



Students' Learning Experiences During COVID-19 and Familial SES

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Context of study

- Prolonged period of COVID-19-related **school suspension in HK**
- Challenge of **sustaining students' learning online**
- **eCitizen Education 360** project collected data about experiences during school suspension and resumption in mid-2020
 - Aims to improve educational opportunities, digital competence, and well-being of students

Aims of study

This study investigates

- (a) how the pattern of parental home and school involvement varies according to familial socioeconomic status (SES) and
- (b) how this involvement in turn influences students' online learning experiences and outcomes during the COVID-19 school suspension in Hong Kong.

Literature review

- Call for unravelling intricacies between SES and parenting effects
- All parents perceive it important that their children keep up with schoolwork during COVID-19-related home learning, but high-SES parents better able to support children's learning
- **Family stress vs family investment model**
- **Parents from higher-SES backgrounds are more involved in children's learning**

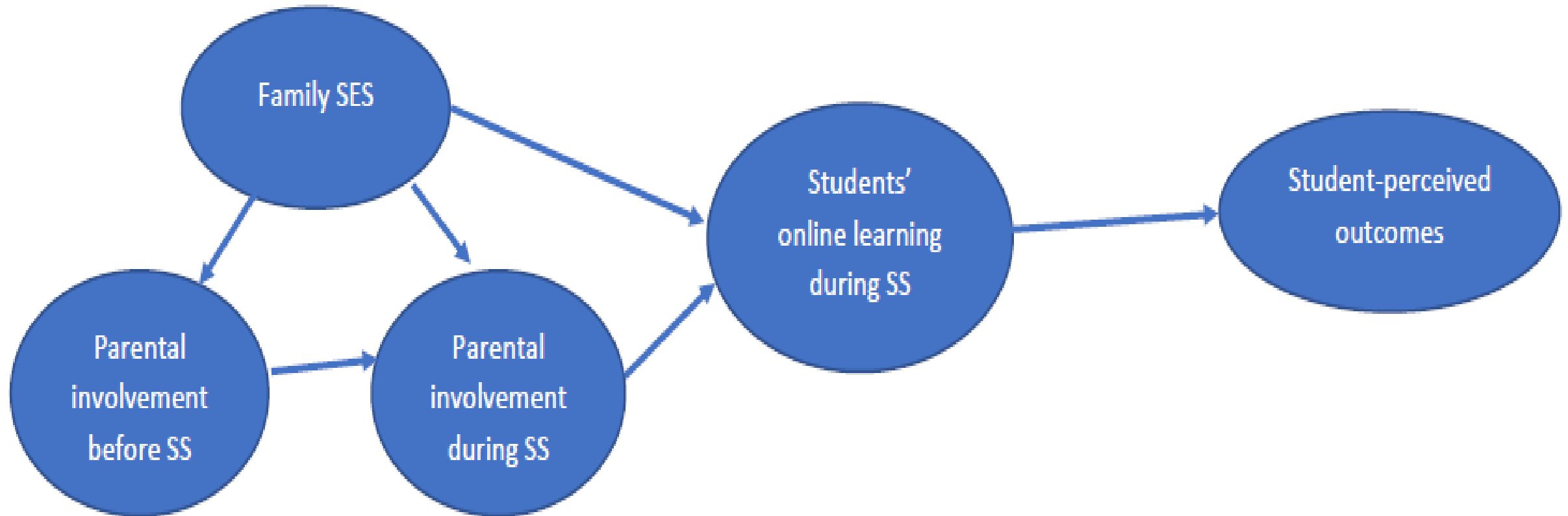
Literature review

- Do parents adapt their involvement patterns during contingencies?
 - Contextual model of parenting
 - Longitudinal perspective of parenting effects across generations
 - Burgeoning literature on COVID-19 online learning
 - COVID-19-related parental involvement and specific aspects of children's online learning (e.g., screen time)
 - COVID-19-induced parent and children's psychological adjustment
- ***Question: Does pattern of parental involvement before and during COVID-19 online learning differ?***

Literature review

- **Inconclusive evidence on effects of parental involvement**
 - Positive learning outcomes (e.g., home reading, parental expectations, parent-child communication, parental support)
 - No association between parenting and student achievement
- Parents' mediation in children's online learning
 - Parents are working hard to balance children's online learning opportunities with inherent risks
- **Question: *Does parental involvement influence students' online learning experiences and outcomes during COVID-19?***

