ikke et nederlag	Jeg ble avvist første gangen jeg søkte et frivillig verv på Samfundet. Etter to hektiske fadderuker, ble jeg tipset om et verv på Samfundet i en arrangerende gjeng på bakgrunn av min sterke utholdenhet på fest og åpne timeplan. På intervjuet til denne gjengen, som jeg visste lite om, ble jeg møtt av alle frivillige i den nevnte gjengen, både nye og gamle, som omringet meg i et bittelite rom. I det som føltes som en evighet ble jeg bombardert med spørsmål om musikk, brødkiver og kulturreferanser, og jeg gikk derfra med et relativt godt inntrykk. Halvannen uke etterpå fikk jeg telefonen: jeg var ikke akseptert, de hadde ikke plass til meg. Selv om det føltes trist der og da, gjorde dette avslaget at jeg søkte UKA, og ble tatt opp i Velferdsgjengen der.	Totally unrelated or prior to Covid-19	Positive	Not sure	It had major impact
Inviter	Dette ga meg et større bilde av Samfundet, UKA og frivilligheten i Trondheim, og ga meg mer sekkullitt foran neste opptak på Samfundet. Dette opptaket gikk bedre, og jeg ble tatt opp i en gjeng hvor jeg var aktiv nesten hele studietida mi. Uten det første avslaget, ville jeg kanskje ikke vært like aktiv på Samfundet som jeg har vært, ironisk nok.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It almost never happens	It had major impact
#Voksenpoeng	Jeg husker så godt da jeg i høst ble spurt av hun jeg satt med i forelesning om å bli med på en handiatur. Det spørsmålet endret trolig resten av studenttiden min her i Trondheim!	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
hjem-kjære hjem	Når jeg og en fra kollektivet flyttet for oss selv. Vi flyttet fra 6-manns kollektiv til bare oss to, og har vært superdigge helt siden.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It almost never happens	It had major impact

Hvordan studentlivet burde være	er ar det å være student sammen med andre studenter er det som virkelig skaper minner og betyr noe. Denne erfaringen handler om en konsertopplevelse jeg hadde sammen med noen nære venner. På vorsset var vi 4 også måtte vi sistemann i køen på vel inn på konsertområdet. UKA på sitt beste.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had moderate impact
Nedprioritert	Hele kvelden sang vi, klemte hverandre, ble med hverandre på do, kjøpte øl og danset. Denne erfaringen gir meg en følelse av lykke hver gang jeg tenker på den, og til tross for at man står tett sammen og det kan bli både varmt og klamt ser jeg tilbake på dette med et stort smil. Jeg fikk dele kvelden sammen med venninner jeg har fra studiet som jeg er rimelig sikker på at jeg kommer til å ha med meg resten av livet. Det er slik studentlivet burde være.	Due to Covid-19 and or related restrictions	Very negative	It happens sometimes	It had major impact
Sosial fritid	Under korona har jeg merket at jeg ikke er prioritert som nærkontakt de folk jeg trodde var god venn med.	Totally unrelated or prior to Covid-19	Positive	It happens all the time	It had major impact
Traumatiserende	Da og var ny i Trondheim involverte eg meg tidleg på Studentersamfundet via kor. Dette har hatt utrolig mykje å seie for min trivsel i Trondheim fram til no, da det er her eg har stifta dei fleste venskapane mine og det er her eg stort sett er utanom skulelei. Eg har ikkje vore mykje i kontakt med dei i klassa mi på studiet.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very negative	Not sure	It had major impact

As a 2nd year student of clinical psychology (back in 2002), we were asked to share our life story with the rest of the class. This was a 1,5 hour long presentation, and took quite a lot of preparing. We also presented our family tree and friends network.

This task had a profound effect on me. I was stunned to hear all the struggles and insecurities many of my fellow students described. I never would have thought they had gone through such adversities, and it showed how much we don't now about other people and how amazing it is to get to know someone behind their facade. It made the whole group very empathic towards each other and everyone felt more normal, less weird, or defect and alone. It also made me relate to my own life and identity differently. I had to go through some difficult feelings, but the became more manageable and I could understand myself better. Also, my fellow students felt more connected to me and we all got closer, reducing loneliness.

Sharing what's not comfortable to share brings us together	Da jeg var student gikk jeg gjennom mange faser der jeg så tilbake på det livet jeg kom fra, også min nærmeste familie. Det var mange ting jeg måtte forstå, og tings jeg måtte lære for jeg visste hvem jeg var og ville være. Jeg fikk ei venninne gjennom en deltidsjobb på kafe, som sa en ting som har betydning veldig mye for meg gjennom livet. Da jeg måtte deg bla studiebyen et hjem!	Very positive	It almost never happens	
Nye hjem		Very positive	It happens sometimes	It happens sometimes
linjeforening	Være med på hyttetur med linjeforeningen Jeg hadde en heftig periode i mitt studentliv. Det hadde blitt slutt med min samboer, og etter en tid i kollektiv med venner trengte jeg et nytt sted å bo. Jeg så en annonse i avis, og gikk på visning. Der møtte jeg ei superkoselig dame! Hun viste meg rundt, og jeg kjente umiddelbart at her kan jeg bo. Uten å vite noe mer om meg, eller spørsmål om depositum, sa hun at leiligheten var min og gav meg nøkkel. Jeg hadde ikke egen inngang, og måtte gå gjennom hennes leilighet for å komme til min.	Positive	It happens sometimes	
Hybelen på loftet	Jeg har hatt en del spørsmål til instituttet i det siste - relatert til eksamen og andre ting. Det har tatt svært lang tid før jeg fikk svar, og da jeg fulgte opp svarte fikk jeg mail tilbake om at vedkommende hadde tatt ferie til 4. januar. Jeg har prøvd å ringe instituttet men tror det har deaktivert telefonen. Dette er svært frustrerende.	Very positive	It almost never happens	
#DårligKommunikasjon	Jeg fikk meg kjæreste. Vi har gått fra å date til å flytte sammen på ett år. Vi opplevde en kraftig nedtur i vår, men ting ordnet seg over tid og vi bestemte oss likevel for å flytte sammen i høst da jeg stod uten leie noe annet sted. Det har fungert perfekt.	Very negative	It happens often	It had moderate impact
#kjærlighet		Very positive	It almost never happens	It had major impact
#hjemtiljul	Jeg reiste hjem fra studiebyen til hjembyen min på juleferie Jeg kom til min studieby, og hadde ikke noe sted å bo. Etter å ha bodd sammen med noen venner en stund, fant jeg en aktuell bolig gjennom avisa. Jeg kom på visning, og fikk ja med en gang! Jeg fikk til og med nøklene utlevert der og da. Strøk på et fag til jul fordi jeg ble såpass stresset at jeg ikke greidde å komme i gang med lesingen. Satt og tenkte hele tiden på hva som kom eller kunne skje i stede for på nuet. Dette gjorde det kun verre siden fokuset mitt flyttet seg mer over på mulige konsekvenser enn hva som jeg faktisk kunne gjøre der og da. På eksamensdagen ble jeg veldig urolig når jeg skjønte at det var en reell mulighet for at jeg kunne stryke. Jeg endte mer og mer opp med å katastrofetenke, tenke på alle planene jeg evt. måtte forskyve eller skrinlegge. Det gjorde at oppgaver som jeg kanskje fremdeles skulle være i stand til å løse ble enda vanskeligere å finne svar på. Da jeg leverte inn besvarelsen var jeg skuffet og følte jeg trengte oppmuntring fra andre.	Very positive	It happens sometimes	It had major impact
Egen bolig		Very positive	It almost never happens	It had major impact
#angst	Jeg har alltid hatet gruppearbeid siden jeg ofte ble den som ble sittende igjen med alt arbeidet. Selv om jeg var klar over at mine medstudenter mest sannsynlig var litt mer engasjert enn de jeg gikk på videregående med, hadde jeg dessverre lite håp da jeg måtte opp til min første gruppeoppgave 1. semester klokka fire på kvelden. Alle var litt trøtte og kjente ikke hverandre fra før av. Ingen var spesielt gira på å være der. Det viste seg at denne gruppen med studenter var en veldig god match. Etter å ha jobbet sammen i noen uker, begynte vi å henge utenfor gruppearbeidet også. Selvfølgelig er ikke alle grupper like gode sammensetninger, men det var en svært positiv opplevelse for meg da jeg gikk mitt første år.	Negative	It happens often	It had major impact
Et overraskende gruppearbeid		Very positive	It happens sometimes	It had moderate impact

