

# L'insostenibile leggerezza della DAD dei docenti universitari ai tempi del COVID-19



Massimo Casacchia, Rita Roncone

*Università L'Aquila*

CONFERENZA PERMANENTE DELLE CLASSI DI LAUREA  
DELLE PROFESSIONI SANITARIE

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**MEETING D'AUTUNNO**

**LA DOCENZA DISCIPLINARE  
NELLE PROFESSIONI SANITARIE  
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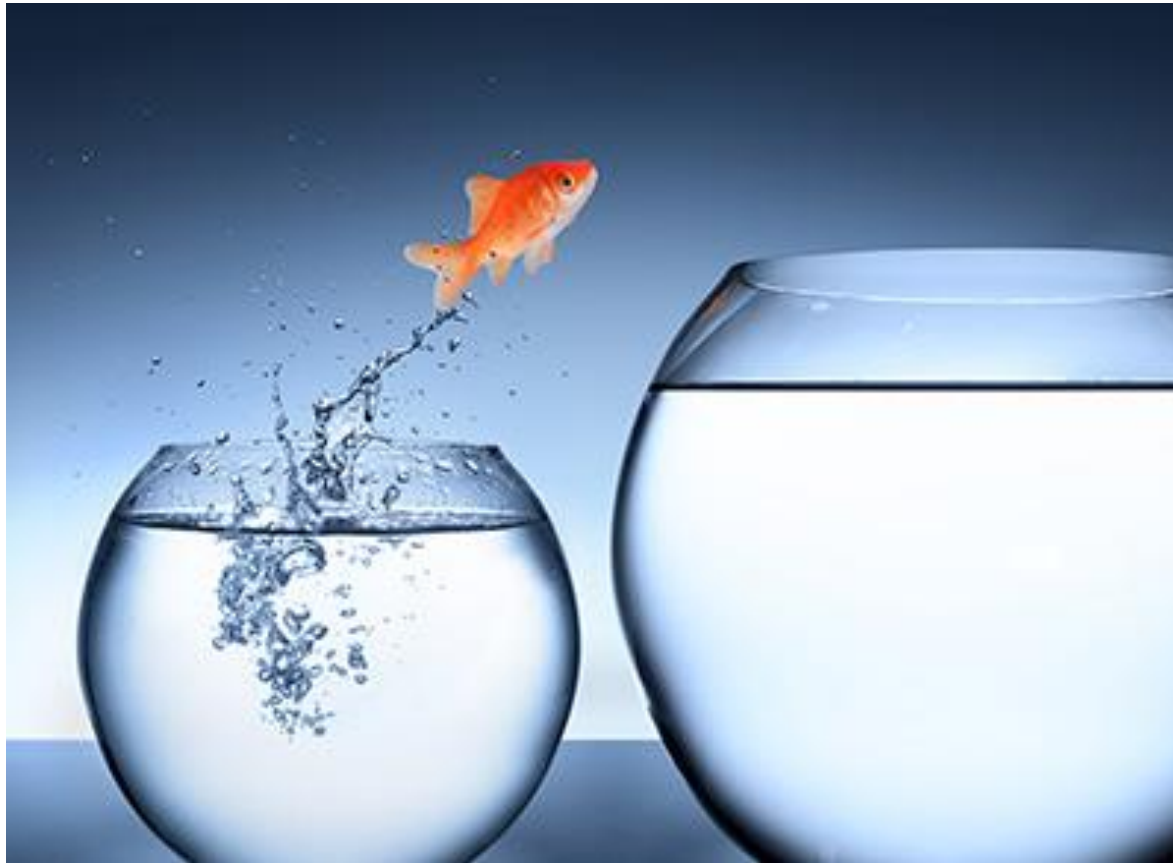
**ROMA | 23-24 SETTEMBRE 2021**

Università degli Studi di Roma "La Sapienza"



# Agenda

- 1. Back to the future... L'eroismo dei giovani al tempo del COVID-19
- 2. L'eroismo dei docenti universitari
  - 2.1 La pandemia
  - 2.2 L'isolamento sociale
- 3. Prima e dopo...
- 4. COVID-19, DaD ed università



## 2. L'eroismo dei docenti universitari



Convegno online

## Prospettive per il miglioramento della didattica universitaria dopo l'esperienza della pandemia

### Università di Bologna 24 settembre 2021

L'esperienza della didattica a distanza a cui siamo stati obbligati dalla pandemia, ha mostrato come le Università, pur colte in gran parte impreparate dalla emergenza, siano riuscite ad affrontare la situazione offrendo agli studenti una didattica efficiente e adeguata alla situazione.

Al completarsi di questa fase, con.Scienze organizza un convegno sulla Didattica a distanza in un'ottica di Innovazione Didattica: l'obiettivo è analizzare criticamente quanto è avvenuto nei tre semestri di DaD COVID, per far emergere le esperienze e le pratiche che hanno inciso positivamente sull'efficienza e efficacia della didattica, nella prospettiva che tali pratiche possano sopravvivere anche con l'auspicato ritorno alla normalità.

La partecipazione al convegno è gratuita; per motivi organizzativi è necessaria l'iscrizione. Per iscriversi occorre compilare il modulo di iscrizione presente sul sito di con.Scienze (<http://www.conscienze.it/convegni/register.asp>)

Il programma del convegno prevede sessioni plenarie e sessioni parallele, con relazioni orali.

Il programma dettagliato e ogni altra informazione utile sarà pubblicato sul sito della Conferenza (<http://www.conscienze.it>)

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CON IL PATROCINIO (ELENCO PROVVISORIO)

Convegno online

## Prospettive per il miglioramento della didattica universitaria dopo l'esperienza della pandemia

Università di Bologna - 24 settembre 2021

### PROGRAMMA

|      |                   |                                                                                                                                                                                                                                      |
|------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9:30 | Inizio dei lavori | Saluti del Presidente di con.Scienze, prof. Settimio Mobilio<br>Saluti del Rettore dell'Università di Bologna o suo delegato<br>Saluti del Direttore del Dipartimento di Chimica Industriale "Toso Montanari", prof. Andrea Mazzanti |
|------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sessione Plenaria

#### "Strumenti, opportunità e percezione della DAD"

|               |                                                              |                                                                                                           |
|---------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 9:30 - 9:50   | Prof.ssa Marina Marchisio<br><i>Università di Torino</i>     | Strumenti di E-learning nell'ottica di una didattica integrata                                            |
| 9:50 - 10:10  | Prof.ssa Giovanna Cosenza<br><i>Università di Bologna</i>    | Limiti e opportunità della didattica a distanza in ambito Universitario                                   |
| 10:10 - 10:30 | Prof.ssa Paula de Waal<br><i>Università di Venezia</i>       | Verso l'innovazione didattica continua: learning engagement, assessment for learning e learning analytics |
| 10:30 - 11:00 |                                                              | Question time e coffee break                                                                              |
| 11:00 - 11:20 | Prof. Marco Centorrino<br><i>Università di Messina</i>       | Realtà virtuale e teledidattica: società, istruzione e formazione in era Covid                            |
| 11:20 - 11:40 | Prof. Massimiliano Barolo<br><i>Università di Padova</i>     | Dieci cose che ho imparato facendo lezione a distanza all'università                                      |
| 11:40 - 12:00 | Prof.ssa Elena Luppi<br><i>Università di Bologna</i>         | La percezione della DAD degli studenti universitari. Esiti di un percorso di ricerca valutativa           |
| 12:00 - 12:20 | Prof. Italo Testa<br><i>Università di Napoli Federico II</i> | La percezione della DAD degli studenti universitari nei corsi di laurea in Fisica                         |
| 12:20 - 12:50 |                                                              | Question time                                                                                             |
| 12:50 - 14:00 |                                                              | Pausa pranzo                                                                                              |

# LA FORMAZIONE DEGLI INSEGNANTI PER L'INNOVAZIONE DELLA SCUOLA E DELL'UNIVERSITÀ. RISORSE CHIAVE PER LO SVILUPPO DEL PAESE.



## CUNSF

Conferenza Universitaria Nazionale di  
Scienze della Formazione

**22 SETTEMBRE 2021**  
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**Sala Zuccari**  
**Palazzo Giustiniani**  
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I lavori del convegno  
saranno trasmessi in diretta streaming  
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Le opinioni e i contenuti espressi nell'ambito dell'iniziativa  
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### PROGRAMMA

*Saluti istituzionali e apertura*

**Vanna IORI**

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*Introduzione e coordinamento*

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*Dibattito*

Chiusura – **Maria Grazia RIVA**

Presidente CUNSF

# Le «sfide» dei docenti

- Modificare le modalità di insegnamento dalla modalità in presenza a quella della conduzione di lezioni online
- Modificare le modalità di insegnamento per la conduzione dei laboratori professionalizzanti e dei tirocini
- Mettere a punto valide modalità di verifica dell'apprendimento, con particolare riferimento all'effettuazione di prove scritte
- Affrontare il problema dell'internazionalizzazione, alla luce delle misure di contenimento dell'epidemia COVID-19, che comportano restrizioni nella mobilità (studenti – docenti) fra i diversi paesi ed all'interno dello stesso paese
- Affrontare il problema della gestione della didattica e dei contatti con le società e le organizzazioni scientifiche
- Affrontare la pandemia...



# Meno difficoltà nell'abbigliamento...

L'“improvviso” e massiccio uso delle tecnologie, conseguente al distanziamento sociale imposto dalla pandemia COVID 19, ha richiesto una **grande flessibilità ai docenti universitari**, che nel giro di pochi giorni, ed in un momento di difficile approvvigionamento di beni, **hanno dovuto modificare radicalmente le loro metodologie didattiche, impiegando strumenti informatici.**



# Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity

Chrysi Rapanta<sup>1</sup> • Luca Botturi<sup>2</sup> • Peter Goodyear<sup>3</sup> • Lourdes Guàrdia<sup>4</sup> • Marguerite Koole<sup>5</sup>

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## Abstract

The Covid-19 pandemic has raised significant challenges for the higher education community worldwide. A particular challenge has been the urgent and unexpected request for previously face-to-face university courses to be taught online. Online teaching and learning imply a certain pedagogical content knowledge (PCK), mainly related to designing and organising for better learning experiences and creating distinctive learning environments, with the help of digital technologies. With this article, we provide some expert insights into this online-learning-related PCK, with the goal of helping non-expert university teachers (i.e. those who have little experience with online learning) to navigate in these challenging times. Our findings point at the design of learning activities with certain characteristics, the combination of three types of presence (social, cognitive and facilitatory) and the need for adapting assessment to the new learning requirements. We end with a reflection on how responding to a crisis (as best we can) may precipitate enhanced teaching and learning practices in the postdigital era.

**Keywords** Online teaching · Emergency situation · Covid-19 · Higher education · Pedagogical content knowledge · Instructional design

# Gioie e dolori dell'information and communication technology (ICT)

## Vantaggi

- Consentono ai docenti di lavorare da qualsiasi luogo e in qualsiasi momento, accedere comodamente ad informazioni ed aggiornamenti (Qi, 2019).

## Svantaggi: il tecnostress

- possono spingere i docenti universitari a lavorare più velocemente di quanto possano sostenere (**sovraccarico tecnologico**) e
- invadere la loro vita personale (**invasione tecnologica**).
- Cambiamenti e aggiornamenti frequenti di software e hardware possono spesso far sentire i docenti universitari come poco competenti (**complessità tecnologica e incertezza tecnologica**),
- con la frequente percezione di perdita di sicurezza dei loro sistemi (**tecno-insicurezza**), per cui i docenti universitari possono sentirsi esausti, ansiosi e stressanti



# Technostress at work and mental health: concepts and research results

2020

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*Nico Dragano and Thorsten Lunau*

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## **Purpose of review**

The ongoing digitalization has profound consequences for work in modern economies. It is, therefore, important to investigate if digital technologies increase stress at work (i.e. 'technostress') and lead to impaired mental health. This article describes the concept of technostress and discusses possible risks and opportunities of digital technologies at work and their effect on mental health.

## **Recent findings**

Studies report that the use of digital technologies is associated with specific psychosocial demands (e.g. higher workload, complexity, conflicts between work and other life domains) and resulting psychobiological stress reactions. It is, however, still unclear if this kind of technostress causes mental disorders because epidemiological studies are missing. Yet, an increasing number of studies suggests that well designed digital work may promote good health if it optimizes work organization or enables greater flexibility, and increases control and autonomy at work.

## **Summary**

Digitalization of work seems to have both opportunities and risks for the mental health of employees. The number of studies is currently limited and further research is necessary to describe the advantages and disadvantages more precisely.

## **Keywords**

burnout, depression, digitalization, information systems, work stress

**“I’m not Working from Home, I’m Living at Work”: Perceived Stress and Work-Related Burnout before  
and during COVID-19**

Sherrill W. Hayes, Jennifer L. Priestley, Namazbai Iishmakhametov, and Herman E. Ray

Analytics and Data Science Institute

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We have no known conflict of interest to disclose.