Conceptual framework



Note. SS: school suspension of face-to-face lessons

Method

- Sample

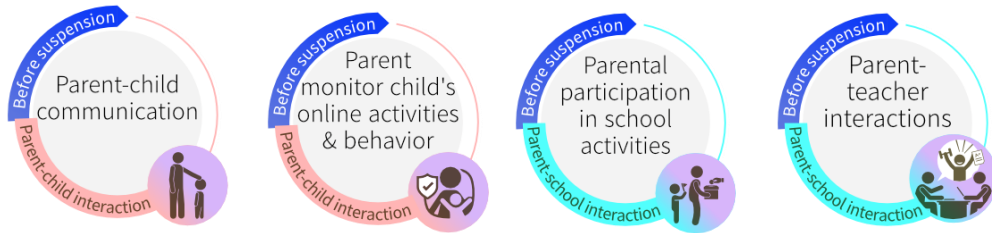
- survey data collected from 932 secondary school students and their parents during June-July 2020, when schools resumed briefly after their suspension since the end of January 2020

Variables – Familial socioeconomic status (SES)

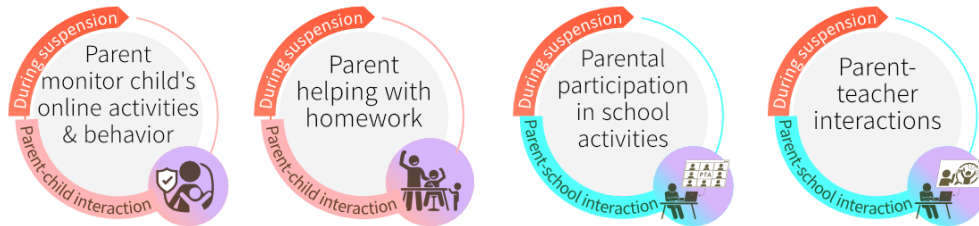


Variables – Parental involvement

Before school suspension (examples below):

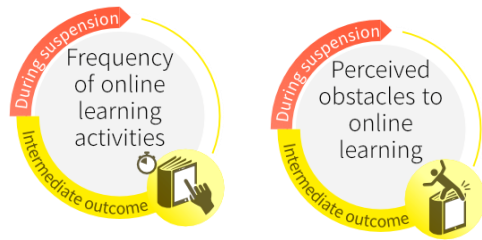


During school suspension (examples below):

