eCitizen Education 360 (2022):
An extension of the Learning and Assessment for Digital Citizenship Project

The Cumulative Impact of Recurring School Suspensions under the New Normal: Positive Action Insights for Students, Parents, Schools and Communities

Presented by the Centre for Information Technology in Education (CITE), Faculty of Education, The University of Hong Kong
3 November 2022
The First Release of Research Findings

The Cumulative Impact of Recurring School Suspensions under the New Normal: Positive Action Insights for Students, Parents, Schools and Communities

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About eCitizen Education 360

• First e360 study conducted in June 2020 to understand the impact of extended school suspension (Feb – early June 2020) on students, parents, and schools

• e360 (2022) builds on the conceptual and methodological foundations of the baseline (2020) – a comprehensive 360-degree, action-oriented survey study

• To understand the impact of multiple waves of prolonged intermittent school suspensions and provide evidence-based recommendations to stakeholders

• Goal: promote equitable quality education for all

• Acknowledgement: (1) Wide support from schools, education professionals, parents, academics and community organizations; (2) The D. H. Chen Foundation as the Growth Partner and Funder of this project; (3) Support from all the participating schools.
Project Team

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Genesis of a Sequence of Four Studies

**Findings:**
- Students in general only have basic digital literacy (DL)
- Huge DL divide within schools and between schools
- Access to Large Screen Devices (LSDs) at home vital to DL development
- DL predicts students’ digital wellbeing (internet addiction, cyberbullying exp)
- SES influences students’ DL achievement

In view of the serious digital divides revealed in wave-1 findings, an “emergency action-focused study” to understand how students, teachers, schools & families are affected by the sudden school suspension.

Wave-2 is a longitudinal follow-up to track students’ growth in digital competence & factors that influence them, as well as how these affect students’ wellbeing.

How has 2.5 years of waves of school suspension impacted students’ learning, and what are effective strategies to help address the learning gap?
Key findings of e-360 (2020) published in 6 bulletins

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

About eCitizen Education 360
The unprecedented period of fight against COVID-19 and school suspension has placed huge challenges on every member of the education community. The tremendous effort of schools and parents in supporting learning online has not only overcome limits presented by social distancing, but also opened a new chapter of educational transformation in schools across China. This project is a comprehensive 360-degree survey study, with in-depth and rich data from academic, pedagogical, and community organizations. It offers a comprehensive overview about the situation of students and their parents. It is also a valuable reference for improving the educational experience, digital competence, and well-being of students. This issue will also enable them to cope with various challenges that lie ahead in a world where digital technology plays a prominent role.

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

Preparedness for quality online learning experiences and outcomes
Hong Kong launched its first ICT Education (ICT) Strategy in 1999, which strongly marked the first official policy in which ICT was at the core of the curriculum reform plan and transformed into a critical part of the teaching-learning process. The first ICT strategy launched in 2019, focused on highlighting a major role in preparing for quality online learning experiences, and providing students with a richer learning environment. The ICT strategy for the new NORMAL will contribute to enhancing the quality of learning experiences, digital literacy, and supporting students’ learning needs.

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

Progressive innovative teachers and online preparedness for the new normal
In the 6th Session of the eLearning Forum from the eCitizen Education 360 project, we described the imperative that digital literacy and professional preparedness are essential for teachers to effectively support online learning experiences. In this bulletin, we are excited to share key insights from our research findings on the digital preparedness of teachers across different educational levels. This bulletin will help educators understand the key characteristics of teachers who are more prepared for the shift to fully online learning, and what factors contribute to positive teacher preparedness.
Key findings of e-360 (2020) published in 6 bulletins
Key Questions addressed in this report

1. What is the status of students' learning and well-being after multiple waves of school suspension?

2. What challenges do schools and parents in Hong Kong perceive after 2.5 years since the start of the pandemic?

3. How have schools and parents adapted to teaching and learning in the New Normal?

What insight can be gleaned to inform positive action by different stakeholders and policy makers?
Basic information about research design and data collected
Research design:
5 survey instruments distributed to each participating school

**Schools Leader survey (leaders include all who contribute to school-based decision-making)**

Principal, Vice Principals, Academic Masters/ Curriculum Leader, Subject/ KLA panel chairs, ICT Coordinator, STEM Coordinator, Moral/Civic Education Coordinators, Counselling and Guidance Head, Discipline Masters, Life-wide Learning/ Extra-curricular Activities Coordinators.

