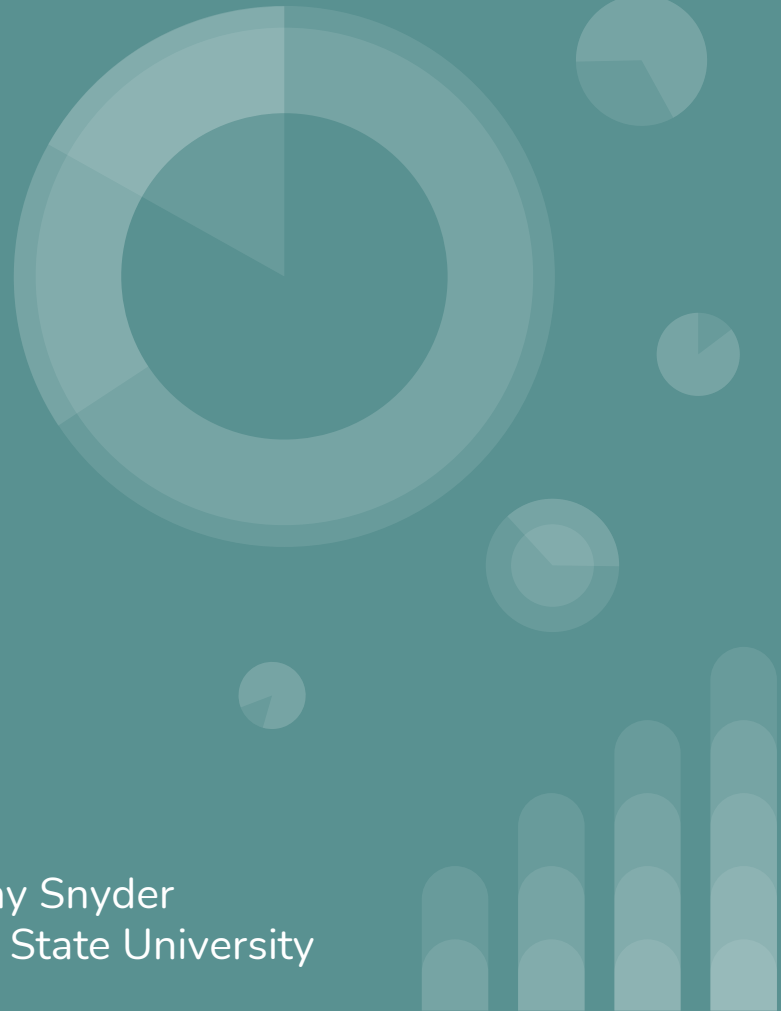# Long-term Effects of the COVID-19 Pandemic on Student Learning & Expectations

Amy Snyder
NC State University

**Impact of the Pandemic on Learning
What are you seeing?**

Do you feel the students you are encountering now are less prepared compared to historical, pre pandemic cohorts?

Have you seen a decrease in GPAs that you feel is due to online learning during the pandemic?

Impact of the Pandemic on Learning Insights from the literature

The Impact of COVID-19 on Academic Performance and Personal Experience Among First-Year Medical Students

Shaun Andersen, Genesis Leon, Deepal Patel Cynthia Lee, Edward Simanton

Conclusion: Significant differences were found in first semester student experience and academic performance during the pandemic compared to pre-COVID cohorts.
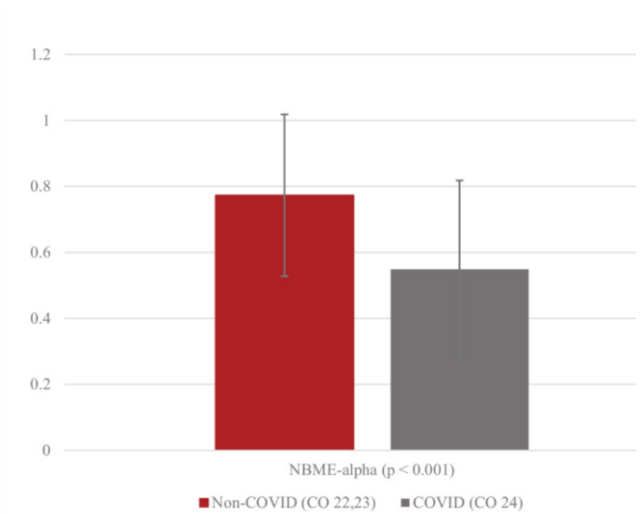
Performance on NBME Exams

Impact of the Pandemic on Learning Insights from the literature

- Impact of the pandemic on the learner was not equally distributed
- Marginalized students were disproportionately impacted
  - Low-income students saw a sharp decline in enrollment in 2020
  - Students with disabilities and other learning challenges often did not have access to adequate remote learning/remote learning accommodations

Collom & Cooper (2022)

**Impact of the Pandemic on Learning
What has this meant for you?**

How have you adapted your teaching to meet the
current needs of your students?

Impact of the Pandemic on Expectations for Virtual Options
What are you seeing?