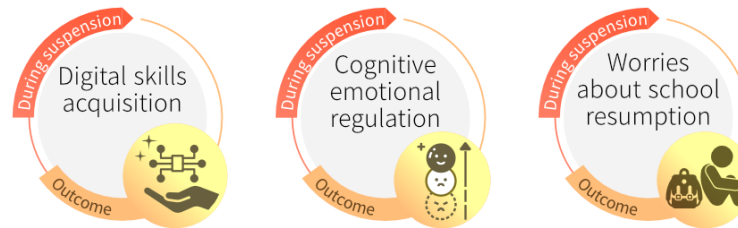


Variables – Students’ learning experiences and outcomes

Students’ online learning experiences during school suspension

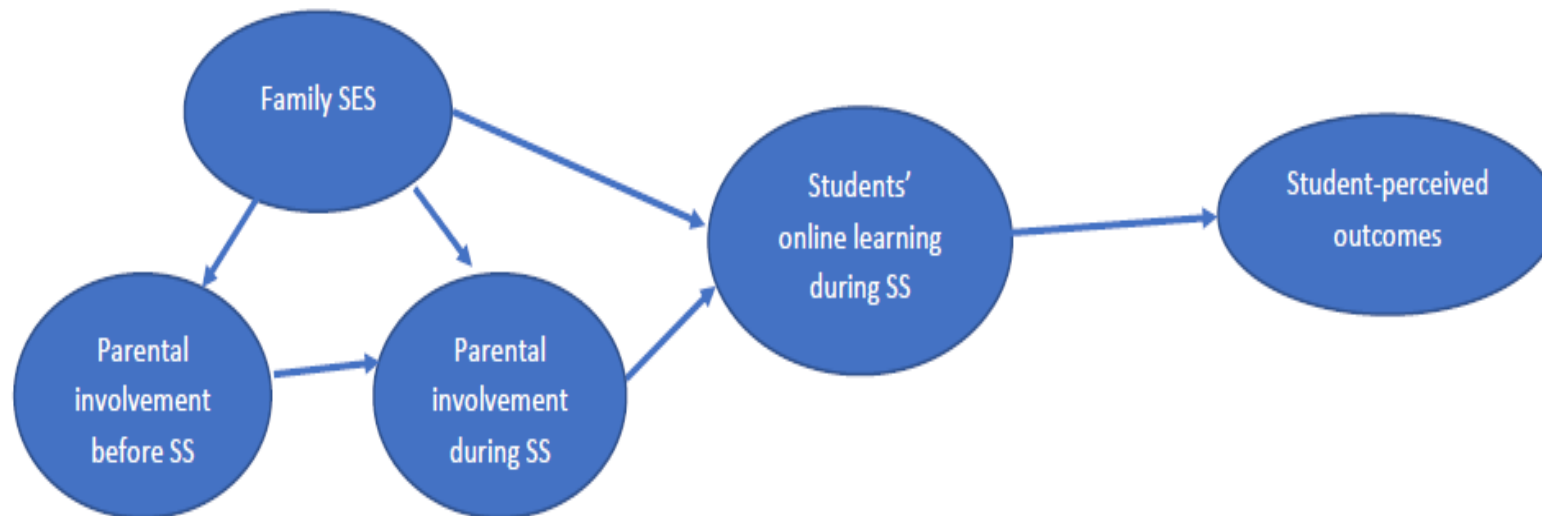


Students’ outcomes



Analytical strategy

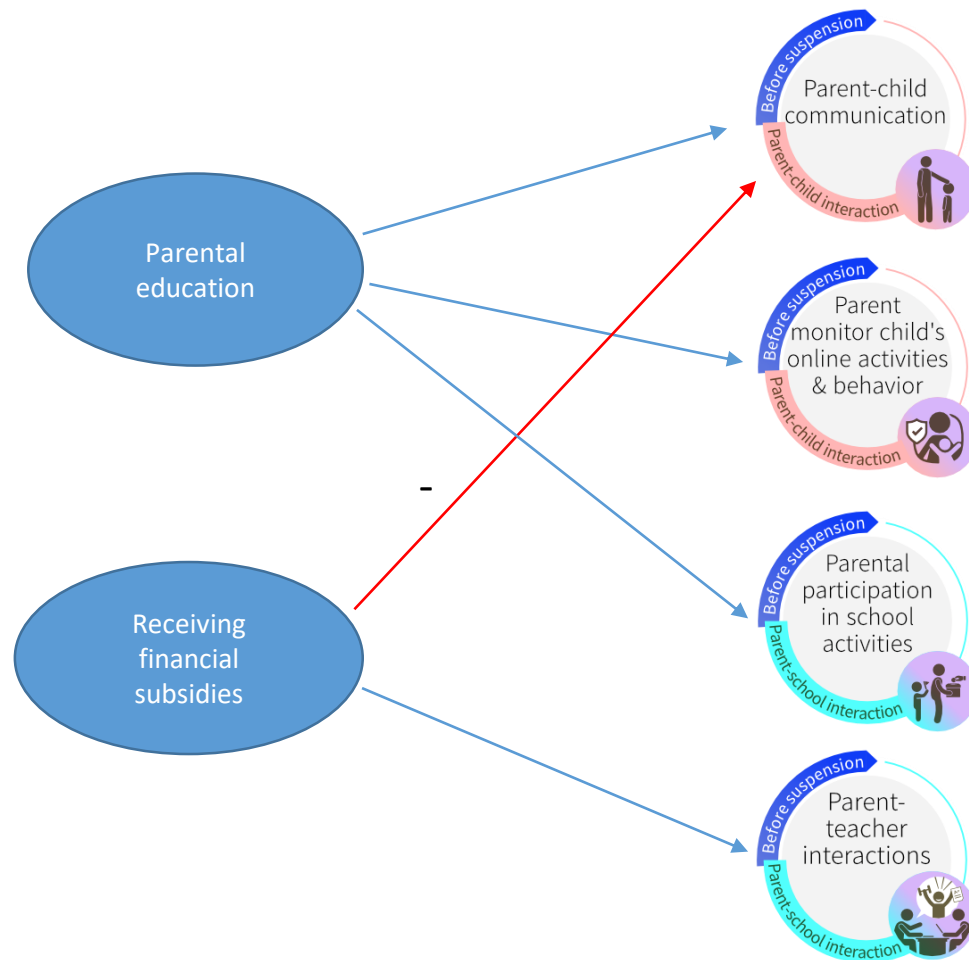
- Confirmatory factor analyses
 - all variables had satisfactory construct validity.
- Structural equation analysis
 - to unravel relationships among familial SES, parental home and school involvement, students' online learning experiences, and learning outcomes



