**References for “Students who Thrive in Lockdown” – Lance King**

The UK Government’s second annual [State of the Nation report](https://www.gov.uk/government/publications/state-of-the-nation-2020-children-and-young-peoples-wellbeing) finds that children and young people aged five to 24 generally responded with resilience to changes in their lives between March and September 2020, and despite indications of challenges to their mental wellbeing they report stable levels of happiness and only slight reduction in satisfaction with their lives.

Policy paper

# State of the nation 2020: children and young people’s wellbeing

A report on wellbeing in children and young people in 2020.

From: [**Department for Education**](https://www.gov.uk/government/organisations/department-for-education)

Published 10 October 2020

<https://www.gov.uk/government/publications/state-of-the-nation-2020-children-and-young-peoples-wellbeing>

OECD Sept 2020

Current student can expect 3% lower career earnings, for nations the impact could optimistically be 1.5% lower GDP throughout the remainder of the century

In the USA 1.5% loss in future GDP would be equivalent to a total economic loss of USD 14.2 trillion.

<https://www.oecd.org/education/The-economic-impacts-of-coronavirus-covid-19-learning-losses.pdf>

More than 1,000 year nine students from 17 secondary schools across the south west of England were surveyed about their mental health in October, last year. It was found that 54% of 13 and 14-year-old girls were at risk of anxiety, compared to 26% of boys of the same age.

When surveyed again in May – two months after lockdown restrictions were imposed – the figures dropped by nearly 10% among girls to 45% and to just 18% of boys.

Dr Judi Kidger, from the University of Bristol, said the findings raise questions about the ‘role of the school environment in explaining rises in mental health difficulties among teenagers in recent years’.

The study comes after [**the prime minister branded it a ‘moral duty’ to send children back to school full-time**](https://metro.co.uk/2020/08/10/boris-johnson-promises-fully-reopen-schools-weeks-13108543/?ito=article.desktop.share.top.link) in a matter of weeks, insisting that it would be ‘much much better for their health and mental wellbeing’.

But many students’ sense of well-being also improved during lockdown, with boys showing a bigger improvement than girls, found the Young People’s Mental Health during the Covid-19 Pandemic report.

‘Of particular interest, those students who felt least connected to school before the lockdown saw a larger decrease in anxiety which raises questions about how the school environment affects some younger teenagers’ mental well-being.’

<https://metro.co.uk/2020/08/24/childrens-anxiety-levels-actually-improved-lockdown-study-finds-13168397/>

[Psychiatry Res.](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7444649/) 2020 Nov; 293: 113429.

Published online 2020 Aug 24. doi: [10.1016/j.psychres.2020.113429](https://dx.doi.org/10.1016%2Fj.psychres.2020.113429)

# Impact of COVID-19 and lockdown on mental health of children and adolescents: A narrative review with recommendations[☆](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7444649/#d33e779)

[Shweta Singh](https://www.ncbi.nlm.nih.gov/pubmed/?term=Singh%20S%5BAuthor%5D&cauthor=true&cauthor_uid=32882598),a [Deblina Roy](https://www.ncbi.nlm.nih.gov/pubmed/?term=Roy%20D%5BAuthor%5D&cauthor=true&cauthor_uid=32882598),b,⁎ [Krittika Sinha](https://www.ncbi.nlm.nih.gov/pubmed/?term=Sinha%20K%5BAuthor%5D&cauthor=true&cauthor_uid=32882598),c [Sheeba Parveen](https://www.ncbi.nlm.nih.gov/pubmed/?term=Parveen%20S%5BAuthor%5D&cauthor=true&cauthor_uid=32882598),c [Ginni Sharma](https://www.ncbi.nlm.nih.gov/pubmed/?term=Sharma%20G%5BAuthor%5D&cauthor=true&cauthor_uid=32882598),c and [Gunjan Joshi](https://www.ncbi.nlm.nih.gov/pubmed/?term=Joshi%20G%5BAuthor%5D&cauthor=true&cauthor_uid=32882598)c

