

Online Learning and COVID-19 Articles

Qazi, A., Naseer, K., Qazi, J., AlSalman, H., Naseem, U., Yang, S., Hardaker, G., & Gumaei, A. (2020). Conventional to online education during COVID-19 pandemic: Do developed and underdeveloped nations cope alike. *Children and Youth Services Review, 119*. <https://doi-org.libproxy.eku.edu/10.1016/j.chilyouth.2020.105582>

Keywords:

COVID-19, Lockdown, Satisfaction, Online learning, Access and use differences

Abstract:

Background: Educational institutes around the globe are facing challenges of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Online learning is being carried out to avoid face to face contact in emergency scenarios such as coronavirus infectious disease 2019 (COVID-19) pandemic. Students need to adapt to new roles of learning through information technology to succeed in academics amid COVID-19. **Objective:** However, access and use of online learning resources and its link with satisfaction of students amid COVID-19 are critical to explore. Therefore, in this paper, we aimed to assess and compare the access & use of online learning of Bruneians and Pakistanis amid enforced lockdown using a five-items satisfaction scale underlying existing literature. **Method:** For this, a cross-sectional study was done in the first half of June 2020 after the pandemic situation among 320 students' across Pakistan and Brunei with a pre-defined questionnaire. Data were analyzed with statistical software package for social sciences (SPSS) 2.0. **Results:** The finding showed that there is a relationship between students' satisfaction and access & use of online learning. Outcomes of the survey suggest that Bruneian are more satisfied (50%) with the use of online learning amid lockdown as compared to Pakistanis (35.9%). Living in the Urban area as compared to a rural area is also a major factor contributing to satisfaction with the access and use of online learning for both Bruneian and Pakistanis. Moreover, previous experience with the use of online learning is observed prevalent among Bruneians ($P = .000$), while among friends and family is using online learning ($P = .000$) were encouraging factors contributed to satisfaction with the use of online learning among Pakistanis amid COVID-19. **Correlation results** suggest that access and use factors of online learning amid COVID-19 were positively associated with satisfaction among both populations amid COVID-19 pandemic. However, Bruneian is more satisfied with internet access ($r = 0.437, P < .000$) and affordability of gadgets ($r = 0.577, P < .000$) as compare to Pakistanis ($r = 0.176, P < .050$) and ($r = 0.152, P < .050$). **Conclusion:** The study suggested that it is crucial for the government and other policymakers worldwide to address access and use of online learning resources of their populace amid pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Pandemics; *Electronic Learning; *Coronavirus; *COVID-19; Developed Countries; Developing Countries

Besser, A., Flett, G. L., & Zeigler-Hill, V. (2020). Adaptability to a sudden transition to online learning during the COVID-19 pandemic: Understanding the challenges for students. *Scholarship of Teaching and Learning in Psychology*. <https://doi-org.libproxy.eku.edu/10.1037/stl0000198>

Keywords:

COVID-19, adaptability, Israel, synchronous learning, university students

Abstract:

This cross-sectional study investigated the associations among adaptability to the pandemic, personality, and levels of learning experiences (affective, cognitive, and behavioral) among higher education students required to adapt to an abrupt transition to synchronous online learning due to the global COVID-19 pandemic. A sample of 1,217 college students from Israel completed an online questionnaire after transitioning to synchronous online learning during the COVID-19 pandemic. Comparisons of reactions to the online condition versus more typical face-to-face learning conditions confirmed that students had pervasive negative reactions to the online condition that became necessary due to the pandemic. Moreover, adaptability to the pandemic was associated broadly with more positive reactions across multiple indicators. Support was also found for an indirect associations model such that personality traits were associated with specific reactions to online learning via their associations with adaptability. Supplemental analyses highlighted the more positive reactions and learning adaptability of students who reported greater feelings of belonging and mattering. The current findings attest to the role of adaptability and the significant challenges experienced by college students who experienced changes in their learning and life conditions due to the need to rapidly adjust to the changes and uncertainty brought about by the COVID-19 pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Adaptability (Personality); *Distance Education; *School Learning; *Coronavirus; *COVID-19; College Students; Pandemics; Test Construction; Electronic Learning

Becker, S. P., Breaux, R., Cusick, C. N., Dvorsky, M. R., Marsh, N. P., Sciberras, E., & Langberg, J. M. (2020). Remote learning during COVID-19: Examining school practices, service continuation, and difficulties for adolescents with and without attention-deficit/hyperactivity disorder. *Journal of Adolescent Health, 67*(6), 769–777. <https://doi-org.libproxy.eku.edu/10.1016/j.jadohealth.2020.09.002>

Key Words:

Adolescence, Attention-deficit/hyperactivity disorder, Coronavirus, School, Parenting

Abstract:

Purpose: This study examined remote learning practices and difficulties during initial stay-at-home orders during the COVID-19 pandemic in adolescents with and without attention-deficit/hyperactivity disorder (ADHD). Methods: Participants were 238 adolescents (132 males; 118 with ADHD) aged 15.64–17.99 years and their parents. Adolescents and parents completed questionnaires in May/June 2020 when in-person

schools were closed in the U.S. Results: Twenty-two percent of families incurred financial costs to support remote learning, and only 59% of school-based services received before COVID-19 continued during COVID-19 remote learning. Adolescents with ADHD had fewer routines and more remote learning difficulties than adolescents without ADHD. Parents of adolescents with ADHD had less confidence in managing remote learning and more difficulties in supporting home learning and home-school communication. Thirty-one percent of parents of adolescents with ADHD with an Individualized Education Program (IEP) or receiving academic accommodations (504 Plan) reported remote learning to be very challenging, compared with 18% of parents of adolescents with ADHD without an IEP/504 Plan, and only 4% of parents of adolescents with neither ADHD nor an IEP/504 Plan. Fewer adolescent routines, higher negative affect, and more difficulty concentrating because of COVID-19 were each associated with greater adolescent remote learning difficulties only in adolescents with ADHD. Conclusions: This study provides initial findings of the nature and impact of remote learning during the COVID-19 pandemic. It is imperative for schools and communities to provide the necessary supports to adolescents, particularly those with mental health and/or learning difficulties, and to their parents. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Attention Deficit Disorder with Hyperactivity; *Distance Education; *Parent School Relationship; *Virtual Classrooms; *Coronavirus; Learning Environment; Pandemics; School Adjustment; School Learning; Parenting

Skar, G. B. U., Graham, S., & Huebner, A. (2021). Learning loss during the COVID-19 pandemic and the impact of emergency remote instruction on first grade students' writing: A natural experiment. *Journal of Educational Psychology*. <https://doi.org.libproxy.eku.edu/10.1037/edu0000701>

Keywords:

writing, COVID-19, handwriting, motivation, first grade

Abstract (English):

The coronavirus disease 2019 (COVID-19) pandemic and the sudden cancellation of in-class instruction for many students around the world presented an unprecedented disruption in children's education. As the COVID-19 pandemic took form, multiple concerns were raised about the potential negative impact on students' learning. The current study examined this proposition for children's writing. We compared the quality of writing, handwriting fluency, and attitude toward writing of first grade Norwegian students during the COVID-19 pandemic (421 girls, 396 boys), which included emergency remote instruction for almost 7 weeks, with first grade students in the same schools a year before the pandemic began (835 girls, 801 boys). After controlling for variance due to national test scores, school size, proportion of certified teachers, students per special education teacher, school hours per student, student gender, and native language, we found that students attending first grade during the pandemic had lower scores for writing quality, handwriting fluency, and attitude toward writing than their first grade peers tested a year earlier before the COVID-19 pandemic emerged. Implications

for policy and instruction as well as future research are presented. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

In December 2019, the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) virus was identified, and it spread across the world quickly causing the coronavirus disease 2019 (COVID-19) pandemic, presenting unprecedented challenges for the education of school-age children. This study examined the impact of the pandemic and the temporary 7 week replacement of in class learning with online instruction on the writing of first grade children in Norway. First grade students tested shortly after the end of online instruction displayed a learning loss, having lower scores on measures of writing quality, handwriting fluency, and attitude toward writing than first grade children from the same schools tested a year earlier before the start of the pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Elementary School Students; *School Learning; *Student Attitudes; *COVID-19; Handwriting; Human Sex Differences; Motivation; Pandemics; Teaching; Verbal Fluency

Saha, A., Dutta, A., & Sifat, R. I. (2021). The mental impact of digital divide due to COVID-19 pandemic induced emergency online learning at undergraduate level: Evidence from undergraduate students from Dhaka City. *Journal of Affective Disorders, 294*, 170–179. <https://doi-org.libproxy.eku.edu/10.1016/j.jad.2021.07.045>

Keywords:

COVID-19, University students, Online learning, Digital divide, Mental health

Abstract:

Background: COVID-19 outbreak has drawn out institutions to closure with several challenges for university students of undergraduate level in Dhaka city including an emergency shift from traditional learning to online learning, which associated digital divide, left several arguments in response to technological inefficiency, pedagogic inefficiency of teachers, inappropriate study environment and so on. Previous literature shows that the COVID-19 is imposing a threat to mental health all over the nation since its spread. This study intended to evaluate the emerging reasons for psychological distress among university students of undergraduate level in Dhaka, also assess the execution methods, barriers of online learning, and lastly, the attitudes of students regarding online learning throughout the pandemic. Methods: A mixed methodology was used to conduct the research. Primary data has been collected using simple purposive sampling on 180 undergraduate students, 9 interviews were taken including 6 in-depth interviews of different university undergraduates from Dhaka city and also 3 (KIIs) from specialists of pedagogy and medical anthropology, and a high official from Bangladesh Telecommunication Regulatory Commission (BTRC). Results: Based on the Kessler K-10 distress scale, the study found that the prevalence of no psychological distress (16.67%) followed by mild (40%), moderate (30.56%), and severe psychological distress (12.78%). Conclusion: The results concluded considering several reasons for mild to severe psychological distress. The findings suggest some recommendations to accumulate

the process of online learning effectively and also strategies to regulate the preferred mode of learning in future. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*College Students; *Distance Education; *Distress; *Mental Health; *COVID-19; Digital Divide; Pandemics; Urban Environments; Electronic Learning

Swords, C. M., Lecarie, E. K., Doane, L. D., & Hilt, L. M. (2021). Psychological well-being of ruminative adolescents during the transition to COVID-19 school closures: An EMA study.

Journal of Adolescence, 92, 189–193. <https://doi-org.libproxy.eku.edu/10.1016/j.adolescence.2021.09.006>

Keywords:

Rumination, Adolescents, COVID-19, EMA, Depressive symptoms

Abstract:

Introduction: Adolescents with moderate-to-severe levels of trait rumination are at heightened risk for psychopathology and may be particularly vulnerable to disruptions caused by the onset of the COVID-19 pandemic. As most past research documenting the impact of COVID-19 on adolescent well-being has been cross-sectional, it is unclear exactly how ruminative adolescents responded to the onset of the pandemic as it unfolded. Methods: We used ecological momentary assessment (EMA) to explore changes in rumination among adolescents during the initial transition to distance learning in the United States. A subsample of 22 ruminative youth ($M_{age} = 13.58$; $SD = 0.96$; 54.5% male; 86.4% White) from a larger study provided EMA data throughout January–April 2020 (M responses per participant = 105.09, $SD = 65.59$). Following school closures, we hypothesized that adolescents would report greater rumination (i.e., focusing on emotions and problems) and depressive symptom level would moderate this effect. Results: Surprisingly, rumination decreased, and this effect was moderated by depressive symptom level for emotion-focused rumination, i.e., those with average and below-average depressive symptoms experienced decreases in rumination. Conclusions: These results suggest that the first wave of stay-at-home orders and the transition to distance learning were not immediately distressing to vulnerable adolescents. However, more research is needed to determine whether the results from recent research are generalizable to other adolescents and to examine the long-term impact of the pandemic on adolescent well-being. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Major Depression; *Rumination (Cognitive Process); *Well Being; *COVID-19; Pandemics; Symptoms

Lupas, K. K., Mavrakis, A., Altszuler, A., Tower, D., Gnagy, E., MacPhee, F., Ramos, M., Merrill, B., Ward, L., Gordon, C., Schatz, N., Fabiano, G., & Pelham, W., Jr. (2021). The short-term impact of remote instruction on achievement in children with ADHD during the COVID-19 pandemic. *School Psychology, 36*(5), 313–324. <https://doi-org.libproxy.eku.edu/10.1037/spq0000474.supp> (Supplemental)

Keywords:

ADHD, COVID-19, academic achievement, remote instruction, remote learning

Abstract (English):

There is nationwide concern that the abrupt transition to remote instruction in response to the Coronavirus disease (COVID-19) pandemic will have detrimental impacts on student learning. As a uniquely vulnerable group within schools, students with disabilities like attention deficit hyperactivity disorder (ADHD) may be at enhanced risk for these negative outcomes. The present study features a unique examination of achievement scores, collected for two Cohorts (2018–2019, 2019–2020) of students with ADHD. By collecting achievement data in both the fall and spring for each Cohort, direct comparisons between changes in achievement for Cohort One (2018–2019) can be made to those in Cohort Two (2019–2020). Analyses summarized remote learning practices, within-group changes in achievement data over time for Cohort Two, and between-group differences in score changes over time for Cohorts One and Two. Teachers used a variety of remote learning approaches, including videoconferencing and independently completed assignments. Student achievement scores in both Cohorts significantly improved from fall to spring. No significant differences were found in score growth between the Cohorts, indicating that the move to remote instruction did not have a differentially negative impact on Cohort Two. Implications focus on the promise of well-delivered remote instruction, and the need to examine individual factors (such as poor internet access) that may exacerbate the risk of students with disabilities receiving remote instruction. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—There is nationwide concern that the rapid move to remote instruction during the COVID-19 pandemic will have long-lasting negative impacts on our youth. This study demonstrated that children with attention and behavioral difficulties did not show a substantial decrease in academic achievement following three to 4 months of remote instruction. These results present the short-term impact of remote instruction; future work must address whether continuing to deliver school remotely impacts students with disabilities. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Academic Achievement; *Attention Deficit Disorder with Hyperactivity; *Distance Education; *Electronic Learning; *COVID-19; Pandemics; Risk Factors; School Learning; Teachers

