



## **WELSmain 2021 - Abstracts**

**29.09.2021, 15.30 – 16.30 CEST**

### **R17 COVID-19 Educational Research: Crisis in Society and Impact on Education around the World**

Prof. Dr. Britta Klopsch, Karlsruhe Institute of Technology, Germany and Prof. Dr. Jo Fletcher, University of Canterbury, New Zealand

Title: Making schools post-pandemic – what we can learn from the challenges in Germany and New Zealand

The pandemic situation has shaken up the grammar of schools worldwide. In all countries learning had to be reorganized, which meant mostly to close schools and teach in distance. Problems, that existed before, such as the attainment of competencies by children from different socioeconomic backgrounds, now became challenges that individual schools had to address directly. This presentation reports on a joint research project across two countries, Germany and New Zealand, where there have been longer times of lock-down with homeschooling. We did semi-structured interviews on challenges of distance learning and how schools should be changed after the pandemic. We had a total of 48 participants (14 primary school teachers, 12 primary school principals, 11 secondary school teachers and 11 secondary school principals) in New Zealand and Germany. The interviews were analyzed with qualitative content analysis. Findings argue for reconsidering strategies to improve collaboration between teachers, and between teachers and parents; better preparation for the use of blended teaching methods that are motivational and appropriate for the tools available to learners; and the need to recognize the potential challenges faced by individual children from differing backgrounds (economic, cultural and special needs), and ways to provide and access support.



Phoebe Gohs, Michigan State University East Lansing, USA

Title: A Quantitative Analysis of K-12 Public School Enrollment and Instructional Modality during the COVID-19 Pandemic (PhD)

This quantitative study analyzes United States K-12 enrollment data to identify the impact of the COVID-19 pandemic on equitable access to education. Analysis of K-12 enrollment trends pre- and post-pandemic will identify disparities of access to education among federally reported demographic student subgroups. Comparison of student enrollment according to educational programming offered-in-person, remote, and hybrid-provides an understanding of the impact of the pandemic on student access to education.

The COVID-19 pandemic significantly impacted enrollment and instructional modality (in-person, remote, and hybrid learning environments) in American K-12 public schools and districts. This quantitative study analyzed total overall enrollment and enrollment by federally reported race/ethnicity using both the state of Michigan and national enrollment data. Michigan districts were required to report instructional modality options and factors impacting instructional modality decision-making monthly throughout the 2020-21 school year. Statistical tests were conducted to determine whether there were differences in instructional modality offerings in Michigan by federally reported race/ethnicity subgroups and separately by geographic area (urban, suburban, town, and rural areas). Reported factors impacting instructional modality decision-making were also analyzed. Preliminary findings indicated statistically significant declines in enrollment nationally and in Michigan. Declines were not the same by race/ethnicity both nationally and in Michigan, with White and Black students having the highest observed rate of enrollment decline. Michigan instructional modality options were statistically different among districts with high Black student populations as compared to overall district instructional modality options, and there were statistically significant differences in instructional modality by geographic area. Finally, the most frequently cited factors impacting instructional modality decision-making in Michigan districts were COVID-19 outbreaks and Parent Preference—although there was no correlation between instructional modality and COVID-19 positivity rates. This lack of correlation may be reflective of the actual data available to educational leaders at the time of decision making, since monthly COVID-19 positivity data was not available at the time subsequent month instructional modality decisions were made.



Norma Pesqueira, Carmen Celina Torres Arcadia and Gabriela Mora, Comisión Nacional para la Mejora Continua de la Educación en México Hermosillo, México

Title: Teacher leadership in times of crisis

The COVID-19 pandemic has challenged teachers' practices. In order to analyze what happened with 24 teachers from urban and rural contexts of indigenous primary and pre-school education and special education in Mexico, letters that they wrote about their experience in this educational crisis were reviewed. The qualitative method of content analysis was used, where the text of a letter is taken up as a document to be understood and as an illustration of a lived situation. The units of analysis were: a) emotions of the teacher about himself and his students, b) design of strategies and means of communication with students and families, c) problems they faced, and d) reflection on practice, sense of satisfaction and achievement. The results show that, despite stress, fear and lack of resources, teachers acted with commitment to the circumstances and responded with determination and creativity. In this crisis situation, teachers have shown leadership and proactivity, discovering and developing new capacities to recreate the teaching and learning process, for example, they diversified forms of communication with families and students from vulnerable contexts, for which they used media such as Facebook, WhatsApp and video calls, designed guides and videos, selected content taking into account the rhythm and time of the students and their families, and showed moments of reflection on the practice in which they recognized their limitations, as well as those of the students and their families.



Alexandra Postlbauer and Prof. Dr. Christoph Helm, University of Linz, Austria

Title: The Impact of the Corona Pandemic on Students' Extracurricular Activities. Latent Change Score Covariate Models on the Effect

School closures due to COVID-19 led to an expansion of students' leisure time. Hence, students' (extra-)curricular activities gained importance during the pandemic. While few studies have already examined the degree to which students' daily learning time dropped due to school closures, we are not aware of any studies investigating how students' (extra-)curricular activities changed. Moreover, yet no studies exist that examine the association between students' socioeconomic background and students' (extra-)curricular activities. We use longitudinal data from a parent and a students' survey in Germany, Austria, and Switzerland to close this research gap. Our findings indicate low but significant effects of students' socioeconomic background on students' (extra-)curricular activities. The findings help explain socioeconomically driven educational inequality during the COVID-19 pandemic.



Prof. Dr. Christoph Helm, University of Linz, Austria, and Prof. Dr. Stephan Huber, University of Teacher Education Zug, Switzerland

Title: Predictors of Central Student Learning Outcomes in Times of COVID-19: Students', Parents', and Teachers' Perspectives During School Closure in 2020. A Multiple Informant Relative Weight Analysis

School closures associated with the COVID-19 pandemic very quickly led to many studies on distance education (see Helm, Huber & Loisinger, 2021) for a review of findings from 100 studies in Germany, Austria, and Switzerland). Currently, there are only quantitative studies available that explored the importance of different features of distance education for student learning during school lockdowns in 2020 relying on a single perspective— student, parent, or teacher data. Thus, we present results from a multiple informant study in which we compared prediction models based on the different perspectives of relevant actors in the school system. Against the background of the context, input, process, and output model (e.g., Scheerens, 1990), we explored the impact of a broad range of features of distance education on central student learning outcomes using data from students (N = 315), parents (N = 518), and teachers (N = 499) in German and Austrian secondary schools. Although findings from relative weight analysis portray a relatively similar pattern of relevant predictors for students' learning outcomes (self-rated achievement, learning effort, and intrinsic motivation) across the three respondent groups, some predictors largely differ between the groups. While students' ability to self-organize emerged as the most significant predictor across all three informant groups, predictors, such as the lack of parental support during school closure, turned out to be relevant only from the perspective of individual informant groups. We discuss the implications of these findings for future educational practice and research.