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Contents lists available at ScienceDirect

## Psychiatry Research

journal homepage: [www.elsevier.com/locate/psychres](http://www.elsevier.com/locate/psychres)

# Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university



Paula Odriozola-González<sup>a,1,\*</sup>, Álvaro Planchuelo-Gómez<sup>b,1</sup>, María Jesús Irurtia<sup>a,1</sup>,  
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<sup>b</sup> Image Processing Laboratory, University of Valladolid, Valladolid, Spain

## ARTICLE INFO

- ✓ Ansia: 21,34%
- ✓ Depressione: 35,19%
- ✓ Distress: 28,14%
- ✓ Più del 50% lamentava l'impatto da moderato a grave della pandemia.

## ABSTRACT

The aim of this study was to analyze the psychological impact of COVID-19 in the university community during the first weeks of confinement. A cross-sectional study was conducted. The Depression Anxiety Stress Scale (DASS-21) was employed to assess symptoms of depression, anxiety and stress. The emotional impact of the situation was analyzed using the Impact of Event Scale. An online survey was fulfilled by 2530 members of the University of Valladolid, in Spain. Moderate to extremely severe scores of anxiety, depression, and stress were reported by 21.34%, 34.19% and 28.14% of the respondents, respectively. A total of 50.43% of respondents presented moderate to severe impact of the outbreak. Students from Arts & Humanities and Social Sciences & Law showed higher scores related to anxiety, depression, stress and impact of event with respect to students from Engineering & Architecture. University staff presented lower scores in all measures compared to students, who seem to have suffered an important psychological impact during the first weeks of the COVID-19 lockdown. In order to provide timely crisis-oriented psychological services and to take preventive measures in future pandemic situations, mental health in university students should be carefully monitored.

**Table 2**

Characteristics of the survey respondents related to the situation at the University of Valladolid.

| University situation                                        | Number (%)  |
|-------------------------------------------------------------|-------------|
| Group                                                       |             |
| Student                                                     | 1944 (76.8) |
| Administrative staff                                        | 247 (9.8)   |
| Faculty members and academic staff (excluding PhD students) | 339 (13.4)  |
| Student group                                               |             |
| Undergraduate                                               | 1752 (90.1) |
| Master                                                      | 135 (6.9)   |
| PhD                                                         | 47 (2.4)    |
| Other                                                       | 10 (0.5)    |
| Area of Study                                               |             |
| Arts & Humanities                                           | 262 (13.5)  |
| Sciences                                                    | 199 (10.2)  |
| Health Sciences                                             | 335 (17.2)  |
| Social Sciences and Law                                     | 720 (37.0)  |
| Engineering and Architecture                                | 428 (22.0)  |
| Year (undergraduate students)                               |             |
| 1                                                           | 395 (22.5)  |
| 2                                                           | 422 (24.1)  |
| 3                                                           | 344 (19.6)  |
| 4                                                           | 462 (26.4)  |
| 5                                                           | 79 (4.5)    |
| 6                                                           | 45 (2.6)    |
| Preferred not to say it                                     | 5 (0.3)     |
| Area of Study (Researcher)                                  |             |
| Arts & Humanities                                           | 71 (20.9)   |
| Sciences                                                    | 45 (13.3)   |
| Health Sciences                                             | 51 (15.0)   |
| Social Sciences and Law                                     | 84 (24.8)   |
| Engineering and Architecture                                | 88 (26.0)   |

- ✓ Docenti e personale presentano dei livelli di ansia, depressione e distress post-traumatico ridotti rispetto agli studenti.
- ✓ Gli alti livelli di sintomatologia negli studenti sembravano favoriti dall'incertezza e dal potenziale impatto negativo sui progressi accademici.

# The Impact of the COVID-19 Pandemic and Emergency Distance Teaching on the Psychological Status of University Teachers: A Cross-Sectional Study in Jordan

Amal Akour,<sup>1,2†</sup> Ala'a B. Al-Tammemi,<sup>3,4\*†</sup> Muna Barakat,<sup>5</sup> Rama Kanj,<sup>6</sup> Hussam N. Fakhouri,<sup>7</sup> Ahmad Malkawi,<sup>8</sup> and Ghadeer Musleh<sup>9</sup>

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**Abstract.** The COVID-19 pandemic has struck many countries globally. Jordan has implemented strict nationwide control measures to halt the viral spread, one of which was the closure of universities and shifting to remote teaching. The impact of this pandemic could extend beyond the risk of physical harm to substantial psychological consequences. Our study aimed at assessing 1) psychological status, 2) challenges of distance teaching, and 3) coping activities and pandemic-related concerns among university teachers in Jordan in the midst of COVID-19–related quarantine and control measures. We conducted a cross-sectional study using an anonymous online survey. The measure of psychological distress was obtained using a validated Arabic version of the Kessler Distress Scale (K10). Other information collected included sociodemographic profile, methods used to handle distress, motivation to participate in distance teaching, and challenges of distance teaching as well as the most worrisome issues during this pandemic. Three hundred eighty-two university teachers returned completed surveys. Results of K10 showed that 31.4% of respondents had severe distress and 38.2% had mild to moderate distress. Whereas gender was not associated with distress severity, age had a weak negative correlation ( $Rho = -0.19$ ,  $P < 0.0001$ ). Interestingly, most teachers had moderate to high motivation for distance teaching. Engagement with family was the most reported self-coping activity. More than half of the participants were most concerned and fearful about SARS-CoV-2 infection. In conclusion, university teachers have shown to exhibit various levels of psychological distress and challenges during the implementation of precautionary national measures in the battle against COVID-19 in Jordan.

TABLE 5

Common challenges of remote/distance teaching as perceived by the participants

| Item                                                                                    | Frequency (n) | Percentage |
|-----------------------------------------------------------------------------------------|---------------|------------|
| Online examinations increase the probability of cheating among students which is unfair | 317           | 83.0       |
| The need for more time and effort to design examinations and fair assessment tools      | 229           | 59.9       |
| Intrusion of privacy                                                                    | 226           | 59.2       |
| Reduced interaction with students                                                       | 221           | 57.9       |
| Ineffective communication with large numbers of students or colleagues                  | 188           | 49.2       |
| Anxiety about the quality of Internet service and video calls                           | 169           | 44.2       |
| Lack of technological competency and training to use e-learning platforms               | 46            | 12.0       |

TABLE 7

Self-adaptive activities of participants during the pandemic and its confinement measures

| Activity                                | Frequency (n) | Percentage |
|-----------------------------------------|---------------|------------|
| More engagement with family             | 240           | 62.8       |
| Using social media platforms            | 216           | 56.5       |
| Talking to friends                      | 190           | 49.7       |
| Watching television                     | 172           | 45.0       |
| Prayers                                 | 167           | 43.7       |
| Home-based academic research activities | 133           | 34.8       |
| Practicing sports at home               | 124           | 32.5       |
| Reading books/novels                    | 88            | 23.0       |
| Listening to music                      | 78            | 20.4       |
| Herbal drinks                           | 67            | 17.5       |
| Increase smoking                        | 49            | 12.8       |
| Meditation                              | 35            | 9.2        |
| Practicing yoga                         | 9             | 2.4        |
| Talking to a psychological counsellor   | 1             | 0.3        |

TABLE 3

Psychological distress severity levels among the participants ( $N = 382$ ) stratified by gender

| Distress severity | Male (N) | Female (N) | Total (%)  |
|-------------------|----------|------------|------------|
| No                | 66       | 50         | 116 (30.4) |
| Mild              | 46       | 33         | 79 (20.7)  |
| Moderate          | 37       | 30         | 67 (17.5)  |
| Severe            | 63       | 57         | 120 (31.4) |
| Total             | 212      | 170        | 382 (100)  |

TABLE 8

COVID-19-related concerns as perceived by the university teachers

| Concern                                                 | Frequency (n) | Percentage |
|---------------------------------------------------------|---------------|------------|
| Infection by SARS-CoV-2                                 | 215           | 56.3       |
| Curfew and social isolation                             | 211           | 55.2       |
| The economic impacts of COVID-19 pandemic               | 208           | 54.5       |
| Inability to resume research activities                 | 166           | 43.5       |
| Distance teaching                                       | 130           | 34.0       |
| Others (such as cancelled conferences and travel plans) | 16            | 4.2        |

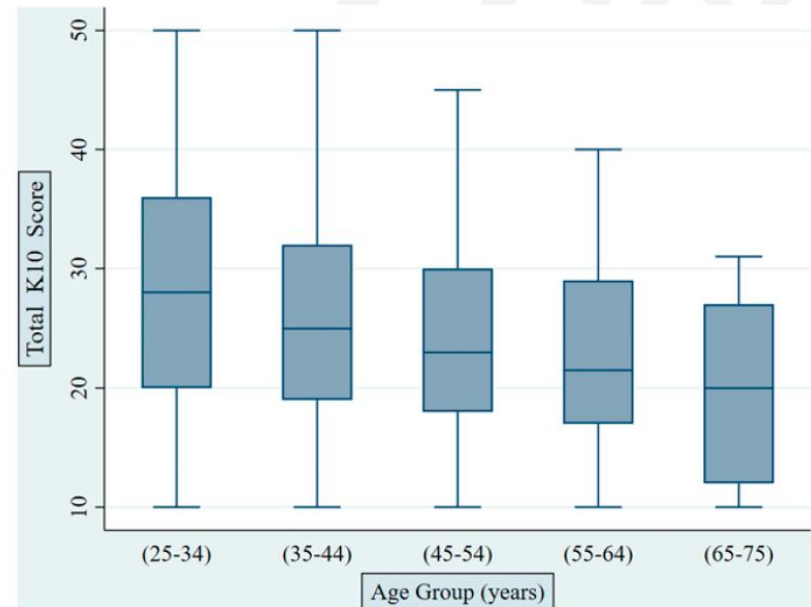


FIGURE 1. Overall (total) Kessler Distress Scale (K10) scores among different age-groups of participants. This figure appears in color at [www.ajtmh.org](http://www.ajtmh.org).



# Remote E-exams during Covid-19 pandemic: A cross-sectional study of students' preferences and academic dishonesty in faculties of medical sciences

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## ARTICLE INFO

### Keywords:

Covid-19  
Remote E-exams  
Higher education  
Exam preference  
Exam dishonesty  
Medical faculties

## ABSTRACT

**Background:** Since the emergence of coronavirus disease 2019 (Covid-19), distance education has been extensively implemented in all educational institutes and remote electronic exams (E-exams) have been adopted as a primary mode of assessment.

**Objectives:** This cross-sectional study aimed to evaluate the experience of students at faculties of Medicine, Dentistry, Pharmacy, Nursing and Applied Medical Sciences at Jordan University of Science and Technology regarding remote E-exams preferences and academic dishonesty during the pandemic.

**Materials and methods:** The survey composed of 16 questions, prepared using Google forms and distributed through students' E-learning platforms. The survey explored factors affecting students' preference for remote E-exams, methods for course assessment/evaluation, factors related to students' exam dishonesty/misconduct during remote E-exams and measures that can be considered to reduce this behavior. Data were analyzed using descriptive, cross tabulation and Chi-square tests.

**Results:** Among 730 students, approximately only one third preferred remote E-exams. This was significantly ( $P < 0.05$ ) associated with academic major, efforts/time for remote E-exam preparation, questions appropriateness with study material, and academic achievements (students Grade Point Average (GPA), curriculum objectives). Combining both exams and quizzes was the most preferred method of assessment (30%), while submission of reports or short written assignments were the least preferred ones. Exam dishonesty/misconduct appears as one of the major challenges with remote E-exams. The main measures considered by students to reduce exam dishonesty included substituting the exam with other forms of assessment, using different exam forms, the use of online proctoring solutions and considering compulsory pass/fail grades.

**Conclusion:** Results suggested less preference of remote E-exams among students at medical faculties. Findings from this study are highly valuable to plan for academic strategies to overcome difficulties and challenges of remote E-exams. These might include improvement for the distance teaching methodologies, rearrangement of assessment options, modification of the academic curriculum to fit the current situation, and adopting certain measures to prevent exam dishonesty and maintain academic integrity.



## 2.2. Essersi “tombati” ai tempi del lockdown...



... Zero Calcare

Vicini, vicini?



NON C'E'  
PIU'  
LA SINISTRA.

ODDIO: ADESSO  
MI RESTI TUTTO  
IL GIORNO PER CASA  
A GIRARE IN CIABATTE.