Zieher, A. K., Cipriano, C., Meyer, J. L., & Strambler, M. J. (2021). Educators' implementation and use of social and emotional learning early in the COVID-19 pandemic. *School Psychology, 36*(5), 388–397. <https://doi-org.libproxy.eku.edu/10.1037/spq0000461.supp> (Supplemental)

Keywords:

educator, COVID-19, social and emotional learning (SEL), structural equation models

Abstract (English):

The coronavirus disease of 2019 (COVID-19) has had multifaceted effects on students, their families, and the educators who support their learning. Early in the COVID-19 pandemic, one of the most notable changes for schools was the sudden move to distance learning—an unprecedented disruption to academic, social, and emotional instruction. Social and emotional learning (SEL) skills play an important role in human development by supporting academic success and overall well-being, including skills for effectively coping with stressors such as those imposed by the COVID-19 pandemic. Building on previous work, we created the Crisis Response Educator SEL Survey (CRESS) to examine predictors of SEL implementation during the pandemic. Structural equation models (SEMs) were used to predict: (a) educators' reported challenges implementing SEL during distance learning; (b) educator SEL implementation with students and use of social and emotional (SE) strategies for themselves; and (c) educator self-judgment and emotional exhaustion. Predictors included school/district guidance to support SEL, school/district support of educator SE needs, and the priority on SEL for the school and the educator. Our sample consisted of 219 educators committed to SEL who reported on their experience with SEL during distance learning toward the end of the 2019–2020 school year. Findings suggest that school/district support of educator SE needs predicts lower levels of challenge implementing SEL during distance learning and lower levels of educator burnout and self-judgment, whereas greater school/district guidance to support SEL was associated with more SEL implementation with students and more educator use of SE strategies for themselves. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Schools and districts are prioritizing social and emotional learning (SEL) in response to the COVID-19 pandemic. Our findings suggest that prioritizing SEL, without guidance and support for educators' social and emotional needs, is insufficient in overcoming challenges implementing SEL during this crisis. In this study, educators whose schools or districts provided social and emotional support and SEL guidance to their staff reported fewer challenges implementing SEL during distance learning, less self-judgment and emotional exhaustion, and used SEL with their students more. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Structural Equation Modeling; *Teachers; *Social Emotional Learning; *COVID-19; *Pandemics; *School Learning; *Academic Stress

Soncini, A., Politi, E., & Matteucci, M. C. (2021). Teachers navigating distance learning during COVID-19 without feeling emotionally exhausted: The protective role of self-efficacy. *School Psychology, 36*(6), 494–503. <https://doi-org.libproxy.eku.edu/10.1037/spq0000469.supp> (Supplemental)

Keywords:

COVID-19, threats appraisal, teachers' self-efficacy, distance learning, emotional exhaustion

Abstract (English):

In the context of the Coronavirus disease (COVID-19) outbreak, teachers faced unprecedented challenges and threats while implementing distance learning. Consequently, teachers may have experienced emotional exhaustion. The aim of our study was threefold: To explore teachers' threat appraisals, to investigate the relation between teachers' threat appraisals and their emotional exhaustion, and to examine processes protecting teachers from emotional exhaustion. Self-efficacy belief, especially, may have driven teachers' perceptions of distance learning as an opportunity (i.e., distance learning strengths), rather than an impediment (i.e., distance learning weakness) to teaching. During the first wave of COVID-19, Italian teachers (N = 1,036) filled in an online survey. A mixed-method design was used to address our three research aims. Findings indicated that, above and beyond other COVID-19 threats, one third of teachers reported worries, fears, and concerns related to their job (i.e., job-related threats). Furthermore, those who mentioned job-related threats experienced greater emotional exhaustion. Finally, teachers' self-efficacy was related to lower emotional exhaustion both directly and indirectly via teachers' perceptions of distance learning. Indeed, distance learning weaknesses (but not distance learning strengths) mediated the negative relationship between self-efficacy and emotional exhaustion. Altogether, our findings encourage reflection on possible interventions to reduce teachers' job-related threats and help them navigate distance learning effectively. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Due to the widespread implementation of distance learning, teachers have widely borne the brunt of COVID-19 outbreak. This paper explores teacher-specific threats experienced during school closure, also explaining how self-efficacy can effectively help teachers to navigate distance learning without feeling emotionally exhausted. Targeted training, resources, and assistance should be set up to support teachers psychologically and practically, transforming distance learning into an opportunity and thereby reducing emotional exhaustion. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Self-Efficacy; *Teachers; *Threat; *COVID-19; Cognitive Appraisal; Teacher Attitudes; Emotional Exhaustion

Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115. <https://doi-org.libproxy.eku.edu/10.1002/hbe2.191>

Keywords:

COVID-19, instructional strategies, online education, universities

Abstract:

Starting from the spring of 2020, the outbreak of the COVID- 19 caused Chinese universities to close the campuses and forced them to initiate online teaching. This paper focuses on a case of Peking University's online education. Six specific instructional strategies are presented to summarize current online teaching experiences for university instructors who might conduct online education in similar circumstances. The study concludes with five high- impact principles for online education: (a) high relevance between online instructional design and student learning, (b) effective delivery on online instructional information, (c) adequate support provided by faculty and teaching assistants to students; (d) high- quality participation to improve the breadth and depth of student's learning, and (e) contingency plan to deal with unexpected incidents of online education platforms. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Higher Education; *Teaching Methods; *Coronavirus; *COVID-19; Curriculum

Bluteau, P. (2020). The good enough facilitator: Exploring online interprofessional therapeutic facilitation in times of COVID-19. *Journal of Interprofessional Care*, 34(5), 647–654. <https://doi-org.libproxy.eku.edu/10.1080/13561820.2020.1807919>

Keywords:

facilitation, online learning, interprofessional education, therapeutic

Abstract:

In the time of COVID-19, universities have been forced to engage with online learning more than ever before. The facilitator is a key player in the orchestration of online learning and as such, this paper seeks to present a radical reworking of the Garrison and Archer Community of Inquiry model that emphasizes the importance of a therapeutic presence in online interprofessional facilitation. Drawn from a strand of inductive empirical qualitative research based on 15 years' experience of online interprofessional education, this paper employs a therapeutic lens to propose the good enough facilitator as a theoretical construct that emphasizes the importance of the facilitator understanding when to intervene and when to retreat within the online space. Online interprofessional asynchronous discussion groups are explored to illustrate the value of the good enough facilitator in online learning. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Therapeutic Processes; *Electronic Learning; *COVID-19; Coronavirus

Jones, T. A., Vidal, G., & Taylor, C. (2020). Interprofessional education during the COVID-19 pandemic: Finding the good in a bad situation. *Journal of Interprofessional Care, 34*(5), 633–646. <https://doi-org.libproxy.eku.edu/10.1080/13561820.2020.1801614>

Keywords:

interprofessional education, asynchronous, online, COVID-19, collaborative practice

Abstract:

COVID-19 restrictions necessitated whole scale conversion of curricula to online learning environments globally. We used a mixed-methods study design to evaluate the conversion of a large foundational interprofessional course, at our university, to an asynchronous online learning environment. A survey was used to gauge if students learned interprofessionally and about interprofessional collaborative practice (IPCP). A COVID-19 discussion board was used to assess learner knowledge of their own and other health professions and value for IPCP. Survey results indicated students perceived the online session as effective as it would have been in person. The COVID-19 discussion board presented evidence that students met all Interprofessional Education Collaborative core competencies for IPCP, shared knowledge of their and other health professions, and expressed the value and essentiality of IPCP. Findings support social context as a main requisite for interprofessional education, and within the context of the COVID-19 pandemic, students were able to heighten their connection to the global interprofessional community. Circumstances surrounding COVID-19 highlight the need for increasing IPCP education. One unforeseen positive that has emerged in spite of this global catastrophe is enhanced student awareness of IPCP and interprofessional comradery as evidenced through student discussions in this course. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Professional Development; *Health Personnel; *COVID-19; Collaboration; Learning Environment; Pandemics; Test Construction; Coronavirus

Yang, C., Manchanda, S., & Greenstein, J. (2021). Educators' online teaching self-efficacy and compassion fatigue during the COVID-19 pandemic: The dual roles of "connect." *School Psychology, 36*(6), 504–515. <https://doi-org.libproxy.eku.edu/10.1037/spq0000475>

Keywords:

COVID-19, online teaching self-efficacy, compassion fatigue, school connectedness

Abstract (English):

Guided by the job demands–resources model and social-cognitive theory, we examined how educator perceived school connectedness and their attempts to connect with school members (i.e., administrators, staff, students, and families) concurrently and interactively influenced educators' compassion fatigue and online teaching self-efficacy during distance learning in the Coronavirus disease (COVID-19) pandemic. Participants were 321 educators in a large, urban school district in northern California. Results of linear

regression modeling suggested that educators with longer years of working in education and White educators reported higher levels of compassion fatigue than their counterparts. White educators also reported a lower level of online teaching self-efficacy than their counterparts. With the control of educators' gender, race/ethnicity, and years of teaching in education, educators' self-reported school connectedness is negatively associated with compassion fatigue. Educators' attempts to connect with students not only positively associated with compassion fatigue but also intensified the negative association between school connectedness and compassion fatigue. Moreover, educators' school connectedness and attempts to connect with administrators and staff both positively associated with online teaching self-efficacy. Also, educators' attempts to connect with families mitigated the positive association between school connectedness and online teaching self-efficacy. The findings highlight the importance of promoting educators' school connectedness in improving educators' occupational wellbeing. It also highlights that educators' school connectedness and their attempts to connect with certain group of school members mutually and interactively influence educators' compassion fatigue and online teaching self-efficacy. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—The findings highlight the importance of promoting educators' school connectedness in improving educators' occupational wellbeing. It also highlights that educators' school connectedness and their attempts to connect with certain group of school members mutually and interactively influence educators' compassion fatigue and online teaching self-efficacy. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Self-Efficacy; *Teachers; *Compassion Fatigue; *COVID-19; Family Members; Pandemics; School Administrators; Students; Urban Environments; Social Connectedness

Francom, G. M., Lee, S. J., & Pinkney, H. (2021). Technologies, Challenges and Needs of K-12 Teachers in the Transition to Distance Learning during the COVID-19 Pandemic.

TechTrends: Linking Research & Practice to Improve Learning, 65(4), 589–601.

<https://doi-org.libproxy.eku.edu/10.1007/s11528-021-00625-5>

Author Supplied Keywords:

Distance learning

Emergency

K-12

Online learning

Pandemic

Abstract:

In response to the COVID-19 pandemic, K-12 schools in the United States closed and teachers transitioned to distance learning. The purpose of this survey research study is to determine technology resources and strategies K-12 teachers have used in this transition.

Additionally, this study examines the difficulties teachers experienced, along with support they wish they had during the transition. Findings indicate that a wide variety of websites and applications were used to provide academic continuity, the majority of which were familiar to teachers. In the transition process, teachers were faced with various challenges, including difficulty engaging students and parents, a lack of school/district guidelines, and student Internet and computer access issues. Recommendations to prepare for future emergencies include making clear plans for emergencies and incorporating online components and training within current face-to-face classes and professional development. [ABSTRACT FROM AUTHOR]

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Graham, S. R., Tolar, A., & Hokayem, H. (2020). Teaching Preservice Teachers about COVID-19 through Distance Learning. *Electronic Journal of Science Education*, 29–37.

