

Students' Perception of the Impact of Covid-19 Pandemic on their Educational Environment at Andrews University



Bea Ade-Oshifogun, PhD, RN-BC, CNE (School of Nursing, Andrews University)
Jimmy Kijai, PhD (Graduate Psychology & Counseling)
Jean Cadet, MD, MPH (School of Population Health, Nutrition and Wellness)
Zora Williams (Nursing)
Amarpreet Sudhaker (School of Population Health, Nutrition and Wellness)

Purpose of Study

- To examine students' perceptions of the impact of COVID-19 pandemic on their educational environment during the transition to remote learning in Spring 2020

Background Information

- Andrews University switched to a completely remote learning modality from the traditional face-to-face in-classroom instructions.
- This study was conducted to examine students' perceptions of the impact of the COVID-19 pandemic on their educational environment during the transition.

Inclusion Criteria

- All participants were Andrew's Students who were enrolled Spring 2020 semester

Methodology and Measures

- Mixed-method design with an electronic survey
- In-depth personal interviews.
- Recruitment by e-mail through the office of the Provost and social media.
- Dundee Ready Education Environment Measure (DREEM) tool - adapted for COVID-19 Pandemic
- Interview volunteers from the survey participants

Data Analysis

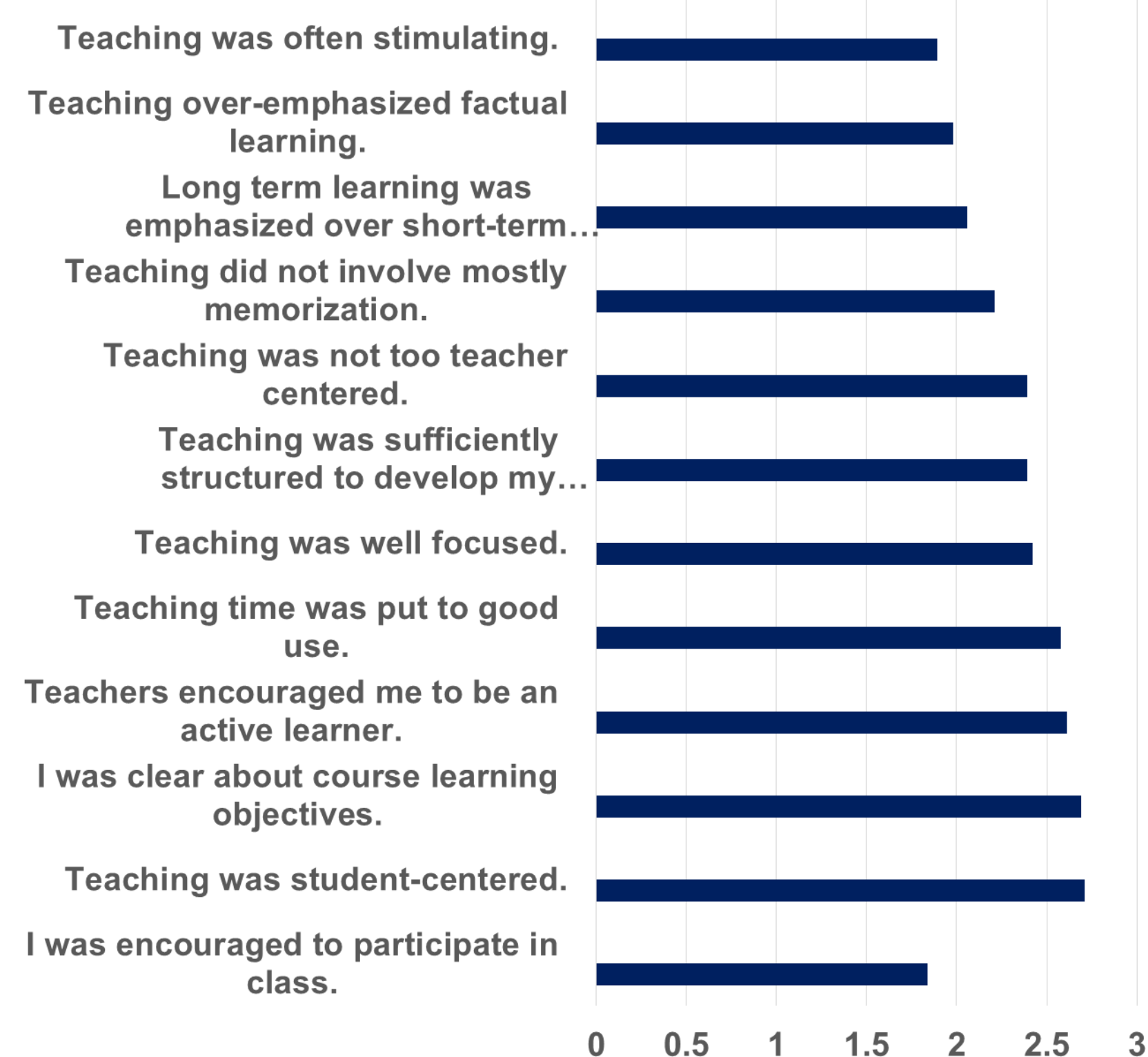
- Descriptive analysis of data using SPSS version 25 – Preliminary results
 - Mean, SD and percentages.
 - Other analysis ongoing
- Qualitative
 - Data collection and transcription completed – analysis ongoing.