ing in foreign languages	Jeg strøk på eksamen, det var ikke gøy. Heldigvis fikk jeg kontakt, og da ble alt bedre. to deal with Norwegian language has been a big challenge for my studies and social life. I knew that enrolling in a Norwegian program must be difficult, when it is my weakest language. However, I did not expect that it would affect my emotional health. En hendelse som hadde veldig innvirkning på meg var da Korona brøt ut og skolen plutselig stengte. Da var det veldig mange som reiste hjem, og jeg valgte å gjøre det samme. Det valgte jeg rett og slett fordi jeg så ikke noe grunn til å bli værende i Trondheim når alt var stengt. Det var mye utfordrende å lese til eksamen alene, enn sammen med klassen på Jessesalen. Jeg og flere i klassen opplevde at noen av foreleserne hadde liten forståelse for at hjemmeksamen på fire timer var vanskeligere enn en skoleeksamen på fire timer. Så det jeg innså var hvor viktig det å sitte sammen med medstudenter og hjelpe hverandre hadde å si for læringsutbytte.	Positive	It almost never happens	It had moderate impact	
	Totally unrelated or prior to Covid-19	Negative	It happens all the time	It had major impact	
	Due to Covid-19 and or related restrictions	Negative	It almost never happens	It had moderate impact	
lykke	Jeg deltok på skøytedag med linjeforeningen min. det var sol og jeg gikk på skøyter på et vann for første gang. Jeg ble kjent med flere som også liker å gå på skøyter og vi grillet god mat. At jeg etter første semester på mitt daværende studie innså at jeg gikk på et studie som ikke var for meg og at jeg ikke ønsket å jobbe med det dette studiet kunne tilby meg av jobbmuligheter. Dette gjorde til at jeg over tid gikk gjennom en prosess der jeg aksepterte at jeg måtte finne et nytt studie, deretter å finne hva dette nye studiet skulle være for noe og samtidig fullføre det året som allerede var påbegynt på det første studiet. Dette var en tffr prosess da jeg følte på skammen over å ikke "få til" mitt første studie og jeg kjente veldig på presset om at neste studie "måtte" være riktig, selv om jeg til å begynne med ikke hadde peiling på hva jeg ville begynne på.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
nytte		Totally unrelated or prior to Covid-19	A bit of both	It almost never happens	It had major impact
unk	da jeg måtte svært engasjerte forelesere på utveksling i Barcelona. Dette gjorde at jeg endret valget mitt fra å slutte på studiet til å fortsette.	Totally unrelated or prior to Covid-19	Positive	It happens sometimes	It had moderate impact
ste verv	Det første jeg tenker på er da jeg ble tatt opp i mitt første verv i linjeforeningen.	Totally unrelated or prior to Covid-19	Very positive	It almost never happens	It had major impact



Studentfrivillighet og personlig utvikling	<p>Da jeg ble medlem i en studentorganisasjon og oppnådde stor personlig utvikling som etter hvert førte til at jeg tok på meg en lederrolle. På min aller første studiedag husker jeg at vi fikk presentasjoner fra ulike studentforeninger, og at jeg tenkte for meg selv at studentene som sto og presenterte for alle oss var så modige. Jeg var nemlig en forsiktig person som sjeldent tok mye plass i større forsamlinger. Å se for seg meg selv stå slik å presentere for så mange mennesker var dermed utenkelig. Dette faller på det tidspunktet da jeg ble med i studentorganisasjonen fikk jeg derimot utviklet meg som person. Jeg trådte ut av komfortsonen og fikk beherske nye utfordringer, med støtte fra nye venner. Som følge av lederrollen jeg tok på meg har jeg pratet, presentert og til og med pitchet foran flere hundre mennesker. Å være med i studentorganisasjonen og i tillegg ta på seg en lederrolle har dermed hatt stor innvirkning på livet mitt som student, men også for meg som person. Det har vært en opplevelse jeg ikke ville vært foruten.</p>	Totally unrelated or prior to Covid-19	Very positive	Not sure	It had major impact
Gruppearbeid	<p>En gang da jeg arbeidet i en gruppe, opplevde jeg å bli bedre kjent med mine medstudenter, og med mine egne sterke og svake sider.</p>	During this period but not related to Covid-19 pandemic and/or related restrictions	Positive	It almost never happens	It had major impact
Usikkerhet og uro knyttet til å droppe ut av studier.	<p>Jeg sluttet på et påbegynt studie etter en stund, og opplevde mye usikkerhet og uro knyttet til den avgjørelsen. Jeg var ikke motvært og følte ikke at jeg hadde gode karrieremuligheter etter studiet. Jeg gikk lenge og var usikker på om jeg ville, og burde, slutte, det tok meg lang tid før jeg klarte å bestemme meg. Hele prosessen gjorde at jeg følte meg ganske alene, og nok så mislykket som sluttet på et studie.</p>	Totally unrelated or prior to Covid-19	Negative	It almost never happens	It had moderate impact