Subjects:

Student teachers
COVID-19 pandemic
Distance education
High school teachers
COVID-19
United States

Abstract:

Due to the COVID-19 pandemic, almost all universities in the United States switched to online learning in March 2020. We, as educators, faced the reality of switching to online teaching using Zoom. Our approach was to use COVID-19 as the course content to help motivate preservice teachers (PSTs) and alleviate some of the challenges of online teaching, an approach that was also used recently by Sadler et al. (2020) with high school teachers. The present paper describes the challenges we encountered during the six-week period of online teaching and the strategies we used to overcome these challenges. We briefly describe the course, the revisions we made to the course using the COVID-19 pandemic as content, the challenges we faced with online or virtual teaching, and the opportunities we provided the PSTs. Finally, we reflect on what we have learned from this experience. [ABSTRACT FROM AUTHOR]

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Kim, J. (2020). Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum. *International Journal of Early Childhood*, 52(2), 145–158. <https://doi-org.libproxy.eku.edu/10.1007/s13158-020-00272-6>

Online learning
Preservice teacher education

Abstract (English):

Online learning is an educational process which takes place over the Internet as a form of distance education. Distance education became ubiquitous as a result of the COVID-19 pandemic during 2020. Because of these circumstances, online teaching and learning had an indispensable role in early childhood education programs, even though debates continue on whether or not it is beneficial for young children to be exposed extensively to Information and Communication Technology (ICT). This descriptive study demonstrates how a preservice teacher education course in early childhood education was redesigned to provide student teachers with opportunities to learn and teach online. It reports experiences and reflections from a practicum course offered in the Spring Semester of 2020, in the USA. It describes three phases of the online student teachers' experiences—Preparation, Implementation, and Reflection. Tasks accomplished in each phase are reported. Online teaching experiences provided these preservice teachers with opportunities to interact with children, as well as to encourage reflection on how best to promote young children's development and learning with online communication tools. [ABSTRACT FROM AUTHOR]

Ibacache, K., Rybin Koob, A., & Vance, E. (2021). Emergency Remote Library Instruction and Tech Tools: A Matter of Equity During a Pandemic. *Information Technology & Libraries*, 40(2), 1–30. <https://doi-org.libproxy.eku.edu/10.6017/ital.v40i2.12751>

Subjects:

Psychology of librarians
College students
Online education
Academic libraries
Professional employee training
Library public services
Qualitative research
Learning
Access to information
Communication
Needs assessment
Information technology
COVID-19 pandemic
Computer literacy
Online information services
Grounded theory
Quantitative research
Security systems
Responsibility

Medical coding
United States
Colorado

Abstract:

During spring 2020, emergency remote teaching became the norm for hundreds of higher education institutions in the United States due to the COVID-19 pandemic. Librarians were suddenly tasked with moving in-person services and resources online. For librarians with instruction responsibilities, this online mandate meant deciding between synchronous and asynchronous sessions, learning new technologies and tools for active learning, and vetting these same tools for security issues and ADA compliance. In an effort to understand our shared and unique experiences with emergency remote teaching, the authors surveyed 202 academic instruction librarians in order to answer the following questions: (1) What technology tools are academic librarians using to deliver content and engage student participation in emergency remote library sessions during COVID-19? (2) What do instruction librarians perceive as the strengths and weaknesses of these tools? (3) What digital literacy gaps are instruction librarians identifying right now that may prevent access to equitable information literacy instruction online? This study will deliver and discuss findings from the survey as well as make recommendations toward best practices for utilizing technology tools and assessing them for equity and student engagement. [ABSTRACT FROM AUTHOR]

Katz, V. S., Jordan, A. B., & Ognyanova, K. (2021). Digital inequality, faculty communication, and remote learning experiences during the COVID-19 pandemic: A survey of US undergraduates. *PLoS ONE*, *16*(2). <https://doi-org.libproxy.eku.edu/10.1371/journal.pone.0246641>

Keywords:

digital inequality, faculty communication, remote learning, COVID-19, pandemic, undergraduates, prior experience, US

Abstract:

Aims: The COVID-19 pandemic forced closure of most U.S. university campuses in March 2020, obliging millions of students to finish their semesters via remote learning. This study examines whether and how students' prior and current experiences of digital inequality—defined as constrained access to the internet and internet-connecting devices—were associated with their remote learning experiences. **Method:** An anonymous, online survey of 2,913 undergraduate college students from 30 U.S. universities completing their spring term remotely was conducted between April and May 2020. Hypothesis testing utilized a structural equation model with cluster-bootstrapped standard errors and p-values, to account for students being clustered by university. **Results:** Findings revealed that students' challenges with internet connectivity and digital devices during remote learning were associated with lower remote learning proficiency (RLP). Difficulty communicating with professors and teaching assistants was also associated with lower RLP. Prior experience with online coursework was associated with higher RLP, and digital inequality challenges during the year prior to the pandemic with lower RLP. Moreover, students who reported greater financial hardship since the start of the pandemic experienced significantly more connectivity, device, and faculty

communication challenges during remote learning, and had significantly lower RLP. Conclusions: Many students will continue to learn remotely in some form until the pandemic recedes. We identify key factors associated with students' remote learning proficiency: (1) consistent, high-speed internet connectivity and functioning devices to connect to it, and (2) the ability to relate to and communicate easily with professors and teaching assistants. This study identifies potential barriers to effective remote learning, as well as possible opportunities to improve students' experiences. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Rosenblum, J. (2020). Best practices in project-based learning: Online instructional technology courses and emergency remote teaching. *International Journal of Digital Literacy and Digital Competence*, 11(1), 1–30. <https://doi-org.libproxy.eku.edu/10.4018/IJDLDC.2020010101>

Keywords:

connected learning, project-based learning, online technology courses, COVID-19, design thinking, Fink, instructional design, online learning, synchronous, Taxonomy of Significant Learning, emergency remote learning, best practices, UC Irvine, Stanford, United States

Abstract:

A retrospective case study design was used to analyze online instructional technology courses at two US universities. A project-based learning design model was used for both complete online delivery and emergency remote teaching formats. Although deep areas of scholarship exist for online learning, project-based learning, and digital media literacies, research in the area of project-based learning designs to support technical learning in online courses is nascent. A review of these areas of literature is presented, and results from this case analysis are presented as recommendations to faculty who wish to design project-based learning for online technical courses, or for those who are planning emergency remote teaching conversions for similar technical courses. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Teaching; *Technology; *Best Practices; *Electronic Learning; *COVID-19; Colleges; Learning; Taxonomies; Thinking

Parker, J. S., Haskins, N., Lee, A., Hailemeskel, R., & Adepoju, O. A. (2021). Black adolescents' perceptions of COVID-19: Challenges, coping, and connection to family, religious, and school support. *School Psychology*, 36(5), 303–312. <https://doi-org.libproxy.eku.edu/10.1037/spq0000462>

Keywords:

coronavirus, coping, religion/spirituality, Black youth, school mental health

Abstract (English):

The coronavirus disease 2019 (COVID-19) pandemic swept the nation by surprise, leaving a deep-seated impact on individuals' social, mental, and physical health. Despite there being disparities between Black and White/non-Hispanic individuals, minimal

research has been conducted to explore the effects of the virus on marginalized groups. This study aimed to investigate Black adolescents' perceptions of their experiences with COVID-19, including the challenges they encountered, the coping strategies they employed, and their use of religious/spiritual and school-based support. Twelve Black youth between the ages of 12 and 18 years were interviewed during the early stages of the pandemic (June and July of 2020). Participants struggled with adjusting to the changes in their daily routines, navigating virtual learning, and emerging mental health difficulties (e.g., anxiety). To cope with these challenges, participants relied on emotion and problem-focused coping strategies, including strategies that were religious/spiritual in nature. Participants also relied on social support from family, school personnel, and their religious community, though they lamented about the varied support received from the latter two. Findings from this research support calls for mental health providers to employ culturally affirming mental health services and engage in interagency collaboration to support Black youth. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Twelve Black adolescent participants described the challenges they experienced when adjusting to the changes in their routine, limited social interactions, online learning, and mental health difficulties (including worry associated with 'race issues' in the U.S.) due to the coronavirus disease 2019 (COVID-19). In turn, participants relied on general and culture-specific coping strategies (e.g., religious/spiritual coping) and social support from family, school personnel, and their religious community. This study highlights the importance of attending to Black adolescents' lived experiences to inform practitioners' delivery of culturally responsive school mental health interventions in response to COVID-19. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Blacks; *Coping Behavior; *Family; *Adolescent Characteristics; *COVID-19; Mental Health; Mental Health Services; Pandemics; Religion; Social Support; Spirituality; Coronavirus

U. S.

Parker, J. S., Haskins, N., Lee, A., Hailemeskel, R., & Adepoju, O. A. (2021). Black adolescents' perceptions of COVID-19: Challenges, coping, and connection to family, religious, and school support. *School Psychology, 36*(5), 303–312. <https://doi-org.libproxy.eku.edu/10.1037/spq0000462>

Keywords:

coronavirus, coping, religion/spirituality, Black youth, school mental health

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The coronavirus disease 2019 (COVID-19) pandemic swept the nation by surprise, leaving a deep-seated impact on individuals' social, mental, and physical health. Despite there being disparities between Black and White/non-Hispanic individuals, minimal

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Impact and Implications—Twelve Black adolescent participants described the challenges they experienced when adjusting to the changes in their routine, limited social interactions, online learning, and mental health difficulties (including worry associated with 'race issues' in the U.S.) due to the coronavirus disease 2019 (COVID-19). In turn, participants relied on general and culture-specific coping strategies (e.g., religious/spiritual coping) and social support from family, school personnel, and their religious community. This study highlights the importance of attending to Black adolescents' lived experiences to inform practitioners' delivery of culturally responsive school mental health interventions in response to COVID-19. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Blacks; *Coping Behavior; *Family; *Adolescent Characteristics; *COVID-19; Mental Health; Mental Health Services; Pandemics; Religion; Social Support; Spirituality; Coronavirus
Katz, V. S., Jordan, A. B., & Ognyanova, K. (2021). Digital inequality, faculty communication, and remote learning experiences during the COVID-19 pandemic: A survey of US undergraduates. *PLoS ONE*, *16*(2). <https://doi-org.libproxy.eku.edu/10.1371/journal.pone.0246641>

Keywords:

digital inequality, faculty communication, remote learning, COVID-19, pandemic, undergraduates, prior experience, US

Abstract:

Aims: The COVID-19 pandemic forced closure of most U.S. university campuses in March 2020, obliging millions of students to finish their semesters via remote learning. This study examines whether and how students' prior and current experiences of digital inequality—defined as constrained access to the internet and internet-connecting devices—were associated with their remote learning experiences. **Method:** An anonymous, online survey of 2,913 undergraduate college students from 30 U.S. universities completing their spring term remotely was conducted between April and May

2020. Hypothesis testing utilized a structural equation model with cluster-bootstrapped standard errors and p-values, to account for students being clustered by university. Results: Findings revealed that students' challenges with internet connectivity and digital devices during remote learning were associated with lower remote learning proficiency (RLP). Difficulty communicating with professors and teaching assistants was also associated with lower RLP. Prior experience with online coursework was associated with higher RLP, and digital inequality challenges during the year prior to the pandemic with lower RLP. Moreover, students who reported greater financial hardship since the start of the pandemic experienced significantly more connectivity, device, and faculty communication challenges during remote learning, and had significantly lower RLP. Conclusions: Many students will continue to learn remotely in some form until the pandemic recedes. We identify key factors associated with students' remote learning proficiency: (1) consistent, high-speed internet connectivity and functioning devices to connect to it, and (2) the ability to relate to and communicate easily with professors and teaching assistants. This study identifies potential barriers to effective remote learning, as well as possible opportunities to improve students' experiences. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Ibacache, K., Rybin Koob, A., & Vance, E. (2021). Emergency Remote Library Instruction and Tech Tools: A Matter of Equity During a Pandemic. *Information Technology & Libraries, 40*(2), 1–30. <https://doi-org.libproxy.eku.edu/10.6017/ital.v40i2.12751>

Subjects:

Psychology of librarians
College students
Online education
Academic libraries
Professional employee training
Library public services
Qualitative research
Learning
Access to information
Communication
Needs assessment
Information technology
COVID-19 pandemic
Computer literacy
Online information services
Grounded theory
Quantitative research
Security systems
Responsibility
Medical coding
United States
Colorado

Abstract:

During spring 2020, emergency remote teaching became the norm for hundreds of higher education institutions in the United States due to the COVID-19 pandemic. Librarians were suddenly tasked with moving in-person services and resources online. For librarians with instruction responsibilities, this online mandate meant deciding between synchronous and asynchronous sessions, learning new technologies and tools for active learning, and vetting these same tools for security issues and ADA compliance. In an effort to understand our shared and unique experiences with emergency remote teaching, the authors surveyed 202 academic instruction librarians in order to answer the following questions: (1) What technology tools are academic librarians using to deliver content and engage student participation in emergency remote library sessions during COVID-19? (2) What do instruction librarians perceive as the strengths and weaknesses of these tools? (3) What digital literacy gaps are instruction librarians identifying right now that may prevent access to equitable information literacy instruction online? This study will deliver and discuss findings from the survey as well as make recommendations toward best practices for utilizing technology tools and assessing them for equity and student engagement. [ABSTRACT FROM AUTHOR]

Kim, J. (2020). Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum. *International Journal of Early Childhood*, 52(2), 145–158. <https://doi-org.libproxy.eku.edu/10.1007/s13158-020-00272-6>

Online learning
Preservice teacher education

Abstract (English):

Online learning is an educational process which takes place over the Internet as a form of distance education. Distance education became ubiquitous as a result of the COVID-19 pandemic during 2020. Because of these circumstances, online teaching and learning had an indispensable role in early childhood education programs, even though debates continue on whether or not it is beneficial for young children to be exposed extensively to Information and Communication Technology (ICT). This descriptive study demonstrates how a preservice teacher education course in early childhood education was redesigned to provide student teachers with opportunities to learn and teach online. It reports experiences and reflections from a practicum course offered in the Spring Semester of 2020, in the USA. It describes three phases of the online student teachers' experiences—Preparation, Implementation, and Reflection. Tasks accomplished in each phase are reported. Online teaching experiences provided these preservice teachers with opportunities to interact with children, as well as to encourage reflection on how best to promote young children's development and learning with online communication tools. [ABSTRACT FROM AUTHOR]

Graham, S. R., Tolar, A., & Hokayem, H. (2020). Teaching Preservice Teachers about COVID-19 through Distance Learning. *Electronic Journal of Science Education*, 29–37.

