

Remote Learning with Upward Bound

Evaluating Teenagers' Feelings Using Zoom

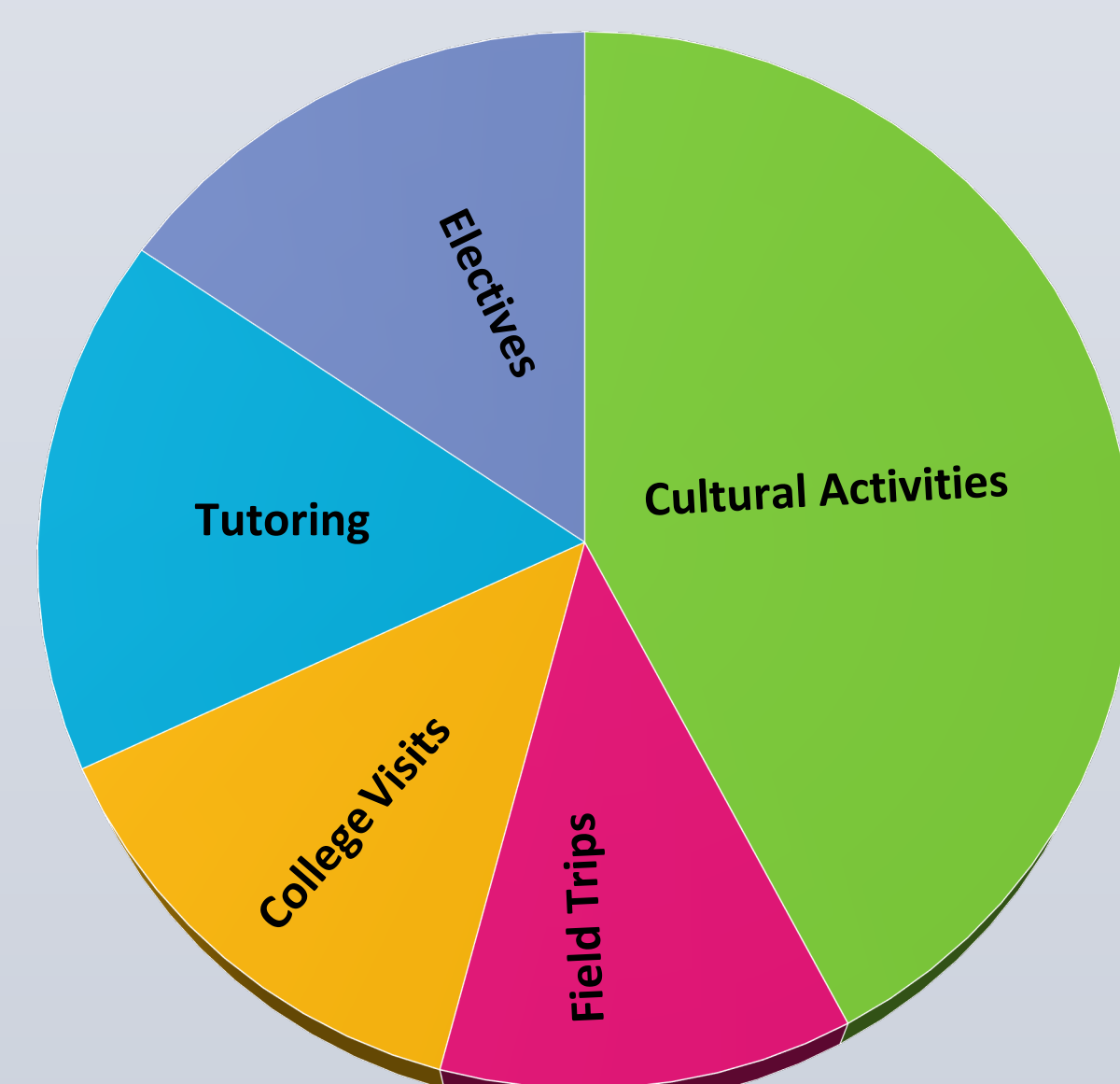
Ada Rivera Healthcare Studies Summer '20

Introduction

- Bruce Wells Scholars Upward Bound program is a partnership between YouInc, Clark University and Worcester Public Schools.
- This program helps low-income, first generation high school students that have a great ambition for pursuing a Bachelor's degree.
- This program provides resources, activities, and experiences that will assist students' admission into a four-year university with completion of a bachelor's degree.
- Intern experience included mentoring students' academic learning (6 weeks) in areas of ELA, Math, and Science.

(Bruce Wells Upward Bound Program, 2019)

Upward Bound Program: Enrichment Activities



■ Cultural activities ■ Field Trips ■ College visits ■ Tutoring ■ Electives

Related Literature

Students who don't have access to internet, are less likely to do homework than those who do have internet access and a device to work on (Childers, & Jones,, 2017).

"Researchers have also asserted that the dropout rate for online programs, ranging up to fifty percent holds a relationship to first-year students who lack self-efficacy in online learning" (Murphy & Stewart, 2017, p.97).

"Many students will continue to take advantage of free learning resources, but school systems must also think creatively about how to encourage ongoing learning over the summer" (Dorn, Hancock, Sarakatsannis, & Viruleg, 2020, p.8).

Project Objective

- To understand feelings and attitudes towards remote learning through students' self reports.

Materials and Methods

- Created a survey on Survey Monkey for the students to complete prior to the summer program.
- Collected students' initial feelings and comfort with use of Zoom through survey monkey questionnaire.
- Used students' self reports to understand feelings and attitudes from five students by interviewing them weekly.

Weekly Student Responses



Data Analysis

- Students' self reports in Week 1 and 2 focuses on concerns over technological connections and comfort level with working remotely.
- Reports in week 3 and 4 include a diversity of feelings, especially feelings of stress and self-doubt including "unmotivated, unsure, confusion, fear, difficult".
- Reports in week 5 and 6 show little change in feelings; continue to express lack of motivation and nervousness. Wishes of a face-to-face experience.

Conclusion

- At the beginning of the program, students expressed uncertainty about whether their experience was going to be good or bad. As the weeks went by, some students were getting comfortable with remote learning while others were not feeling motivated being behind a screen. Feelings of frustration, confusion, comfort and discouragement were evident. The majority of the students indicated a preference for in-person programming rather than Zoom.



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