**e-learning coordinator survey**

A person identified as taking key coordinating responsibility for e-learning in a school

**Teacher survey**

Teachers refer to those with teaching responsibilities only, and does not have a formal decision-making role

**Student survey**

Students in Primary 3 – 6, Secondary 1 – 6

**Parent survey**

Parents whose children participated in the study
Sampling and participation

● All schools, including those that participated in the 2020 study, were invited to participate.

● Participation was on a voluntary basis. The specific grade levels and classes participating in the study was also decided by the individual schools.

● All teachers and school leaders in the participating schools are invited to respond to the respective surveys.

● Parents of all participating students are invited, with help from the participating schools, to respond to the parent survey.

● **Data collection: July – early September 2022**
School types and grade level distribution

**Participating Schools (n = 51)**
- Government aided school: 84%
- Direct Subsidy Scheme: 12%
- Government school: 4%

**Primary school students (n = 2014)**
- P5: 32%
- P4: 33%
- P3: 23%
- P6: 12%

**Secondary school students (n = 6014)**
- S5: 28%
- S4: 15%
- S3: 21%
- S2: 23%
- S1: 13%
- S6: 0.03%
- Not reported: 0.17%
Geographic Distribution of Participating Schools

Major difficulties for schools in participating:

- Modified school calendar due to special vacation
- Schools are busy during summer
- Period clashes with exams and summer activities

Thanks to all our participating schools!
### Distribution of schools which participated in 2020 and/or 2022

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2022</th>
<th>Both (% of 2022 also in 2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary schools</td>
<td>20</td>
<td>20</td>
<td>9 (45%)</td>
</tr>
<tr>
<td>Secondary schools</td>
<td>32</td>
<td>31</td>
<td>14 (45%)</td>
</tr>
<tr>
<td>Special school</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>51</td>
<td>23 (45%)</td>
</tr>
</tbody>
</table>
Number of Participating Schools, Students, Parents, Teachers, School Leaders, e-learning coordinators (2022)

<table>
<thead>
<tr>
<th></th>
<th>Participating Schools</th>
<th>Students</th>
<th>Parents</th>
<th>Teachers</th>
<th>School Leaders</th>
<th>e-learning coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>20 (39%)</td>
<td>2014 (25%)</td>
<td>1125 (35%)</td>
<td>383 (43%)</td>
<td>125 (46%)</td>
<td>19 (39%)</td>
</tr>
<tr>
<td>Secondary</td>
<td>31 (61%)</td>
<td>6014 (75%)</td>
<td>2093 (65%)</td>
<td>503 (57%)</td>
<td>146 (54%)</td>
<td>30 (61%)</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>8028</td>
<td>3218</td>
<td>886</td>
<td>271</td>
<td>49</td>
</tr>
</tbody>
</table>
Findings:
1. Students’ Online Learning and Well-being
Students’ Online Learning

1. Online learning activities

2. Online self-regulated learning strategies
### Proportion of students reporting different online learning frequency (2020 vs 2022)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participate in structured real-time lessons WITH interactions</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td>2. Participate in real-time lessons WITH teacher gives the lecture in</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>the most of the time</td>
<td></td>
<td>2020</td>
</tr>
<tr>
<td>3. Participate in less structured lessons for social discussion</td>
<td>21%</td>
<td>22%</td>
</tr>
<tr>
<td>4. Watch teachers’ pre-recorded video lessons</td>
<td>13%</td>
<td>22%</td>
</tr>
<tr>
<td>5. Complete online assignments</td>
<td>3%</td>
<td>14%</td>
</tr>
<tr>
<td>6. Participate in real-time assessments (quiz/exam)</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>7. Discuss with classmates about schoolwork through social media</td>
<td>26%</td>
<td>22%</td>
</tr>
<tr>
<td>8. Collaborate with classmates via digital tools to complete group assignment</td>
<td>50%</td>
<td>25%</td>
</tr>
</tbody>
</table>