Subjects:

Student teachers
COVID-19 pandemic

Distance education
High school teachers
COVID-19
United States

Abstract:

Due to the COVID-19 pandemic, almost all universities in the United States switched to online learning in March 2020. We, as educators, faced the reality of switching to online teaching using Zoom. Our approach was to use COVID-19 as the course content to help motivate preservice teachers (PSTs) and alleviate some of the challenges of online teaching, an approach that was also used recently by Sadler et al. (2020) with high school teachers. The present paper describes the challenges we encountered during the six-week period of online teaching and the strategies we used to overcome these challenges. We briefly describe the course, the revisions we made to the course using the COVID-19 pandemic as content, the challenges we faced with online or virtual teaching, and the opportunities we provided the PSTs. Finally, we reflect on what we have learned from this experience. [ABSTRACT FROM AUTHOR]

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Francom, G. M., Lee, S. J., & Pinkney, H. (2021). Technologies, Challenges and Needs of K-12 Teachers in the Transition to Distance Learning during the COVID-19 Pandemic.

TechTrends: Linking Research & Practice to Improve Learning, 65(4), 589–601.

<https://doi-org.libproxy.eku.edu/10.1007/s11528-021-00625-5>

Author Supplied Keywords:

Distance learning
Emergency
K-12
Online learning
Pandemic

Abstract:

In response to the COVID-19 pandemic, K-12 schools in the United States closed and teachers transitioned to distance learning. The purpose of this survey research study is to determine technology resources and strategies K-12 teachers have used in this transition. Additionally, this study examines the difficulties teachers experienced, along with support they wish they had during the transition. Findings indicate that a wide variety of websites and applications were used to provide academic continuity, the majority of which were familiar to teachers. In the transition process, teachers were faced with various challenges, including difficulty engaging students and parents, a lack of school/district guidelines, and student Internet and computer access issues.

Recommendations to prepare for future emergencies include making clear plans for emergencies and incorporating online components and training within current face-to-face classes and professional development. [ABSTRACT FROM AUTHOR]

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Yang, C., Manchanda, S., & Greenstein, J. (2021). Educators' online teaching self-efficacy and compassion fatigue during the COVID-19 pandemic: The dual roles of "connect." *School Psychology, 36*(6), 504–515. <https://doi-org.libproxy.eku.edu/10.1037/spq0000475>

Keywords:

COVID-19, online teaching self-efficacy, compassion fatigue, school connectedness

Abstract (English):

Guided by the job demands–resources model and social-cognitive theory, we examined how educator perceived school connectedness and their attempts to connect with school members (i.e., administrators, staff, students, and families) concurrently and interactively influenced educators' compassion fatigue and online teaching self-efficacy during distance learning in the Coronavirus disease (COVID-19) pandemic. Participants were 321 educators in a large, urban school district in northern California. Results of linear regression modeling suggested that educators with longer years of working in education and White educators reported higher levels of compassion fatigue than their counterparts. White educators also reported a lower level of online teaching self-efficacy than their counterparts. With the control of educators' gender, race/ethnicity, and years of teaching in education, educators' self-reported school connectedness is negatively associated with compassion fatigue. Educators' attempts to connect with students not only positively associated with compassion fatigue but also intensified the negative association between school connectedness and compassion fatigue. Moreover, educators' school connectedness and attempts to connect with administrators and staff both positively associated with online teaching self-efficacy. Also, educators' attempts to connect with families mitigated the positive association between school connectedness and online teaching self-efficacy. The findings highlight the importance of promoting educators' school connectedness in improving educators' occupational wellbeing. It also highlights that educators' school connectedness and their attempts to connect with certain group of school members mutually and interactively influence educators' compassion fatigue and online teaching self-efficacy. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—The findings highlight the importance of promoting educators' school connectedness in improving educators' occupational wellbeing. It also

highlights that educators' school connectedness and their attempts to connect with certain group of school members mutually and interactively influence educators' compassion fatigue and online teaching self-efficacy. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Self-Efficacy; *Teachers; *Compassion Fatigue; *COVID-19; Family Members; Pandemics; School Administrators; Students; Urban Environments; Social Connectedness

Jones, T. A., Vidal, G., & Taylor, C. (2020). Interprofessional education during the COVID-19 pandemic: Finding the good in a bad situation. *Journal of Interprofessional Care*, 34(5), 633–646. <https://doi-org.libproxy.eku.edu/10.1080/13561820.2020.1801614>

Keywords:

interprofessional education, asynchronous, online, COVID-19, collaborative practice

Abstract:

COVID-19 restrictions necessitated whole scale conversion of curricula to online learning environments globally. We used a mixed-methods study design to evaluate the conversion of a large foundational interprofessional course, at our university, to an asynchronous online learning environment. A survey was used to gauge if students learned interprofessionally and about interprofessional collaborative practice (IPCP). A COVID-19 discussion board was used to assess learner knowledge of their own and other health professions and value for IPCP. Survey results indicated students perceived the online session as effective as it would have been in person. The COVID-19 discussion board presented evidence that students met all Interprofessional Education Collaborative core competencies for IPCP, shared knowledge of their and other health professions, and expressed the value and essentiality of IPCP. Findings support social context as a main requisite for interprofessional education, and within the context of the COVID-19 pandemic, students were able to heighten their connection to the global interprofessional community. Circumstances surrounding COVID-19 highlight the need for increasing IPCP education. One unforeseen positive that has emerged in spite of this global catastrophe is enhanced student awareness of IPCP and interprofessional comradery as evidenced through student discussions in this course. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Professional Development; *Health Personnel; *COVID-19; Collaboration; Learning Environment; Pandemics; Test Construction; Coronavirus

Zieher, A. K., Cipriano, C., Meyer, J. L., & Strambler, M. J. (2021). Educators' implementation and use of social and emotional learning early in the COVID-19 pandemic. *School Psychology, 36*(5), 388–397. <https://doi-org.libproxy.eku.edu/10.1037/spq0000461.supp> (Supplemental)

Keywords:

educator, COVID-19, social and emotional learning (SEL), structural equation models

Abstract (English):

The coronavirus disease of 2019 (COVID-19) has had multifaceted effects on students, their families, and the educators who support their learning. Early in the COVID-19 pandemic, one of the most notable changes for schools was the sudden move to distance learning—an unprecedented disruption to academic, social, and emotional instruction. Social and emotional learning (SEL) skills play an important role in human development by supporting academic success and overall well-being, including skills for effectively coping with stressors such as those imposed by the COVID-19 pandemic. Building on previous work, we created the Crisis Response Educator SEL Survey (CRESS) to examine predictors of SEL implementation during the pandemic. Structural equation models (SEMs) were used to predict: (a) educators' reported challenges implementing SEL during distance learning; (b) educator SEL implementation with students and use of social and emotional (SE) strategies for themselves; and (c) educator self-judgment and emotional exhaustion. Predictors included school/district guidance to support SEL, school/district support of educator SE needs, and the priority on SEL for the school and the educator. Our sample consisted of 219 educators committed to SEL who reported on their experience with SEL during distance learning toward the end of the 2019–2020 school year. Findings suggest that school/district support of educator SE needs predicts lower levels of challenge implementing SEL during distance learning and lower levels of educator burnout and self-judgment, whereas greater school/district guidance to support SEL was associated with more SEL implementation with students and more educator use of SE strategies for themselves. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Schools and districts are prioritizing social and emotional learning (SEL) in response to the COVID-19 pandemic. Our findings suggest that prioritizing SEL, without guidance and support for educators' social and emotional needs, is insufficient in overcoming challenges implementing SEL during this crisis. In this study, educators whose schools or districts provided social and emotional support and SEL guidance to their staff reported fewer challenges implementing SEL during distance learning, less self-judgment and emotional exhaustion, and used SEL with their students more. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Structural Equation Modeling; *Teachers; *Social Emotional Learning; *COVID-19; *Pandemics; *School Learning; *Academic Stress

Lupas, K. K., Mavrakis, A., Altszuler, A., Tower, D., Gnagy, E., MacPhee, F., Ramos, M., Merrill, B., Ward, L., Gordon, C., Schatz, N., Fabiano, G., & Pelham, W., Jr. (2021). The short-term impact of remote instruction on achievement in children with ADHD during the COVID-19 pandemic. *School Psychology, 36*(5), 313–324. <https://doi-org.libproxy.eku.edu/10.1037/spq0000474.supp> (Supplemental)

Keywords:

ADHD, COVID-19, academic achievement, remote instruction, remote learning

Abstract (English):

There is nationwide concern that the abrupt transition to remote instruction in response to the Coronavirus disease (COVID-19) pandemic will have detrimental impacts on student learning. As a uniquely vulnerable group within schools, students with disabilities like attention deficit hyperactivity disorder (ADHD) may be at enhanced risk for these negative outcomes. The present study features a unique examination of achievement scores, collected for two Cohorts (2018–2019, 2019–2020) of students with ADHD. By collecting achievement data in both the fall and spring for each Cohort, direct comparisons between changes in achievement for Cohort One (2018–2019) can be made to those in Cohort Two (2019–2020). Analyses summarized remote learning practices, within-group changes in achievement data over time for Cohort Two, and between-group differences in score changes over time for Cohorts One and Two. Teachers used a variety of remote learning approaches, including videoconferencing and independently completed assignments. Student achievement scores in both Cohorts significantly improved from fall to spring. No significant differences were found in score growth between the Cohorts, indicating that the move to remote instruction did not have a differentially negative impact on Cohort Two. Implications focus on the promise of well-delivered remote instruction, and the need to examine individual factors (such as poor internet access) that may exacerbate the risk of students with disabilities receiving remote instruction. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—There is nationwide concern that the rapid move to remote instruction during the COVID-19 pandemic will have long-lasting negative impacts on our youth. This study demonstrated that children with attention and behavioral difficulties did not show a substantial decrease in academic achievement following three to 4 months of remote instruction. These results present the short-term impact of remote instruction; future work must address whether continuing to deliver school remotely impacts students with disabilities. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Academic Achievement; *Attention Deficit Disorder with Hyperactivity; *Distance Education; *Electronic Learning; *COVID-19; Pandemics; Risk Factors; School Learning; Teachers

Swords, C. M., Lecarie, E. K., Doane, L. D., & Hilt, L. M. (2021). Psychological well-being of ruminative adolescents during the transition to COVID-19 school closures: An EMA study. *Journal of Adolescence*, 92, 189–193. <https://doi-org.libproxy.eku.edu/10.1016/j.adolescence.2021.09.006>

Keywords:

Rumination, Adolescents, COVID-19, EMA, Depressive symptoms

Abstract:

Introduction: Adolescents with moderate-to-severe levels of trait rumination are at heightened risk for psychopathology and may be particularly vulnerable to disruptions caused by the onset of the COVID-19 pandemic. As most past research documenting the impact of COVID-19 on adolescent well-being has been cross-sectional, it is unclear exactly how ruminative adolescents responded to the onset of the pandemic as it unfolded. **Methods:** We used ecological momentary assessment (EMA) to explore changes in rumination among adolescents during the initial transition to distance learning in the United States. A subsample of 22 ruminative youth ($M_{age} = 13.58$; $SD = 0.96$; 54.5% male; 86.4% White) from a larger study provided EMA data throughout January–April 2020 (M responses per participant = 105.09, $SD = 65.59$). Following school closures, we hypothesized that adolescents would report greater rumination (i.e., focusing on emotions and problems) and depressive symptom level would moderate this effect. **Results:** Surprisingly, rumination decreased, and this effect was moderated by depressive symptom level for emotion-focused rumination, i.e., those with average and below-average depressive symptoms experienced decreases in rumination. **Conclusions:** These results suggest that the first wave of stay-at-home orders and the transition to distance learning were not immediately distressing to vulnerable adolescents. However, more research is needed to determine whether the results from recent research are generalizable to other adolescents and to examine the long-term impact of the pandemic on adolescent well-being. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Major Depression; *Rumination (Cognitive Process); *Well Being; *COVID-19; Pandemics; Symptoms

Becker, S. P., Breaux, R., Cusick, C. N., Dvorsky, M. R., Marsh, N. P., Sciberras, E., & Langberg, J. M. (2020). Remote learning during COVID-19: Examining school practices, service continuation, and difficulties for adolescents with and without attention-deficit/hyperactivity disorder. *Journal of Adolescent Health*, 67(6), 769–777. <https://doi-org.libproxy.eku.edu/10.1016/j.jadohealth.2020.09.002>

Key Words:

Adolescence, Attention-deficit/hyperactivity disorder, Coronavirus, School, Parenting

Abstract:

Purpose: This study examined remote learning practices and difficulties during initial stay-at-home orders during the COVID-19 pandemic in adolescents with and without attention-deficit/hyperactivity disorder (ADHD). **Methods:** Participants were 238

adolescents (132 males; 118 with ADHD) aged 15.64–17.99 years and their parents. Adolescents and parents completed questionnaires in May/June 2020 when in-person schools were closed in the U.S. Results: Twenty-two percent of families incurred financial costs to support remote learning, and only 59% of school-based services received before COVID-19 continued during COVID-19 remote learning. Adolescents with ADHD had fewer routines and more remote learning difficulties than adolescents without ADHD. Parents of adolescents with ADHD had less confidence in managing remote learning and more difficulties in supporting home learning and home–school communication. Thirty-one percent of parents of adolescents with ADHD with an Individualized Education Program (IEP) or receiving academic accommodations (504 Plan) reported remote learning to be very challenging, compared with 18% of parents of adolescents with ADHD without an IEP/504 Plan, and only 4% of parents of adolescents with neither ADHD nor an IEP/504 Plan. Fewer adolescent routines, higher negative affect, and more difficulty concentrating because of COVID-19 were each associated with greater adolescent remote learning difficulties only in adolescents with ADHD. Conclusions: This study provides initial findings of the nature and impact of remote learning during the COVID-19 pandemic. It is imperative for schools and communities to provide the necessary supports to adolescents, particularly those with mental health and/or learning difficulties, and to their parents. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Attention Deficit Disorder with Hyperactivity; *Distance Education; *Parent School Relationship; *Virtual Classrooms; *Coronavirus; Learning Environment; Pandemics; School Adjustment; School Learning; Parenting