Only survey results reported in the poster

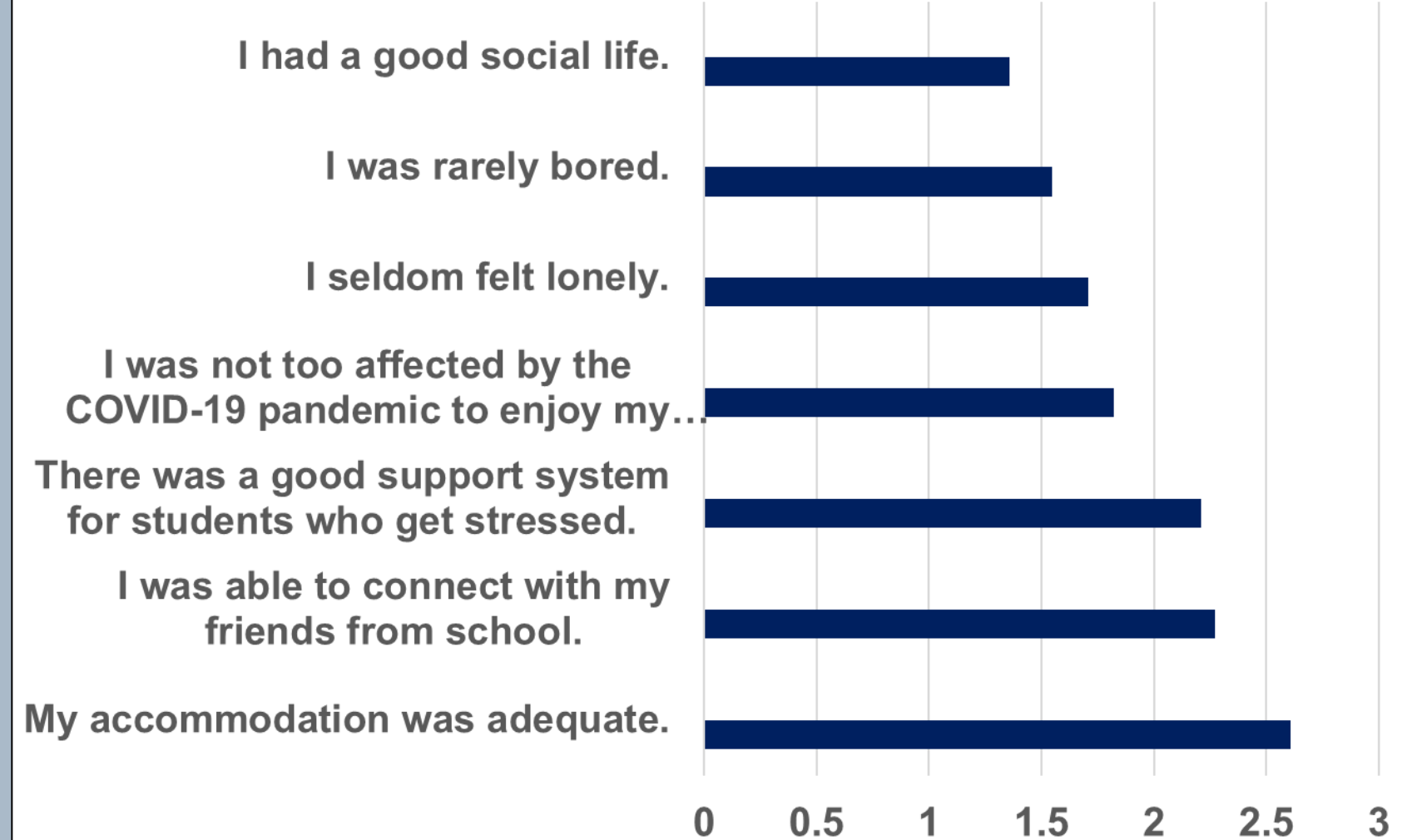
Results

Demographics of Survey Participants (n=421)	%
Gender	31.1
Male	
Female	68.9
Ethnicity	
Asian	19.7
Bi/Multicultural	12.4
Black	25.2
Latino/a	13.3
White	26.4
Other	2.9

Average scores for each Perceptions of learning's item (n=421)



Average scores for each Social Self-perception item (n=421)



Results

Score interpretation of Perception of Learning

•0 - 12	Very Poor
•13 - 24	Teaching is viewed negatively
•25 - 36	A more positive perception
•37 - 48	Teaching highly thought of