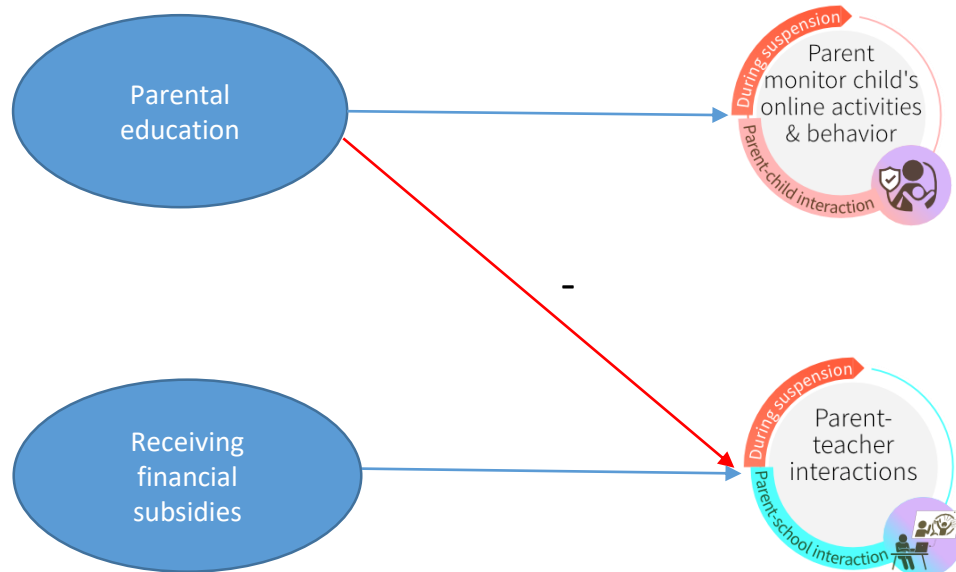
Limitations

- Cross-sectional survey data precludes definitive claims of causality
 - Future studies can use longitudinal design to examine long-term effects of SES and parental involvement on student learning outcomes
- Measures of students' learning experiences and outcomes were from students' self-reported data
 - Future studies can collect data from teachers and parents