- These questions were not included in the 2020 survey for primary students

**Increase**
- Similar for primary & secondary
- Increase for secondary
**Decrease**
- Slight increase
- Increase for secondary
### Students’ mean levels of online learning self-efficacy (2020 vs 2022)

<table>
<thead>
<tr>
<th>Group</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>3.61</td>
<td>3.09</td>
</tr>
<tr>
<td>2022</td>
<td>3.71</td>
<td>3.24</td>
</tr>
</tbody>
</table>

1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree

### Students’ mean levels of online self-regulated learning strategies in 2022

<table>
<thead>
<tr>
<th>School type</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help-seeking</td>
<td>3.43</td>
<td>3.30</td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>3.48</td>
<td>3.26</td>
</tr>
<tr>
<td>Time management</td>
<td>3.48</td>
<td>3.16</td>
</tr>
</tbody>
</table>

1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree
Students’ Well-being

1. Cognitive emotional regulation strategies
2. Cyberbullying
3. Worries about study
Students’ reported use of cognitive-emotional regulation strategies (2022)

<table>
<thead>
<tr>
<th>Regulation strategy</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refocus on planning</td>
<td>3.29</td>
<td>3.20</td>
</tr>
<tr>
<td>Positive reappraisal</td>
<td>3.28</td>
<td>3.16</td>
</tr>
<tr>
<td>Catastrophizing</td>
<td>2.77</td>
<td>2.76</td>
</tr>
<tr>
<td>Blaming others</td>
<td>2.54</td>
<td>2.54</td>
</tr>
</tbody>
</table>

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

- Primary students tended to use positive strategies more often than secondary students, when they experienced negative events (in the past six months).
- Students were more likely to use positive strategies than negative strategies when they experienced negative events.
## Students’ Cyberbullying Experiences (2022)

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyberbullying</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>Perpetration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyberbullying</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Victimization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyberbullying</td>
<td>40%</td>
<td>55%</td>
</tr>
<tr>
<td>Bystander</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N=1951  N=5706
Prevalence of strategies used for cyberbullying incidents (%)

- **Talk with adults about what to do**: 52% (Primary), 32% (Secondary)
- **Talk with peers about what to do**: 30% (Primary), 35% (Secondary)
- **Ask the persons to stop sending annoying messages or pictures**: 41% (Primary), 38% (Secondary)
- **Keep the evidence of bullying**: 56% (Primary), 60% (Secondary)
- **Delete or block the contact**: 46% (Primary), 45% (Secondary)
- **Ignore them**: 28% (Primary), 33% (Secondary)
- **Don’t know what to do**: 8% (Primary), 7% (Secondary)

N.B. 862 primary students and 2655 secondary students responded on this question.
## Sources of students’ worries (2020 vs 2022)

<table>
<thead>
<tr>
<th>Source of Concern</th>
<th>Primary Students</th>
<th>Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020</td>
<td>2022</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>2022</td>
</tr>
<tr>
<td>1. Undergoing daily school routine</td>
<td>2.54 (1.27)</td>
<td>2.63 (1.35)</td>
</tr>
<tr>
<td></td>
<td>2.73 (1.08)</td>
<td>2.80 (1.04)</td>
</tr>
<tr>
<td>2. Catching up with schoolwork</td>
<td>2.27 (1.11)</td>
<td>2.38 (1.24)</td>
</tr>
<tr>
<td></td>
<td>2.94 (1.08)</td>
<td>2.81 (1.00)</td>
</tr>
<tr>
<td>3. Concentrating on learning in the classroom</td>
<td>3.62 (1.28)</td>
<td>2.43 (1.25)</td>
</tr>
<tr>
<td></td>
<td>2.70 (0.98)</td>
<td>2.81 (1.00)</td>
</tr>
<tr>
<td>4. Experiencing emotional stress</td>
<td>2.28 (1.17)</td>
<td>2.60 (1.37)</td>
</tr>
<tr>
<td></td>
<td>2.90 (1.13)</td>
<td>2.96 (1.09)</td>
</tr>
<tr>
<td>5. Preparing for future career</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>3.32 (1.05)</td>
<td>3.15 (1.08)</td>
</tr>
</tbody>
</table>

1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree, -: not asked in this group

In 2020, primary students were generally less stressed than secondary students.