Unfortunately, the nationwide closures of schools and colleges have negatively impacted over 91% of the world's student population ([Lee, 2020](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7444649/#bib0013))

Lee J. Mental health effects of school closures during COVID-19. *Lancet. Child Adolesc. Health, S2352-4642(20)30109-7.*2020 doi: 10.1016/S2352-4642(20)30109-7. PubMed. [[PMC free article](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7156240/)] [[PubMed](https://www.ncbi.nlm.nih.gov/pubmed/32302537)] [[CrossRef](https://dx.doi.org/10.1016%2FS2352-4642(20)30109-7" \t "_blank)] [[Google Scholar](https://scholar.google.com/scholar_lookup?journal=Lancet.+Child+Adolesc.+Health,+S2352-4642(20)30109-7&title=Mental+health+effects+of+school+closures+during+COVID-19&author=J.+Lee&publication_year=2020&doi=10.1016/S2352-4642(20)30109-7&)]

Current studies related to COVID-19 demonstrate that school shutdowns in isolation prevent about 2-4% additional deaths

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7444649/>

Globally, online learning platforms were rated as either [very (36%) or fairly (58%) effective](https://data.unicef.org/wp-content/uploads/2020/10/National-Education-Responses-COVID-19-v2_2020.pdf).

“I think the future of education will seamlessly combine offline and online learning and we will be able to find the right balance somewhere in the middle. We will witness the education sector take a leap from the traditional one-to-many approach to blended one-on-one learning experiences, providing students the best of both physical and digital worlds,” he says.

Mrinal Mohit, Chief Operating Officer at BYJU’S, an Indian educational technology and online tutoring firm,

In [Yuval Noah Harari’s](https://www.ynharari.com/) book, 21 Lessons for the 21st Century, he outlines how schools continue to focus on traditional academic skills and [rote learning](https://www.theguardian.com/commentisfree/2020/mar/02/instead-rote-learning-useless-facts-children-need-taught-wellbeing), rather than on skills such as critical thinking, problem-solving, collaboration and adaptability, which will be more important for success in the future.

<https://www.weforum.org/agenda/2021/02/digital-learning-covid-19-changed-way-we-educate-children/>

the Institute for Social and Economic Research at the University of Essex, finds that around a quarter of parents report that their relationship with their children has improved since the government introduced its stay-at-home policy.

<https://www.theguardian.com/lifeandstyle/2020/jul/05/weird-but-true-lockdown-has-made-many-families-happier>

The annual What Kids Are Reading report from Renaissance Learning, which studies the reading habits of more than one million pupils in the UK and [Ireland](https://www.theguardian.com/world/ireland), found that while the number of books read overall dropped 17% in the year to July 2020, compared with the previous year, children read more during lockdowns and school closures. The data showed that the books read during lockdowns were more challenging, with primary school children and those in year seven reading more demanding texts in particular.

<https://www.theguardian.com/books/2021/apr/29/children-read-longer-more-challenging-books-in-lockdown>

“During the lockdown overall, pupils were tending to read longer books of greater difficulty and with greater comprehension,” said the report’s author, University of Dundee professor Keith Topping. “Having more time to read gave children the chance to immerse themselves in literature. [Schools](https://www.theguardian.com/education/schools) should encourage more reading time now that they are open again.”

The study was published alongside new data from the National Literacy Trust. Analysing responses from more than 58,000 pupils aged nine to 18, the NLT found that 47.8% of children said they enjoyed reading at the beginning of 2020. But, in a second survey of more than 4,000 children in May and June, during the spring lockdown, the NLT found that 55.9% said they enjoyed reading either very much or quite a lot.

“Having more time to read and the increased autonomy of book choice, along with the opportunity to read for its own sake, were key reasons why more young people are enjoying being immersed in stories,” said Clark.

<https://www.stokesentinel.co.uk/news/stoke-on-trent-news/report-lifts-lid-what-children-5389441>

A significant proportion of Canadian kids ages 9 to 15 — more than a quarter based on data from a [study led by Maximum City](https://maximumcity.ca/wellbeing) — found ways to thrive during the lockdown. The positive effects they cite are predictable, given how tightly bound young lives can be in the 21st century: freedom from school, freedom from social pressures, and freedom from commitments. This new-found freedom, stretching across weeks and months, opened up more time to play, more time to pursue their own interests, more time with pets, more time in nature, more time to roam, more independence, and more quality time with friends and family.

