

ASSESSING THE EFFECTS OF REMOTE LEARNING DURING THE COVID-19 PANDEMIC AT UCSD



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Background

- The COVID-19 pandemic has impacted schools nationwide and suspended all in person activities entirely from 2020-2021.
- According to UCSD, there have been 8,097 cases diagnosed with COVID-19 since March 1st, 2020.
- During spring quarter 2020, all classes switched to remote-learning causing uncertainty amongst students and faculty.

Purpose

To assess how remote instruction during the COVID-19 pandemic affected the academic motivation, academic performance, and work ethic among UCSD undergraduate students.

Methods

- We conducted a cross-sectional study using an anonymous online survey.
- The survey consisted of 19-items about sociodemographic characteristics, academic motivation, perceived academic performance, and work ethic. Outcomes are based on a likert scale from 1-4, with 4 being strongly agree.
- Participants were recruited with the UCSD Public Health account through a mass email and directly to students at UCSD.

Results

Table 1. Demographic Data

Demographic Data	Frequency (%)
Sex:	
Male	15 (23.8)
Female	47 (74.6)
Non-Binary	1 (1.6)
Hispanic:	
Yes	26 (41.3)
No	37 (58.7)
Year at UCSD:	
Year 1	16 (25.4)
Year 2	10 (15.9)
Year 3	20 (31.7)
Year 4	15 (23.8)
Year 5	1 (1.6)
Transfer Student:	
Yes	11 (17.5)
No	52 (82.4)

Table 2. Linear regression model of sex on self-reported work ethic

Sex	Unstandardized B	Coefficients Std. Error	Significance
Male (constant)	1.500	0.217	<0.001
Female	0.649	0.215	0.012

Table 3. Linear Regression model of in-person learning on academic performance

Learning Type	Unstandardized B	Coefficients Std. Error	Significance
Had some/all in-person learning (constant)	2.755	0.121	<0.001
Had no in-person learning	0.459	0.256	0.077



Results

- For the study, 63 participants were recruited n=63.
- **Table 1** depicts demographic data collected from our participants. This allows us to understand what our sample looks like.
- As seen on **Table 2**, for sex, there was a statistically significant difference in Work Ethic reported ($p < .05$). We found that, on average, women answered .65 points higher than men, on the 4 point scale (16.25%).
- As seen on **Table 3**, for grades, there was slight variation for outcome of grades for students who had in-person instruction during spring 2022 compared to those who did not. On average, those with no in-person instruction during spring answered .46 points higher (11.5%). This result, however, is not statistically significant ($p = .077$).

Conclusions

- Out of all of demographics and exposures, sex and work ethic were the only two that had statistical significance.
- On average, UCSD students had lower motivation, lower work ethic but higher grades during remote instruction. However, there was no significance when comparing with any exposure except sex.
- It seems students were more acclimated with remote learning during this school year

Reference

1. UC San Diego COVID-19 Daily Dashboard
<https://returntolearn.ucsd.edu/dashboard/index.html>