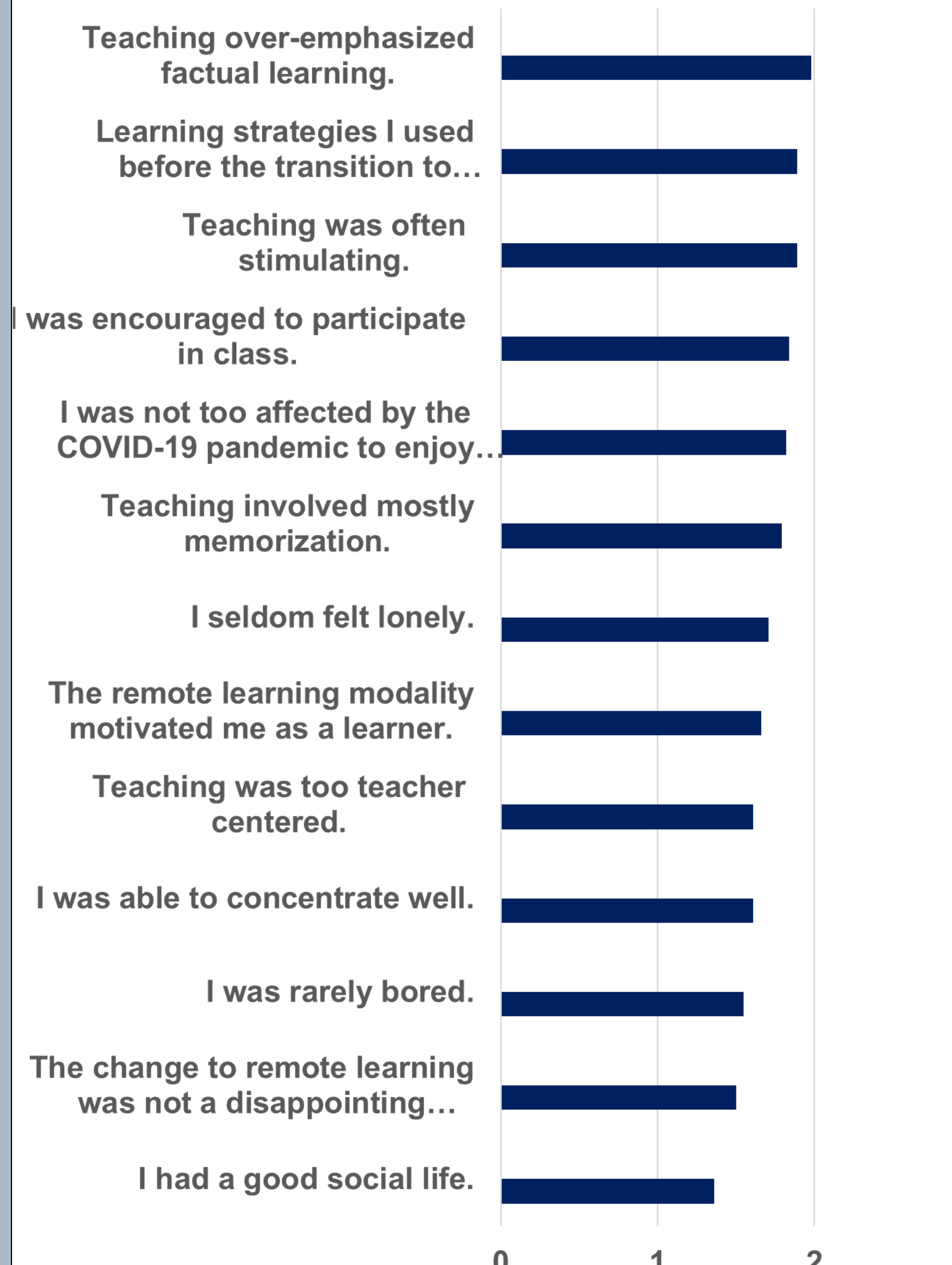
Score interpretation of Social Self Perceptions

•0 - 7	Miserable
•8 - 14	Not a nice place
•15 - 21	Not too bad
•22 - 28	Very good socially

Subscale Score Results (n=421)

Characteristics	M	SD	Min	Max
Perceptions of Learning	27.82	6.98	7	47
Social Self Perceptions	13.52	4.7	0	27

Items needing improvement (n=421)



Summary of findings

- Remote learning experience rated 'more positive than negative'
- Social life rated as negative experience.
- Consider innovative ways to improve social life and the areas of improvement.
- This study informs our students' perceptions of the pandemic season.

Strengths and Limitations

- Large sample size - students' representation.
- Cross sectional study
- Pandemic is still ongoing, and perceptions may change with time.

Future Projects

- Qualitative analysis for survey data ongoing.
- Qualitative analysis for the interview data ongoing
- Measure students' perception post-COVID.

Significance

- Findings will be presented at MASAL conference and published to inform the public.
- Andrews University faculty may use the results to improve students' teaching and learning experiences.