### 3. Prima e dopo... come si scandiscono i traumi...



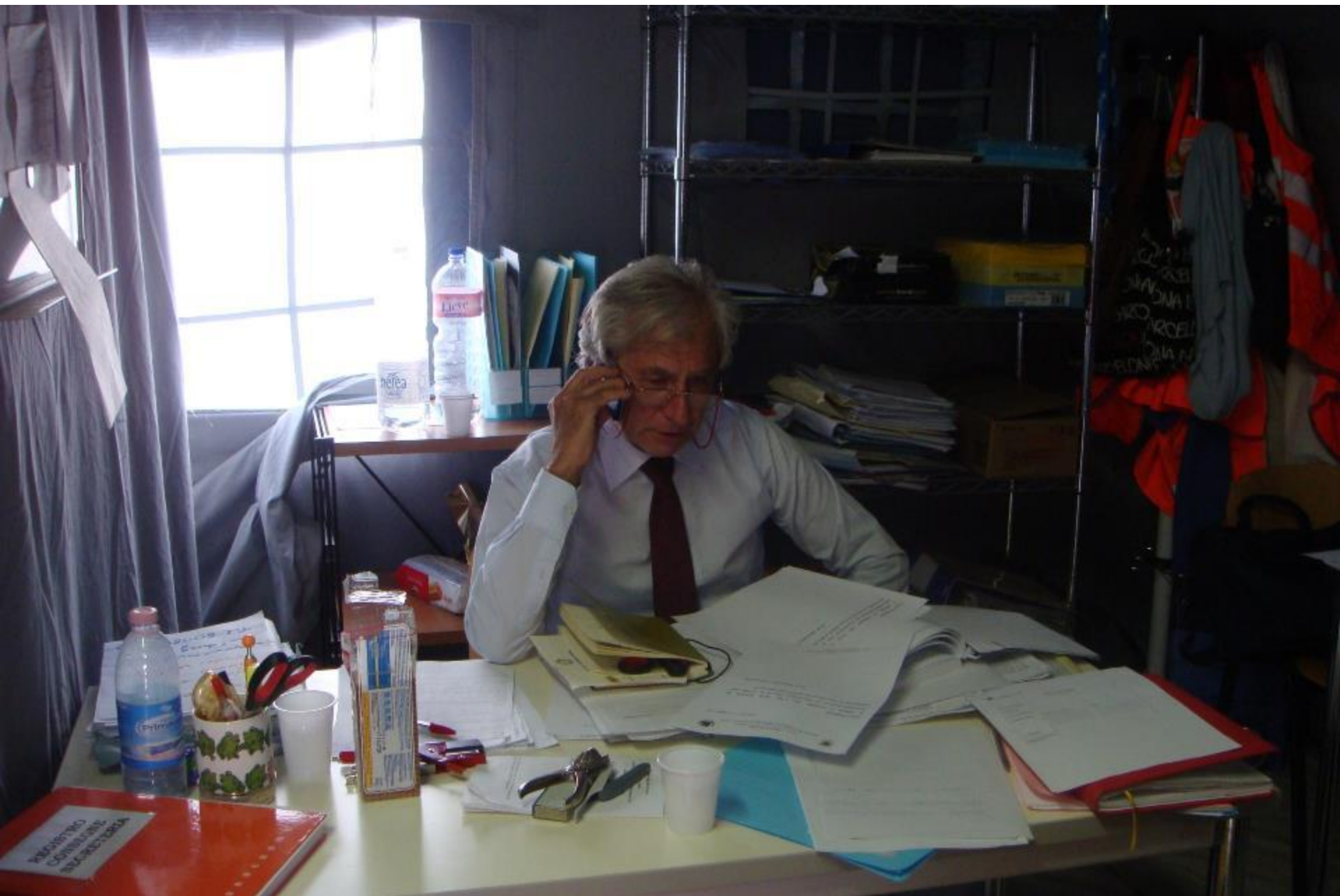
Foto vincitrice del World Press 2021, autore: Mads Nissen



# Portarsi avanti con i traumi... Vivere L'Aquila!!!

... il terremoto del 6 aprile 2009...







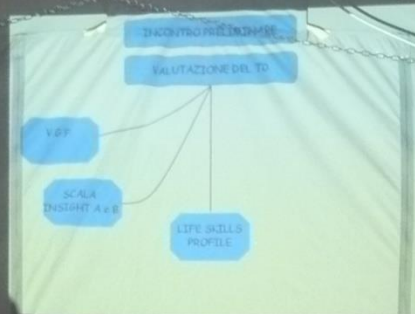


22 aprile 2009

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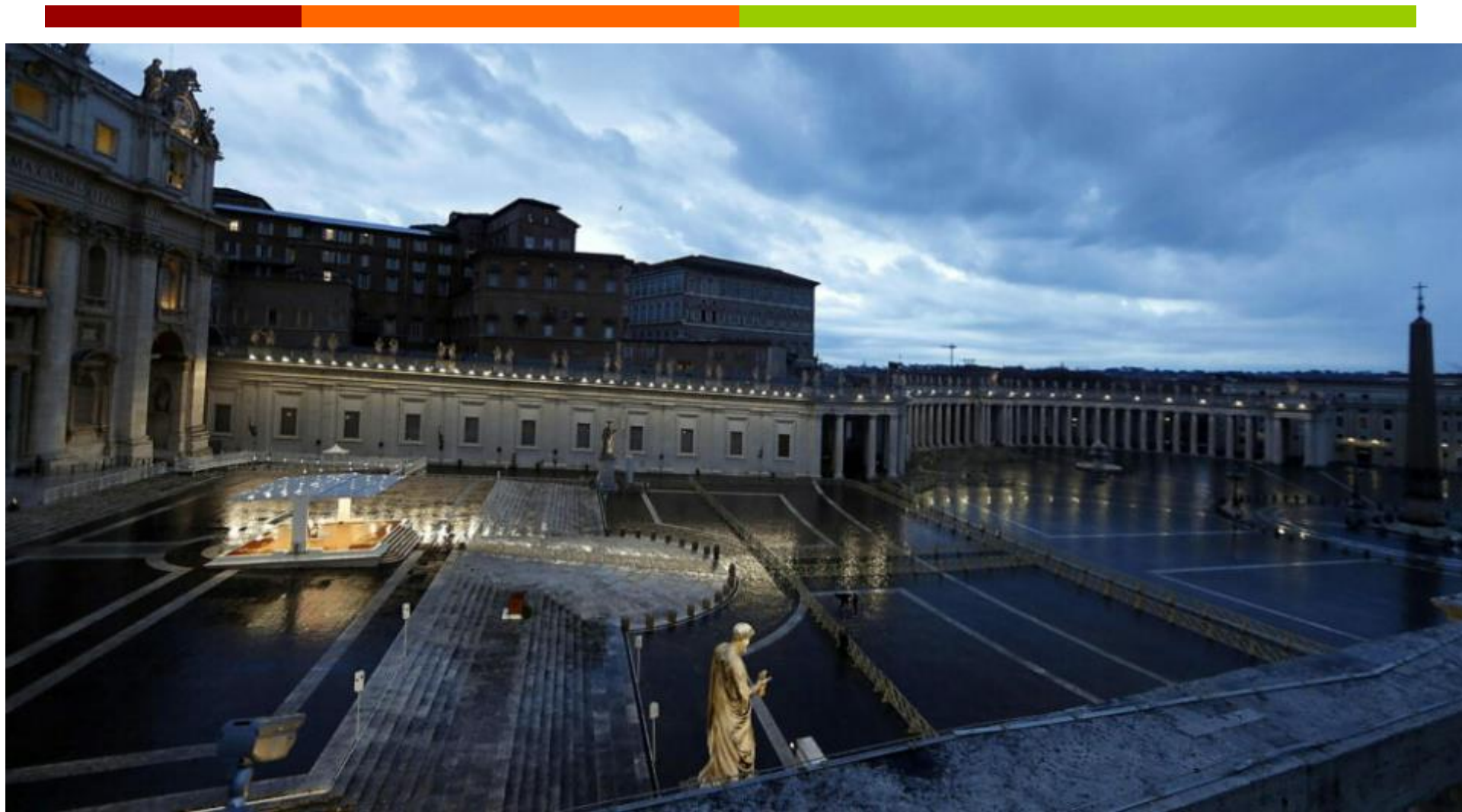
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Ateneo Didattica Ricerca Studenti Personale Enti e imprese



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#iorestoacasa**

Caro Studente, in relazione alla situazione attuale, legata al COVID-19, che potrebbe stimolare oltremodo la fobia del "contagio", al di là delle giuste ed...

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- 20 MAR** Circolari e avvisi per il personale docente - Prese di servizio in modalità telematica per i docenti
- 19 MAR** Decreto Rettorale n.322 del 19.03.2020 - proroga scadenze per il pagamento del COA a.a. 2019/2020

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# La sofferenza psicologica da disastri naturali e traumi importanti

Trattamento cognitivo-comportamentale  
Manuale per gli operatori

Jessica L. Hamblen, Rita Roncone, Laura Giusti,  
Massimo Casacchia

Il Pensiero Scientifico Editore



# La sofferenza psicologica da disastri naturali e traumi importanti

Trattamento cognitivo-comportamentale  
Quaderno di lavoro per l'utente

Jessica L. Hamblen, Rita Roncone, Laura Giusti,  
Massimo Casacchia

Il Pensiero Scientifico Editore



In collaborazione con il  
National Center for PTSD, School of  
Medicine Dartmouth, USA,



# SACS

## Avviso importante



### Progetto SACS#iorestoaca

Care studentesse e cari studenti,

come vi è noto, l'attività didattica riprenderà lunedì 16 marzo e questo rappresenta un segno tangibile di resilienza da parte vostra dei docenti e dell'Ateneo nel suo complesso.

Sicuramente le restrizioni imposte dai decreti che si susseguono a ritmi ravvicinati stanno modificando profondamente la nostra vita, le nostre abitudini, la nostra vita sociale, costringendoci a stare più in casa e riorganizzare le nostre giornate in una sorta di quarantena.

### News

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# #Everything Will Be Fine. Duration of Home Confinement and “All-or-Nothing” Cognitive Thinking Style as Predictors of Traumatic Distress in Young University Students on a Digital Platform During the COVID-19 Italian Lockdown

## OPEN ACCESS

### Edited by:

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Cognitive Thinking Style as Predictors  
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Lockdown.  
Front. Psychiatry 11:574812.  
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Laura Giusti<sup>1</sup>, Anna Salza<sup>1</sup>, Silvia Mammarella<sup>1</sup>, Denise Bianco<sup>1</sup>, Donatella Ussorio<sup>1</sup>,  
Massimo Casacchia<sup>1</sup> and Rita Roncone<sup>1,2\*</sup>

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On March 10, 2020, Italy announced its lockdown caused by the novel coronavirus (COVID-19) pandemic, and home confinement exposed individuals to a stressful situation of unknown duration. Our study aimed to analyze the emotional and cognitive experiences and the psychopathological symptoms of young Italian University students seeking help from our University student Counseling and Consultation Service during the COVID-19 lockdown. Also, our study aimed to identify the predictors of traumatic psychological distress, investigating variables that could influence the students' well-being, related to their socio-demographic and clinical condition, to the “exposition” to the social distancing, and related to their cognitive thinking style. One-hundred and three University students were included in our study. The traumatic impact was assessed by the Impact of Event Scale-Revised (IES-R). A digital platform was used in our study, focused on narrative dimensions analyses. Our results showed that 21.4% of our help-seeking students experienced lockdown as a traumatic experience. The main stressful factors reported by students were: adjustment to the new academic activities (23.3 %), lack of autonomy (19.4%), and conflicts with family members (6.8%). The three main areas impaired were: changes in the sleeping pattern (68%), difficulty in concentration (67%), and loss of energy (58.6%). Furthermore, 36% of our student sample reported being suffering from anxiety symptoms, whereas 26% showed depressive symptomatology. Students having previous psychological and psychiatric contacts with mental health services (23%) showed a more severe traumatic and depressive symptomatology. The problematic thinking style “all or nothing” was predominantly associated with psychological distress, anxiety, depression, and posttraumatic symptoms.