<http://spacing.ca/toronto/2020/10/06/what-can-we-learn-from-kids-who-thrived-during-covid-19-lockdown/>

Anecdotally, parents have shared stories about introverted kids who relished the solitude and quiet of the pandemic, kids with learning or social challenges who suddenly blossomed, and kids who have taken on social good projects like helping elderly neighbours to get groceries. Other kids have gained independence by using downtime to get out and explore urban and rural places. One parent described her teenage son and his friends as “owning the city” on long explorations of Toronto that would have been unlikely in the before times.

About two in ten districts have already adopted, plan to adopt, or are considering adopting virtual school as part of their district portfolio after the end of the COVID-19 pandemic. District leaders cited reasons related to student and parent demand for continuing various forms of online instruction in future years.

Schwartz, Heather L., David Grant, Melissa Kay Diliberti, Gerald P. Hunter, and Claude Messan Setodji, Remote Learning Is Here to Stay: Results from the First American School District Panel Survey. Santa Monica, CA: RAND Corporation, 2020. <https://www.rand.org/pubs/research_reports/RRA956-1.html>.

* One boy in particular, the “class clown,” was a persistent challenge, and his behavior influenced his 23 peers, 15 of whom are boys.
* But reconnecting months later during the coronavirus closures, Woodard shared some surprising news: the same boy was “thriving” during remote learning. “I think not having those everyday distractions in school has really allowed for kids like him to focus on the work and not necessarily all the social things going on because some kids can't separate that out,” said Woodard, who teaches in Washington, D.C.
* We’ve been hearing that a lot. Increasingly, teachers in our audience are reporting that a handful of their students—shy kids, hyperactive kids, highly creative kids—are suddenly doing better with remote learning than they were doing in the physical classroom. “It’s been awesome to see some of my kids finally find their niche in education,” said Holli Ross, a first-year high school teacher in northern California, echoing the sentiments of dozens of teachers we’ve heard from.
* Though we’ve seen many comments—from both students and teachers—about missing the in-person connections and relationships at school, for some students, school socialization may be fraught with anxiety, our teachers suggest.
* “Students who have been victims of physical or verbal bullying while at school are likely to be relieved to be home in a safe space,” said Elena Spathis, high school Spanish teacher in Hillsdale, New Jersey.
* According to the National Center for Education Statistics, in 2017, at least [20 percent of students](https://nces.ed.gov/fastfacts/display.asp?id=719) ages 12-18 reported being bullied at school. Students who are the most bullied have also been found to have [lower academic performance](https://newsroom.ucla.edu/releases/victims-of-bullying-suffer-academically-168220) than their non-bullied peers.

Edutopia By [Nora Fleming](https://www.edutopia.org/profile/nora-fleming)April 24, 2020

<https://www.edutopia.org/article/why-are-some-kids-thriving-during-remote-learning>

Although I dislike the term, “grey” is a label used to refer to students who do not stand out. They are the children who sit in lessons and neither put their hand up to answer questions, nor cause any disruption or distraction. They are the students who get told at parents’ evening, “It would be really nice if you would share your ideas more”, because the teacher probably does not have too much to say about them.

But to my surprise, these are the students who have become the true stars of remote learning.

Why is this? John, and those like him, are used to sitting in the classroom, waiting patiently for instructions. Once they have those instructions, they are used to quietly getting on with following them.

TES **Laura Webb** 1st May 2020 at 12:02pm

<https://www.tes.com/news/my-most-unassuming-students-are-thriving-lockdown>

The average score for the International Baccalaureate Diploma has risen on the previous year after candidates were given a dual route option of either exam or non-exam assessments in 2021 due to the impact of the pandemic.