Results: SES and parental involvement before school suspension

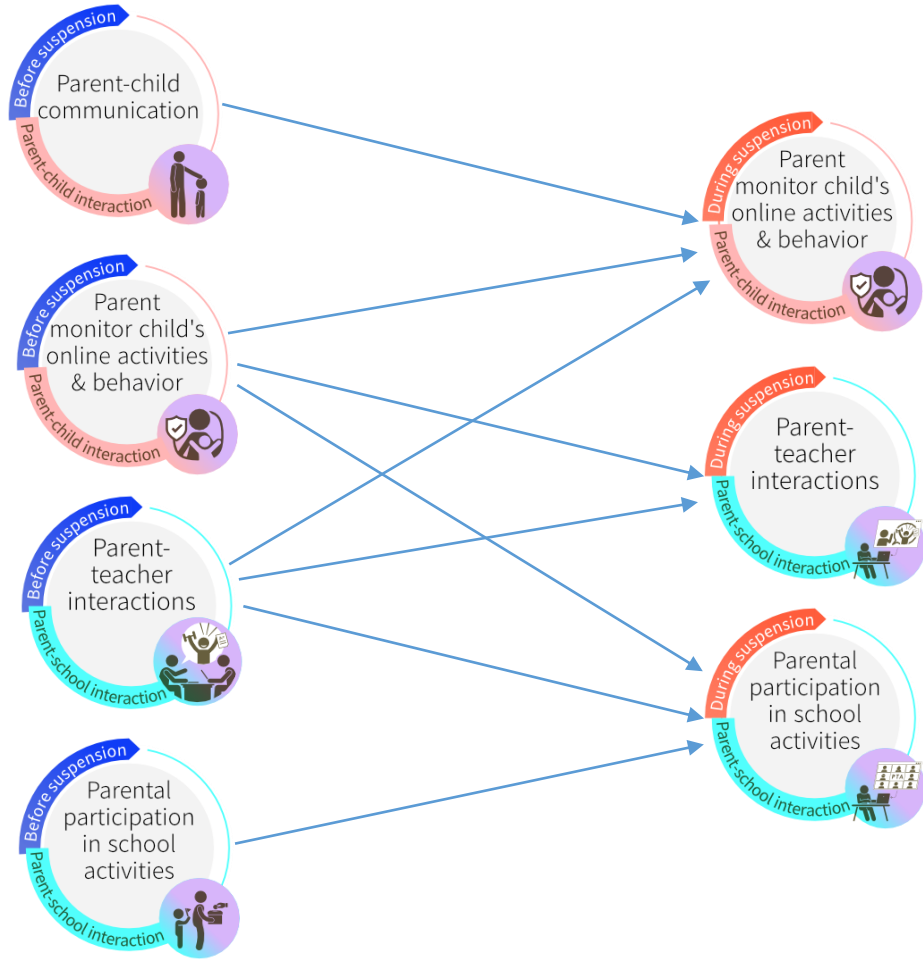


Results: SES and parental involvement during school suspension



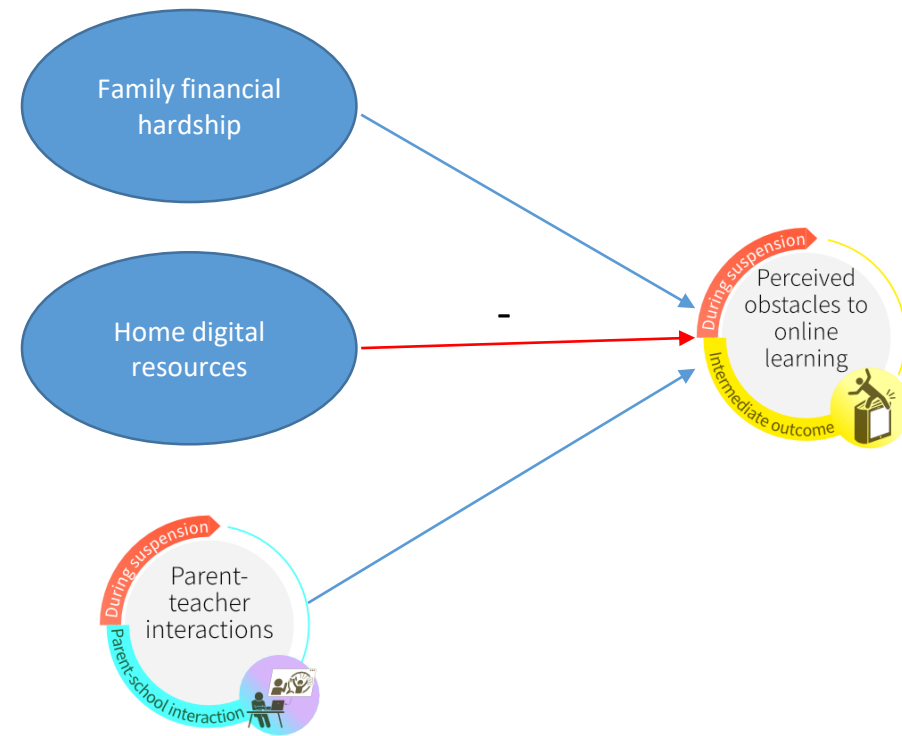
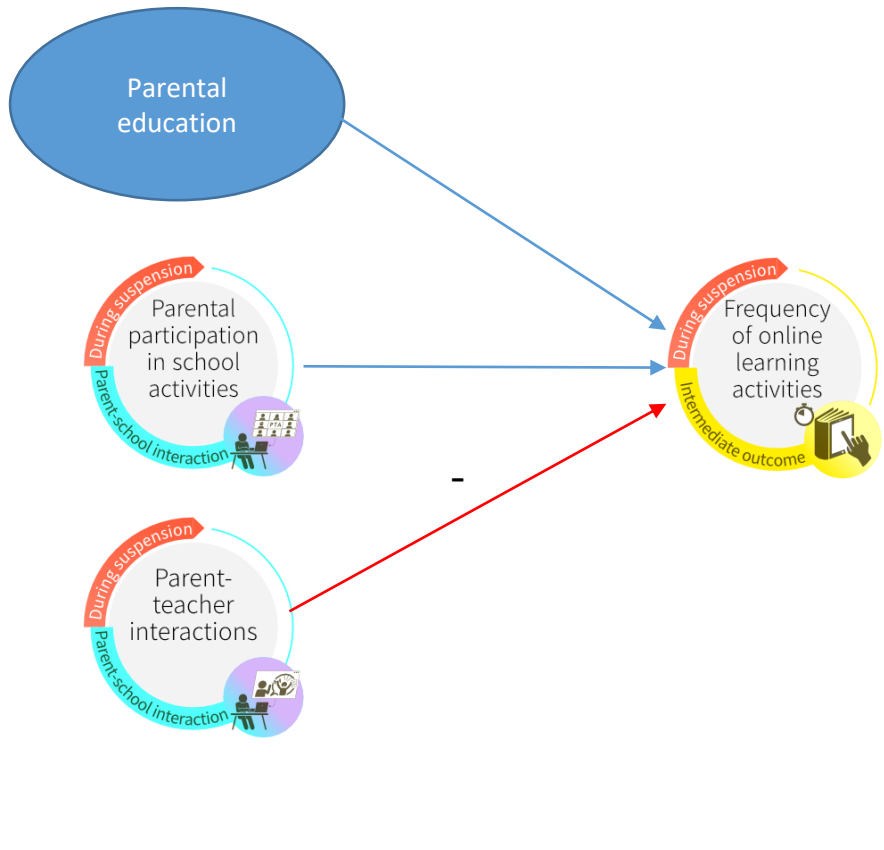
- Results suggest that **parents approached teachers when they needed more support** in their children's learning.
- The fewer significant associations between SES indicators and parental involvement during school suspension suggest that parents, **regardless of SES**, recognized the need to be more involved in their children's online learning during school suspension.