# Studenti universitari attualmente «in piattaforma»

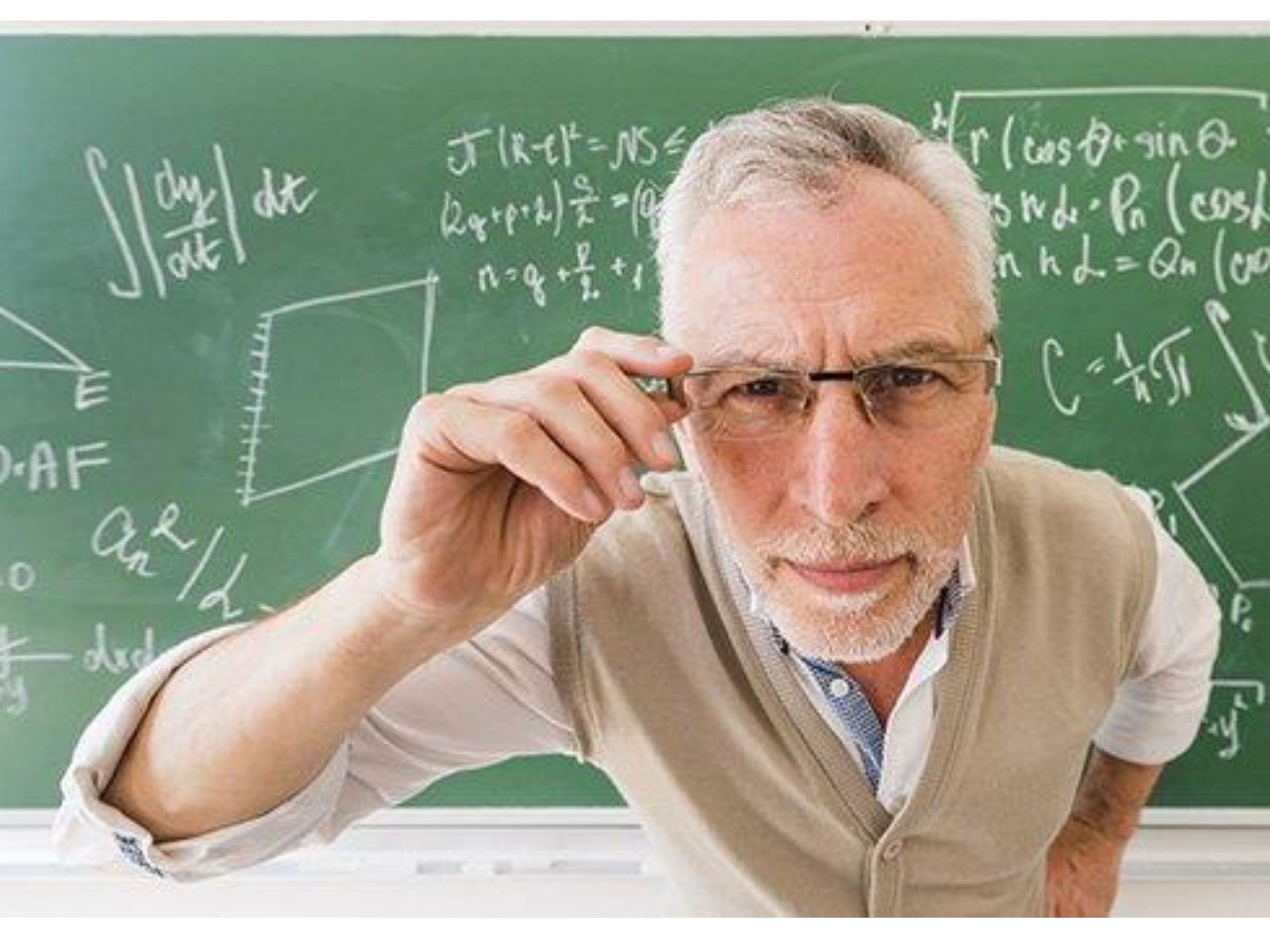


- 248 studenti sono sulla piattaforma #io resto a casa (70% donne)
- 169 studenti hanno effettuato e terminato l'intervento CBT per la gestione dell'ansia



## 4. COVID-19, DaD ed università...





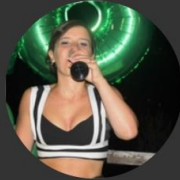


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Icons for participants, chat, reactions, screen sharing, and a red button labeled "Abbandona" with a dropdown arrow.



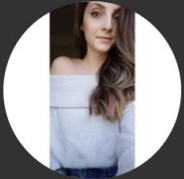
Giulia Scappaticci



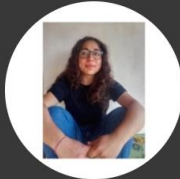
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Rebecca Loffredi



Amida Iaria



Alessia Simone



Ludovica Di Pietropaolo



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Giorgia Fantauzzi



Arianna Ferro



1



RESEARCH

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Coordinatore:  
Massimo  
Casacchia

# Distance education during COVID 19: an Italian survey on the university teachers' perspectives and their emotional conditions

Massimo Casacchia, Maria Grazia Cifone, Laura Giusti, Leila Fabiani, Roberto Gatto, Loreto Lancia, Benedetta Cinque, Cristina Petrucci, Mario Giannoni, Rodolfo Ippoliti, Anna Rita Frattaroli, Guido Macchiarelli and Rita Roncone\*

## Abstract

**Background:** Following the COVID-19 pandemic, distance education (DE) replaced traditional “face-to-face” teaching and has become the main method of teaching. The aim of this study was to 1) evaluate the impact of DE by teachers in our department during the second semester of the 2019–20 academic year following the March–May 2020 Italian national lockdown and 2) evaluate the relationship between DE and the emotional well-being of teachers during the period of home confinement.

**Methods:** Ninety-seven university teachers (51.5% women; most represented age group 60–69 years range, 40.2%) responded to an anonymous online cross-sectional survey between July 15 – September 30, 2020, on the advantages and disadvantages of DE, developed by one online teacher focus group. The emotional conditions were assessed by a short version of the Beck Depression Inventory-II (BDI-II). The internal consistency reliability survey and the 10-item BDI-II were measured by Cronbach's alpha. A correlation analysis (r-Pearson) was conducted between the overall evaluation of the experience of DE and the variables included in the study.

**Results:** Teachers reported difficulties in technical aspects, and in psychological factors, as the discomfort of “speaking in the void” (64.7%). The absence of “face-to-face” eye contact with the students was complained by 81% of teachers.

Significant impairments in sleep patterns and loss of energy were reported, with female teachers having greater difficulty concentrating than their male colleagues. A quarter of teachers showed depressive symptoms of varying severity.

The most satisfied teachers were those most stimulated by DE ( $r = 0.752$ ,  $p < 0.000$ ), who showed a lower impact of depressive symptoms ( $r = -0.289$ ,  $p = 0.005$ ). The teaching load in hours influenced the perception of disadvantages ( $r = 0.214$ ,  $p = 0.035$ ) and contributed to a lower appreciation of the challenges of DE.

The more significant the manifestation of depressive symptoms during the lockdown was, the greater the subjective recovery of a good emotional condition once the domestic confinement was over ( $r = 0.344$ ,  $p = 0.001$ ),

# Scopo dello studio

- **Scopo** del nostro studio era quello di
  - 1) valutare l'impatto della conduzione della DaD da parte dei docenti del nostro Dipartimento durante il secondo semestre dell'AA. 2019-20 a seguito del lockdown nazionale del marzo-maggio 2020;
  - 2) valutare la relazione fra la DaD ed il benessere emotivo dei docenti nel periodo del confinamento domestico.
- **Ipotesi:**
  - i cambiamenti organizzativi imposti dalla DaD e le relative sfide avrebbero potuto avere un impatto negativo sul benessere psicologico degli insegnanti durante il lockdown italiano in un clima globale caratterizzato dalla paura del contagio da COVID-19 e dall'incertezza.

# Sezioni dello strumento «Insegnare con il COVID-19»

## ➤ 1. Privacy e consenso

## ➤ 2. La DaD dalla parte del docente

- 2.1 Dati demografici ed accademici
- 2.2 Esperienza nell'erogazione della DaD
- 2.3 Vantaggi della DaD
- 2.4 Svantaggi della DaD
- 2.5. Supporto dato/ricevuto ai Colleghi
- 2.6 Valutazione complessiva dell'esperienza

## ➤ 3. Valutazione del benessere del docente (modulo facoltativo)

- 3.1 Beck Depression Inventory-II (BDI-II, versione breve)
- 3.2 Confronto fra lo stato emotivo a fine lockdown e l'attuale condizione emotiva

# “Insegnare con il COVID”

- **Esperienza nell'erogazione della DaD**
- **aspetti tecnici** (connessioni; disponibilità di dispositivi digitali; utilizzazione della piattaforma Teams; problemi di sovrapposizione familiare nell'utilizzazione delle reti e dell'hardware);
- **aspetti didattici** (tempo-lavoro per strutturare i materiali e registrare le lezioni; complessità della vigilanza per la conduzione di esami orali ed esami scritti) e
- **aspetti psicologici:**
  - difficoltà nel parlare “nel vuoto”, senza un contatto face-to-face con gli studenti;
  - preoccupazioni relative all'accuratezza dei materiali da lasciare/caricare su Teams;
  - perplessità relative alla diffusione acritica dei materiali preparati per gli studenti e caricati su Teams;
  - sgradevole percezione che gli studenti attendessero solo i materiali caricati, perdendo di interesse per la lezione svolta online;
  - sgradevole consapevolezza di poter essere registrato durante la lezione, di essere osservato dagli altri nel proprio domicilio

**Table 1. Main characteristics of the sample (n=97)**



| Socio-academic characteristics |  | Total (%) |
|--------------------------------|--|-----------|
| <b>Age range, n (%)</b>        |  |           |
| ≤39 years                      |  | 6 (6.2)   |
| 40-49 years                    |  | 17 (17.5) |
| 50-59 years                    |  | 31 (32)   |
| 60-69 years                    |  | 39 (40.2) |
| ≥70 years                      |  | 4 (4.1)   |
| <b>Sex (%)</b>                 |  |           |
| Men                            |  | 47 (48.5) |
| Women                          |  | 50 (51.5) |
| <b>Academic role, n (%)</b>    |  |           |
| Tenured teachers:              |  |           |
| • Full professor               |  | 23 (23.7) |
| • Associate professor          |  | 24 (24.7) |
| • Researcher                   |  | 17 (17.5) |
| • “Temporary” researcher       |  | 11 (11.4) |
| Contract teachers              |  | 15 (15.5) |
| Hospital contract teachers     |  | 7 (7.2)   |

➤ 97 docenti (60% fra i docenti di ruolo) hanno risposto a un sondaggio online anonimo **tra il 15 luglio e il 30 settembre 2020.**

**First- and second-level degree courses where the teachers taught, n (%)**

|                                                                               |           |
|-------------------------------------------------------------------------------|-----------|
| Second-Level Degree (unique 6-year cycle) Course in Medicine and Surgery      | 40 (41.2) |
| Second-Level Degree (unique 6-year cycle) in Dentistry and Dental Prosthetics | 20 (20.6) |
| Second-Level Degree in Nursing and Obstetric Sciences                         | 8 (8.2)   |
| Second-Level Degree in Sciences of Technical Health Professions               | 13 (13.4) |
| Second-Level Degree in Sciences of Prevention Health Professions              | 10 (10.3) |

|                                                                                            |           |
|--------------------------------------------------------------------------------------------|-----------|
| First-Level Degree Course in Nursing                                                       | 13 (13.4) |
| First-Level Degree Course in Speech Therapy                                                | 13 (13.4) |
| First-Level Degree Course in Obstetrics                                                    | 12 (12.4) |
| First-Level Degree Course in Orthoptics and Ophthalmological Assistance                    | 8 (8.2)   |
| First-Level Degree Course in Psychiatric Rehabilitation Technique                          | 17 (17.5) |
| First-Level Degree Course in Neuro and Psychomotor Childhood Therapy                       | 20 (20.6) |
| First-Level Degree Course in Dental Hygiene                                                | 19 (19.6) |
| First-Level Degree Course in Techniques of Prevention in the Environment and the Workplace | 10 (10.3) |

|                                                               |           |
|---------------------------------------------------------------|-----------|
| Second-Level Degree Course in Biology of Health and Nutrition | 10 (10.3) |
| First-Level Degree Course in Biological Sciences              | 11 (11.3) |

|                                                                              |         |
|------------------------------------------------------------------------------|---------|
| Second-Level Degree Course in Environmental Biology and Ecosystem Management | 7 (7.2) |
| First-Level Degree Course in Environmental Sciences and Technologies         | 4 (4.1) |

**Teachers who held lessons in the second semester AY 2019-20, n (%)**

|                                    |           |
|------------------------------------|-----------|
| One course                         | 37 (38.1) |
| More courses                       | 48 (49.5) |
| Lessons held in the first semester | 12 (12.4) |

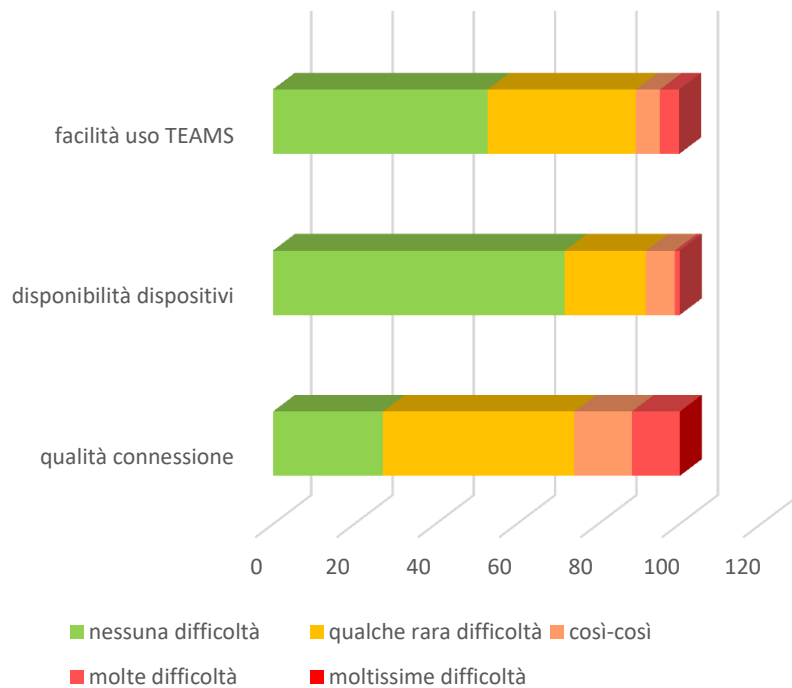
|                                                                              |                  |
|------------------------------------------------------------------------------|------------------|
| <b>Mean teaching hours in the second semester, mean (<math>\pm</math>SD)</b> | 50 ( $\pm$ 40.8) |
|------------------------------------------------------------------------------|------------------|

|                                                                      |           |
|----------------------------------------------------------------------|-----------|
| <b>Teachers who also held lessons in the master's program, n (%)</b> | 23 (23.7) |
|----------------------------------------------------------------------|-----------|