Do you feel students have different expectations about Zoom/lecture capture being an option in lieu of in-person class attendance post pandemic?

Do you think veterinary educators should adapt to these preferences?

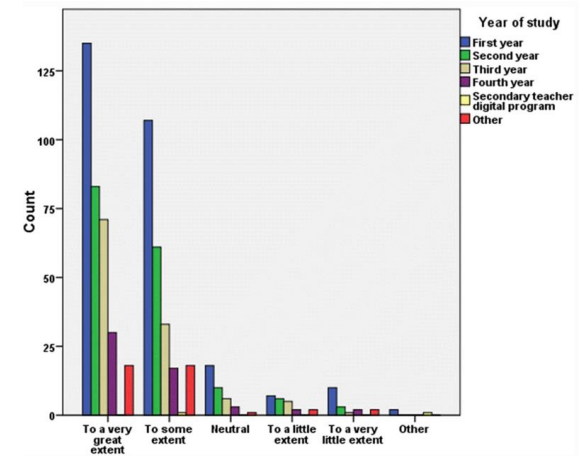# Impact of the Pandemic on Expectations for Virtual Options
Insights from the literature

Sentiment Analysis of Student Engagement with Lecture Recording

Larian M. Nkomo & Ben K. Daniel

Key findings:
- Students who accessed lecture recordings reported an enhanced learning experience

To what extent has access to lecture recording improved your learning?

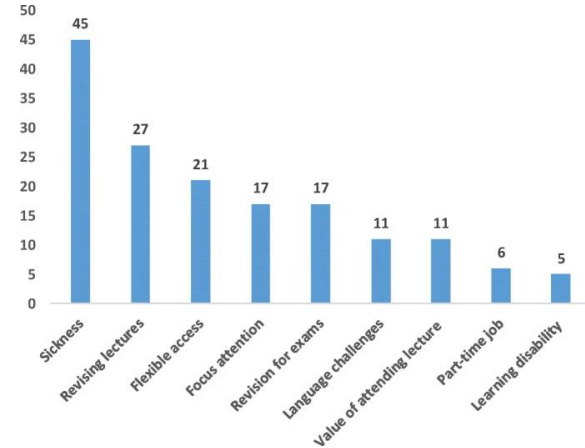# Impact of the Pandemic on Expectations for Virtual Options
Insights from the literature

Sentiment Analysis of Student Engagement with Lecture Recording
Larian M. Nkomo & Ben K. Daniel

Key findings:
- Students indicated availability of recordings created an inclusive learning environment for individuals with learning disabilities and fostered flexible learning for those unable to attend lectures either due to sickness or work commitments.

Reasons why students used recordings

Impact of the Pandemic on Expectations for Virtual Options
Insights from the literature

Sentiment Analysis of Student Engagement with Lecture Recording

Larian M. Nkomo & Ben K. Daniel

Key findings:

- Data suggested students utilized recordings as supplementary learning resources rather than a substitute for regular lecture attendance.

Response	Frequency (%)
To a little extent	20.70
To a very little extent	36.68
Neutral	17.66
To some extent	16.44
To a very great extent	6.54
Other	1.98

To what extent does having recorded lectures available online make you less likely to attend lectures?

Impact of the Pandemic on Expectations for Virtual Options
Insights from the literature

Class attendance plummets post-Covid

Tom Williams

Key Findings
- 76% of respondents reported seeing lower numbers of students turning up to lectures despite Covid-19 restrictions easing, while only 4% say attendance is now higher
- Among students who do turn up, 54% of respondents say engagement is worse than before the pandemic, with only 9% noting an improvement.

Impact of the Pandemic on Expectations for Virtual Options
Insights from the literature

Additional Noted Challenges of Online Learning
- Financial burden of purchasing additional supplies
- "Digital divide" - lack of consistent Wi-Fi access, especially in rural areas
- Differing ability of instructor to deliver engaging, meaningful experiences online line learning
- Online courses have higher dropout rates
- Not all students have a home environment conducive to learning online
- Not all students will seek help when needed

Collom & Cooper (2022); Blankenberger & Williams (2020); Green et al (2020)

Impact of the Pandemic on Expectations for Virtual Options
Insights from the literature

The Case for Online Learning
- Student demand was growing well before the pandemic; between fall 2012 and fall 2017 the percent of students taking at least one course online rose from 26.4% to 33%
- Students who successfully complete an online course are more likely to be successful in subsequent online courses. COVID-19 increased the number of students who have had experience with online instruction, thus producing both a larger market and improved likelihood of success
- Increased access to virtual study abroad opportunities, creating more equitable opportunities and increase multicultural engagement

Blankenberger & Williams (2020); Leask (2020)

Impact of the Pandemic on Expectations for Virtual Options
What has this meant for you?

Have you adapted your teaching to meet student preferences? Why or why not?

Role of Self-Directed Learning on Student Success During the Pandemic
What are you seeing?

Do you feel self-directed learners fared better or worse during online learning?