#navist	<p>Åt avsluttet fem ganger på rad av samme studentorganisasjon og jeg prøvde meg bare her i den tro om at hvis man bare søkte nok ganger kom man med. Kom aldri med.</p>	Totally unrelated or prior to Covid-19	Very negative	It happens often	It had moderate impact
#Venner	<p>Da jeg ble en del av et lag, gledet av å komme tilbake til dette laget etter juleferien. Har ikke hatt mulighet til å trene, feste eller generelt henga med laget pga. restriksjoner. Hvor kjipt tilværelsen ble da jeg flyttet hjem til mamma og pappa i mars, liten hybel med mangel på arbeidsplass. Som også førte til begrenset sosial kontakt.</p>	Due to Covid-19 and or related restrictions	Negative	It happens sometimes	It had moderate impact
Samhold gjennom frivillighet	<p>Da jeg begynte på studiene mine på NTNU i Trondheim, ble jeg raskt tatt i mot av de frivillige i linjeforeningen. Gjennom fadderuken fikk jeg et godt forhold til flere personer som studerte det samme som meg, og fadderne var vennlige og tok seg tid til å hjelpe oss med alt fra å finne fram i byen til å gi tips om fag, studievaner og pensum. I ettertid ser jeg på denne tiden som utrolig verdifull. Den gode gjengen som tok meg imot motværet meg til å selv bli frivillig i foreningen, og nå som jeg snart er ferdig med bachelorgraden min har jeg hatt flere verv i ulike organisasjoner i Trondheim og i studentlivet. Det sosiale jeg har fått gjennom det frivillige arbeidet har vært det viktigste for min sosiale trivsel i byen.</p>	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
NTNU i dans	<p>At jeg startet på NTNU i dans forrige semester. Der fikk jeg treffe andre studenter og lært noe nytt hver uke, noe som har vært veldig viktig for meg!</p>	During this period but not related to Covid-19 pandemic and/or related restrictions	Positive	It happens sometimes	It had moderate impact
Sosiale begrensninger på campus	<p>Å oppleve at det sosiale miljøet på studiet har blitt årligere, på grunn av mangel på møteplasser på campus under koronapandemien. Linjeforeninga har eget kontor på campus, men dette har vi ikke fått lov til å bruke på grunn av smittevernstrestriksjoner.</p>	Due to Covid-19 and or related restrictions	Negative	It almost never happens	It had moderate impact
#flaut	<p>Jeg var i en forelesning over zoom, der studentene hadde blitt delt i grupper og fått som prosjekt å lage en podcast-episode som skulle vises til resten av klassen. Podcasten skulle handle om en artikkel hver gruppe ble tildelt, som en alternativ måte å prøve å la studentene lære om temaet selv, samt forklare det til andre. Det var altså ikke min gruppe som skulle vise sin podcast i denne forelesningen, men en annen gruppe. Og alt virket normalt, før plutselig, midt i podcasten deres, så kjørte de et intervju med faren min om temaet. Dette var et forsøk både på å lære oss om temaet på en morsom måte, men også å lulle med meg for de tenkte det ville gjøre meg flau, på en kameratlig måte. Jeg holdt på å dø av latter, mer enn flauhet, da syntes det var veldig spesielt og minneverdig.</p>	Due to Covid-19 and or related restrictions	Very positive	It almost never happens	It had moderate impact
a local global world	<p>Unexpectedly meeting my uncle's girlfriend from their teenage years in the middle of a busy airport on the other side of the world from home.</p>	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact

	Jeg gikk igjennom et helt forferdelig brutt midt i eksamens- og korona periode. I tillegg var det mye i vennegruppen min, slik at det er veldig veldig vanskelig å komme over han og gå videre.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very negative	It almost never happens	It had major impact
Kjærlighetsorg	Jeg hadde en tung periode, og det syntes kanskje litt ekstra godt på meg, da folk kommenterte det. Åpnet meg for et venninne, og hun fortalte at hun brukte sitt råd når hun hadde en sene periode. Problemet var at da jeg sjekket for muligheten om å melde seg til en prat var det lite intuitivt og veldig få timer. Endte med at jeg aldri fikk booket time, og jeg valgte å bare si ut den tunge perioden. Mer tilgjengelighet og informasjon hadde nok hjulpet meg da jeg trengte det som mest.	During this period but not related to Covid-19 pandemic and/or related restrictions	Negative	It almost never happens	It had moderate impact
Ser tid	Bl valgt som linjeforeningsleder. Ca. to uker tidligere ble jeg ikke valgt som medarbeider i linjeforening hvor jeg tar min bachelor. Å bli linjeforeningsleder ble et stort og spennende alternativ, og jeg trives i dag svært godt med dette. Det er en titt som innebærer ansvar.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It almost never happens	It had major impact
Bli valgt til linjeforeningsleder	Første dagen i fadderuken, og det første møte med fadderne, hvor hyggelige mennesker de var og at jeg følte at her var det en plass for meg. Dette har gjort til at linjeforeningen har en stor plass i livet mitt som student. En god start som dette gjør mye for hvordan studielivet fortsetter.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Nervøs fadderbarn møter en plass å høre til	Møte med det som ville bli min gjeng i en ny by iløpet av den første fadderuka jeg var med på. Det var spennende å møte folk som var like spente på meg som å starte, og å skaffe seg en ny sirkel fra bunn av. Fadderuka gjorde det til en relativt lett oppgave.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Bekjentskap under fadderuka	Noe av det beste som skjedde meg som student var under mitt andre semester på studiet. Jeg var nysgjerrig i studentrådet mitt, og skulle på oppstartseminar sammen det rådet. Her skulle vi bli bedre kjent, bli kjent med vervet og ha mulighet til å bli kjent med hverandre og i rollen. Jeg kjennte ingen andre enn de jeg satt i vervet med, og var ekstremt nervøs for hvordan det skulle gå. Det som raskt skjedde var at jeg følte jeg fikk en tilhørighet og en familie i det rådet som har vært helt unik noen andre. Det var alle mulige mennesker, på tvers av alder fra tidlig tveelvtens til begynnelsen av tredveårene, og godt fordelt på kjønn. Alle hadde noe å bidra med, og alle var inkluderende. Jeg traff også kjæresten min på dette seminaret, og hadde nok ikke fått en relasjon til ham om det ikke hadde vært for dette opplegget. Det å være en del av studentrådet ga meg utrolig mye, og ga meg en tilhørighet som jeg ikke har fått fra verken klassen, linjeforeningen eller andre verv. Det var to fine måneder for korona kom og tok oss.	Totally unrelated or prior to Covid-19	Positive	It almost never happens	It had major impact
et inkluderende studentråd	Da jeg begynte på studiet visste jeg lite om hvor mye mennesker jeg møtte på veien skole. Her, av disse en i dag noen av mine aller beste venner, og jeg har gledet meg til å møte dem i forelesning. Rammen lå godt til rette for å møte nye mennesker med samme interesser, og det å bli ordentlig godt kjent.	Totally unrelated or prior to Covid-19	Very positive	It almost never happens	It had major impact
Nye vennskap	så var jeg stuck i karantene alene i hybelen min. Jeg skulle ha en fremføring i forelesningen og jeg måtte delta digitalt når alle andre skulle være der fysisk. Jeg følte meg ganske kaotisk fordi jeg måtte bare sitte og vente på at gruppen min skulle ha presentasjon, uten at jeg visste når i forelesningen det skulle skje. Det var ganske isolerende å sitte og bare vente på å være med på en 5-min presentasjon når jeg visste at alle vennene mine satt i samme forelesning og koste seg.	Due to Covid-19 and or related restrictions	Very negative	It almost never happens	It had moderate impact
Isolert i en skjerm	Jeg ble med i styret i linjeforeningen, og fikk en mye bedre tilhørighet til både studiet, campus og folk.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Sosial tilhørighet	Fanget i kallekåvet under lockdown - det som kunne vært en dommedagsbendelse førte til tross, eller kanskje på grunn av, digital undervisning og hjemmearbeid av sterkt variabel kvalitet, til at vi som bodde sammen ble tettere knyttet til hverandre og ble nære venner på en ny måte.	Due to Covid-19 and or related restrictions	Positive	It almost never happens	It had major impact
#koronafylla					