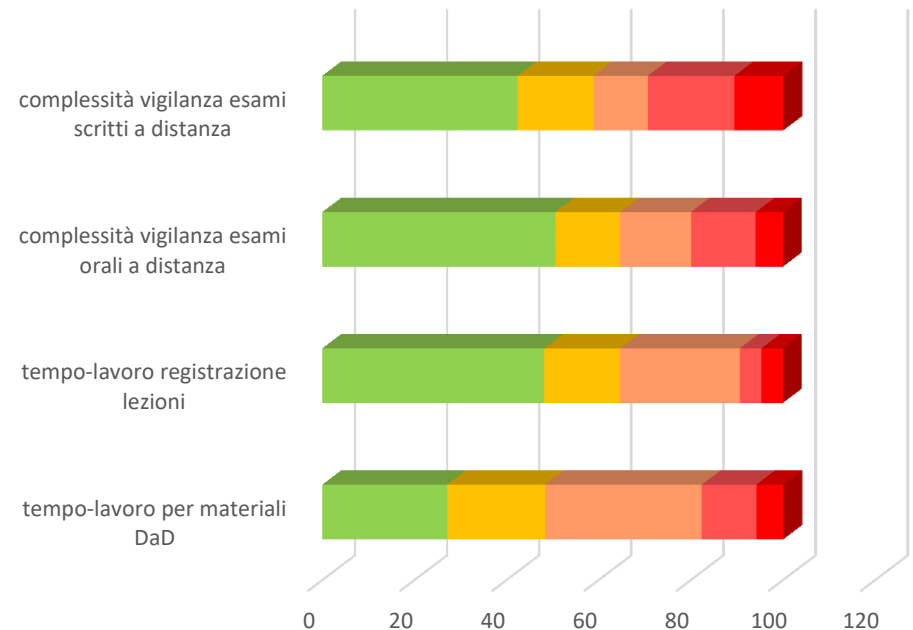
|                                                                   |           |
|-------------------------------------------------------------------|-----------|
| <b>Teachers who also held lessons in other departments, n (%)</b> | 26 (26.8) |
|-------------------------------------------------------------------|-----------|

# Risultati (%)

## Aspetti tecnici



## Aspetti didattici

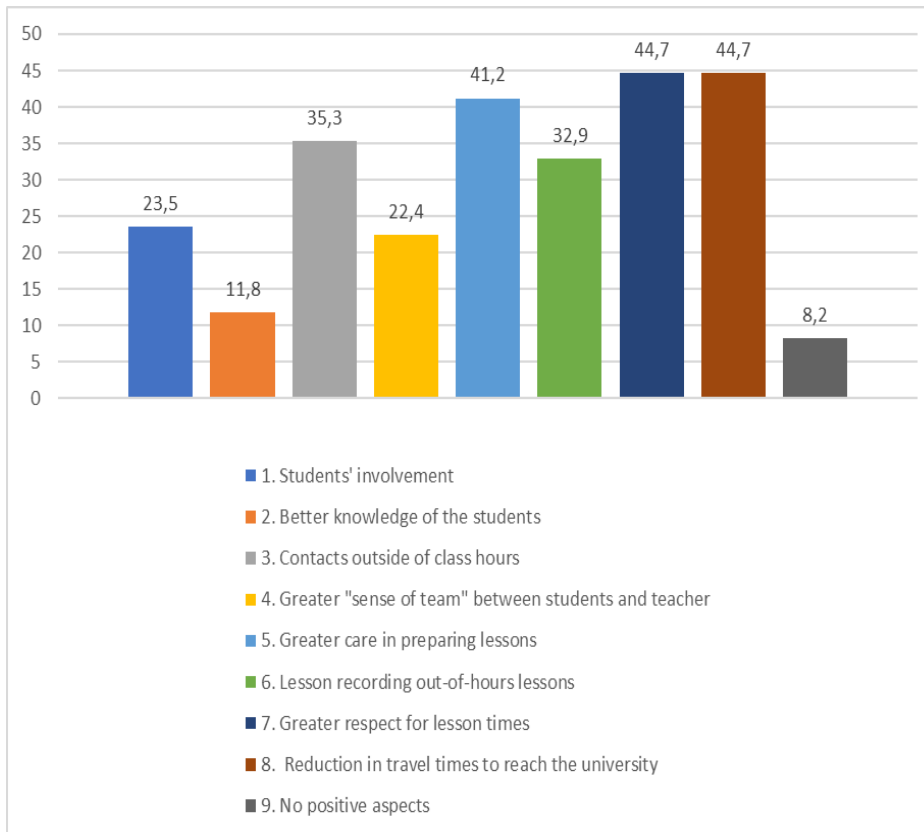


# Risultati (%) aspetti psicologici della DaD

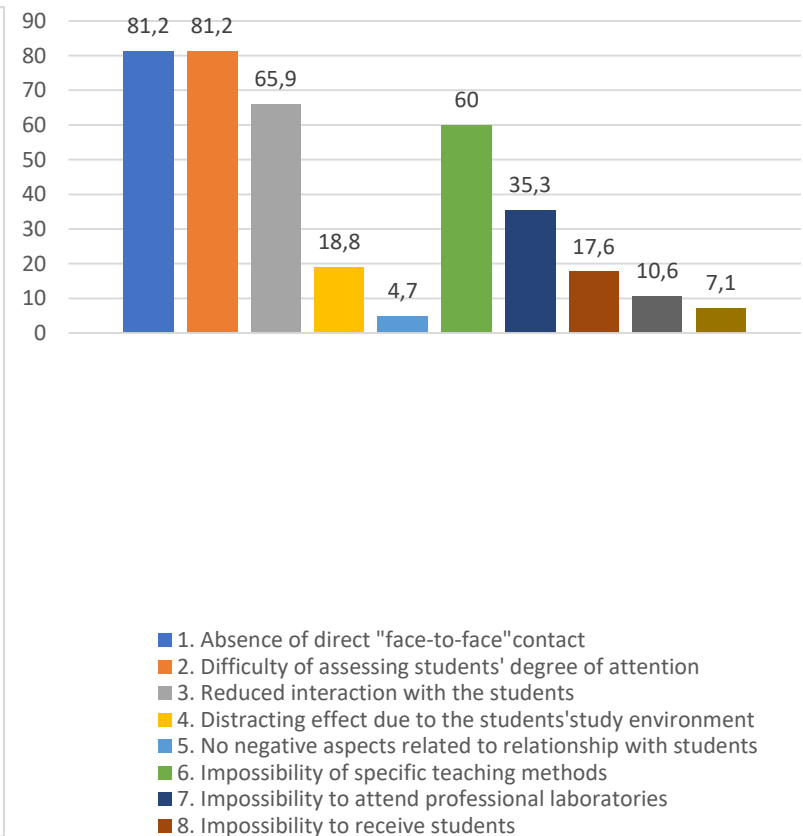


# I pro ed i contro della DaD dalla parte dei docenti universitari

## Vantaggi



## Svantaggi



**Table 4** Support provided and received in conducting distance education ( $n = 85$ )

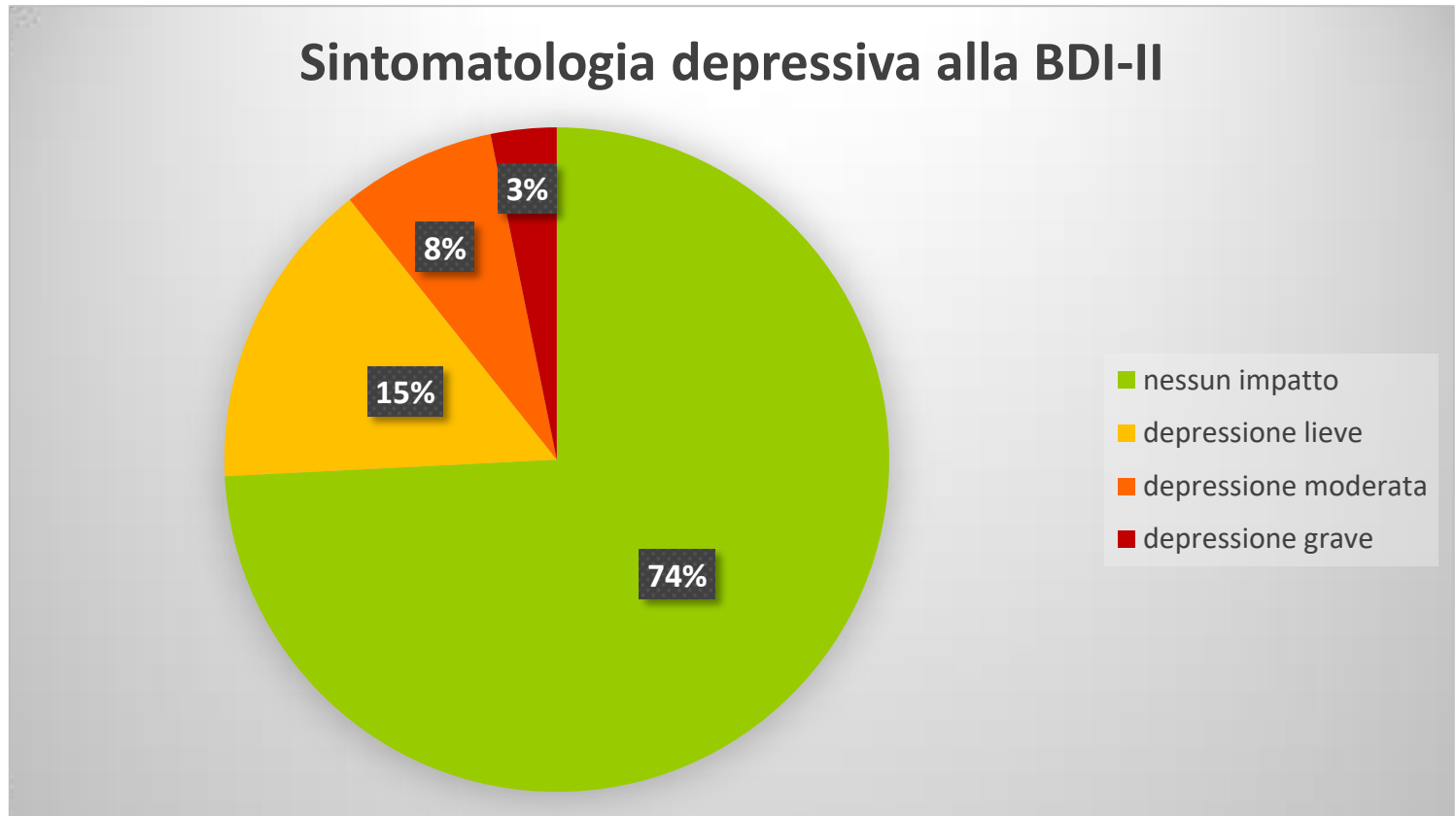
| Support provided                                                                                  | Total (%) |
|---------------------------------------------------------------------------------------------------|-----------|
| I helped colleagues in the new planning of teaching activities                                    | 15 (17.6) |
| I helped my colleagues with the practical aspects related to the Teams platform                   | 38 (47.0) |
| I helped colleagues in carrying out the DE activity                                               | 14 (16.5) |
| I helped Colleagues in maintaining contact with other teachers                                    | 3 (3.5)   |
| I helped Colleagues in maintaining contact with students                                          | 2 (2.4)   |
| I did not received any request                                                                    | 39 (45.9) |
| Support received                                                                                  |           |
| I was helped by my colleagues in the new planning of the teaching activity                        | 18 (21.2) |
| I was supported by my colleagues with the practical aspects related to the Teams platform         | 44 (51.8) |
| My colleagues helped me in carrying out the DE activity                                           | 15 (17.6) |
| My colleagues helped me in maintaining contact with other teachers                                | 4 (4.7)   |
| I was assisted by my colleagues in maintaining contact with students                              | 3 (3.5)   |
| Although I wanted to be helped, I found no support                                                | 2 (2.4)   |
| Other (University's IT service assisted with the practical aspects related to the Teams platform) | 10 (11.8) |
| I didn't need any support                                                                         | 30 (35.3) |

## Il supporto fra Colleghi?

Il 54,1% dei docenti ha aiutato i Colleghi.

# Condizione emotiva

Il 25% dei docenti ha mostrato sintomi depressivi di varia gravità, senza differenze fra generi.