Rosenblum, J. (2020). Best practices in project-based learning: Online instructional technology courses and emergency remote teaching. *International Journal of Digital Literacy and Digital Competence*, 11(1), 1–30. <https://doi-org.libproxy.eku.edu/10.4018/IJDLDC.2020010101>

Keywords:

connected learning, project-based learning, online technology courses, COVID-19, design thinking, Fink, instructional design, online learning, synchronous, Taxonomy of Significant Learning, emergency remote learning, best practices, UC Irvine, Stanford, United States

Abstract:

A retrospective case study design was used to analyze online instructional technology courses at two US universities. A project-based learning design model was used for both complete online delivery and emergency remote teaching formats. Although deep areas of scholarship exist for online learning, project-based learning, and digital media literacies, research in the area of project-based learning designs to support technical learning in online courses is nascent. A review of these areas of literature is presented, and results from this case analysis are presented as recommendations to faculty who wish to design project-based learning for online technical courses, or for those who are

planning emergency remote teaching conversions for similar technical courses. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Teaching; *Technology; *Best Practices; *Electronic Learning; *COVID-19; Colleges; Learning; Taxonomies; Thinking

International

Bluteau, P. (2020). The good enough facilitator: Exploring online interprofessional therapeutic facilitation in times of COVID-19. *Journal of Interprofessional Care*, 34(5), 647–654. <https://doi-org.libproxy.eku.edu/10.1080/13561820.2020.1807919>

Keywords:

facilitation, online learning, interprofessional education, therapeutic

Abstract:

In the time of COVID-19, universities have been forced to engage with online learning more than ever before. The facilitator is a key player in the orchestration of online learning and as such, this paper seeks to present a radical reworking of the Garrison and Archer Community of Inquiry model that emphasizes the importance of a therapeutic presence in online interprofessional facilitation. Drawn from a strand of inductive empirical qualitative research based on 15 years' experience of online interprofessional education, this paper employs a therapeutic lens to propose the good enough facilitator as a theoretical construct that emphasizes the importance of the facilitator understanding when to intervene and when to retreat within the online space. Online interprofessional asynchronous discussion groups are explored to illustrate the value of the good enough facilitator in online learning. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Therapeutic Processes; *Electronic Learning; *COVID-19; Coronavirus

Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115. <https://doi-org.libproxy.eku.edu/10.1002/hbe2.191>

Keywords:

COVID-19, instructional strategies, online education, universities

Abstract:

Starting from the spring of 2020, the outbreak of the COVID-19 caused Chinese universities to close the campuses and forced them to initiate online teaching. This paper focuses on a case of Peking University's online education. Six specific instructional

strategies are presented to summarize current online teaching experiences for university instructors who might conduct online education in similar circumstances. The study concludes with five high- impact principles for online education: (a) high relevance between online instructional design and student learning, (b) effective delivery on online instructional information, (c) adequate support provided by faculty and teaching assistants to students; (d) high- quality participation to improve the breadth and depth of student's learning, and (e) contingency plan to deal with unexpected incidents of online education platforms. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Higher Education; *Teaching Methods; *Coronavirus; *COVID-19; Curriculum

Soncini, A., Politi, E., & Matteucci, M. C. (2021). Teachers navigating distance learning during COVID-19 without feeling emotionally exhausted: The protective role of self-efficacy. *School Psychology, 36*(6), 494–503. <https://doi-org.libproxy.eku.edu/10.1037/spq0000469.supp> (Supplemental)

Keywords:

COVID-19, threats appraisal, teachers' self-efficacy, distance learning, emotional exhaustion

Abstract (English):

In the context of the Coronavirus disease (COVID-19) outbreak, teachers faced unprecedented challenges and threats while implementing distance learning. Consequently, teachers may have experienced emotional exhaustion. The aim of our study was threefold: To explore teachers' threat appraisals, to investigate the relation between teachers' threat appraisals and their emotional exhaustion, and to examine processes protecting teachers from emotional exhaustion. Self-efficacy belief, especially, may have driven teachers' perceptions of distance learning as an opportunity (i.e., distance learning strengths), rather than an impediment (i.e., distance learning weakness) to teaching. During the first wave of COVID-19, Italian teachers (N = 1,036) filled in an online survey. A mixed-method design was used to address our three research aims. Findings indicated that, above and beyond other COVID-19 threats, one third of teachers reported worries, fears, and concerns related to their job (i.e., job-related threats). Furthermore, those who mentioned job-related threats experienced greater emotional exhaustion. Finally, teachers' self-efficacy was related to lower emotional exhaustion both directly and indirectly via teachers' perceptions of distance learning. Indeed, distance learning weaknesses (but not distance learning strengths) mediated the negative relationship between self-efficacy and emotional exhaustion. Altogether, our findings encourage reflection on possible interventions to reduce teachers' job-related threats and help them navigate distance learning effectively. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Due to the widespread implementation of distance learning, teachers have widely borne the brunt of COVID-19 outbreak. This paper

explores teacher-specific threats experienced during school closure, also explaining how self-efficacy can effectively help teachers to navigate distance learning without feeling emotionally exhausted. Targeted training, resources, and assistance should be set up to support teachers psychologically and practically, transforming distance learning into an opportunity and thereby reducing emotional exhaustion. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Self-Efficacy; *Teachers; *Threat; *COVID-19; Cognitive Appraisal; Teacher Attitudes; Emotional Exhaustion

Qazi, A., Naseer, K., Qazi, J., AlSalman, H., Naseem, U., Yang, S., Hardaker, G., & Gumaei, A. (2020). Conventional to online education during COVID-19 pandemic: Do develop and underdeveloped nations cope alike. *Children and Youth Services Review, 119*. <https://doi-org.libproxy.eku.edu/10.1016/j.childyouth.2020.105582>

Keywords:

COVID-19, Lockdown, Satisfaction, Online learning, Access and use differences

Abstract:

Background: Educational institutes around the globe are facing challenges of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Online learning is being carried out to avoid face to face contact in emergency scenarios such as coronavirus infectious disease 2019 (COVID-19) pandemic. Students need to adapt to new roles of learning through information technology to succeed in academics amid COVID-19. Objective: However, access and use of online learning resources and its link with satisfaction of students amid COVID-19 are critical to explore. Therefore, in this paper, we aimed to assess and compare the access & use of online learning of Bruneians and Pakistanis amid enforced lockdown using a five-items satisfaction scale underlying existing literature. Method: For this, a cross-sectional study was done in the first half of June 2020 after the pandemic situation among 320 students' across Pakistan and Brunei with a pre-defined questionnaire. Data were analyzed with statistical software package for social sciences (SPSS) 2.0. Results: The finding showed that there is a relationship between students' satisfaction and access & use of online learning. Outcomes of the survey suggest that Bruneian are more satisfied (50%) with the use of online learning amid lockdown as compared to Pakistanis (35.9%). Living in the Urban area as compared to a rural area is also a major factor contributing to satisfaction with the access and use of online learning for both Bruneian and Pakistanis. Moreover, previous experience with the use of online learning is observed prevalent among Bruneians ($P = .000$), while among friends and family is using online learning ($P = .000$) were encouraging factors contributed to satisfaction with the use of online learning among Pakistanis amid COVID-19. Correlation results suggest that access and use factors of online learning amid COVID-19 were positively associated with satisfaction among both populations amid COVID-19 pandemic. However, Bruneian is more satisfied with internet access ($r = 0.437, P < .000$) and affordability of gadgets ($r = 0.577, P < .000$) as compare to Pakistanis ($r = 0.176, P < .050$) and ($r = 0.152, P < .050$). Conclusion: The study suggested that it is crucial for the

government and other policymakers worldwide to address access and use of online learning resources of their populace amid pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Pandemics; *Electronic Learning; *Coronavirus; *COVID-19; Developed Countries; Developing Countries

Besser, A., Flett, G. L., & Zeigler-Hill, V. (2020). Adaptability to a sudden transition to online learning during the COVID-19 pandemic: Understanding the challenges for students. *Scholarship of Teaching and Learning in Psychology*. <https://doi-org.libproxy.eku.edu/10.1037/stl0000198>

Keywords:

COVID-19, adaptability, Israel, synchronous learning, university students

Abstract:

This cross-sectional study investigated the associations among adaptability to the pandemic, personality, and levels of learning experiences (affective, cognitive, and behavioral) among higher education students required to adapt to an abrupt transition to synchronous online learning due to the global COVID-19 pandemic. A sample of 1,217 college students from Israel completed an online questionnaire after transitioning to synchronous online learning during the COVID-19 pandemic. Comparisons of reactions to the online condition versus more typical face-to-face learning conditions confirmed that students had pervasive negative reactions to the online condition that became necessary due to the pandemic. Moreover, adaptability to the pandemic was associated broadly with more positive reactions across multiple indicators. Support was also found for an indirect associations model such that personality traits were associated with specific reactions to online learning via their associations with adaptability. Supplemental analyses highlighted the more positive reactions and learning adaptability of students who reported greater feelings of belonging and mattering. The current findings attest to the role of adaptability and the significant challenges experienced by college students who experienced changes in their learning and life conditions due to the need to rapidly adjust to the changes and uncertainty brought about by the COVID-19 pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Adaptability (Personality); *Distance Education; *School Learning; *Coronavirus; *COVID-19; College Students; Pandemics; Test Construction; Electronic Learning

Skar, G. B. U., Graham, S., & Huebner, A. (2021). Learning loss during the COVID-19 pandemic and the impact of emergency remote instruction on first grade students' writing: A natural experiment. *Journal of Educational Psychology*. <https://doi-org.libproxy.eku.edu/10.1037/edu0000701>

Keywords:

writing, COVID-19, handwriting, motivation, first grade

Abstract (English):

The coronavirus disease 2019 (COVID-19) pandemic and the sudden cancellation of in-class instruction for many students around the world presented an unprecedented disruption in children's education. As the COVID-19 pandemic took form, multiple concerns were raised about the potential negative impact on students' learning. The current study examined this proposition for children's writing. We compared the quality of writing, handwriting fluency, and attitude toward writing of first grade Norwegian students during the COVID-19 pandemic (421 girls, 396 boys), which included emergency remote instruction for almost 7 weeks, with first grade students in the same schools a year before the pandemic began (835 girls, 801 boys). After controlling for variance due to national test scores, school size, proportion of certified teachers, students per special education teacher, school hours per student, student gender, and native language, we found that students attending first grade during the pandemic had lower scores for writing quality, handwriting fluency, and attitude toward writing than their first grade peers tested a year earlier before the COVID-19 pandemic emerged. Implications for policy and instruction as well as future research are presented. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

In December 2019, the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) virus was identified, and it spread across the world quickly causing the coronavirus disease 2019 (COVID-19) pandemic, presenting unprecedented challenges for the education of school-age children. This study examined the impact of the pandemic and the temporary 7 week replacement of in class learning with online instruction on the writing of first grade children in Norway. First grade students tested shortly after the end of online instruction displayed a learning loss, having lower scores on measures of writing quality, handwriting fluency, and attitude toward writing than first grade children from the same schools tested a year earlier before the start of the pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Elementary School Students; *School Learning; *Student Attitudes; *COVID-19; Handwriting; Human Sex Differences; Motivation; Pandemics; Teaching; Verbal Fluency

Saha, A., Dutta, A., & Sifat, R. I. (2021). The mental impact of digital divide due to COVID-19 pandemic induced emergency online learning at undergraduate level: Evidence from undergraduate students from Dhaka City. *Journal of Affective Disorders, 294*, 170–179. <https://doi-org.libproxy.eku.edu/10.1016/j.jad.2021.07.045>

Keywords:

COVID-19, University students, Online learning, Digital divide, Mental health

Abstract:

Background: COVID-19 outbreak has drawn out institutions to closure with several challenges for university students of undergraduate level in Dhaka city including an emergency shift from traditional learning to online learning, which associated digital divide, left several arguments in response to technological inefficiency, pedagogic inefficiency of teachers, inappropriate study environment and so on. Previous literature shows that the COVID-19 is imposing a threat to mental health all over the nation since its spread. This study intended to evaluate the emerging reasons for psychological distress among university students of undergraduate level in Dhaka, also assess the execution methods, barriers of online learning, and lastly, the attitudes of students regarding online learning throughout the pandemic. Methods: A mixed methodology was used to conduct the research. Primary data has been collected using simple purposive sampling on 180 undergraduate students, 9 interviews were taken including 6 in-depth interviews of different university undergraduates from Dhaka city and also 3 (KIIs) from specialists of pedagogy and medical anthropology, and a high official from Bangladesh Telecommunication Regulatory Commission (BTRC). Results: Based on the Kessler K-10 distress scale, the study found that the prevalence of no psychological distress (16.67%) followed by mild (40%), moderate (30.56%), and severe psychological distress (12.78%). Conclusion: The results concluded considering several reasons for mild to severe psychological distress. The findings suggest some recommendations to accumulate the process of online learning effectively and also strategies to regulate the preferred mode of learning in future. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*College Students; *Distance Education; *Distress; *Mental Health; *COVID-19; Digital Divide; Pandemics; Urban Environments; Electronic Learning