Except for concentrating in the classroom: really difficult for primary students.
## Sources of students’ worries (2020 vs 2022)

<table>
<thead>
<tr>
<th>Source of Worries</th>
<th>Mean (SD)</th>
<th>Primary Students</th>
<th>Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2020</td>
<td>2022</td>
</tr>
<tr>
<td>1. Undergoing daily school routine</td>
<td></td>
<td>2.54 (1.27)</td>
<td>2.63 (1.35)</td>
</tr>
<tr>
<td>2. Catching up with schoolwork</td>
<td></td>
<td>2.27 (1.11)</td>
<td>2.38 (1.24)</td>
</tr>
<tr>
<td>3. Concentrating on learning in the classroom</td>
<td></td>
<td>3.62 (1.28)</td>
<td>&gt; 2.43 (1.25)</td>
</tr>
<tr>
<td>4. Experiencing emotional stress</td>
<td></td>
<td>2.28 (1.17)</td>
<td>&lt; 2.60 (1.37)</td>
</tr>
<tr>
<td>5. Preparing for future career</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree, -: not asked in this group</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes:

- For primary students, they are much better adjusted to classroom learning but experience more emotional stress in 2022.
- For secondary students, there was not much difference in terms of worries experienced in 2020 vs 2022.
Section Summary

• To some extent, students are getting more used to online learning from 2020 to 2022. They are collaborating more with classmates and completing more online assignments via digital tools.

• Teachers are employing more interactive and social discussion pedagogy and rely much less on one-way didactic teaching in online classes.

• Notably, primary students reported higher levels of online learning self-efficacy and used more online self-regulated learning strategies than secondary students.

• Secondary students experienced more issues with digital well-being (i.e., when encountering cyberbullying, they are less likely to discuss with adults about what to do and more likely to experience cyberbullying as bystanders).
Findings:
2. Parents and Parenting in the New Normal
Parents and Parenting in the New Normal

1. Challenges perceived by parents
2. Parental involvement
3. Digital parenting
4. Parental self-efficacy
5. Parent-child relationship
Parents’ perceived challenges in supporting children’s learning in 2022

1. Worried about child’s learning due to school suspensions
2. Difficult for me to maintain routines for child’s online learning
3. Don't have enough digital knowledge to support child's online learning
4. Difficult for me to get in touch with schools and/or teachers for support
5. Does not have enough digital resources for child's online learning
Mean levels of *home-based* parental involvement

<table>
<thead>
<tr>
<th></th>
<th>2020 Primary</th>
<th>2020 Secondary</th>
<th>2022 Primary</th>
<th>2022 Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents help with homework</td>
<td>3.21</td>
<td>2.40</td>
<td>3.16</td>
<td>2.57</td>
</tr>
<tr>
<td>Parents monitor children's online behaviors</td>
<td>3.51</td>
<td>2.46</td>
<td>3.40</td>
<td>2.42</td>
</tr>
<tr>
<td>Communication between parents and children</td>
<td>3.36</td>
<td>2.89</td>
<td>3.29</td>
<td>2.85</td>
</tr>
</tbody>
</table>

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

- No significant differences in levels of home-based involvement for primary & secondary parents between 2020 and 2022
- Secondary parents had significantly lower levels of home-based involvement in both 2020 & 2022
Mean levels of *school-based* parental involvement

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Secondary</td>
</tr>
<tr>
<td>Parents participated in school activities</td>
<td>1.65</td>
<td>1.49</td>
</tr>
<tr>
<td>Parent and teacher interaction</td>
<td>2.63</td>
<td>1.89</td>
</tr>
</tbody>
</table>

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

- Overall, levels of school-based involvement were low.
- Secondary parents had significantly lower levels of school-based involvement in both 2020 & 2022.
- School-based parental involvement increased in 2022 compared to 2020 for both primary and secondary parents.
- There is a higher frequency of parent-teacher interaction than parents’ participation in school activities.
Mean levels of digital parenting

<table>
<thead>
<tr>
<th>School type</th>
<th>Digital parenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>3.45</td>
</tr>
<tr>
<td>Secondary</td>
<td>3.19</td>
</tr>
</tbody>
</table>