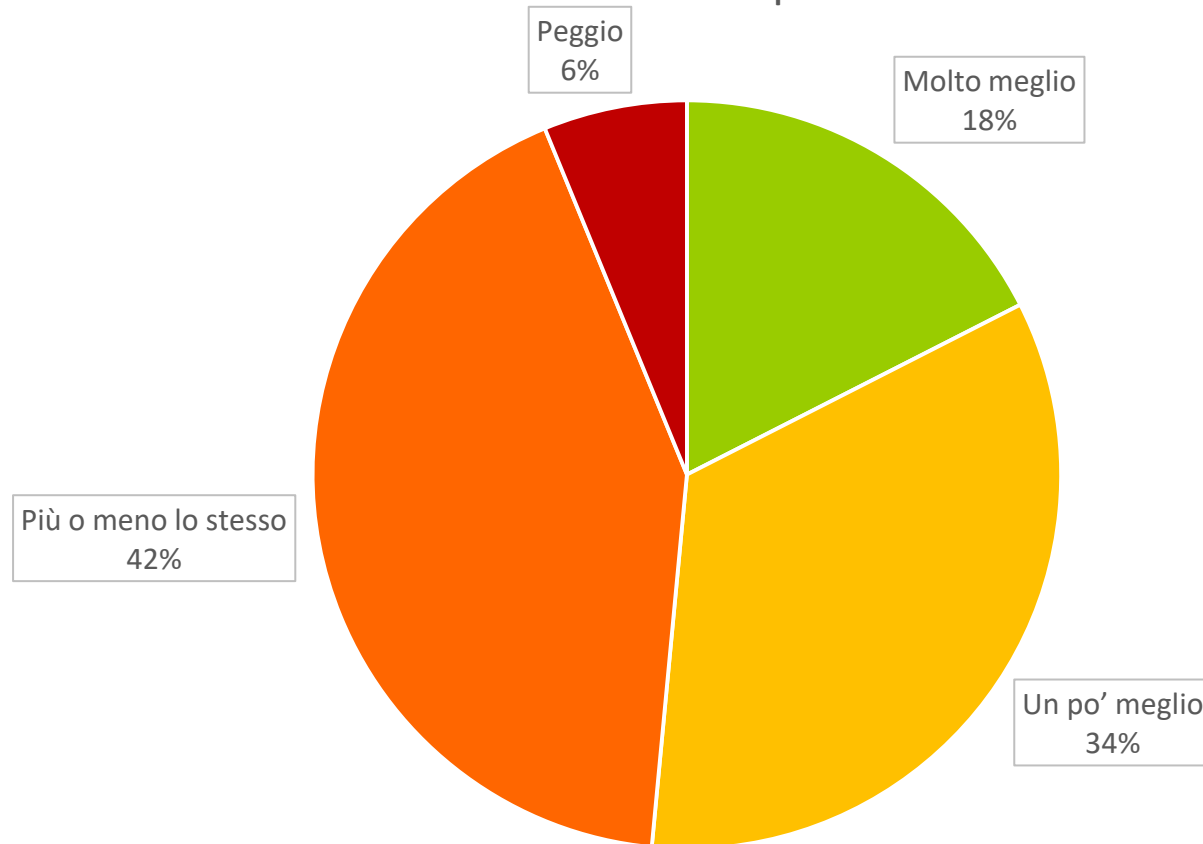


# Condizione emotiva 2

- Inoltre, sono stati evidenziati:
  - **disturbi del sonno** in oltre il 60%
  - **perdita di energia** (40%), con docenti donne che hanno avuto maggiori **difficoltà a concentrarsi** rispetto ai loro colleghi maschi
  - **modifiche dell'appetito** (30%) con un incremento dell'appetito e ponderale (25%)
- Non sono state evidenziate differenze statisticamente significative:
  - fra i **docenti che svolgevano più corsi** rispetto a chi aveva condotto un solo corso o non aveva insegnato nel 2 semestre;
  - fra docenti **per fasce di età** (in particolare, > di 60 anni vs < 60 anni) e per **posizione accademica** (l e fascia vs ricercatori);
  - in relazione alle **difficoltà sperimentate in DaD**.

# E dopo il lockdown?

Condizioni emotive dopo il lockdown



**Table 7** Correlations among the overall evaluation of distance education (DE) experience, DE aspects, age of teachers, teaching hours in the second semester AY 2019–20, BDI-II scores during confinement and emotional health after confinement ( $n = 97$ )

|                                                           |                          | Overall<br>evaluation<br>of the DE<br>experience | Teacher<br>age | Teaching<br>hours during<br>the II semester<br>AY 2019–20 | Distance<br>education<br>advantages | Personal<br>satisfaction<br>with new<br>learning | Distance<br>education<br>disadvantages | BDI-II scores<br>during<br>home<br>confinement | Emotional<br>health after<br>confinement |
|-----------------------------------------------------------|--------------------------|--------------------------------------------------|----------------|-----------------------------------------------------------|-------------------------------------|--------------------------------------------------|----------------------------------------|------------------------------------------------|------------------------------------------|
| Teacher age                                               | Pearson's<br>Correlation | −.041                                            | 1              |                                                           |                                     |                                                  |                                        |                                                |                                          |
|                                                           | 2-tailed $p$ -<br>value  | .688                                             |                |                                                           |                                     |                                                  |                                        |                                                |                                          |
| Teaching<br>hours during<br>the II semester<br>AY 2019–20 | Pearson's<br>Correlation | −.153                                            | .107           | 1                                                         |                                     |                                                  |                                        |                                                |                                          |
|                                                           | 2-tailed $p$ -<br>value  | .135                                             | .296           |                                                           |                                     |                                                  |                                        |                                                |                                          |
| Distance<br>education<br>advantages                       | Pearson's<br>Correlation | .400**                                           | .105           | .059                                                      | 1                                   |                                                  |                                        |                                                |                                          |
|                                                           | 2-tailed $p$ -<br>value  | .000                                             | .365           | .614                                                      |                                     |                                                  |                                        |                                                |                                          |
| Personal<br>satisfaction<br>with new<br>learning          | Pearson's<br>Correlation | .752**                                           | .006           | −.120                                                     | .287*                               | 1                                                |                                        |                                                |                                          |
|                                                           | 2-tailed $p$ -<br>value  | .000                                             | .956           | .281                                                      | .021                                |                                                  |                                        |                                                |                                          |
| Distance<br>education<br>disadvantages                    | Pearson's<br>Correlation | −.555**                                          | .049           | .214*                                                     | −.223                               | −.414**                                          | 1                                      |                                                |                                          |
|                                                           | 2-tailed $p$ -<br>value  | .000                                             | .632           | .035                                                      | .052                                | .000                                             |                                        |                                                |                                          |
| BDI-II scores<br>during home<br>confinement               | Pearson's<br>Correlation | −.289**                                          | −.070          | .157                                                      | −.195                               | −.197                                            | .172                                   | 1                                              |                                          |
|                                                           | 2-tailed $p$ -<br>value  | .005                                             | .501           | .130                                                      | .096                                | .079                                             | .098                                   |                                                |                                          |
| Emotional<br>health after<br>confinement                  | Pearson's<br>Correlation | −.160                                            | −.163          | −.069                                                     | −.180*                              | −.207                                            | .098                                   | .344**                                         | 1                                        |
|                                                           | 2-tailed $p$ -<br>value  | .117                                             | .110           | .500                                                      | .131                                | .060                                             | .342                                   | .001                                           |                                          |

\*\* $p < 0.01$

\* $p < 0.05$

RESEARCH

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# Predictors of academic performance during the covid-19 outbreak: impact of distance education on mental health, social cognition and memory abilities in an Italian university student sample

Laura Giusti<sup>1,2</sup>, Silvia Mammarella<sup>1,2</sup>, Anna Salza<sup>1,2</sup>, Sasha Del Vecchio<sup>1,2</sup>, Donatella Ussorio<sup>1,2</sup>, Massimo Casacchia<sup>1,2</sup> and Rita Roncone<sup>1,2\*</sup>

## Abstract

**Background:** This study aimed to investigate the impact of distance education (DE) on mental health, social cognition, and memory abilities in a sample of university students during the national COVID-19 lockdown in Italy and to identify the predictors of academic performance.

**Methods:** Two hundred and three students (76.4% women, mean age 24.3,  $SD \pm 4.9$ ) responded to an anonymous online cross-sectional survey between July 15 and September 30, 2020, on DE experience and cognitive and social-cognitive variables. A short version of the Beck Depression Inventory-II, ten images from the Eyes Task, and five memory vignette stimuli were included in the survey. Descriptive, one-way ANOVA, correlation, and logistic regression analyses were conducted.

**Results:** Half of the student sample reported significant impairment in concentration and learning abilities during DE. Regarding psychological health, 19.7%, 27.1%, and 23.6% of the sample reported mild, moderate, and severe depressive symptoms, respectively. Correlation analyses showed a statistically significant negative association between depression and the overall subjective evaluation of DE ( $r = -0.359$ ;  $p < 0.000$ ). Changes in one's study context and habits, i.e., studying alone at one's parents' home instead of studying with colleagues or alone in a university "social place" (e.g., the university library), seemed to increase the likelihood of poor academic performance by almost 3 times (O.R. 3.918;  $p = 0.032$ ). This predictor was no longer statistically significant in the subsequent step when the individual impairment predictors were entered. Learning concentration impairment during DE (O.R. 8.350;  $p = 0.014$ ), anxiety about COVID-19 contagion for oneself or others (O.R. 3.363;  $p = 0.022$ ), female gender (O.R. 3.141;  $p = 0.045$ ), and depressive symptomatology (O.R. 1.093;  $p = 0.047$ ) were ultimately determined to be the strongest predictors of poor academic performance, whereas the appreciation of DE represented a protective variable (O.R. 0.610;  $p < 0.000$ ).

**Conclusions:** The study showed a negative impact of DE on the mental health of students presenting depressive symptoms and impairment in concentration and learning, the latter identified as the strongest predictors of poor

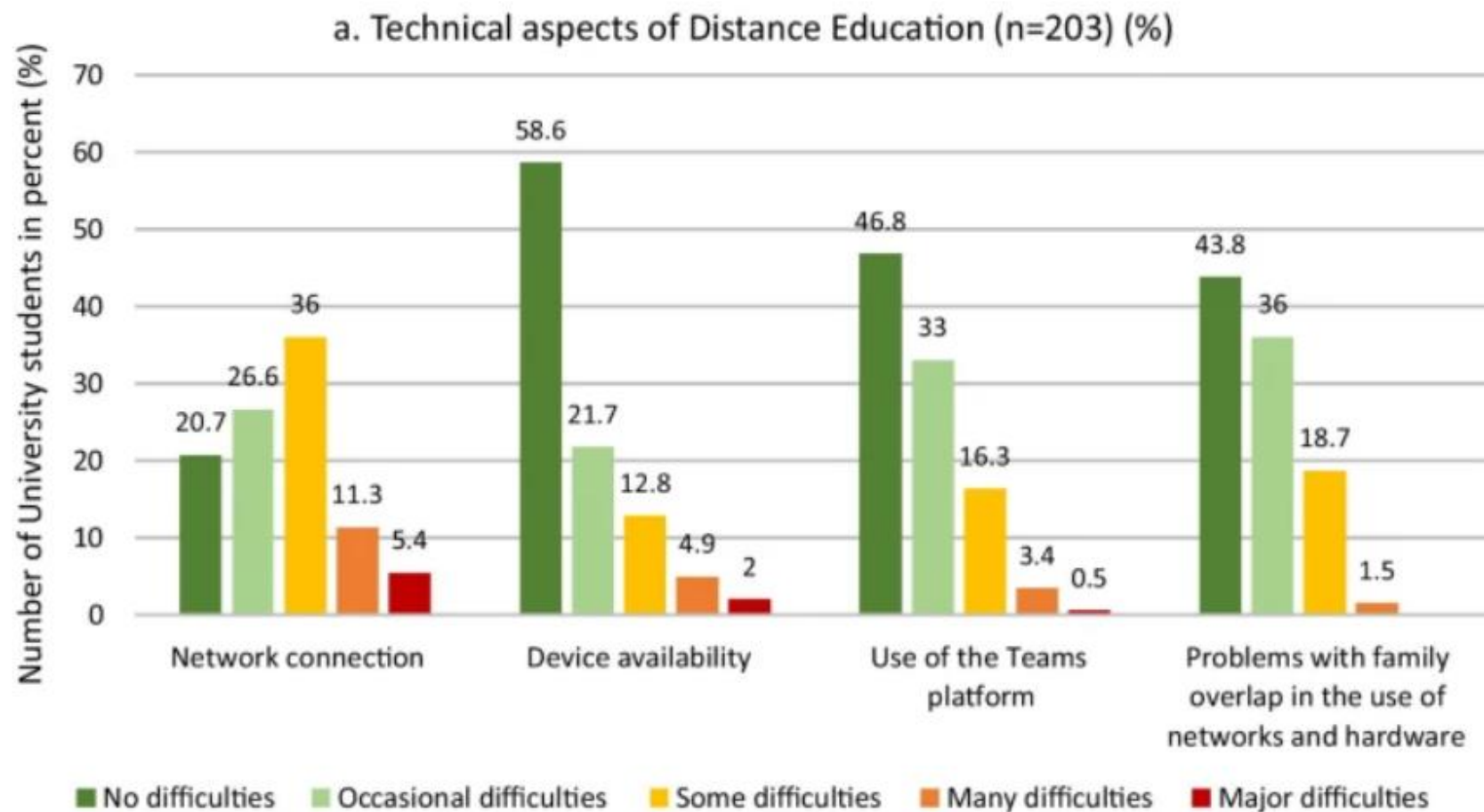
# Studenti universitari e DaD – «Studiare con il COVID»

- Campione: 203 studenti, 76% F
  - Età media: 24 anni (SD 4.9)
  - Area medicina (50%), professioni sanitarie e biologia
  - Matricole: 20%
  - Fuori corso: 18%
  - Studenti fuorisede: 82%
  - Studenti lavoratori: 17%

- L'attuale studio mirava a indagare
  - 1) l'impatto della DaD durante la pandemia COVID-19 sulla salute psicologica, la cognizione sociale e le abilità mnesiche in un campione di studenti dell'Università dell'Aquila e
  - 2) i predittori del loro rendimento accademico durante DaD.