	Deltok jeg på fadderuke på masterprogrammet mitt. Når jeg startet på master hadde jeg en forventning om at fadderuke ikke var like viktig. Jeg møtte opp første dag og var veldig glad for at leder i linjeforeningen laget en felles chat med alle oss nye og inviterte oss til vipspeil på kvelden. På skolen tok han seg tid til å vise oss rundt på skolen, samt hadde en introduksjonsrunde med alle oss nye. Det var planlagt en liten fadderuke på 4 dager, men jeg er veldig glad for at vi hadde det. Nå har vi et kjempegodt klassemiljø og finner på noe sammen så og si hver uke (noen begrensninger under corona). Vi har selv tatt initiativ til å lage et godt klassemiljø etter første dag på masteren, men det hadde nok ikke vært det samme uten den fadderuken.	Totally unrelated or prior to Covid-19	Very positive	Not sure	It had major impact
En god introduksjon er gull i verd	Jeg mistet to bestefødre tilspet av 6 mnd under corona. Den ene døde av corona, den andre døde av andre årsaker, veldig brått og uventet. Vi kunne ikke ha mer enn 25 stykker i begravelsen i den ene, ikke mer enn 50 i den andre. Jeg følte vi ikke fikk he det bestefødre mine slik de fortjente og det gjør helt jævlig vondt. Ikke fikk jeg hjemme mine nærmeste i begravelsen heller, jeg måtte holde avstand og jeg fikk heller ikke møte mine nærmeste.	Due to Covid-19 and or related restrictions	Very negative	It almost never happens	It had major impact
Sorg og ensomhet	Det ble mitt første av mange verv som gir meg masse påfyll, vennskap og erfaringer.	Totally unrelated or prior to Covid-19	Very positive	Not sure	It had major impact
Studenttrivsel	Jeg var frivillig i isfitt i 2019, og hadde en del tid til overs da selve festivalen begynte siden gruppen min allerede var ferdig med oppgavene våre. Derfor ble jeg med å lage vaffer og toast i chillout-loungen i Strossa på Samfundet. Her kom alle de internasjonale studentene for å chill på kvelden da det ikke var noe opplegg. Vi hadde på musikk og lagde masse gratis vaffer til alle. Det kom utrolig mange innom, og etter hvert ble det stappfullt med masse folk. Dette var før korona, så jeg savner denne tiden, der man ikke tenkte på hvor tett man sto eller hvor mange man var på en plass. Selv om jeg sto bak baren mesteparten av tiden var det sykt hyggelig, og jeg fikk hilst på og snakket med mange internasjonale studenter. Jeg følte at alle var veldig åpne og inkluderende, og lett å bli kjent med. Litt senere utpå kvelden satte vi på høyere musikk og spilte blant annet Despacho og Gasolina, og det ble plutselig et demogali. Dette var helt uten alkohol, men likevel danset folk helt crazy, og det var fantastisk stemning.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Vaffer, Chill og Gasolina	Dette var i februar, og jeg husker at uken før isfitt begynte var jeg litt nedfor, og syntes ting gikk litt tregt. Jeg blir litt påvirket av vinteren, siden det er så mørkt, og i begynnelsen av februar hadde det vært mørkt en god stund. Så jeg merket at jeg begynte å bli litt lei av dette, og hverdagen føltes litt kjedelig og grå. Da isfitt startet skjedde det plutselig masse spennende. Jeg tror det var her jeg først innså hvor mye det å være sosial har å si for hvordan jeg føler meg. Jeg tenkte jeg at jeg er mer introvert enn ekstrovert, men under isfitt merket jeg hvor mye energi jeg fikk av å være sosial. Selv om det var hektisk og stressende til tider, så var det et morsomt stress og opplevdes bare gøy. Denne erfaringen gjorde at jeg fikk enda mer lyst til å være med i slike verv i fremtiden, og jeg fikk en større interesse for andre kulturer.	During this period but not related to Covid-19 pandemic and/or related restrictions	Positive	It almost never happens	It had major impact
Fadderuke	Fadderukene var en stor positiv. Måtte en hel gjeng nye folk som etterhvert ble nye venner. Studiene hadde på en måte ikke startet enda, så vi hadde litt ingen bekymringer.				

Linjeforening	Så var jeg ny i byen. Jeg kjente ingen, og bodde i en liten nedslitt leilighet sammen med folk som låste seg selv inne på rommet sitt og ikke snakket med meg. Jeg møtte opp til fadderuka og var litt nervøs, men jeg ble veldig godt tatt imot av de som var faddere. Jeg ble kjent med veldig mange nye folk og fikk et innpass i det som var linjeforeningslivet. Å ha vært en hel dag på campus og jobbet med skole, kose meg med musikk på bussen på vei hjem til kollektivet, lage middag, ha en fin samtale med kollektiv-venner underveis, og så dra ut Samfundet og livet og alt imellom. En innholdsrik dag, både faglig og sosialt, og det er for meg såne dager som gjør livet som student både meningsfullt og interessant, fullt av glede og vennskap, ny kunnskap og gode opplevelser.	Totally unrelated or prior to Covid-19	Very positive	It almost never happens	It had major impact
Studietiden rommer så mye, både faglig og sosialt!		Totally unrelated or prior to Covid-19	Very positive	It happens often	It had major impact
Formet av studentfrivilligheten	Det å bli møtt av studentfrivilligheten siden første dag på studiet har vært utrolig positiv og åpnet mange dører for meg. Å engasjere meg i frivilligheten har preget mitt sosiale liv i stor grad til det bedre, og gitt meg erfaringer jeg ikke ville vært foruten. Det å føle at man bidrar med noe nyttig og involverer seg i ting er utrolig viktig for selvfølelse og tilhørighet.	Totally unrelated or prior to Covid-19	Very positive	It almost never happens	It had major impact
Nyinnflyttet	Kjøpt leilighet med min kjerreste	During this period but not related to Covid-19 pandemic and/or related restrictions	Positive	It almost never happens	It had major impact
#nærhet	Da vi (studentene) satt i hesteko gjennom mye av forelesningen.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Samboer	Vet jeg ikke hvordan jeg skal hjelpe partneren min med angst/depresjon/selvbede. Her gråter flere ganger i uken.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very negative	It happens often	It had major impact
Faddergruppejenforening	Mellom to forelesninger en gang så møttes vi tilfeldig mange fra fadder gruppa mi. Det var veldig koselig siden mange av oss ikke hadde møttes siden fadderuka. Selv om vi ikke kjenner hverandre så godt så var det hyggelig å møte noen man følte man kjente litt!	During this period but not related to Covid-19 pandemic and/or related restrictions	Positive	It almost never happens	It had moderate impact
Frivillig verv	ble jeg med i frivillig verv ved Studentersamfundet for første gang. Jeg fant ingen gode venner i klassen under fadderuka, og heller ikke senere det første året. De første ordentlige vennene i klassen fant jeg ikke før i 3. klasse.	Totally unrelated or prior to Covid-19	Positive	It happens sometimes	It had major impact
Studievenner	Å gå på skolen ble først gøy da jeg hadde venner å møte.	Totally unrelated or prior to Covid-19	Very negative	It almost never happens	It had major impact