Specifically, the average score for the May 2021 session was 33.02 points, up from 31.34 in May 2020. The diploma pass rate has also risen to 88.96 per cent, up from 85.18 per cent in 2020.

TES **Catherine Lough** 5th July 2021 at 1:12pm

<https://www.tes.com/news/ib-diploma-scores-2021-exams-non-dual-route-pandemic-covid>

With online learning, Natalie could roll out of bed at 9 a.m., which gave her enough time to prepare a bowl of Chobani Greek yogurt and fruit before her first online period at 9:30.

That extra sleep, endorsed by the [American Academy of Pediatrics](https://pediatrics.aappublications.org/content/134/3/642), paid dividends in multiple ways for Natalie and others.

Most of theironline classes were asynchronous, meaning teachers would leave assignments, lesson plans and videos ahead of time for students through the school’s platforms, such as Schoology and Google Classroom.

Instructors did not require students to turn on their computers’ cameras, meaning Natalie and others could take notes, listen in and ask questions while eating — even in the comfort of their pajamas.

“Everyone had their cameras off,” Natalie said, “which was great for me. I didn’t have to worry about how I looked. I could just focus on class.”

And her grades? “Straight A’s,” she said.

Marcos, who will attend Banning High School in August, had often been a C student, but last semester he got all B’s and A’s. He said he benefited from the ability to email his eighth-grade teachers as many questions as he liked without fear of bullying.

“I didn’t know what to think at first, but it seemed to work out,” said Marcos, who is considering a career in architecture. “Maybe it’s because I’m a natural introvert.”

Los Angeles Times, By [ANDREW J. CAMPA](https://www.latimes.com/people/andrew-j-campa), STAFF WRITER , JULY 29, 2020 4 AM PT

<https://www.latimes.com/california/story/2020-07-29/covid-schools-online-learning-quarantine>

Of the students polled, only 38% report that they prefer full-time, in-person learning at this moment, and another 27% report they prefer some hybrid of online and in-person learning. Students in online classes full-time are less eager to return to in-person instruction in the current environment, with only 28% preferring full-time, in-person instruction at this time.

National Education Association of USA, By: Staci Maiers, Published: 12/16/2020

<https://www.nea.org/about-nea/media-center/press-releases/new-research-reveals-how-students-are-doing-during-covid-19>

My autistic second grader thrived during remote learning. In the past three months at home, he’s moved up several reading levels, improved his writing stamina and conquered fractions. In a virtual session in April, his doctor couldn’t believe he was the same child she’d been seeing in her office. “Do you have to send him back to school?” she asked.

It worked because my son isn’t overstimulated the way he can be at a school, with hundreds of kids, loud bells, a smelly lunchroom, whistles on the playground and rules, so many rules. The only other student in my one-room classroom this spring was his 5-year-old brother, a very social kindergartner who hated “mom school” and missed his friends.

My autistic son was able to work at his own pace and in a preferred place, often stretching his body across the dining room table to write an assignment or curling up in the hammock in the backyard to read. We had a schedule that we mostly stuck to, and although he relied on timers and a visual schedule to stay on task at school, I worked at home on teaching him better executive functioning skills so he didn’t need those supports.

The Washington Post, By Jackie Spinner, June 22, 2020

<https://www.washingtonpost.com/lifestyle/2020/06/22/i-only-like-mom-school-why-my-autistic-son-thrived-during-pandemic-school-closures/>

The research, published by the Institute for Social and Economic Research at the University of Essex, finds that around a quarter of parents report that their relationship with their children has improved since the government introduced its stay-at-home policy. Less than 5% said it had become worse. The results are based on research for the Understanding Society Covid-19 survey, a nationally representative study that collected data from 5,500 parents.

The Guardian, [**Jamie Doward**](https://www.theguardian.com/profile/jamiedoward)**,** Sun 5 Jul 2020 08.57 BST

<https://www.theguardian.com/lifeandstyle/2020/jul/05/weird-but-true-lockdown-has-made-many-families-happier>

## QUESTION 1: HOW DID STUDENTS PERFORM IN FALL 2020 RELATIVE TO A TYPICAL SCHOOL YEAR?

When comparing students’ median percentile rank for fall 2020 to those for fall 2019, there is good news to share: Students in grades 3-8 performed similarly in reading to same-grade students in fall 2019. While the reason for the stability of these achievement results cannot be easily pinned down, possible explanations are that students read more on their own, and parents are better equipped to support learning in reading compared to other subjects that require more formal instruction.