# Predictors of academic performance during DE

**Fig. 1**



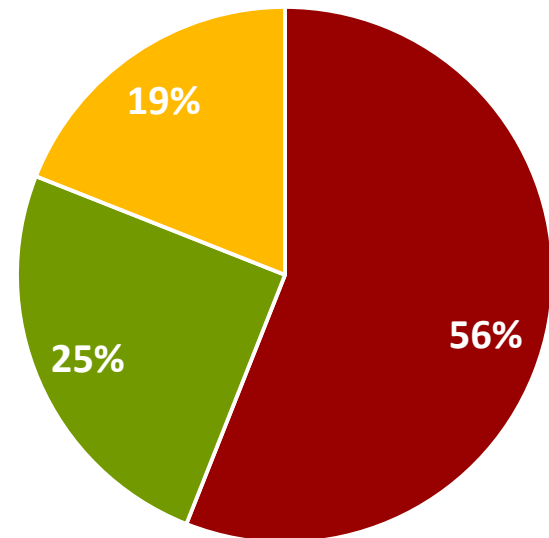
# Deficit di concentrazione

➤ L'80% degli studenti ha dovuto necessariamente modificare il setting di studio.

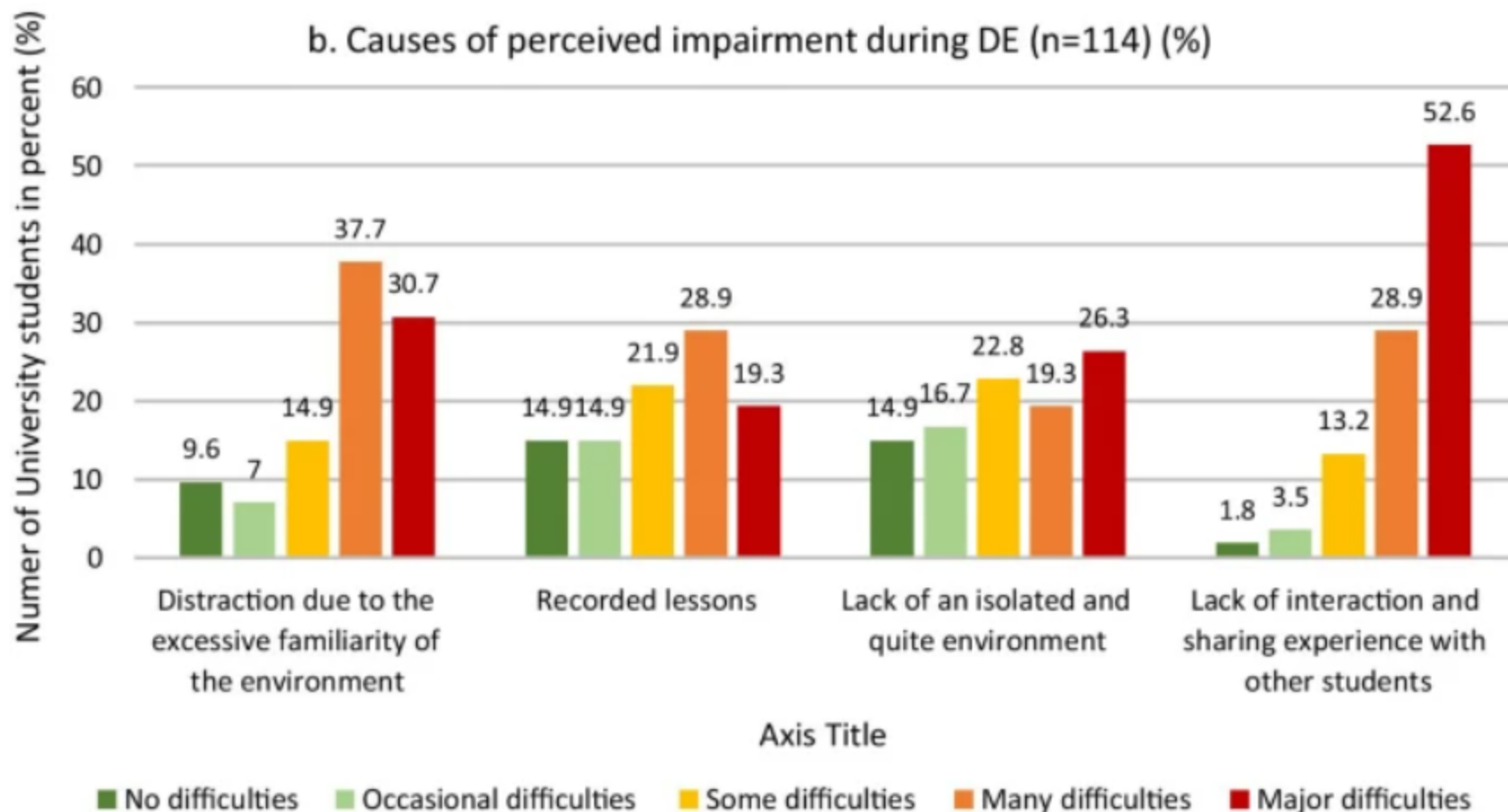
➤ Cause della riduzione della concentrazione:

- Distrazione per via dell'ambiente domestico (52%)
- Difficoltà di organizzazione dello studio (50%)
- Demoralizzazione (40%)

Concentrazione



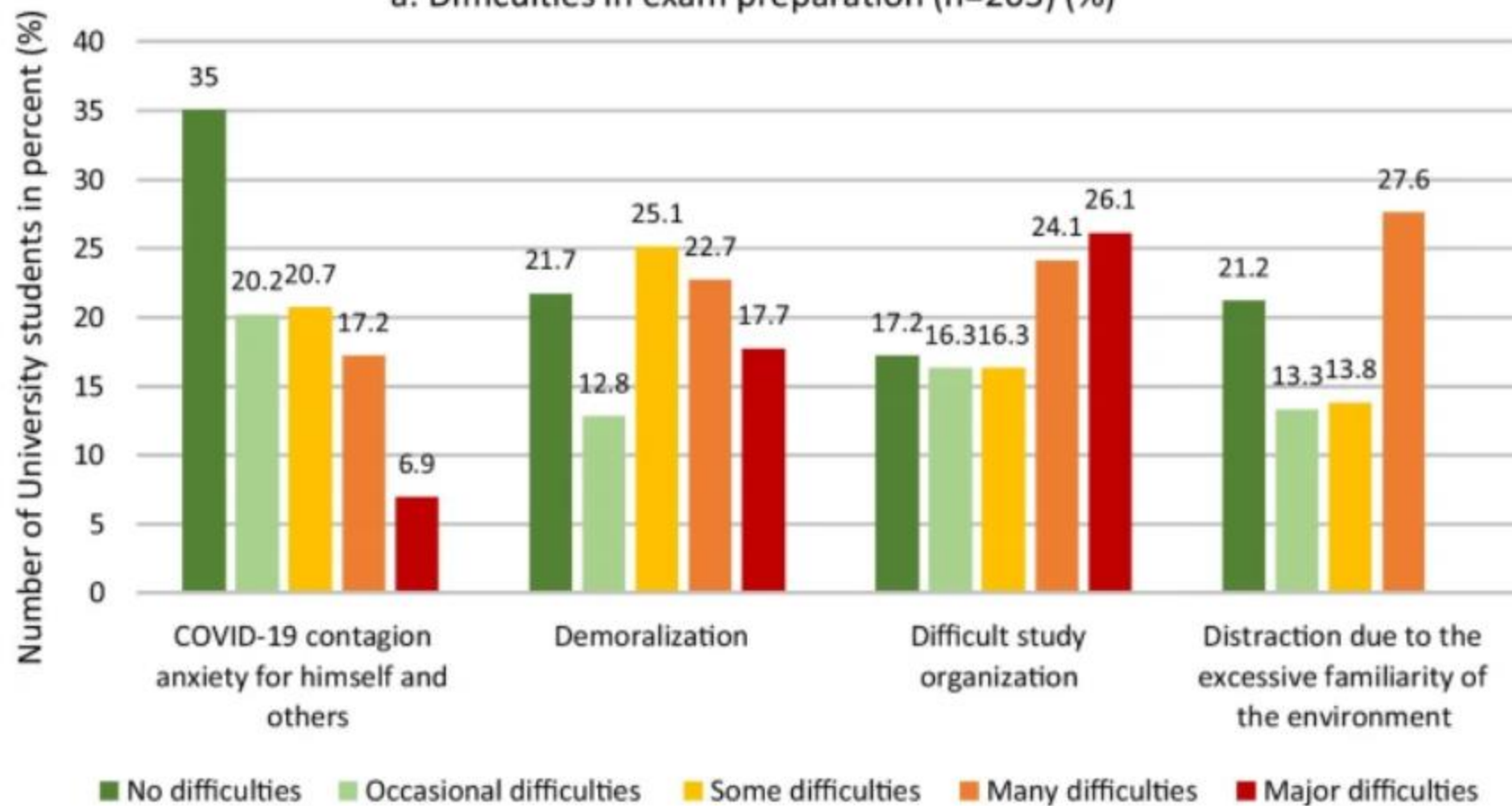
■ peggiorata ■ migliorata ■ invariata

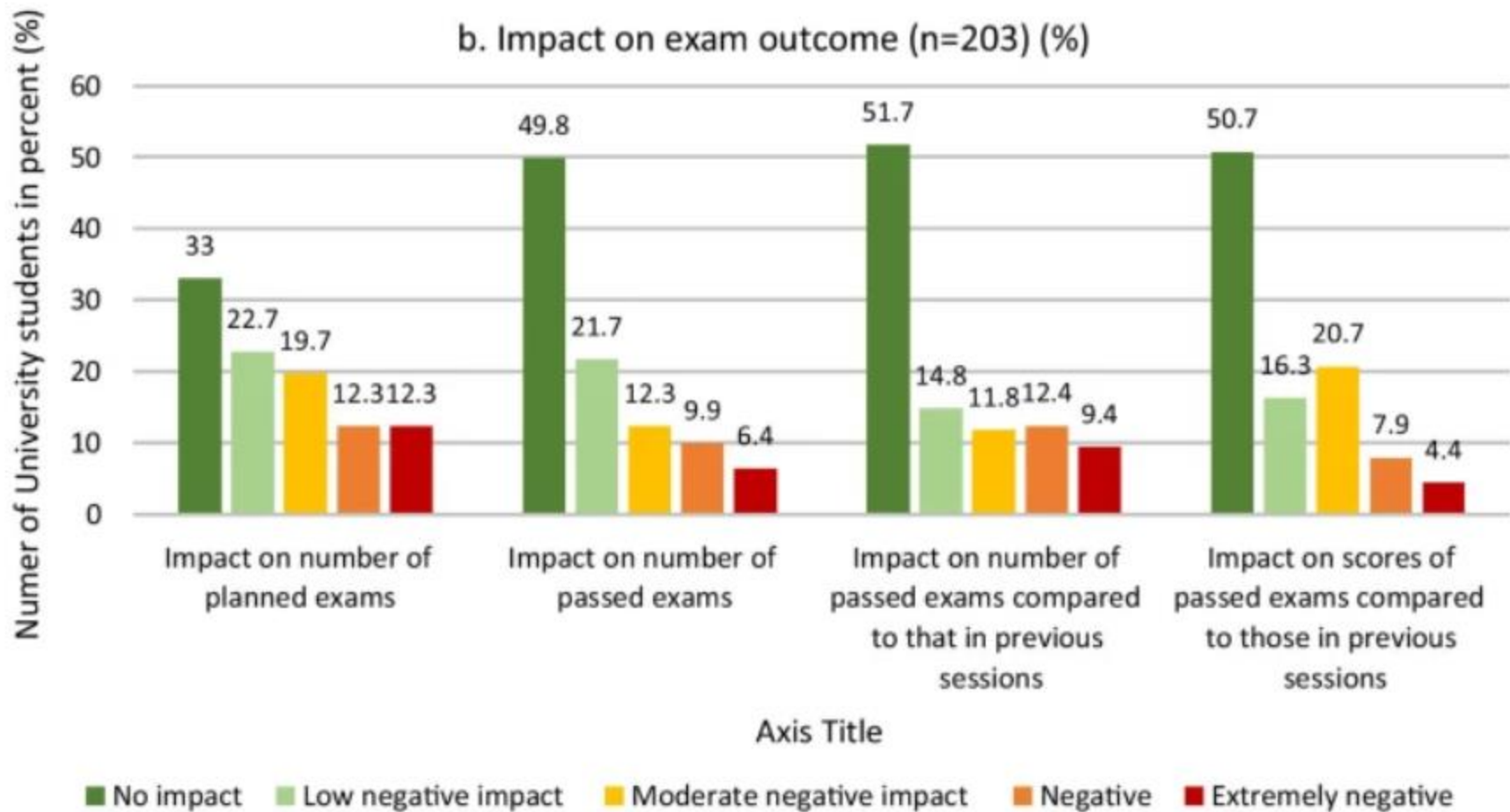


**a** Response rates of the interviewed students regarding technical difficulties encountered during DE (n = 203). **b** Student response rates identifying possible factors involved in worsening learning concentration attending DE (n = 114)

