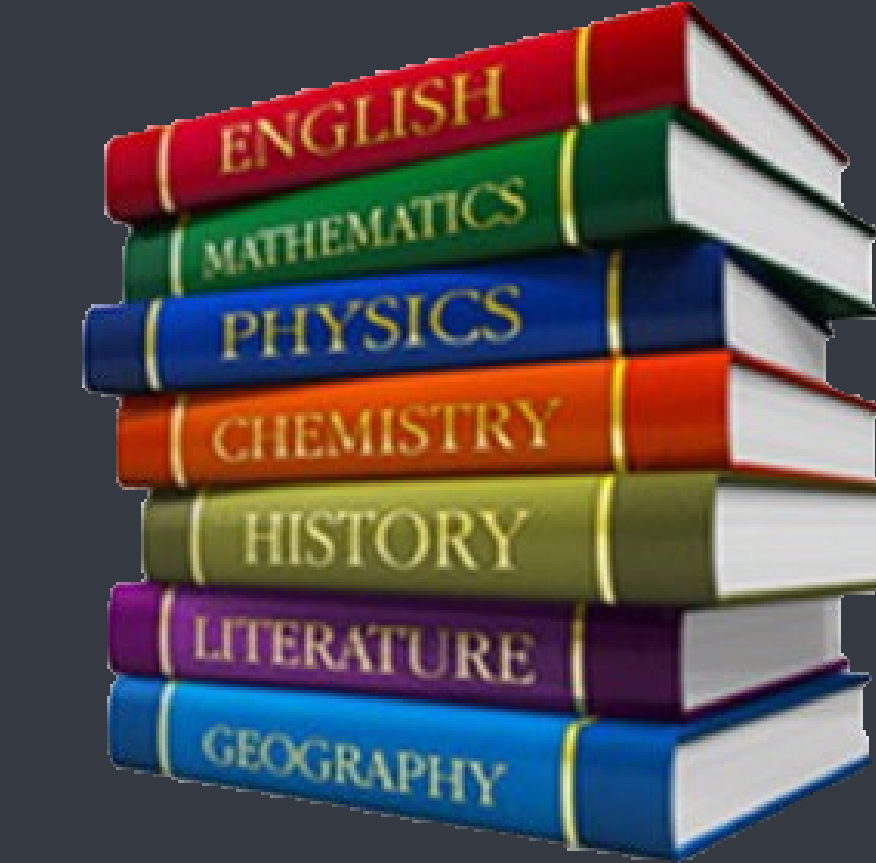
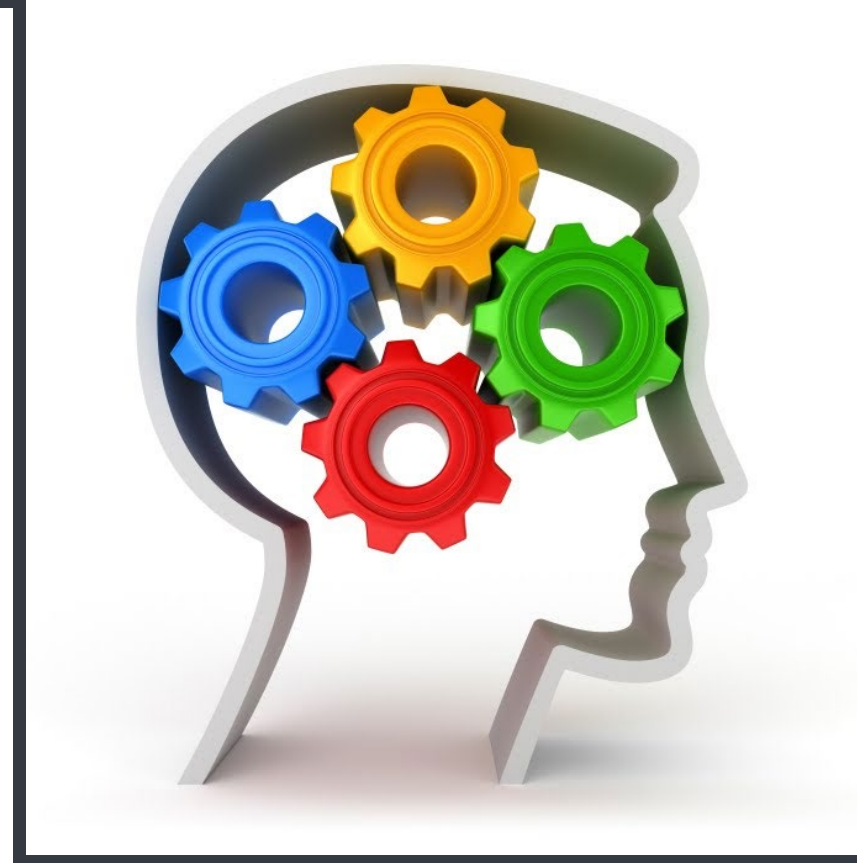


COVID-19: HOW DID IT AFFECT STUDENTS ACADEMICS AND MENTAL HEALTH



Results (Expectations)

- The results I expect to see from the end of the study:
- that students will report improvement from the switch to online learning whether it is a significant increase or not while others will report some decrease in academic achievement due to the new learning environment.
- I also expect that almost all the participants will show some change in their mental health due to no longer having the physical experience and connection of being around others due to having to have transitioned to strictly an online environment..