1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

Digital parenting measures the extent to which the parent:

1. understands what are good digital practices such as how to use online resources productively & minimizing risks,
2. model and set rules about the use of media in the family

- Digital parenting can empower children to be good digital citizens who can minimize risks and maximize their own potentials in the digital world.
- Primary parents are found to be more likely to use digital technologies in their parenting and to moderate their children’s media use than secondary parents.
Parents’ self-reported efficacy in general & digital parenting

<table>
<thead>
<tr>
<th>Parenting practice type</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>General parenting</td>
<td>3.87</td>
<td>3.72</td>
</tr>
<tr>
<td>Digital parenting</td>
<td>3.52</td>
<td>3.28</td>
</tr>
</tbody>
</table>

1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

- Parenting self-efficacy on general parenting is higher than digital parenting.
- Parents of primary school students report higher self-efficacy in general and digital parenting (regarding behavior and learning) than secondary.
## Mean levels of parent-child relationship

<table>
<thead>
<tr>
<th>School level of child</th>
<th>Parent-child relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>4.32</td>
</tr>
<tr>
<td>Secondary</td>
<td>4.02</td>
</tr>
</tbody>
</table>

1 = Definitely does not apply, 2 = Not really, 3 = Neutral, not sure, 4 = Applies somewhat, 5 = Definitely applies

- The parents’ reported relationship *(sharing, support, & understanding)* with the child are *generally positive*.
- Parent-child relationship reported by primary parents is significantly more positive.
Section summary

Secondary parents (compared to primary parents) are generally:

• Less involved in their children’s learning and lives,
• had lower parenting self-efficacy.

Results in 2022 compared to 2020,

• Parents were more concerned about the impact of school suspensions on their children's learning outcomes.
• There have been increased parent-school/parent-teacher interactions, possibly reflecting more efforts made and more use of digital interactions by both parents and schools.

Implications for the New Normal:

• Primary school parents are more self-efficacious
• Need to help parents (especially secondary school parents) improve their understanding of youth issues and their digital competence
• Need to strengthen support for digital parenting to improve parental self-efficacy
Findings:
3. Schools’ Adaptations in the New Normal
Schools’ Adaptation in the New Normal

1. Challenges and Impacts perceived by schools

2. Strategies to improve school operation and student learning

3. Usage of digital technologies in teaching
Critical events impacting school operation and student learning in 2022 (Teachers’ perspective)

1. Support received from the community
2. Government’s relaxation of public health restrictions
3. School’s strategies to adjust to the new normal
4. Flexibility to administer the special vacation
5. Migration of teachers and students to other countries
6. Students' increased achievement gaps due to school suspension
7. COVID-19-related public health policies
8. Recurring periods of school suspension

-2 Strongly negative
-1 Negative
0 Negligible impact
1 Positive
2 Strongly positive

1. Support received from the community
2. Government's relaxation of public health restrictions
3. School's strategies to adjust to the new normal
4. Flexibility to administer the special vacation
5. Migration of teachers and students to other countries
6. Students' increased achievement gaps due to school suspension
7. COVID-19-related public health policies
8. Recurring periods of school suspension
Critical events impacting school operation and student learning in 2022 (School leaders’ perspective)

1. Support received from the community
2. Government’s relaxation of public health restrictions
3. School’s strategies to adjust to the new normal
4. Flexibility to administer the special vacation
5. Migration of teachers and students to other countries
6. Students’ increased achievement gaps due to school suspension
7. COVID-19-related public health policies
8. Recurring periods of school suspension
## Numbers of Covid-19 disrupted classes reported by school leaders (2022)

<table>
<thead>
<tr>
<th>Category</th>
<th>Primary School</th>
<th>Secondary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>28%</td>
<td>16%</td>
</tr>
<tr>
<td>A small number of classes (e.g., &lt; 25%)</td>
<td>55%</td>
<td>67%</td>
</tr>
<tr>
<td>A moderate number of classes (e.g., 26-50%)</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>A large number of classes (e.g., 51-75%)</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

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**Faculty of Education**

The University of Hong Kong
Perceived cumulative negative impacts due to extended school suspension (school leaders)