Å ha en tilhørighet og føle seg verdsett kan bety alt	Hendelsen er ikke en enkelt hendelse i seg selv, men har over tid påvirket både mitt sosiale liv, personlige liv og ført til generell livskvalitet. Erfaringen var i såke og bli tatt opp i en frivillig gjeng på Samfundet. Det bidro til opplevelse av mestring, en tilhørighet, opplevelse av av at mine bidrag og min tilstedeværelse var av betydning og virket positivt for andre. Det sørget for at jeg etablerte et nettverk, som ikke forsvant da jeg valgt å bytte studie og linjeforening. For første gang opplevde jeg å få venner som var mer like meg enn de jeg tidligere hadde "valgt" blant de som var "tilgjengelige" andre steder jeg har bodd. Jeg opplevde trygghet og å være komfortabel med å ha venner av begge kjønn. I tillegg møtte jeg min første og nåværende kjerreste, som har veldig like verdier som meg, både hva som gjelder og tilbrakt på Samfundet 2ndret tidsbruk i hverdagen og folketret mitt, som tidligere hadde hatt mye tid ledig til å tenke, og var preget av både nedstemthet og spiseforstyrrelser. Jeg var alltid glad for alt vervet mitt ga, men det var først da jeg var ferdig med vervet mitt, at jeg merket hvor mye det hadde påvirket både hverdagen, humøret og personligheten min.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Spontan latter	Jeg ble spurt av en fra samme linje om å bli med på en løpetur helt ut av det blå. Vi hadde ikke synet tilbudet var så hyggelig at jeg måtte si ja.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
Lite venner	Er det veldig vanskelig å få seg venner? Er med på sosiale ting, men det er ikke ofte at vi har fått mulighet til å møte nye folk, så det hele har endt med at jeg ikke har så mange venner i studiebyen, og det å studere er ikke i nærheten så gøy som jeg trodde det skulle være.	Due to Covid-19 and or related restrictions	Very negative	Not sure	It had moderate impact
Funreal	tok vi gull i Universiaden i Krasnojarsk.	Totally unrelated or prior to Covid-19	Very positive	It almost never happens	It had major impact
inkluderings	Var jeg syk å ukens strekk uren å kunne møte folk fra studiet eller berøge meg ut av sengen rett etter fadderuka, og da jeg ble frisk igjen husket folk fra studiet hvem jeg var og hva jeg het, og de gikk ut av sin vei for å invitere meg på ting.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
Bestevenner	Møtte min bestevenn i fadderuka i 18. Det betydde masse og hjelper i hverdagen.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact

#vennegjeng	Fikk jeg en god vennegjeng i løpet av første semester	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Praksis	Praksis i Namnos. To grupper som bur i lag og bruker tid hver dag til å lage middag sammen. Hører på musikk og snakker om dagen, eller andre ting	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact
Samfundet over lesesalen	Har studentfrivillighets i Trondheim vore uvurderleg for min trivsel i studiebyen. Eg vart med på Samfundet allerie den fyrste veka mi i Trondheim, og har vore der sidan. Dette har ført til at eg har brukt mykje meir tid i Storsalen enn på lesesalen, men det er også det som har gjort studietida mi så bra som den er.	Totally unrelated or prior to Covid-19	Very positive	It happens all the time	It had major impact
Studentpolitikk	Studentpolitikken har vært svært viktig for meg. Det har gitt meg en viktig arena for å skape venner og tilgne meg relevant kunnskap.	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Hytetur i stua	Påske 2020 lot 3/5 av kollektivet være å reise hjem til foreldrene sine på påskeferie, og ble igjen. Vi endte opp med å campe i stua, hadde påskeverksted og påskefrokost. Vi hadde ikke kommet opplevelse, som jeg regner som veldig positiv	Due to Covid-19 and or related restrictions	Very positive	It almost never happens	It had moderate impact
Baradokket med ångst	Jeg er veldig opptatt i studentpolitikk, men jeg har sosial angst som gjør det utrolig skummelt å delta. Jeg brukte et år på å terre i den arenaen jeg ønsket å delta i, men jeg har jeg klart å delta (uregelmessig) i de to siste årene, det er fortsatt ekstremt utfordrende for meg i pausene diskusjonene men likevel har denne arenaen vært noe å se frem til og noe som gjorde det verdt det å utfordre angsten. <u>Jeg som studentpolitikk hadde jeg nok ikke vært glad i utenfor mitt eget lille studiemiljø.</u>	Totally unrelated or prior to Covid-19	A bit of both	It happens often	It had moderate impact
Glede	Ble valgt til leder av en organisasjon. Stolt over at så mange har tillit til meg.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very positive	It happens sometimes	It had major impact

for syk til å studere	De jeg startet på deltidsstudie i barnehagelærerutdanningen, opplevde jeg diskriminering heller enn tilrettelegging, på grunn av helsemessige årsaker. Da jeg fikk flere utfordringer kalte de meg inn til et møte. De var usikre på om jeg kunne fortsette å studere på grunn av min helse.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very negative	It almost never happens	It had major impact
head	Revisjonssituasjon: Kort oppsummer etter flere møter, mener fortsatt en av lærerne at jeg er for syk til å studere. I løpet av høsten 2021 måtte jeg kjempe for mine rettigheter til å studere sammen som jeg best mot en eksamen.	Due to Covid-19 and or related restrictions	Very positive	It happens all the time	It had moderate impact
UKA15	none	Totally unrelated or prior to Covid-19	Very positive	It happens sometimes	It had major impact
Ikke sosialt i klassen	I 2015 var jeg med som frivillig på UKA. Dette er garantert noe av det kjæreste og mest sosiale jeg har vært med på siden jeg ble student i Trondheim. Den perioden rundt UKA med så mange nye vennskap, hyggelige arbeidsdager, nye opplevelser, og minner for livet er noe som jeg er sikker på at jeg ikke ville klart å få på andre måter som student, og det har derfor blitt en så god studieopplevelse.	Due to Covid-19 and or related restrictions	Very negative	It happens sometimes	It had moderate impact
Venskaphetsfor med det sosiale på studieplassen	Fadderuka ble vi greit kjent med hverandre innad i gruppen. Vi ble derimot ikke kjent med andre i klassen eller i andre klasser. Selv ble jeg god venn med noen i fadderuka, men som ikke varte etter fadderuka. Dette kan skyldes lite eget initiativ, men også mangelen på mulighet til å gjøre sosial ting, grunnet COVID-19. Svner det sosiale med folk i klassemiljøet.	Totally unrelated or prior to Covid-19	Negative	It happens sometimes	It had moderate impact
skjeringshjertsorg	Synet det var vanskelig å komme i kontakt med andre, og å skaffe venner på studiestedet.	During this period but not related to Covid-19 pandemic and/or related restrictions	Very negative	It almost never happens	It had major impact