The news in math, however, is more worrying. The figure below shows the median percentile rank in math by grade level in fall 2019 and fall 2020. As the figure indicates, the math achievement of students in 2020 was about 5 to 10 percentile points lower compared to same-grade students the prior year.

Brookings Institute, Initial findings from fall 2020

Megan Kuhfeld, Jim Soland, Beth Tarasawa, Angela Johnson, Erik Ruzek, and Karyn LewisThursday, December 3, 2020

<https://www.brookings.edu/blog/brown-center-chalkboard/2020/12/03/how-is-covid-19-affecting-student-learning/>

NWEA, a non-profit research organization that focuses on student performance, [released a preliminary study](https://www.nwea.org/about/) on the impact the pandemic has had on students across the country so far.

The report shows that reading performance among students this fall is around the same as it was one year ago, before students were forced to adapt to learning from home and hybrid structures. Math performance, however, is down about five to 10 percentage points, the study shows.

The study included 4.4 million public school students in grades 3-8 across 46 states overall.

By: [Josh Bazan](https://www.wcpo.com/josh-bazan)

<https://www.wcpo.com/rebound/state-of-education/study-shows-impact-of-pandemic-on-students-education-progress>

This enabled us to compare the results of the 2019 and 2020 classes. Overall, students’ performance was not significantly different between the adaptive blended learning and the in-person approach. More students scored between 70-79% during the adaptive blended learning compared with in-class teaching, while more students scored between 80-89% during the in-person learning than during the adaptive blended learning. Finally, the percentage of students that scored >90% was not significantly different for both Years 2019 and 2020. The adaptive blended learning approach was effective in enhancing academic performance for high performing medical students. It also permitted the early identification of underachieving students, thereby serving as an early warning sign to permit timely intervention

# Anatomical Sciences Education An adaptive blended learning model for the implementation of an integrated medical neuroscience course during the Covid-19 pandemic

[Thomas I Nathaniel](https://anatomypubs.onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=I+Nathaniel%2C+Thomas), [Richard L. Goodwin](https://anatomypubs.onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Goodwin%2C+Richard+L), [Lauren Fowler](https://anatomypubs.onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Fowler%2C+Lauren), [Brooks Mcphail](https://anatomypubs.onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Mcphail%2C+Brooks), [Asa C. Black Jr](https://anatomypubs.onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Black%2C+Asa+C)

First published: 29 April 2021

<https://pubmed.ncbi.nlm.nih.gov/33915035/>

According to National Sample Survey, 2017-18, 24% of households have an internet facility and only 8% of all households with members aged between five and 24 have both a computer and an internet connection ([Ministry of Statistics and Programme Implementation, 2017–2018](https://journals.sagepub.com/doi/full/10.1177/0020764020961801)). This disparity of access becomes a harbinger of academic stress in students who would find themselves unable to avail online classes or submit their assignments, thus falling behind their peers in their curriculum. This has led to reports of symptoms of depression, anxiety, and in severe cases suicidal attempts in children and adolescents triggered by academic stress and apprehensions regarding future ([Fegert et al., 2020](https://journals.sagepub.com/doi/full/10.1177/0020764020961801)). Recently a 15-year old girl died by suicide after being unable to access online classes from her village ([Naha, 2020](https://journals.sagepub.com/doi/full/10.1177/0020764020961801)). In a similar incident, a 50-year old farmer, died by suicide after being unable to buy a smartphone for her daughter’s online classes ([Deb Barman, 2020](https://journals.sagepub.com/doi/full/10.1177/0020764020961801)). Such incidents highlight the severity of the psychological ramifications of inability to access basic education because of socio-economic and geographic barriers.