Higher Ed

Rosenblum, J. (2020). Best practices in project-based learning: Online instructional technology courses and emergency remote teaching. *International Journal of Digital Literacy and Digital Competence, 11*(1), 1–30. <https://doi-org.libproxy.eku.edu/10.4018/IJDLDC.2020010101>

Keywords:

connected learning, project-based learning, online technology courses, COVID-19, design thinking, Fink, instructional design, online learning, synchronous, Taxonomy of

Significant Learning, emergency remote learning, best practices, UC Irvine, Stanford, United States

Abstract:

A retrospective case study design was used to analyze online instructional technology courses at two US universities. A project-based learning design model was used for both complete online delivery and emergency remote teaching formats. Although deep areas of scholarship exist for online learning, project-based learning, and digital media literacies, research in the area of project-based learning designs to support technical learning in online courses is nascent. A review of these areas of literature is presented, and results from this case analysis are presented as recommendations to faculty who wish to design project-based learning for online technical courses, or for those who are planning emergency remote teaching conversions for similar technical courses. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Teaching; *Technology; *Best Practices; *Electronic Learning; *COVID-19; Colleges; Learning; Taxonomies; Thinking

Katz, V. S., Jordan, A. B., & Ognyanova, K. (2021). Digital inequality, faculty communication, and remote learning experiences during the COVID-19 pandemic: A survey of US undergraduates. *PLoS ONE*, *16*(2). <https://doi-org.libproxy.eku.edu/10.1371/journal.pone.0246641>

Keywords:

digital inequality, faculty communication, remote learning, COVID-19, pandemic, undergraduates, prior experience, US

Abstract:

Aims: The COVID-19 pandemic forced closure of most U.S. university campuses in March 2020, obliging millions of students to finish their semesters via remote learning. This study examines whether and how students' prior and current experiences of digital inequality—defined as constrained access to the internet and internet-connecting devices—were associated with their remote learning experiences. **Method:** An anonymous, online survey of 2,913 undergraduate college students from 30 U.S. universities completing their spring term remotely was conducted between April and May 2020. Hypothesis testing utilized a structural equation model with cluster-bootstrapped standard errors and p-values, to account for students being clustered by university. **Results:** Findings revealed that students' challenges with internet connectivity and digital devices during remote learning were associated with lower remote learning proficiency (RLP). Difficulty communicating with professors and teaching assistants was also associated with lower RLP. Prior experience with online coursework was associated with higher RLP, and digital inequality challenges during the year prior to the pandemic with lower RLP. Moreover, students who reported greater financial hardship since the start of the pandemic experienced significantly more connectivity, device, and faculty communication challenges during remote learning, and had significantly lower RLP. **Conclusions:** Many students will continue to learn remotely in some form until the

pandemic recedes. We identify key factors associated with students' remote learning proficiency: (1) consistent, high-speed internet connectivity and functioning devices to connect to it, and (2) the ability to relate to and communicate easily with professors and teaching assistants. This study identifies potential barriers to effective remote learning, as well as possible opportunities to improve students' experiences. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Ibacache, K., Rybin Koob, A., & Vance, E. (2021). Emergency Remote Library Instruction and Tech Tools: A Matter of Equity During a Pandemic. *Information Technology & Libraries*, 40(2), 1–30. <https://doi-org.libproxy.eku.edu/10.6017/ital.v40i2.12751>

Subjects:

Psychology of librarians
College students
Online education
Academic libraries
Professional employee training
Library public services
Qualitative research
Learning
Access to information
Communication
Needs assessment
Information technology
COVID-19 pandemic
Computer literacy
Online information services
Grounded theory
Quantitative research
Security systems
Responsibility
Medical coding
United States
Colorado

Abstract:

During spring 2020, emergency remote teaching became the norm for hundreds of higher education institutions in the United States due to the COVID-19 pandemic. Librarians were suddenly tasked with moving in-person services and resources online. For librarians with instruction responsibilities, this online mandate meant deciding between synchronous and asynchronous sessions, learning new technologies and tools for active learning, and vetting these same tools for security issues and ADA compliance. In an effort to understand our shared and unique experiences with emergency remote teaching, the authors surveyed 202 academic instruction librarians in order to answer the following questions: (1) What technology tools are academic librarians using to deliver content and engage student participation in emergency remote library sessions during COVID-19? (2) What do instruction librarians perceive as the strengths and weaknesses of these tools? (3) What digital literacy gaps are instruction librarians identifying right now that may

prevent access to equitable information literacy instruction online? This study will deliver and discuss findings from the survey as well as make recommendations toward best practices for utilizing technology tools and assessing them for equity and student engagement. [ABSTRACT FROM AUTHOR]

Kim, J. (2020). Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum. *International Journal of Early Childhood, 52*(2), 145–158. <https://doi-org.libproxy.eku.edu/10.1007/s13158-020-00272-6>

Online learning
Preservice teacher education

Abstract (English):

Online learning is an educational process which takes place over the Internet as a form of distance education. Distance education became ubiquitous as a result of the COVID-19 pandemic during 2020. Because of these circumstances, online teaching and learning had an indispensable role in early childhood education programs, even though debates continue on whether or not it is beneficial for young children to be exposed extensively to Information and Communication Technology (ICT). This descriptive study demonstrates how a preservice teacher education course in early childhood education was redesigned to provide student teachers with opportunities to learn and teach online. It reports experiences and reflections from a practicum course offered in the Spring Semester of 2020, in the USA. It describes three phases of the online student teachers' experiences—Preparation, Implementation, and Reflection. Tasks accomplished in each phase are reported. Online teaching experiences provided these preservice teachers with opportunities to interact with children, as well as to encourage reflection on how best to promote young children's development and learning with online communication tools. [ABSTRACT FROM AUTHOR]

Graham, S. R., Tolar, A., & Hokayem, H. (2020). Teaching Preservice Teachers about COVID-19 through Distance Learning. *Electronic Journal of Science Education, 29*–37.

Subjects:

Student teachers
COVID-19 pandemic
Distance education
High school teachers
COVID-19
United States

Abstract:

Due to the COVID-19 pandemic, almost all universities in the United States switched to online learning in March 2020. We, as educators, faced the reality of switching to online teaching using Zoom. Our approach was to use COVID-19 as the course content to help motivate preservice teachers (PSTs) and alleviate some of the challenges of online teaching, an approach that was also used recently by Sadler et al. (2020) with high school teachers. The present paper describes the challenges we encountered during the six-week period of online teaching and the strategies we used to overcome these challenges. We

briefly describe the course, the revisions we made to the course using the COVID-19 pandemic as content, the challenges we faced with online or virtual teaching, and the opportunities we provided the PSTs. Finally, we reflect on what we have learned from this experience. [ABSTRACT FROM AUTHOR]

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Jones, T. A., Vidal, G., & Taylor, C. (2020). Interprofessional education during the COVID-19 pandemic: Finding the good in a bad situation. *Journal of Interprofessional Care, 34*(5), 633–646. <https://doi-org.libproxy.eku.edu/10.1080/13561820.2020.1801614>

Keywords:

interprofessional education, asynchronous, online, COVID-19, collaborative practice

Abstract:

COVID-19 restrictions necessitated whole scale conversion of curricula to online learning environments globally. We used a mixed-methods study design to evaluate the conversion of a large foundational interprofessional course, at our university, to an asynchronous online learning environment. A survey was used to gauge if students learned interprofessionally and about interprofessional collaborative practice (IPCP). A COVID-19 discussion board was used to assess learner knowledge of their own and other health professions and value for IPCP. Survey results indicated students perceived the online session as effective as it would have been in person. The COVID-19 discussion board presented evidence that students met all Interprofessional Education Collaborative core competencies for IPCP, shared knowledge of their and other health professions, and expressed the value and essentiality of IPCP. Findings support social context as a main requisite for interprofessional education, and within the context of the COVID-19 pandemic, students were able to heighten their connection to the global interprofessional community. Circumstances surrounding COVID-19 highlight the need for increasing IPCP education. One unforeseen positive that has emerged in spite of this global catastrophe is enhanced student awareness of IPCP and interprofessional comradery as evidenced through student discussions in this course. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Professional Development; *Health Personnel; *COVID-19; Collaboration; Learning Environment; Pandemics; Test Construction; Coronavirus

Bluteau, P. (2020). The good enough facilitator: Exploring online interprofessional therapeutic facilitation in times of COVID-19. *Journal of Interprofessional Care*, 34(5), 647–654. <https://doi-org.libproxy.eku.edu/10.1080/13561820.2020.1807919>

Keywords:

facilitation, online learning, interprofessional education, therapeutic

Abstract:

In the time of COVID-19, universities have been forced to engage with online learning more than ever before. The facilitator is a key player in the orchestration of online learning and as such, this paper seeks to present a radical reworking of the Garrison and Archer Community of Inquiry model that emphasizes the importance of a therapeutic presence in online interprofessional facilitation. Drawn from a strand of inductive empirical qualitative research based on 15 years' experience of online interprofessional education, this paper employs a therapeutic lens to propose the good enough facilitator as a theoretical construct that emphasizes the importance of the facilitator understanding when to intervene and when to retreat within the online space. Online interprofessional asynchronous discussion groups are explored to illustrate the value of the good enough facilitator in online learning. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

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Subjects:

*Distance Education; *Therapeutic Processes; *Electronic Learning; *COVID-19; Coronavirus

Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115. <https://doi-org.libproxy.eku.edu/10.1002/hbe2.191>

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COVID-19, instructional strategies, online education, universities

Abstract:

Starting from the spring of 2020, the outbreak of the COVID- 19 caused Chinese universities to close the campuses and forced them to initiate online teaching. This paper focuses on a case of Peking University's online education. Six specific instructional strategies are presented to summarize current online teaching experiences for university instructors who might conduct online education in similar circumstances. The study concludes with five high- impact principles for online education: (a) high relevance between online instructional design and student learning, (b) effective delivery on online instructional information, (c) adequate support provided by faculty and teaching assistants to students; (d) high- quality participation to improve the breadth and depth of student's learning, and (e) contingency plan to deal with unexpected incidents of online education platforms. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Higher Education; *Teaching Methods; *Coronavirus; *COVID-19; Curriculum

Besser, A., Flett, G. L., & Zeigler-Hill, V. (2020). Adaptability to a sudden transition to online learning during the COVID-19 pandemic: Understanding the challenges for students. *Scholarship of Teaching and Learning in Psychology*. <https://doi-org.libproxy.eku.edu/10.1037/stl0000198>

Keywords:

COVID-19, adaptability, Israel, synchronous learning, university students

Abstract:

This cross-sectional study investigated the associations among adaptability to the pandemic, personality, and levels of learning experiences (affective, cognitive, and behavioral) among higher education students required to adapt to an abrupt transition to synchronous online learning due to the global COVID-19 pandemic. A sample of 1,217 college students from Israel completed an online questionnaire after transitioning to synchronous online learning during the COVID-19 pandemic. Comparisons of reactions to the online condition versus more typical face-to-face learning conditions confirmed that students had pervasive negative reactions to the online condition that became necessary due to the pandemic. Moreover, adaptability to the pandemic was associated broadly with more positive reactions across multiple indicators. Support was also found for an indirect associations model such that personality traits were associated with specific reactions to online learning via their associations with adaptability. Supplemental analyses highlighted the more positive reactions and learning adaptability of students who reported greater feelings of belonging and mattering. The current findings attest to the role of adaptability and the significant challenges experienced by college students who experienced changes in their learning and life conditions due to the need to rapidly adjust to the changes and uncertainty brought about by the COVID-19 pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Adaptability (Personality); *Distance Education; *School Learning; *Coronavirus; *COVID-19; College Students; Pandemics; Test Construction; Electronic Learning

Saha, A., Dutta, A., & Sifat, R. I. (2021). The mental impact of digital divide due to COVID-19 pandemic induced emergency online learning at undergraduate level: Evidence from undergraduate students from Dhaka City. *Journal of Affective Disorders*, 294, 170–179. <https://doi-org.libproxy.eku.edu/10.1016/j.jad.2021.07.045>

Keywords:

COVID-19, University students, Online learning, Digital divide, Mental health

Abstract:

Background: COVID-19 outbreak has drawn out institutions to closure with several challenges for university students of undergraduate level in Dhaka city including an emergency shift from traditional learning to online learning, which associated digital

divide, left several arguments in response to technological inefficiency, pedagogic inefficiency of teachers, inappropriate study environment and so on. Previous literature shows that the COVID-19 is imposing a threat to mental health all over the nation since its spread. This study intended to evaluate the emerging reasons for psychological distress among university students of undergraduate level in Dhaka, also assess the execution methods, barriers of online learning, and lastly, the attitudes of students regarding online learning throughout the pandemic. Methods: A mixed methodology was used to conduct the research. Primary data has been collected using simple purposive sampling on 180 undergraduate students, 9 interviews were taken including 6 in-depth interviews of different university undergraduates from Dhaka city and also 3 (KIIs) from specialists of pedagogy and medical anthropology, and a high official from Bangladesh Telecommunication Regulatory Commission (BTRC). Results: Based on the Kessler K-10 distress scale, the study found that the prevalence of no psychological distress (16.67%) followed by mild (40%), moderate (30.56%), and severe psychological distress (12.78%). Conclusion: The results concluded considering several reasons for mild to severe psychological distress. The findings suggest some recommendations to accumulate the process of online learning effectively and also strategies to regulate the preferred mode of learning in future. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*College Students; *Distance Education; *Distress; *Mental Health; *COVID-19; Digital Divide; Pandemics; Urban Environments; Electronic Learning