# APPENDIX C: Experiences divided into categories

Shared experiences interpreted as negative or positive related to belonging

Positive / very positive	Negative / very negative
Det har vært veldig fint å kunne føle at man hører til på studiestedet sitt. Siden det er så mange studenter samlet på et sted, kan det være overveldende. Det kan også hende at man går rundt å føler seg anonym. I mitt tilfelle har en veldig åpen og imøtekommende klasse bidratt til å gjøre studiestedet til mitt sted.	<b>#Føler meg som en skygge</b> Jeg er 35 år og tilbake til studie etter mange år jobberfaring. Jeg bytter yrke. Men det har vært vanskelig å bli kjent med folk. Jeg er eldre enn gjennomsnitt alder, jeg er ikke norsk, jeg har familie og barn som gjør det vanskelig å være med aktiviteter utenfor skole. Jeg prøver å engasjere meg så mye som mulig, små pratere med folk, bidra og hjelpe med min beste i gruppearbeider, sitter i flere referansegrupper. Men jeg er så ensom på skolen. Etter alle innsatsen jeg gir, får jeg ingenting tilbake. Hvis jeg sier ikke hei, så sier ingen hei til meg. Jeg synes jeg er en hyggelig person som er lett å snakke med. Men det krever så mye energi å være sosialt aktiv. Jeg har ingen venner på skolen, og føler meg at ingen vil prate med meg. Den personen jeg snakker mest med er kantine dame (som er også fin å snakke med). Noen dager har jeg ikke lyst til å komme på skolen fordi det er rett og slett ensom å være her.
Det er veldig behagelig å bo i et trivelig og trygt kollektiv som student. For meg er det viktig å trives hjemme i en hektisk studieperiode.	Jeg har slitt med å få nye venner etter at jeg ble student. Fadderstrukene hjalp meg bli kjent med noen andre personer. Dette gjorde overgangen til studielivet noe lettere. Samtidig fortalte vi bekjente, heller enn nære venner. Det samme gjelder i stor grad for folk jeg er blitt kjent med gjennom mine to år som student. Mitt sosiale liv er berørt langt fra tilfredsstillende. Dette var allerede et problem før pandemien, men den gjorde ting enda verre. Det siste halvåret året har vært preget av lesing, trening og sosial isolasjon. Ting går på et vis rundt. Jeg har noen daglige ritualer som strukturerer hverdagen. Videre klør jeg meg godt rett faglig. Likevel føler jeg meg ikke spesielt fornøyd med livssituasjonen min, på grunn av mitt ikke-eksisterende sosiale liv. Forhåpentligvis bedrer det seg når ting åpner mer opp, but idk.

Min erfaring som student i Trondheim er at det er mye tilbud sosialt, og gode muligheter til å få venner. Selv om corona har påført mye på denne tiden synes jeg fortsatt at det er gode opplevelser her. Jeg elsker også byen, den er utrolig fin, rolig og stor samtidig.	Jeg fant ingen gode venner i klassen under fadderuka, og heller ikke senere det første året. De første ordentlige vennene i klassen fant jeg ikke før i 3. klasse. Å gå på skolen ble først gay da jeg hadde venner å møte.
Å møte og få en god studievenn, som ble en enda bedre venn. Jeg erfarte at jeg ikke har behov for en typisk studietilværelsen med masse venner og masse som skjer, men å ha få og trygge venner er viktigst.	Er det veldig vanskelig å få seg venner. Er med på sosiale ting, men det er ikke ofte at vi har fått mulighet til å møte nye folk, så det hele har endt med at jeg ikke har så mange venner i studiebyen, og det å studere er ikke i nærheten så gay som jeg trodde det skulle være. <b>#Lite venner</b>
Var fadderuken avgjørende for studietiden videre, mtp det å bli kjent og få venner på studiet. I tillegg er innføringen og arrangementene de stiller i stand veldig viktige for samholdet og sosialiseringen på kullet.	
Venner er viktige, og det kan være vanskelig å finne noen som du føler deg trygg på, men hvis man virkelig går inn for det så går det bedre enn forventet	
Det som har hatt mye å si for min del er ikke nødvendigvis studie i seg selv, men heller menneskene jeg har møtt på veien. Studiet ville ikke ha vært det samme hvis jeg ikke hadde de menneskene jeg møtte på veien. En annen ting som har mye å si er ville mulighetene man får gjennom studiet/studiebyen. Det kan være fritidsaktiviteter, sosiale sammenkomter gjennom f.eks innføringen eller andre aktiviteter kan finne på utenom.	
Første dag av fadderuka ble alle plassert rundt på tilfellige bord. Jeg endte opp med to klassinger og en fadder. I dag er de to av mine nærmeste venner på studie	

Shared experiences interpreted as negative or positive related to matting.

Positive / very positive	Negative / very negative
ble jeg sett av en foreleser i timen. I en del av et emne jeg selv gruet meg til å delta på, da jeg ikke følte jeg var god nok eller hadde noe å bidra med. Undervisnings forelesningen prøvde jeg å være så usynlig som mulig, som man gjerne prøver når man ikke ønsker å vise at man ikke får til noe. Foreleseren kom om sider bort til min pult, og spurte hva jeg synes var vanskelig. Hun tok seg tid, satte seg ned og ønsket virkelig å hjelpe. Med god veiledning åpnet hun synene mine for akkurat dette aspektet ved faget, som jeg tidligere prøvde å lure meg unna. Jeg følte en enorm mestring, og selv om andre klarte det mye bedre enn meg og fikk fine resultater, var jeg utrolig stolt over hva jeg hadde fått til. Denne opplevelsen av mestring og det å bli sett er noe jeg fremdeles lever på, å mind senere.	<i>"Jeg ble avvist fem ganger på rad av samme studentorganisasjon og jeg prøvde meg bare her i den tro om at hvis man bare søkte nok ganger som man med. Jeg kom aldri med"</i>

Jeg hadde bursdag og hadde over en lengre periode følt meg tung og usikker på meg selv, mye negativt selvsnakk og liten tro på egen verdi. Jeg hadde ikke lagt noen planer for kvelden, og så for meg en kveld alene siden jeg hadde skjønt det sånn at kollektivet mitt ikke var hjemme. Jeg la opp til en rolig kveld, trasket litt rundt i byen alene, kjøpte meg noen joggesko jeg hadde hatt lyst på en stund, og hadde det egentlig helt greit. Tenkte det ville være god trening å ha en rolig kveld med meg selv. I det jeg har kommet inn døren, banker det på og der står en venninne med sang og ballonger. hun har planlagt middag med resten av kollektivet mitt som da kommer hjem litt etter litt. Jeg føler meg plutselig veldig sett og sett pris på. på toppen av det hele setter en av de jeg bor med plutselig på en film på tven, det er søsteren min som har satt sammen mange små videoklipp fra venner og familie som hilser og ønsker meg en fin dag, for et hode som hadde gått og tenkt seg selv med i mange måneder, betydde dette ekstra mye. det var en viktig påminner om at jeg betyr noe for folk.	Vi skulle finne gruppe til gruppearbeid. Jeg avtaler med en klasse å jobbe sammen, men så får vi beskjed om at vi burde være flere som burde jobbe sammen. Så jeg spurte henne om vi skal avtale med flere. Da vil hun plutselig ikke jobbe sammen. Jeg prøver å kontakte de andre i klassen, men de har allerede en gruppe. #utenfor
I sommer har jeg vært så heldig å få ha en sommerjobb hvor jeg har utviklet tiltak, som forhåpentligvis kan bidra til å skape meningsfulle studentliv. Ikke bare har jeg fått kunne jobbe for at andre skal få det bedre i sin hverdag, men min studie hverdag har fått et betraktelig løft. Fra å føle meg ensom og til tider mislykket, har jeg nå fått et større nettverk, gode venner og en meningsfull jobb. Jeg har hatt gode ledere som har utfordret meg og det har gitt meg masse mestringfølelse. Jeg har innsett hvor viktig det er for meg å være en del av et felleskap hvor vi heier og lærer av hverandre. Jeg unner alle den følelsen.	