<table>
<thead>
<tr>
<th></th>
<th>Negative impact on students</th>
<th>Primary school</th>
<th>Secondary school</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td></td>
<td>3.26</td>
<td>3.43</td>
</tr>
<tr>
<td>2022</td>
<td></td>
<td>3.91</td>
<td>4.11</td>
</tr>
</tbody>
</table>

Perceived negative impacts include:
- falling students' academic standards for at least the next two years,
- discipline problems due to lack of routines for prolonged periods of time,
- difficulties in organizing learning due to diversities in student achievement,
- students requiring socioemotional support

1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree

- Perceived negative impacts have increased significantly from 2020 – 2022
- The level of perceived negative impacts was higher by secondary school leaders for both years
Effectiveness of strategies to improve school operation and student learning in 2022 (Teachers’ perspective)

T1. Provide teachers with professional training in online teaching and learning.
T2. Encourage teachers to work collaboratively for conducting online lessons.
T3. Adapt the curriculum to include hybrid modes of lessons.
T4. Provide mental health related programs to students.
T5. Provide teaching assistants to support teachers in online lessons.
T6. Organize online special interest groups for students to address their personal learning needs.
T7. Invite volunteers who can provide online tutorials for students to help students with learning difficulties.
T8. Provide online platforms to engage parents.
T9. Provide online courses during the special vacation.
T10. Implement staff-care programs to improve teachers’ well-being.
T11. Involve multiple stakeholders in decision making process.
T12. Shorten summer break.
Effectiveness of strategies to improve school operation and student learning in 2022 (Leaders’ perspective)

1. Provide technical support for both teachers and students for online lessons
2. Develop more flexible teaching schedules
3. Provide teachers with professional training in online teaching and learning
4. Adapt the curriculum to include hybrid modes of lessons
5. Develop its own learning management system to support online teaching and learning
6. Provide mental health related programs to students
7. Provide online platforms to engage parents
8. Implement staff-care programs to improve teachers’ well-being
9. Provide online courses during the special vacation
10. Involve multiple stakeholders in decision making process
11. Shorten the summer break

- Very effective (3)
- Moderately effective (2)
- Slightly effective (1)
- Not effective (0)

Mean: 2.26
## Mean levels of digital technology use by school leaders and teachers

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary School leaders</th>
<th>Primary Teachers</th>
<th>Secondary School leaders</th>
<th>Secondary Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>2.87</td>
<td>2.87</td>
<td>2.85</td>
<td>2.90</td>
</tr>
<tr>
<td>2022</td>
<td>3.09</td>
<td>3.27</td>
<td>3.10</td>
<td>3.29</td>
</tr>
</tbody>
</table>

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Always

- The levels of primary and secondary school leaders and teachers increase from 2020 to 2022, indicating that they use digital technology more frequently in 2022 than in 2020.
- Teachers’ usage of digital technologies increase more than school leaders.
Section summary

• Both school leaders and teachers reported more digital technology use in 2022 compared to 2020; indicating much wider adoption of digital practices for teaching and learning as well as school administration.

• From the perspectives of schools and teachers, recurring periods of school suspension affected school operations to a large extent; and students’ academic achievement might be strongly affected by school suspension.

• Schools had instituted a variety of strategies to support teachers and students during the New Normal, and teachers have found the provision of professional development for online teaching and learning and school-based teacher collaboration to be most effective.

• Support received from the community have been found to have the most positive impact by school leaders and teachers.
Preliminary recommendations

For students:
- Provide more support service to enhance student learning, cyberwellness, and socioemotional wellbeing.
- More attention need to be paid to support secondary students.
- Need further research to investigate the cumulative impact on students’ academic outcomes.

For parents:
- Need more parenting support, particularly on digital parenting to support children's learning & wellbeing.
- Special attention should be given to parental education and support for secondary parents.

For schools:
- More focus on the provision of professional learning opportunities and to foster a collaborative culture among teachers on effective online, blended, and hybrid teaching and learning to support student-centered learning and wellbeing.
- More efforts to leverage community resources and support for school development.

For the community and policy makers:
- The strategies and efforts of school leaders and teachers to enhance e-learning & communication with parents should be applauded and recognized.
- Current community support efforts should be continued and strengthened.
Q&A