Results: Parental involvement before and during school suspension

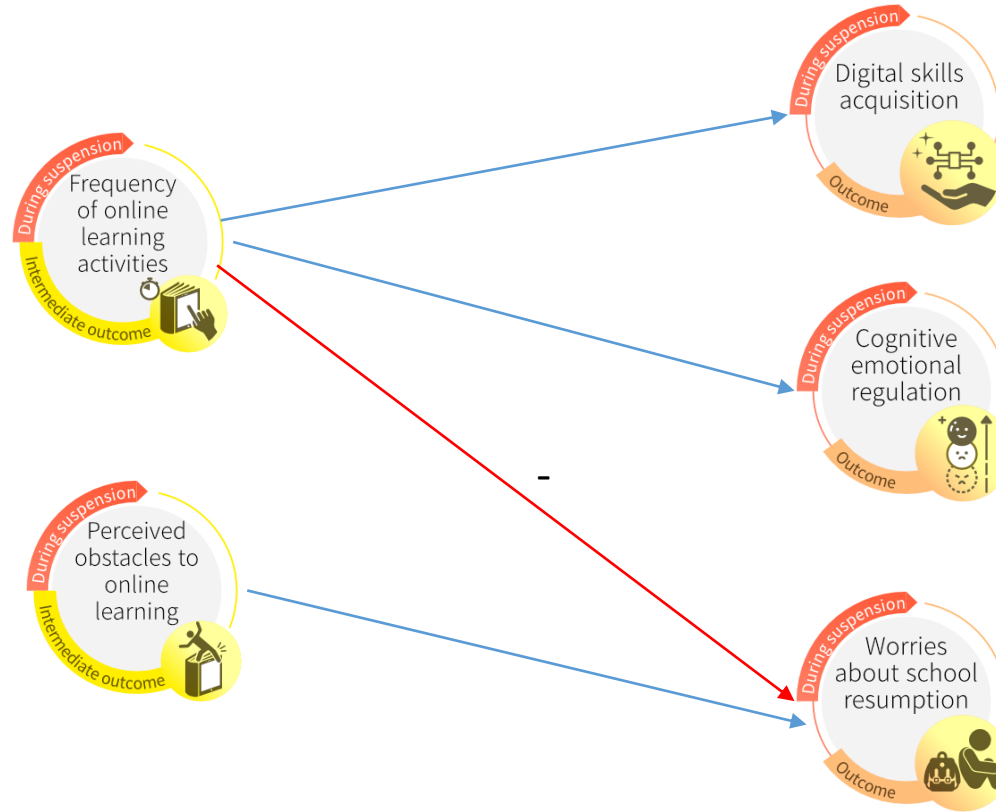


Parents who were more involved at home and in school before school suspension continued to be involved in many aspects during school suspension

Results: Influence of SES and parental involvement on students' online learning



Results: Students' online learning experiences and outcomes



Theoretical contributions

- Results underscore complexities in digital divide and parental preparedness during school suspension during COVID-19.

Theoretical contribution 1

- Key finding:
 - Compared to familial SES, parental involvement before school suspension had a greater role to play in influencing their subsequent involvement during the school suspension.
- Implication:
 - Parents adopt a long-term perspective in their involvement.
 - Insufficient for parents to only start to be more involved in their children's learning when school lessons are conducted online due to emerging contingencies such as the pandemic.

Theoretical contribution 2

- Key finding:
 - Benefits of students' participation in online learning **extend beyond school suspension** - less worries after school resumption.
- Implication:
 - Parental involvement predicts students' online learning. Therefore, it has a **protective function** in buffering students from the uncertainties arising from school suspension.