International Journal of Social Psychiatry

V[olume: 67 issue: 4,](https://journals.sagepub.com/toc/isp/67/4)page(s): 397-399, [Ananya Mahapatra](https://journals.sagepub.com/action/doSearch?target=default&ContribAuthorStored=Mahapatra%2C+Ananya)1, [Prerna Sharma](https://journals.sagepub.com/action/doSearch?target=default&ContribAuthorStored=Sharma%2C+Prerna)



[**https://journals.sagepub.com/doi/10.1177/0020764020961801**](https://journals.sagepub.com/doi/10.1177/0020764020961801)

At least four large-scale research studies, conducted in the Spring of 2020—two in the U.S., one in the U.K., and one in Norway–found that children’s mental health improved during the early months of the COVID-induced school closures. Collectively, they revealed that children and teens felt less anxious, less depressed, and psychologically stronger following lockdown than in the months prior.

One way to explain the children’s improved mental wellbeing involves reference to what psychologists call self-determination theory. This theory, supported by literally hundreds of studies, posits that mental wellbeing is directly related to the degree to which three basic psychological needs are satisfied—the needs for autonomy, competence, and relatedness.

<https://districtadministration.com/childrens-mental-wellbeing-improved-early-months-covid-lockdown/>

China - Students struggling academically benefited most when schools around the world transitioned from classroom teaching to online learning in response to the COVID-19 pandemic, and the switch also didn't negatively impact higher achievers.

A new study has analyzed the impact of online learning during the pandemic by crunching data at three [middle schools](https://phys.org/tags/middle+schools/) in China, which administered different educational practices for about 7 weeks during the country's Covid-19 lockdown

<https://phys.org/news/2021-05-students-benefit-covid-online.html>

Spain - The period with the strictest lockdown conditions and quarantining posed additional problems for young people with autism spectrum disorder (ASD) and their families, most of the families that participated in the study observed a change in the emotional state of their child with ASD. Specifically, parents stressed that during lockdown their [children](https://medicalxpress.com/tags/children/) were happier, calmer and more placid than they were before it. To a great extent, they benefitted from the increase in the amount of time they spent with their families and the routines they adopted.

", they improved in aspects such as communication, relationships and emotional responses and they even participated more often in routines proposed by their families,"

<https://medicalxpress.com/news/2021-04-young-people-autism-families-lockdown.html>

According to a Brandon-Hall Study, learning through e-learning typically requires **40% to 60% less employee time** than learning the same material in a traditional classroom setting. This is because it can be performed asynchronously and whenever the student needs it; this way workflow is not interrupted. It is important to note that saving time doesn’t affect learning quality; it's actually quite the opposite.

2. The Research Institute of America found that eLearning **increases retention rates 25% to 60%**while retention rates of face-to-face training are very low in comparison: 8% to 10%. This is because with eLearning students have more control over the learning process as well as the opportunity to revisit the training as needed.

3.  After implementing an eLearning program in their company, IBM found that participants learned nearly **five times more material**without increasing time spent in training. By teaching more material in a shorter amount of time, companies are able to reduce the time employees spend on training, thus allowing them to get back to work faster, which in return translates into reduced costs.

<https://www.shiftelearning.com/blog/bid/301248/15-facts-and-stats-that-reveal-the-power-of-elearning>

Abstract. Reflection on the process of learning is believed to be an essential ingredient in the development of expert learners. By employing reflective thinking skills to evaluate the results of one's own learning efforts, awareness of effective learning strategies can be increased and ways to use these strategies in other learning situations can be understood. This article describes how expert learners use the knowledge they have gained of themselves as learners, of task requirements, and of specific strategy use to deliberately select, control, and monitor strategies needed to achieve desired learning goals. We present a model of expert learning which illustrates how learners' metacognitive knowledge of cognitive, motivational, and environmental strategies is translated into regulatory control of the learning process through ongoing reflective thinking. Finally, we discuss the implications that the concept of expert learning has for instructional practices.

<http://allianceforlearning.co.uk/wp-content/uploads/2017/03/Ertmer-Newby-The-Expert-Learner.pdf>