Parker, J. S., Haskins, N., Lee, A., Hailemeskel, R., & Adepoju, O. A. (2021). Black adolescents' perceptions of COVID-19: Challenges, coping, and connection to family, religious, and school support. *School Psychology, 36*(5), 303–312. <https://doi.org.libproxy.eku.edu/10.1037/spq0000462>

Keywords:

coronavirus, coping, religion/spirituality, Black youth, school mental health

Abstract (English):

The coronavirus disease 2019 (COVID-19) pandemic swept the nation by surprise, leaving a deep-seated impact on individuals' social, mental, and physical health. Despite there being disparities between Black and White/non-Hispanic individuals, minimal research has been conducted to explore the effects of the virus on marginalized groups. This study aimed to investigate Black adolescents' perceptions of their experiences with COVID-19, including the challenges they encountered, the coping strategies they employed, and their use of religious/spiritual and school-based support. Twelve Black youth between the ages of 12 and 18 years were interviewed during the early stages of the pandemic (June and July of 2020). Participants struggled with adjusting to the changes in their daily routines, navigating virtual learning, and emerging mental health difficulties (e.g., anxiety). To cope with these challenges, participants relied on emotion and problem-focused coping strategies, including strategies that were religious/spiritual in nature. Participants also relied on social support from family, school personnel, and their religious community, though they lamented about the varied support received from the

latter two. Findings from this research support calls for mental health providers to employ culturally affirming mental health services and engage in interagency collaboration to support Black youth. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Twelve Black adolescent participants described the challenges they experienced when adjusting to the changes in their routine, limited social interactions, online learning, and mental health difficulties (including worry associated with 'race issues' in the U.S.) due to the coronavirus disease 2019 (COVID-19). In turn, participants relied on general and culture-specific coping strategies (e.g., religious/spiritual coping) and social support from family, school personnel, and their religious community. This study highlights the importance of attending to Black adolescents' lived experiences to inform practitioners' delivery of culturally responsive school mental health interventions in response to COVID-19. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Blacks; *Coping Behavior; *Family; *Adolescent Characteristics; *COVID-19; Mental Health; Mental Health Services; Pandemics; Religion; Social Support; Spirituality; Coronavirus

Kim, J. (2020). Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum. *International Journal of Early Childhood*, 52(2), 145–158. <https://doi-org.libproxy.eku.edu/10.1007/s13158-020-00272-6>

Online learning

Preservice teacher education

Abstract (English):

Online learning is an educational process which takes place over the Internet as a form of distance education. Distance education became ubiquitous as a result of the COVID-19 pandemic during 2020. Because of these circumstances, online teaching and learning had an indispensable role in early childhood education programs, even though debates continue on whether or not it is beneficial for young children to be exposed extensively to Information and Communication Technology (ICT). This descriptive study demonstrates how a preservice teacher education course in early childhood education was redesigned to provide student teachers with opportunities to learn and teach online. It reports experiences and reflections from a practicum course offered in the Spring Semester of 2020, in the USA. It describes three phases of the online student teachers' experiences—Preparation, Implementation, and Reflection. Tasks accomplished in each phase are reported. Online teaching experiences provided these preservice teachers with opportunities to interact with children, as well as to encourage reflection on how best to promote young children's development and learning with online communication tools. [ABSTRACT FROM AUTHOR]

Graham, S. R., Tolar, A., & Hokayem, H. (2020). Teaching Preservice Teachers about COVID-19 through Distance Learning. *Electronic Journal of Science Education*, 29–37.

Subjects:

Student teachers
COVID-19 pandemic
Distance education
High school teachers
COVID-19
United States

Abstract:

Due to the COVID-19 pandemic, almost all universities in the United States switched to online learning in March 2020. We, as educators, faced the reality of switching to online teaching using Zoom. Our approach was to use COVID-19 as the course content to help motivate preservice teachers (PSTs) and alleviate some of the challenges of online teaching, an approach that was also used recently by Sadler et al. (2020) with high school teachers. The present paper describes the challenges we encountered during the six-week period of online teaching and the strategies we used to overcome these challenges. We briefly describe the course, the revisions we made to the course using the COVID-19 pandemic as content, the challenges we faced with online or virtual teaching, and the opportunities we provided the PSTs. Finally, we reflect on what we have learned from this experience. [ABSTRACT FROM AUTHOR]

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Francom, G. M., Lee, S. J., & Pinkney, H. (2021). Technologies, Challenges and Needs of K-12 Teachers in the Transition to Distance Learning during the COVID-19 Pandemic.

TechTrends: Linking Research & Practice to Improve Learning, 65(4), 589–601.

<https://doi-org.libproxy.eku.edu/10.1007/s11528-021-00625-5>

Author Supplied Keywords:

Distance learning
Emergency
K-12
Online learning
Pandemic

Abstract:

In response to the COVID-19 pandemic, K-12 schools in the United States closed and teachers transitioned to distance learning. The purpose of this survey research study is to determine technology resources and strategies K-12 teachers have used in this transition. Additionally, this study examines the difficulties teachers experienced, along with

support they wish they had during the transition. Findings indicate that a wide variety of websites and applications were used to provide academic continuity, the majority of which were familiar to teachers. In the transition process, teachers were faced with various challenges, including difficulty engaging students and parents, a lack of school/district guidelines, and student Internet and computer access issues. Recommendations to prepare for future emergencies include making clear plans for emergencies and incorporating online components and training within current face-to-face classes and professional development. [ABSTRACT FROM AUTHOR]

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Yang, C., Manchanda, S., & Greenstein, J. (2021). Educators' online teaching self-efficacy and compassion fatigue during the COVID-19 pandemic: The dual roles of "connect." *School Psychology, 36*(6), 504–515. <https://doi-org.libproxy.eku.edu/10.1037/spq0000475>

Keywords:

COVID-19, online teaching self-efficacy, compassion fatigue, school connectedness

Abstract (English):

Guided by the job demands–resources model and social-cognitive theory, we examined how educator perceived school connectedness and their attempts to connect with school members (i.e., administrators, staff, students, and families) concurrently and interactively influenced educators' compassion fatigue and online teaching self-efficacy during distance learning in the Coronavirus disease (COVID-19) pandemic. Participants were 321 educators in a large, urban school district in northern California. Results of linear regression modeling suggested that educators with longer years of working in education and White educators reported higher levels of compassion fatigue than their counterparts. White educators also reported a lower level of online teaching self-efficacy than their counterparts. With the control of educators' gender, race/ethnicity, and years of teaching in education, educators' self-reported school connectedness is negatively associated with compassion fatigue. Educators' attempts to connect with students not only positively associated with compassion fatigue but also intensified the negative association between school connectedness and compassion fatigue. Moreover, educators' school connectedness and attempts to connect with administrators and staff both positively associated with online teaching self-efficacy. Also, educators' attempts to connect with families mitigated the positive association between school connectedness and online teaching self-efficacy. The findings highlight the importance of promoting educators' school connectedness in improving educators' occupational wellbeing. It also highlights that educators' school connectedness and their attempts to connect with certain group of school members mutually and interactively influence educators' compassion fatigue and

online teaching self-efficacy. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—The findings highlight the importance of promoting educators' school connectedness in improving educators' occupational wellbeing. It also highlights that educators' school connectedness and their attempts to connect with certain group of school members mutually and interactively influence educators' compassion fatigue and online teaching self-efficacy. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Self-Efficacy; *Teachers; *Compassion Fatigue; *COVID-19; Family Members; Pandemics; School Administrators; Students; Urban Environments; Social Connectedness

Zieher, A. K., Cipriano, C., Meyer, J. L., & Strambler, M. J. (2021). Educators' implementation and use of social and emotional learning early in the COVID-19 pandemic. *School Psychology, 36*(5), 388–397. <https://doi-org.libproxy.eku.edu/10.1037/spq0000461.supp> (Supplemental)

Keywords:

educator, COVID-19, social and emotional learning (SEL), structural equation models

Abstract (English):

The coronavirus disease of 2019 (COVID-19) has had multifaceted effects on students, their families, and the educators who support their learning. Early in the COVID-19 pandemic, one of the most notable changes for schools was the sudden move to distance learning—an unprecedented disruption to academic, social, and emotional instruction. Social and emotional learning (SEL) skills play an important role in human development by supporting academic success and overall well-being, including skills for effectively coping with stressors such as those imposed by the COVID-19 pandemic. Building on previous work, we created the Crisis Response Educator SEL Survey (CRESS) to examine predictors of SEL implementation during the pandemic. Structural equation models (SEMs) were used to predict: (a) educators' reported challenges implementing SEL during distance learning; (b) educator SEL implementation with students and use of social and emotional (SE) strategies for themselves; and (c) educator self-judgment and emotional exhaustion. Predictors included school/district guidance to support SEL, school/district support of educator SE needs, and the priority on SEL for the school and the educator. Our sample consisted of 219 educators committed to SEL who reported on their experience with SEL during distance learning toward the end of the 2019–2020 school year. Findings suggest that school/district support of educator SE needs predicts lower levels of challenge implementing SEL during distance learning and lower levels of educator burnout and self-judgment, whereas greater school/district guidance to support SEL was associated with more SEL implementation with students and more educator use of SE strategies for themselves. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—Schools and districts are prioritizing social and emotional learning (SEL) in response to the COVID-19 pandemic. Our findings suggest that prioritizing SEL, without guidance and support for educators' social and emotional needs, is insufficient in overcoming challenges implementing SEL during this crisis. In this study, educators whose schools or districts provided social and emotional support and SEL guidance to their staff reported fewer challenges implementing SEL during distance learning, less self-judgment and emotional exhaustion, and used SEL with their students more. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Structural Equation Modeling; *Teachers; *Social Emotional Learning; *COVID-19; Pandemics; School Learning; Academic Stress

Lupas, K. K., Mavrakis, A., Altszuler, A., Tower, D., Gnagy, E., MacPhee, F., Ramos, M., Merrill, B., Ward, L., Gordon, C., Schatz, N., Fabiano, G., & Pelham, W., Jr. (2021). The short-term impact of remote instruction on achievement in children with ADHD during the COVID-19 pandemic. *School Psychology, 36*(5), 313–324. <https://doi-org.libproxy.eku.edu/10.1037/spq0000474.supp> (Supplemental)

Keywords:

ADHD, COVID-19, academic achievement, remote instruction, remote learning

Abstract (English):

There is nationwide concern that the abrupt transition to remote instruction in response to the Coronavirus disease (COVID-19) pandemic will have detrimental impacts on student learning. As a uniquely vulnerable group within schools, students with disabilities like attention deficit hyperactivity disorder (ADHD) may be at enhanced risk for these negative outcomes. The present study features a unique examination of achievement scores, collected for two Cohorts (2018–2019, 2019–2020) of students with ADHD. By collecting achievement data in both the fall and spring for each Cohort, direct comparisons between changes in achievement for Cohort One (2018–2019) can be made to those in Cohort Two (2019–2020). Analyses summarized remote learning practices, within-group changes in achievement data over time for Cohort Two, and between-group differences in score changes over time for Cohorts One and Two. Teachers used a variety of remote learning approaches, including videoconferencing and independently completed assignments. Student achievement scores in both Cohorts significantly improved from fall to spring. No significant differences were found in score growth between the Cohorts, indicating that the move to remote instruction did not have a differentially negative impact on Cohort Two. Implications focus on the promise of well-delivered remote instruction, and the need to examine individual factors (such as poor internet access) that may exacerbate the risk of students with disabilities receiving remote instruction. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

Impact and Implications—There is nationwide concern that the rapid move to remote instruction during the COVID-19 pandemic will have long-lasting negative

impacts on our youth. This study demonstrated that children with attention and behavioral difficulties did not show a substantial decrease in academic achievement following three to 4 months of remote instruction. These results present the short-term impact of remote instruction; future work must address whether continuing to deliver school remotely impacts students with disabilities. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Academic Achievement; *Attention Deficit Disorder with Hyperactivity; *Distance Education; *Electronic Learning; *COVID-19; Pandemics; Risk Factors; School Learning; Teachers

Swords, C. M., Lecarie, E. K., Doane, L. D., & Hilt, L. M. (2021). Psychological well-being of ruminative adolescents during the transition to COVID-19 school closures: An EMA study. *Journal of Adolescence*, 92, 189–193. <https://doi-org.libproxy.eku.edu/10.1016/j.adolescence.2021.09.006>

Keywords:

Rumination, Adolescents, COVID-19, EMA, Depressive symptoms

Abstract:

Introduction: Adolescents with moderate-to-severe levels of trait rumination are at heightened risk for psychopathology and may be particularly vulnerable to disruptions caused by the onset of the COVID-19 pandemic. As most past research documenting the impact of COVID-19 on adolescent well-being has been cross-sectional, it is unclear exactly how ruminative adolescents responded to the onset of the pandemic as it unfolded. Methods: We used ecological momentary assessment (EMA) to explore changes in rumination among adolescents during the initial transition to distance learning in the United States. A subsample of 22 ruminative youth ($M_{age} = 13.58$; $SD = 0.96$; 54.5% male; 86.4% White) from a larger study provided EMA data throughout January–April 2020 (M responses per participant = 105.09, $SD = 65.59$). Following school closures, we hypothesized that adolescents would report greater rumination (i.e., focusing on emotions and problems) and depressive symptom level would moderate this effect. Results: Surprisingly, rumination decreased, and this effect was moderated by depressive symptom level for emotion-focused rumination, i.e., those with average and below-average depressive symptoms experienced decreases in rumination. Conclusions: These results suggest that the first wave of stay-at-home orders and the transition to distance learning were not immediately distressing to vulnerable adolescents. However, more research is needed to determine whether the results from recent research are generalizable to other adolescents and to examine the long-term impact of the pandemic on adolescent well-being. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Major Depression; *Rumination (Cognitive Process); *Well Being; *COVID-19; Pandemics; Symptoms