"Jeg var med på å arrangere studentfestivalen UKA i studietiden min, og det var helt fantastisk å være med på. Vi jobbet godt sammen som et team, og etter mange slitsomme uker og måneder var vi sterkt knyttet sammen og gledet oss til å sette igang med programmet vi hadde laget. Dessverre fikk jeg en operasjon rett før festivalen skulle starte og måtte stå over alt av festivalavvikling. Det var kjipt å ikke få være med, og se alt gå videre uten meg. Men det jeg husker best var forståelsen jeg ble møtt med. Det føles litt som om det gikk like bra uten meg og det er jo en litt vond følelse å sitte med, å ikke være så viktig liksom. Men samtidig var det en lettelse å føle på at ting ordner seg, selv om man er syk, og bli møtt med forståelse fra noen". <b>#Fomo</b>	
Det å starte på masteren, komme inn i et miljø som handlet om samhold, møte opp på skolen, være en klasse. Lærerne brydde seg, studentene i klassen brydde seg, alle ville skape et sosialt og givende læringsmiljø. Det at vi i masterklassen også fikk lesesal plasser sammen i grupper nede på idrettsbygget var fantastisk. En trygg havn, der man alltid kan komme og studere med andre i klassen. det handlet om å skape en kultur og kontekst som gjorde det lettere å møtes for å studere sammen. Dette kan jeg takke NTNU, instituttet og med studenter for. Det bidrar til tilhørighet, være del av noe større, mer engasjement i mastern og fagene, man er med på å skape studie tilværelsen sammen med insustitutt, medstudenter, foreleserene og NTNU	

## Shared experiences interpreted as negative, positive or a bit of both related to challenges and self-development

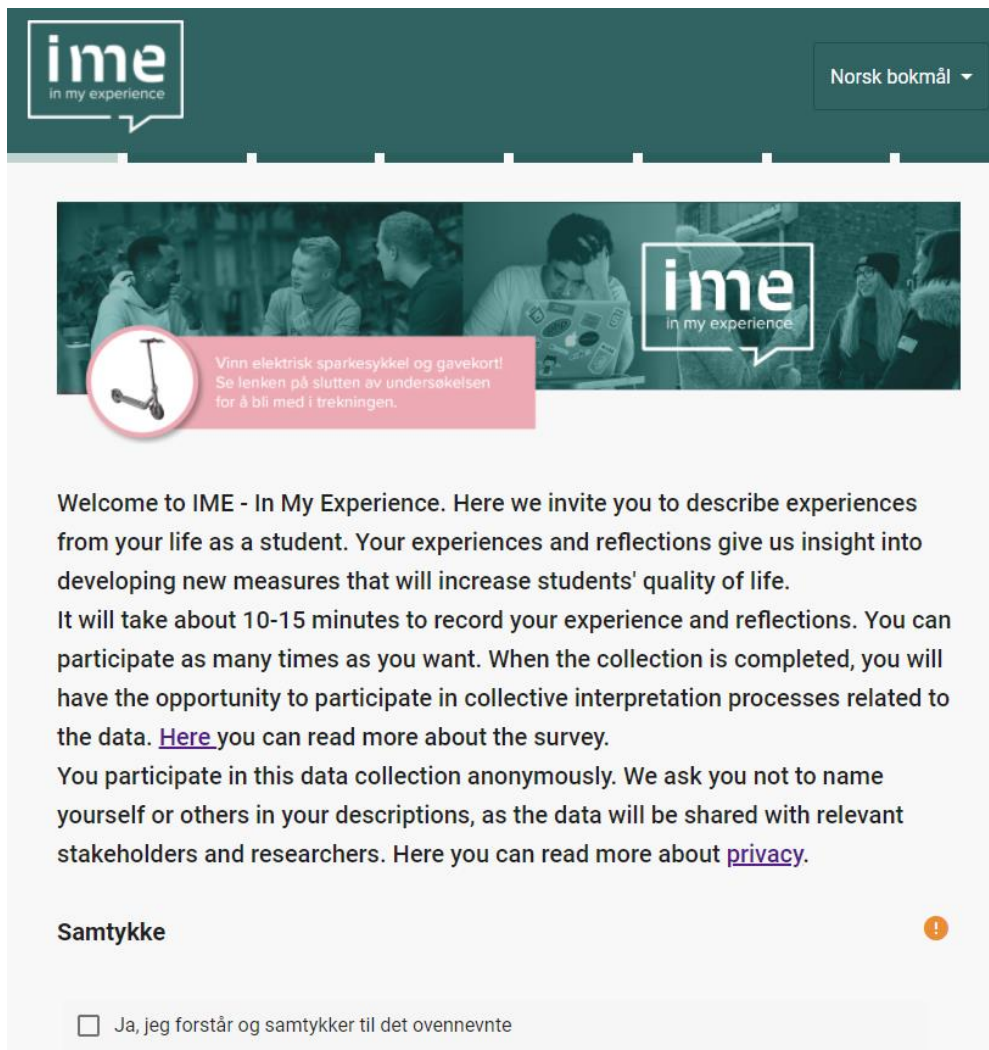
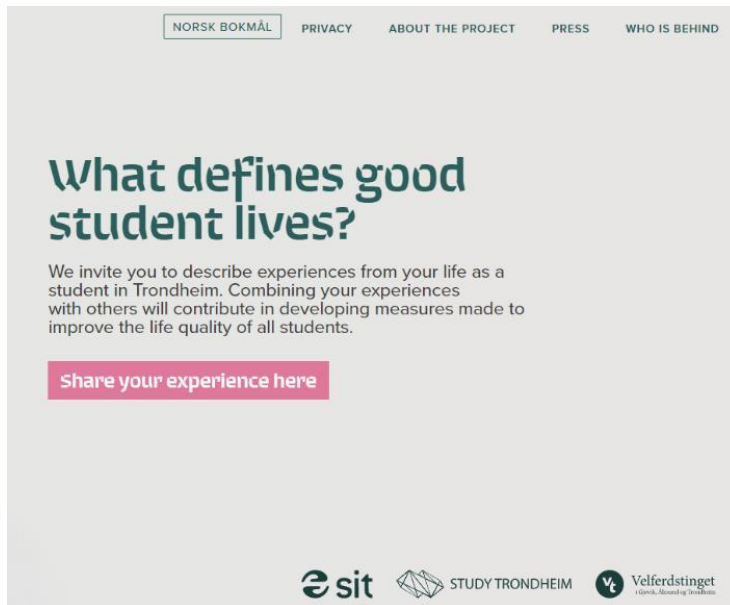
Positive / very positive	Negative / very negative or a bit of both
I løpet av 2021 måtte jeg ta en beslutning om å bryte med et familiemedlem og å flytte til sentralt i byen, eller å bli værende der jeg var i deres verden og legge lokk på mitt eget liv.. Jeg valgte å flytte, jeg ga meg selv en ny frihet og ny start - men har nærmest ikke snakket med familiemedlemmet siden. <b>#å flytte til usikkerheten eller å bli værende i elendigheten?</b>	Min erfaring med tanken på at jeg har bodd i Trondheim mesteparten av livet er at det å flytte ut i et kollektivt har vært en lærerik og utfordrende opplevelse som stadig er med på å forme og skape nye opplevelser. Både positive og negative, men sammen med andre studenter som er oppslukt i samme boble, så har det vært fint å kunne dele tanker og ideer sammen med dem. <b>#Det går opp det går ned</b>
Jeg begynte å høre på en podcast som heter Making Sense, laget av Sam Harris. Der intervjuer ham akademikere og andre mennesker og snakker om interessante tema. Han snakker også mye om verdien av meditasjon, noe som fikk meg til å prøve å meditere litt. Deretter tok jeg meditasjonskurs hos SIT. Da jeg reiste på utveksling tok jeg enda et meditasjonskurs på Berkeley, studerte Buddhisme og empati, skrev et forskningsprosjekt om meditasjon og jobbet på et meditasjonssenter. Nå etter bacheloren skal jeg ta et friår og meditere og studere meditasjon. <b>#meditasjon</b>	