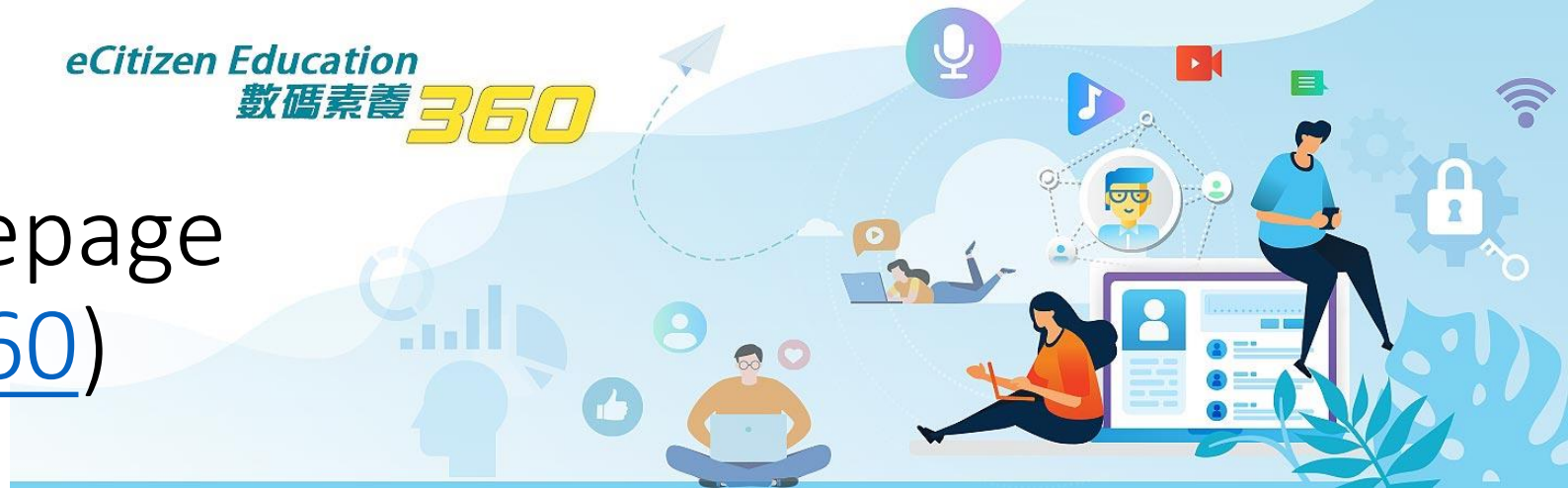
Practical implications

- Schools need to **encourage** higher levels of **parental involvement** and to facilitate **students' uptake of online learning** when needed (e.g., during school suspension).
- When students participate more effectively online, they are more likely to acquire critical digital skills – helpful for **STEM participation**.
- They will also be more self-regulated and ready for face-to-face learning when school resumes, thereby **minimizing disruptions to their learning trajectory**.

Future research

- How do parents adapt their involvement in New Normal?
- How does SES moderate patterns of parental involvement in New Normal?
- How does parental involvement in New Normal contribute to students' holistic development beyond academic learning?

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(<https://ecitizen.hk/360>)



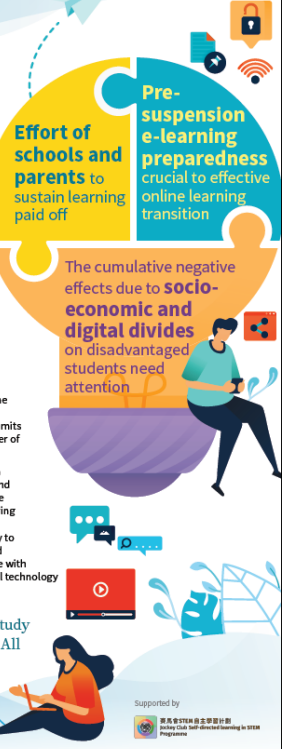
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Bulletin 1 (July 2020)
From outcomes and challenges of online learning to enhanced digital preparedness for the NEW NORMAL

About eCitizen Education 360
The prolonged period of fight against COVID-19 and school suspension has posed huge challenges to every member of the education community. The tremendous effort of schools and parents in sustaining learning online has not only overcome limits presented by social distancing, but also inspired a new chapter of educational transformation as schools resume.

This project is a comprehensive 360-degree survey study with widespread support from academia, parents, professionals and community organizations. By gathering information about the experiences and needs of primary and secondary schools during the periods of school suspension and resumption, we aim to enhance our comprehensive capacities to act as a community to improve the education opportunities, digital competence and well-being of students. These would also enable them to cope with various aspects of life in a fast-changing world in which digital technology plays a pervasive role.