Role of Self-Directed Learning on Student Success During the Pandemic
Insights from the literature

Procrastination predicts online self-regulated learning and online learning ineffectiveness during the coronavirus lockdown

Jon-ChaoHong, Yi-FangLee, Jian-HongYe

Results indicated that participants with high levels of academic procrastination had low levels of self-regulated online learning, leading to high perceived ineffectiveness of online learning.

Role of Self-Directed Learning on Student Success During the Pandemic
Insights from the literature

Students' time management and procrastination in the wake of the pandemic

Knut Inge Fostervold, Sten Ludvigsen & Helge I. Strømsø

Key Findings
- Motivation positively predicted time management and effort regulation
- Procrastination negatively predicted time management and effort regulation.
- Students' perceived stress increased both procrastination and independent study time
- Remote teaching only weakly reduced procrastination
- Attendance to remote classes had only a minor impact on self-regulation.

Role of Self-Directed Learning on Student Success During the Pandemic
What has this meant for you?

What can we do as veterinary educators to instill self-directed learning?

Mental Illness Post Pandemic
What are you seeing?

Do you think we encounter more depression or other mental health issues that extend beyond the main COVID isolation we all experienced in 2020?

Mental Illness Post Pandemic
Insights from the literature

How Has the Pandemic Affected Students' Social-Emotional Well-Being?
A Review of the Evidence to Date

Hamilton, Laura; Gross, Betheny

Key Findings
- Likely 30 to 40% of young people have experienced negative impacts on their mental and social-emotional health
- Students learning remotely for long periods of time and historically marginalized students were more likely to experience negative effects
- Rates of anxiety and attempted suicides, appear to have increased among all students, especially among girls.
- Schools and districts, especially in rural areas without a strong social-service infrastructure, lacked systems to track or strategies to address and improve student well-being.
- The pandemic revealed how inadequately students' mental health and social-emotional development are met in normal times.
- The review uncovered an urgent need for more effective social-emotional learning opportunities and innovative approaches to expand student supports.
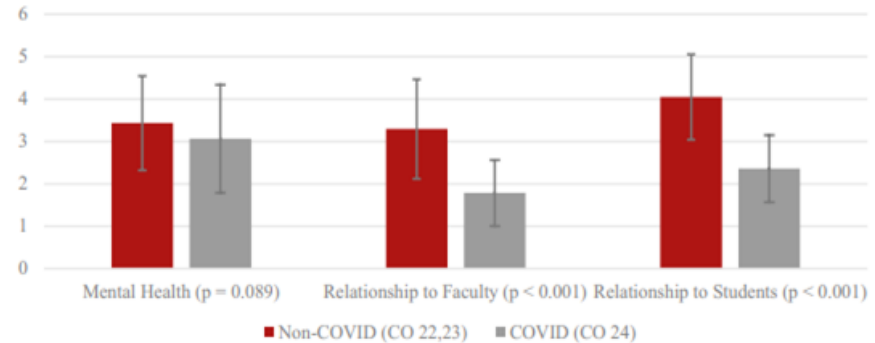
Mental Illness Post Pandemic Insights from the literature

The Impact of COVID-19 on Academic Performance and Personal Experience Among First-Year Medical Students

Shaun Andersen, Genesis Leon, Deepal Patel Cynthia Lee, Edward Simanton

Key findings:
- Average mental health ratings were not statistically different
- Relationship ratings were significantly lower among first semester students during COVID

Bar chart showing ratings for Mental Health (p = 0.089), Relationship to Faculty (p < 0.001), and Relationship to Students (p < 0.001), comparing Non-COVID (CO 22,23) and COVID (CO 24).

Mental Illness Post Pandemic
What has this meant for you?

What is our role as educators?

Mental Illness Post Pandemic
Insights from the literature

Facilitating a supportive learning experience: The lecturer's role in addressing mental health issues of university students during COVID-19

Heim, C (Heim, Caroline); Heim, C (Heim, Christian)

Recommendations:

1. In delivery of an undergraduate mental health program, the lecturer's expertise, familiarity with students and familiarity with the student's academic and learning environment, needs to be coupled with the expertise of a mental health professional.
2. It is recommended that the undergraduate mental health program includes some of the following: the giving of talks, question and answer sessions, one-on-one informal reviews with the mental health professional, anonymous invitations to share concerns through Padlets, post-it note surveys, anonymous questionnaires, the creation of podcasts or videos, information sheets, online Blackboard posts, panel discussions or more.
3. Padlet walls, post-it note surveys and questionnaires are ideal vehicles for anonymous and voluntarily self-reporting to alleviate shame and stigma issues.
4. Current Mental Health training for lecturers in universities predominantly do not reflect the realities of the classroom and are often ineffective.Integrating key learnings into lectures from the topics discussed by a mental health expert in the mental health program is a strategic way to not only re-inforce the messages but establish a caring and trusting student-teacher relationship

Do the best you can

until you know better.

Then when you know better,

do better.

Maya Angelou

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