Byttet studiet og det var skummelt. "Gjør jeg det riktige valget nå?" "Gir jeg opp?" Var tanker som for gjennom meg. Men valget viste seg å være det riktige! Og jeg er i dag veldig fornøyd med å ha byttet studiet. <b>#DuLagerDinEgenSti</b>	
At jeg turte å by på meg selv ved studiestart, samt å vise interesse ovenfor andre i form av å gi uttrykk for at jeg ønsket å bli kjent med nye mennesker <b>#Tropådegselev</b>	
har jeg kjent på hvor stor verden føltes da jeg først var student, det var skremmende og jeg visste ikke hva jeg skulle gjøre av meg - verden var altså for stor. Det tok litt tid for meg å lande på føttene, underveis var det øyeblikk som var utfordrende og vanskelige men alt resulterte i at jeg fant meg selv og nå virker ikke verden så stor lenger. <b>#finne seg selv</b>	

Jeg ble deprimeret etter et langt år i et fysisk og psykisk voldelig forhold og startet med studier akkurat da jeg var kommet ut av det. Samtidig som jeg skal finne tilbake den gamle versjonen av meg selv, så må jeg også danne nye relasjoner, noe som jeg har trodd skulle være vanskelig når man har glemt litt hvordan man selv var. Ved å få nye venner har jeg sakte men sikkert funnet meg selv og føler nå at jeg er halvveis i prosessen med å få igjen hele meg. Dette gjør at jeg på mange måter setter dette foran selve studiene, fordi det sosiale er det som betyr mest for meg nå. Og for første gang i livet blir jeg ikke stressa av å sette venner og relasjoner foran skolearbeid. Det er godt. Føler at jeg har fått et nytt bilkk på hva som er viktig i livet. For har prestasjoner alltid gått foran relasjoner, og det har gjort meg ulykkelig og stressa. Jeg er taknemlig for alle de gode menneskene jeg har rundt meg nå. <b>#viktigheten med relasjoner</b>	
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## APPENDIX D: IME- website:

(7 Images below)



Norsk bokmål

Først vil vi be deg om å tolke erfaringen din ved hjelp av spørsmålene nedenfor.

**Følte du at erfaringen din var...**

- Veldig positiv
- Positiv
- Nøytral
- Negativ
- Veldig negativ
- Litt av begge


**Hvor vanlig er denne typen erfaring for deg?**

- Det skjer hele tiden
- Det skjer ofte
- Det skjer av og til
- Det skjer nesten aldri
- Ikke sikker

**Når du tenker på erfaringen din, i hvilken grad påvirket den deg, når den skjedde eller senere?**


- I stor grad
- I moderat grad
- I liten grad

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Norsk bokmål ▾

Reflekterer over erfaringen din og vurder hvordan de ulike aspektene nedenfor kan ha vært gjeldende. I denne delen, ber vi deg om å se på alternativene nedenfor og flytte markøren til det stedet på glidebryteren som best gjenspeiler din erfaring.


Hvis ingen av alternativene er relevante, velger du Ikke aktuelt.

**Min erfaring gjorde at jeg ønsket meg...** ⓘ

mer struktur  mer autonomi


Ikke aktuelt

**Som et resultat av erfaringen jeg delte, følte jeg meg mer...** ⓘ



utenfor eller på sidelinjen  som en del av noe

Ikke aktuelt


**I erfaringen min...** ⓘ

gjorde jeg vurderinger om andre  ble jeg påvirket av andres vurderinger

Ikke aktuelt

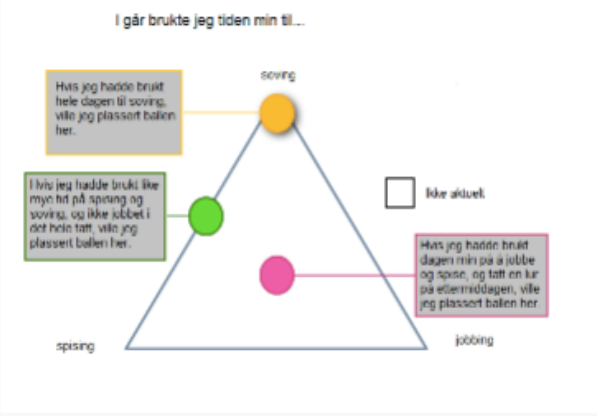
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Norsk bokmål ▾

Undersøk nå erfaringen din i sammenheng med tre alternativer om gangen. Nedenfor vil du se trekanter med et tema i hver av hjørnene. Plasser markøren i forhold til hvilket enkelttema eller kombinasjon av tema som passer best for din erfaring.

Eksempelspørsmål.

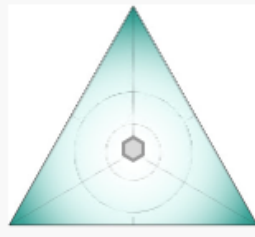
I går brukte jeg tiden min til...



Alle spørsmålene nedenfor refererer til din erfaring, og begynner med I erfaringen min...

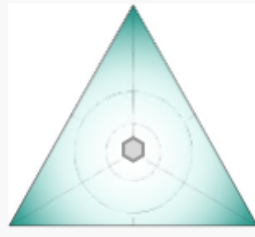
opplevde jeg press fra...

foreldres forventninger




var handlinger påvirket av...

tidligere erfaringer







Norsk bokmål

Noen siste spørsmål til deg.


**Jeg vil karakterisere relasjonene i erfaringen min som...** 1

Meningsfulle og gjensidige  Grunne/overfladiske  
 Ikke aktuelt

**Som et resultat av erfaringen jeg bekrev, følte jeg meg...** 2

helt alene  meningsfylt tilknyttet andre  
 Ikke aktuelt

**I erfaringen jeg delte, var eksisterende strukturer / systemer** 3

noe som var begrensende  noe som muliggjorde mer  
 Ikke aktuelt

Som en siste refleksjon, (valgfritt), vil du beskrive en pågående utfordring for din livskvalitet?

←

→

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