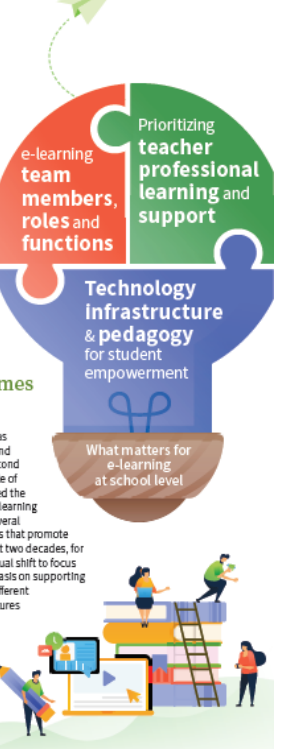
an Action Focused Post-COVID-19 Study for Equitable Quality Education for All
More information is available at <https://ecitizen.hk/360>



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Bulletin 2 (August 2020)
Online-learning preparedness for schools

Preparedness for quality online learning experiences and outcomes
Hong Kong launched its first IT in Education (ITE) Strategy in 1998, which thereby marking the first official policy in which Information and Communication Technology (ICT) is treated as an integral part of the whole curriculum to support learning and teaching, beyond simply a segregated school subject. The second ITE Strategy launched in 2003 formally highlighted a major role of ITE in achieving the overall curriculum reform goals announced the year before. In 2011, the Education Bureau (EDB) funded 21 e-learning pilot projects, many of which were joint ventures involving several schools, for the purpose of fostering e-learning good practices that promote student-centered, transformative learning. Thus, over the past two decades, for ICT use in education at the policy level, there has been a gradual shift to focus on e-learning, i.e. the use of digital technology with the emphasis on supporting student learning. During this time, schools have developed different digital infrastructure, curriculum priorities and support structures for e-learning. These prior developments and experiences for e-learning also laid the foundation for online learning during the COVID-19 pandemic which triggered school suspension. In this study, we collect data about schools' e-learning policy and implementation to investigate the key features that constitute preparedness for quality online learning experiences and outcomes.



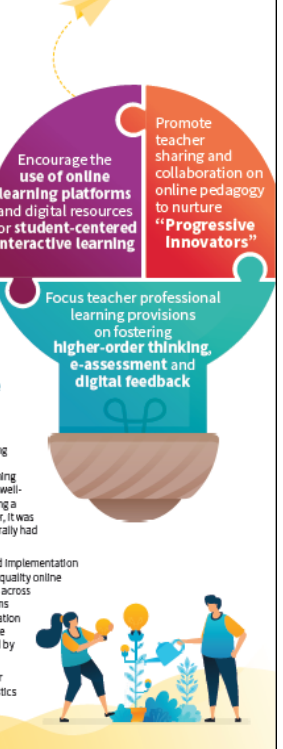
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Bulletin 3 (November 2020)
Online-learning preparedness for teachers

Progressive innovative teachers and online preparedness for the new normal
In the first release of research findings from the eCitizen Education 360 study, we reported that pre-suspension e-learning preparedness was crucial to effective online learning transition during the COVID-19 induced school suspension period. e-Learning Preparedness of a school include having an e-learning strategy well-integrated into the school's overall development plans and giving a high priority to student-centered e-learning pedagogies. Further, it was found that schools that participated in the BYOD program generally had higher levels of e-learning preparedness.

In bulletin 2, we explored in detail schools' e-learning policy and implementation to investigate the key features that constitute preparedness for quality online learning experiences and outcomes. There was a huge diversity across schools in the number of staff members, their roles and functions. Involved in e-learning coordination. Further, e-learning coordination and the school's vision for e-learning have a major impact on the experience and perceived outcomes of online learning reported by teachers and students.

In this bulletin, we report on the in-depth analysis of the teacher survey data to understand what constituted the key characteristics of teachers who were most prepared for the shift to fully online learning, and what factors contribute most to such teacher preparedness.



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Bulletin 4 (February 2021)
Multi-level School Leadership for online learning preparedness

Building a school culture of trust, collaboration and openness to innovation
In Bulletin 1, we reported the importance of pre-school suspension e-learning preparedness, including priority to student-centered pedagogies and integration of e-learning strategies into schools' overall development plans, to effective transition to online learning during the COVID-19 induced school suspension period. In the second bulletin, we zoomed into the e-learning coordinator survey and investigated key features of schools' online learning preparedness. We discovered that the membership and roles of the e-learning coordination team, and teacher professional development provisions constitute the most important school level implementation factors. In the third bulletin, we identified four typical groupings of teachers on e-learning innovation. Findings also showed that teachers' engagement in online teaching related collaboration in school is the best predictor of their Online Teaching Preparedness.

In this bulletin, we examine the role of specific leadership practices in promoting Online Teaching and Learning (T&L) Preparedness. Findings suggest that a school-wide culture of collaboration, mutual trust, and openness to innovation are key conditions for online teaching and learning preparedness. In addition, leaders' overall school development priorities and strategies are the strongest predictors of positive school culture and forward planning for online T&L. In 2020-21, in implementing these plans, senior leaders and non-academic middle-level managers are more optimistic and confident in the face of challenges, and often see failure as "room for improvement".



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