Becker, S. P., Breaux, R., Cusick, C. N., Dvorsky, M. R., Marsh, N. P., Sciberras, E., & Langberg, J. M. (2020). Remote learning during COVID-19: Examining school practices, service continuation, and difficulties for adolescents with and without attention-deficit/hyperactivity disorder. *Journal of Adolescent Health, 67*(6), 769–777. <https://doi-org.libproxy.eku.edu/10.1016/j.jadohealth.2020.09.002>

Key Words:

Adolescence, Attention-deficit/hyperactivity disorder, Coronavirus, School, Parenting

Abstract:

Purpose: This study examined remote learning practices and difficulties during initial stay-at-home orders during the COVID-19 pandemic in adolescents with and without attention-deficit/hyperactivity disorder (ADHD). **Methods:** Participants were 238 adolescents (132 males; 118 with ADHD) aged 15.64–17.99 years and their parents. Adolescents and parents completed questionnaires in May/June 2020 when in-person schools were closed in the U.S. **Results:** Twenty-two percent of families incurred financial costs to support remote learning, and only 59% of school-based services received before COVID-19 continued during COVID-19 remote learning. Adolescents with ADHD had fewer routines and more remote learning difficulties than adolescents without ADHD. Parents of adolescents with ADHD had less confidence in managing remote learning and more difficulties in supporting home learning and home–school communication. Thirty-one percent of parents of adolescents with ADHD with an Individualized Education Program (IEP) or receiving academic accommodations (504 Plan) reported remote learning to be very challenging, compared with 18% of parents of adolescents with ADHD without an IEP/504 Plan, and only 4% of parents of adolescents with neither ADHD nor an IEP/504 Plan. Fewer adolescent routines, higher negative affect, and more difficulty concentrating because of COVID-19 were each associated with greater adolescent remote learning difficulties only in adolescents with ADHD. **Conclusions:** This study provides initial findings of the nature and impact of remote learning during the COVID-19 pandemic. It is imperative for schools and communities to provide the necessary supports to adolescents, particularly those with mental health and/or learning difficulties, and to their parents. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Attention Deficit Disorder with Hyperactivity; *Distance Education; *Parent School Relationship; *Virtual Classrooms; *Coronavirus; Learning Environment; Pandemics; School Adjustment; School Learning; Parenting

Skar, G. B. U., Graham, S., & Huebner, A. (2021). Learning loss during the COVID-19 pandemic and the impact of emergency remote instruction on first grade students' writing: A natural experiment. *Journal of Educational Psychology*. <https://doi-org.libproxy.eku.edu/10.1037/edu0000701>

Keywords:

writing, COVID-19, handwriting, motivation, first grade

Abstract (English):

The coronavirus disease 2019 (COVID-19) pandemic and the sudden cancellation of in-class instruction for many students around the world presented an unprecedented disruption in children's education. As the COVID-19 pandemic took form, multiple concerns were raised about the potential negative impact on students' learning. The current study examined this proposition for children's writing. We compared the quality of writing, handwriting fluency, and attitude toward writing of first grade Norwegian students during the COVID-19 pandemic (421 girls, 396 boys), which included emergency remote instruction for almost 7 weeks, with first grade students in the same schools a year before the pandemic began (835 girls, 801 boys). After controlling for variance due to national test scores, school size, proportion of certified teachers, students per special education teacher, school hours per student, student gender, and native language, we found that students attending first grade during the pandemic had lower scores for writing quality, handwriting fluency, and attitude toward writing than their first grade peers tested a year earlier before the COVID-19 pandemic emerged. Implications for policy and instruction as well as future research are presented. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Impact Statement:

In December 2019, the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) virus was identified, and it spread across the world quickly causing the coronavirus disease 2019 (COVID-19) pandemic, presenting unprecedented challenges for the education of school-age children. This study examined the impact of the pandemic and the temporary 7 week replacement of in class learning with online instruction on the writing of first grade children in Norway. First grade students tested shortly after the end of online instruction displayed a learning loss, having lower scores on measures of writing quality, handwriting fluency, and attitude toward writing than first grade children from the same schools tested a year earlier before the start of the pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Elementary School Students; *School Learning; *Student Attitudes; *COVID-19; Handwriting; Human Sex Differences; Motivation; Pandemics; Teaching; Verbal Fluency

Inequity

Katz, V. S., Jordan, A. B., & Ognyanova, K. (2021). Digital inequality, faculty communication, and remote learning experiences during the COVID-19 pandemic: A survey of US undergraduates. *PLoS ONE*, *16*(2). <https://doi-org.libproxy.eku.edu/10.1371/journal.pone.0246641>

Keywords:

digital inequality, faculty communication, remote learning, COVID-19, pandemic, undergraduates, prior experience, US

Abstract:

Aims: The COVID-19 pandemic forced closure of most U.S. university campuses in March 2020, obliging millions of students to finish their semesters via remote learning. This study examines whether and how students' prior and current experiences of digital inequality—defined as constrained access to the internet and internet-connecting devices—were associated with their remote learning experiences. **Method:** An anonymous, online survey of 2,913 undergraduate college students from 30 U.S. universities completing their spring term remotely was conducted between April and May 2020. Hypothesis testing utilized a structural equation model with cluster-bootstrapped standard errors and p-values, to account for students being clustered by university. **Results:** Findings revealed that students' challenges with internet connectivity and digital devices during remote learning were associated with lower remote learning proficiency (RLP). Difficulty communicating with professors and teaching assistants was also associated with lower RLP. Prior experience with online coursework was associated with higher RLP, and digital inequality challenges during the year prior to the pandemic with lower RLP. Moreover, students who reported greater financial hardship since the start of the pandemic experienced significantly more connectivity, device, and faculty communication challenges during remote learning, and had significantly lower RLP. **Conclusions:** Many students will continue to learn remotely in some form until the pandemic recedes. We identify key factors associated with students' remote learning proficiency: (1) consistent, high-speed internet connectivity and functioning devices to connect to it, and (2) the ability to relate to and communicate easily with professors and teaching assistants. This study identifies potential barriers to effective remote learning, as well as possible opportunities to improve students' experiences. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Ibacache, K., Rybin Koob, A., & Vance, E. (2021). Emergency Remote Library Instruction and Tech Tools: A Matter of Equity During a Pandemic. *Information Technology & Libraries, 40*(2), 1–30. <https://doi-org.libproxy.eku.edu/10.6017/ital.v40i2.12751>

Subjects:

- Psychology of librarians
- College students
- Online education
- Academic libraries
- Professional employee training
- Library public services
- Qualitative research
- Learning
- Access to information
- Communication
- Needs assessment
- Information technology
- COVID-19 pandemic
- Computer literacy
- Online information services
- Grounded theory

Quantitative research
Security systems
Responsibility
Medical coding
United States
Colorado

Abstract:

During spring 2020, emergency remote teaching became the norm for hundreds of higher education institutions in the United States due to the COVID-19 pandemic. Librarians were suddenly tasked with moving in-person services and resources online. For librarians with instruction responsibilities, this online mandate meant deciding between synchronous and asynchronous sessions, learning new technologies and tools for active learning, and vetting these same tools for security issues and ADA compliance. In an effort to understand our shared and unique experiences with emergency remote teaching, the authors surveyed 202 academic instruction librarians in order to answer the following questions: (1) What technology tools are academic librarians using to deliver content and engage student participation in emergency remote library sessions during COVID-19? (2) What do instruction librarians perceive as the strengths and weaknesses of these tools? (3) What digital literacy gaps are instruction librarians identifying right now that may prevent access to equitable information literacy instruction online? This study will deliver and discuss findings from the survey as well as make recommendations toward best practices for utilizing technology tools and assessing them for equity and student engagement. [ABSTRACT FROM AUTHOR]

Saha, A., Dutta, A., & Sifat, R. I. (2021). The mental impact of digital divide due to COVID-19 pandemic induced emergency online learning at undergraduate level: Evidence from undergraduate students from Dhaka City. *Journal of Affective Disorders, 294*, 170–179. <https://doi-org.libproxy.eku.edu/10.1016/j.jad.2021.07.045>

Keywords:

COVID-19, University students, Online learning, Digital divide, Mental health

Abstract:

Background: COVID-19 outbreak has drawn out institutions to closure with several challenges for university students of undergraduate level in Dhaka city including an emergency shift from traditional learning to online learning, which associated digital divide, left several arguments in response to technological inefficiency, pedagogic inefficiency of teachers, inappropriate study environment and so on. Previous literature shows that the COVID-19 is imposing a threat to mental health all over the nation since its spread. This study intended to evaluate the emerging reasons for psychological distress among university students of undergraduate level in Dhaka, also assess the execution methods, barriers of online learning, and lastly, the attitudes of students regarding online learning throughout the pandemic. Methods: A mixed methodology was used to conduct the research. Primary data has been collected using simple purposive sampling on 180 undergraduate students, 9 interviews were taken including 6 in-depth interviews of different university undergraduates from Dhaka city and also 3 (KIIs) from specialists of pedagogy and medical anthropology, and a high official from Bangladesh

Telecommunication Regulatory Commission (BTRC). Results: Based on the Kessler K-10 distress scale, the study found that the prevalence of no psychological distress (16.67%) followed by mild (40%), moderate (30.56%), and severe psychological distress (12.78%). Conclusion: The results concluded considering several reasons for mild to severe psychological distress. The findings suggest some recommendations to accumulate the process of online learning effectively and also strategies to regulate the preferred mode of learning in future. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*College Students; *Distance Education; *Distress; *Mental Health; *COVID-19; Digital Divide; Pandemics; Urban Environments; Electronic Learning

Qazi, A., Naseer, K., Qazi, J., AlSalman, H., Naseem, U., Yang, S., Hardaker, G., & Gumaei, A. (2020). Conventional to online education during COVID-19 pandemic: Do develop and underdeveloped nations cope alike. *Children and Youth Services Review, 119*. <https://doi-org.libproxy.eku.edu/10.1016/j.childyouth.2020.105582>

Keywords:

COVID-19, Lockdown, Satisfaction, Online learning, Access and use differences

Abstract:

Background: Educational institutes around the globe are facing challenges of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Online learning is being carried out to avoid face to face contact in emergency scenarios such as coronavirus infectious disease 2019 (COVID-19) pandemic. Students need to adapt to new roles of learning through information technology to succeed in academics amid COVID-19. Objective: However, access and use of online learning resources and its link with satisfaction of students amid COVID-19 are critical to explore. Therefore, in this paper, we aimed to assess and compare the access & use of online learning of Bruneians and Pakistanis amid enforced lockdown using a five-items satisfaction scale underlying existing literature. Method: For this, a cross-sectional study was done in the first half of June 2020 after the pandemic situation among 320 students' across Pakistan and Brunei with a pre-defined questionnaire. Data were analyzed with statistical software package for social sciences (SPSS) 2.0. Results: The finding showed that there is a relationship between students' satisfaction and access & use of online learning. Outcomes of the survey suggest that Bruneian are more satisfied (50%) with the use of online learning amid lockdown as compared to Pakistanis (35.9%). Living in the Urban area as compared to a rural area is also a major factor contributing to satisfaction with the access and use of online learning for both Bruneian and Pakistanis. Moreover, previous experience with the use of online learning is observed prevalent among Bruneians ($P = .000$), while among friends and family is using online learning ($P = .000$) were encouraging factors contributed to satisfaction with the use of online learning among Pakistanis amid COVID-19. Correlation results suggest that access and use factors of online learning amid COVID-19 were positively associated with satisfaction among both populations amid COVID-19 pandemic. However, Bruneian is more satisfied with internet access ($r = 0.437, P < .000$) and affordability of gadgets ($r = 0.577, P < .000$) as compare to Pakistanis ($r = 0.176, P <$

.050) and ($r = 0.152, P < .050$). Conclusion: The study suggested that it is crucial for the government and other policymakers worldwide to address access and use of online learning resources of their populace amid pandemic. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Document Type:

Journal Article

Subjects:

*Distance Education; *Pandemics; *Electronic Learning; *Coronavirus; *COVID-19; Developed Countries; Developing Countries

McKenzie, Lindsey. (2021). Bridging the digital divide: Lessons from COVID-19. *Inside Higher Ed*. <https://www.insidehighered.com/print/content/bridging-digital-divide-lessons-covid-19>

Key Words:

COVID-19, Lockdown, digital, higher ed, Online learning

Abstract:

The digital divide, digital equity and digital accessibility are not new concerns in higher education, but the COVID-19 pandemic has forced many institutions to confront these issues head-on with renewed efforts and innovative strategies. Uncover the complex factors that underlie these evolving divides and discover how institutions can continue to promote student success as they implement extensive, remote-learning programs. With in-depth analysis and data, higher ed professionals gain critical advice and best practices from experts, administrators, instructors and students who share the long-term changes needed in policy and practice to bridge these gaps.

Document Type:

Digital Article

Subjects:

Digital divide, digital equity, digital accessibility, COVID-19