Danny Tovar Franco

Introduction

- The pandemic has forced all of us to adapt to a new online environment. For some individuals this was easily done, however many individuals endured significant disruptions to their everyday activities. With technology advancing more and more every single day, universities have taken it upon themselves to make learning environments more flexible (Kemp & Grieve, 2014).
- Studies have shown that online learning allows students various benefits such as a flexible schedule, focus on the students rather than the teacher, cost effectiveness, and better participation in discussions (Al-Qahtani & Higgins, 2012).
- Studies have shown that some learners are shown to suffer from isolation, experience a negative effect on communication skill development, experience less effectiveness of learning compared to traditional learning, and may be prone to cheating as this becomes easier to do in this type of environment (Al-Qahtani & Higgins, 2012).
- The purpose of this study is to examine the effects of the switch to online learning on academic achievement and mental health in college students due to the various consequences caused by COVID-19

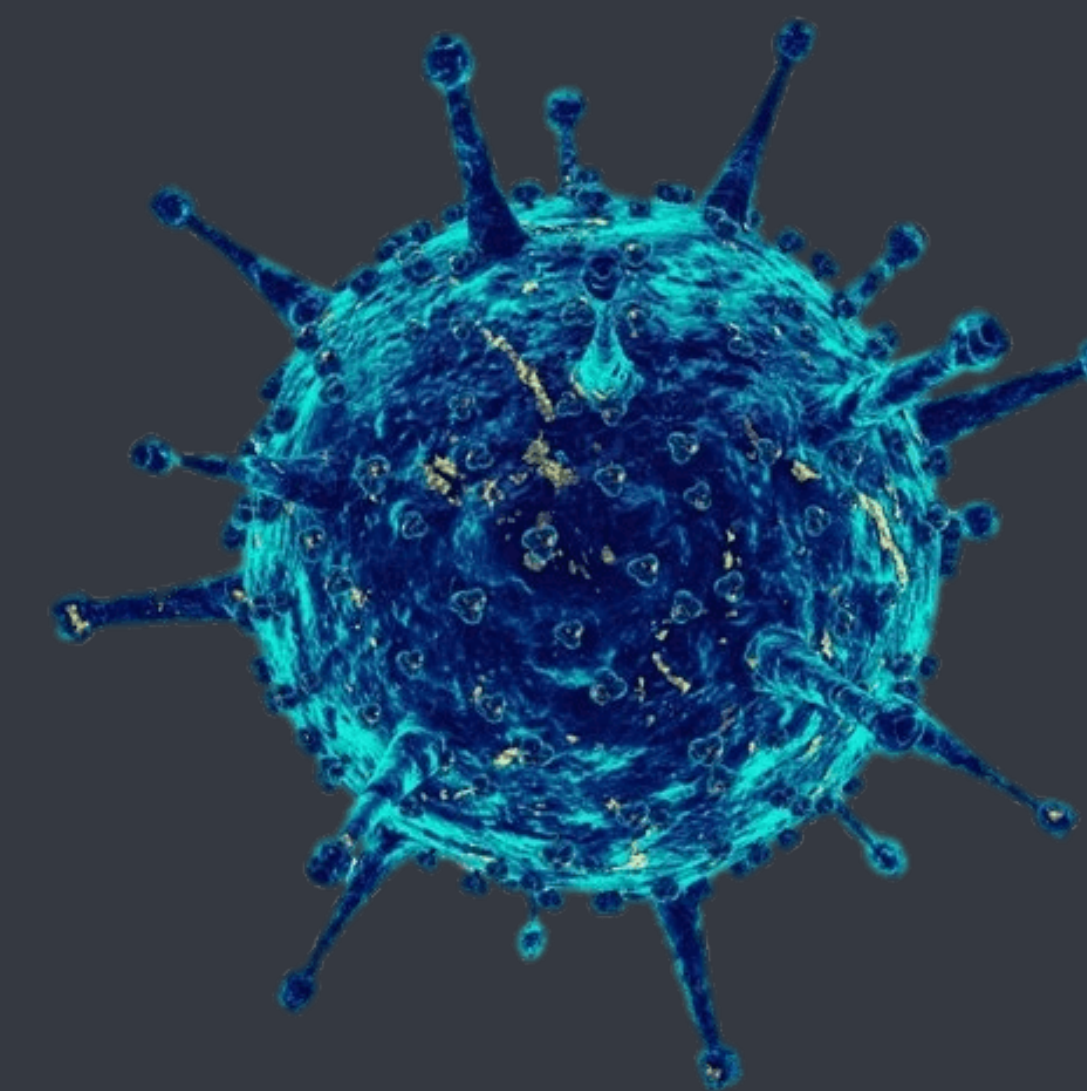
The pandemic has caused everyone to rely more on technology for work and academics. This switch has been a wonder for some but a hinderance to others.

Hypothesis: Students will report lower academic performance and overall mental health well-being after switching to online classes as compared to when in traditional in-person classes pre-pandemic

Discussion (After results are collected)

Methodology

- The study will be conducted using a pre-post questionnaire asking the participants to list their academic history such as their grades/GPA before and after the pandemic
- This study will also rely on a mental health wellness survey
- A repeated measure, within-subjects design will be used
- The study will use a sample of n=100, all who will be college students from CSU Stanislaus using SONA and possibly other means



Not yet set up



References

- Kemp, N., & Grieve, R. (2014). Face-to-face or face-to-screen? Undergraduates' opinions and test performance in classroom vs. online learning. *Frontiers in Psychology*, 5:1278, Online. <https://doi.org/10.3389/fpsyg.2014.01278>
- Al-Qahtani, A. A., & Higgins, S. E. (2013). Effects of traditional, blended and e-learning on students' achievement in higher education. *Journal of Computer assisted learning*, 29(3), 220-234. <https://doi.org/10.1111/j.1365-2729.2012.00490.x>
- Chu, H. C. (2014). Potential negative effects of mobile learning on students' learning achievement and cognitive load—A format assessment perspective. *Journal of Educational Technology & Society*, 17(1), 332-344. <https://www.jstor.org/stable/10.2307/jeductechsoci.17.1.332>