**Fig. 3**

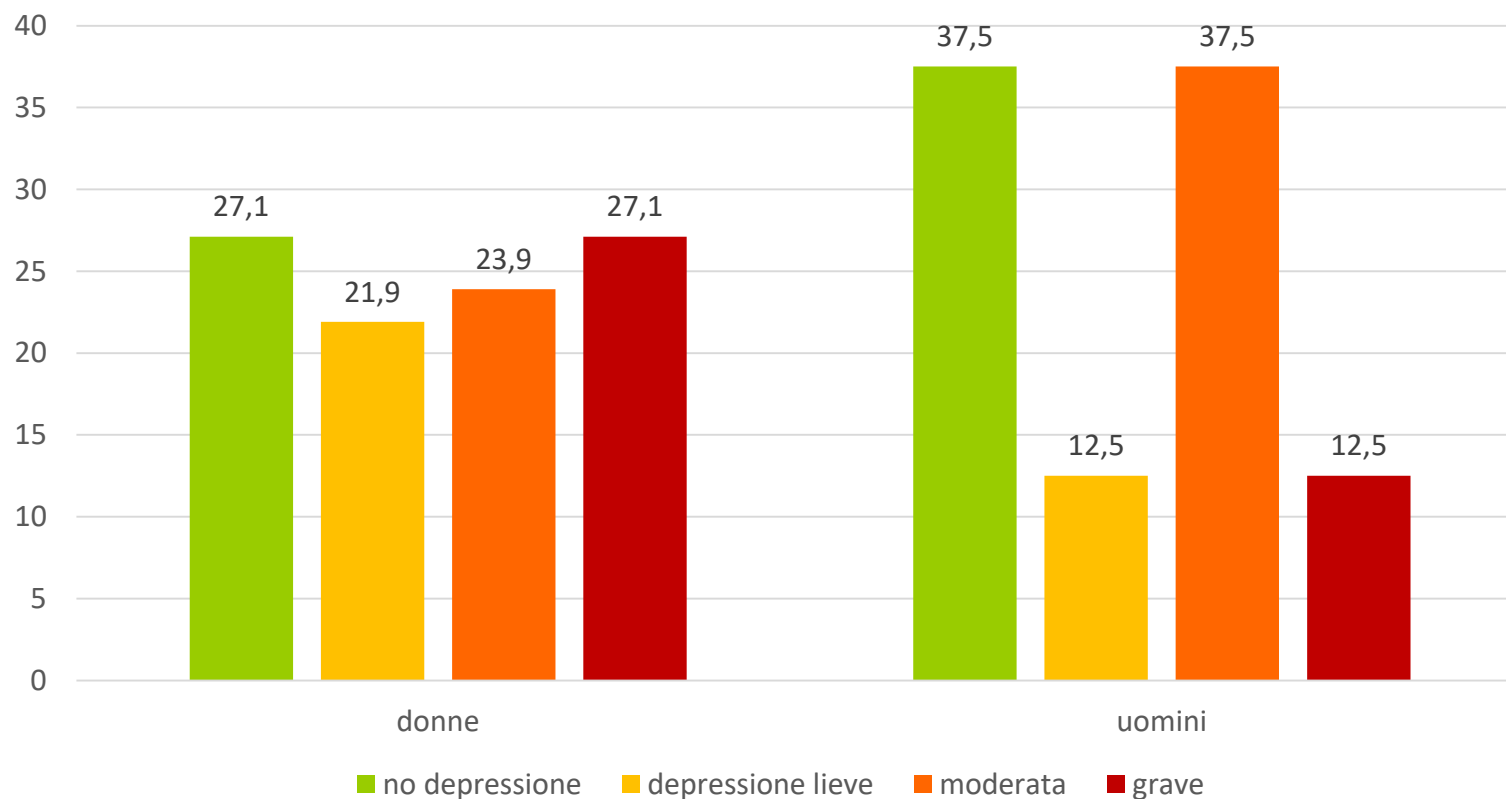
a. Difficulties in exam preparation (n=203) (%)





**a** Student response rates regarding difficulties preparing for exams during DE and **b** the impact of exam preparation difficulties on exam outcomes (n = 203)

# Depressione per genere (%)

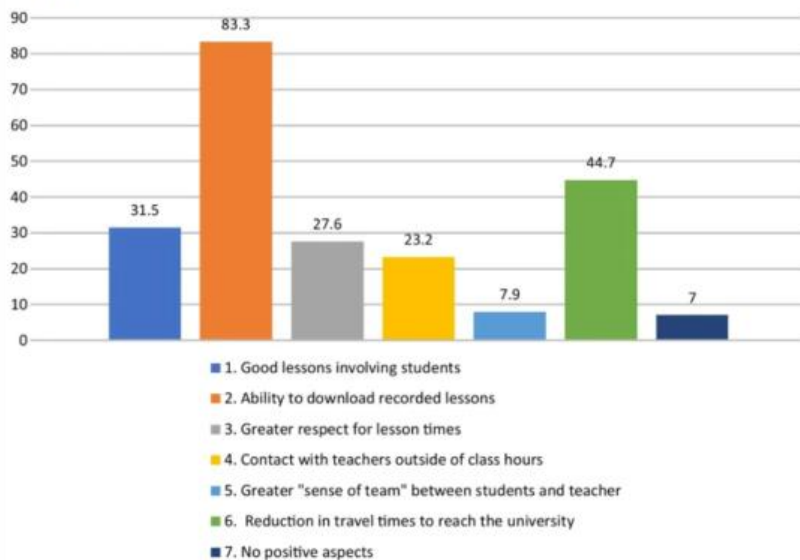


Chi-square: 8,813; d.f. 3; p=0.032

# I pro ed i contro della DaD dalla parte degli studenti universitari

## Vantaggi

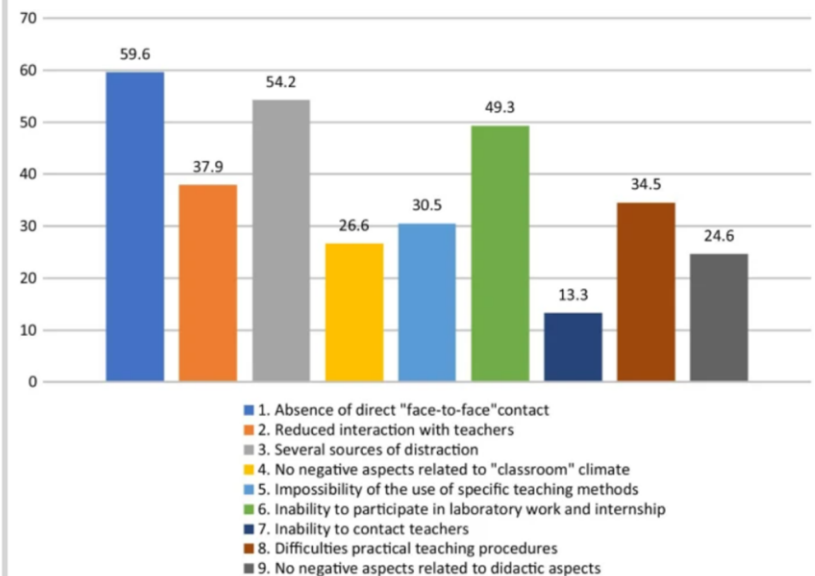
Fig. 4



Advantages of distance education (n = 203)

## Svantaggi

Fig. 5



Disadvantages of distance education (%)—Classroom climate (bars 1–4) and didactic and organizational aspects (bars 5–9) (n = 203)



**Table 5** Logistic regression analysis to predict poor academic performance based on the students’ self-assessments of their overall study performance during DE, divided into two categories: high (students reporting no problems, only occasional difficulties, or some difficulties) and low (many difficulties or major difficulties)

|                                                                | Step 1 |       |         |          |          | Step 2 |       |         |          |          | Step 3 |       |         |          |          |
|----------------------------------------------------------------|--------|-------|---------|----------|----------|--------|-------|---------|----------|----------|--------|-------|---------|----------|----------|
|                                                                | B      | p     | Exp (B) | CI 95% L | CI 95% U | B      | p     | Exp (B) | CI 95% L | CI 95% U | B      | p     | Exp (B) | CI 95% L | CI 95% U |
| Gender                                                         | 0.428  | 0.285 | 1.535   | 0.700    | 3.365    | 0.488  | 0.236 | 1.630   | 0.727    | 3.655    | 1.145  | 0.045 | 3.141   | 1.026    | 9.615    |
| Men = 0/Women = 1                                              |        |       |         |          |          |        |       |         |          |          |        |       |         |          |          |
| Age ≤ 25 years = 1                                             | −0.272 | 0.498 | 0.761   | 0.346    | 1.675    | −0.397 | 0.335 | 0.673   | 0.300    | 1.507    | −0.188 | 0.746 | 0.829   | 0.266    | 2.582    |
| No = 0/Yes = 1                                                 |        |       |         |          |          |        |       |         |          |          |        |       |         |          |          |
| Working student                                                | −0.350 | 0.498 | 0.705   | 0.256    | 1.939    | −0.347 | 0.509 | 0.707   | 0.253    | 1.977    | −0.249 | 0.724 | 0.779   | 0.196    | 3.102    |
| No = 0/Yes = 1                                                 |        |       |         |          |          |        |       |         |          |          |        |       |         |          |          |
| Lack of sharing learning experience with other students        |        |       |         |          |          | −0.081 | 0.843 | 0.922   | 0.414    | 2.056    | 0.313  | 0.572 | 1.367   | 0.462    | 4.050    |
| No = 0/Yes = 1                                                 |        |       |         |          |          |        |       |         |          |          |        |       |         |          |          |
| Changes in the study context and habits following the pandemic |        |       |         |          |          | 1.366  | 0.032 | 3.918   | 1.124    | 13.659   | 0.053  | 0.946 | 1.055   | 0.228    | 4.884    |
| No = 0/Yes = 1                                                 |        |       |         |          |          |        |       |         |          |          |        |       |         |          |          |
| Learning concentration impairment during distance education    |        |       |         |          |          |        |       |         |          |          | 2.122  | 0.014 | 8.350   | 1.548    | 45.038   |
| No = 0/Yes = 1                                                 |        |       |         |          |          |        |       |         |          |          |        |       |         |          |          |
| Eyes task inaccurate score                                     |        |       |         |          |          |        |       |         |          |          | 0.408  | 0.720 | 1.504   | 0.162    | 13.996   |
| Cut-off ≤ 3 = 1                                                |        |       |         |          |          |        |       |         |          |          |        |       |         |          |          |
| Memory task total score                                        |        |       |         |          |          |        |       |         |          |          | −0.364 | 0.089 | 0.695   | 0.456    | 1.058    |
| COVID-19 contagion anxiety                                     |        |       |         |          |          |        |       |         |          |          | 1.213  | 0.022 | 3.363   | 1.190    | 9.506    |
| No = 0/Yes = 1                                                 |        |       |         |          |          |        |       |         |          |          |        |       |         |          |          |
| 10-item Beck Depression Inventory-II total score               |        |       |         |          |          |        |       |         |          |          | 0.089  | 0.047 | 1.093   | 1.001    | 1.193    |
| Overall distance education evaluation score                    |        |       |         |          |          |        |       |         |          |          | −0.495 | 0.000 | 0.610   | 0.467    | 0.796    |

# I fattori di rischio di non avere buoni esiti

## ➤ FATTORI CONTESTUALI:

- **cambiamenti nel proprio contesto di studio e nelle proprie abitudini**, ovvero studiare da soli a casa dei propri genitori invece di **studiare con i colleghi o da soli in un "luogo sociale" universitario** (OR 3,918;  $p = 0,032$ ).

- Questo fattore predittivo non era più statisticamente significativo nella fase successiva in cui sono stati inseriti i predittori di **COMPROMISSIONE INDIVIDUALE**:

- **compromissione della concentrazione di apprendimento durante DaD** (OR 8.350;  $p = 0.014$ ),
- **ansia per il contagio COVID-19 per se stessi o per gli altri** (OR 3.363;  $p = 0.022$ ),
- **sexo femminile** (OR 3.141;  $p = 0.045$ ),
- **sintomatologia depressiva** (OR 1.093 ;  $p = 0,047$ ),
- sono stati infine determinati come i più forti predittori di scarso rendimento accademico, mentre l'**apprezzamento della DaD** rappresentava una variabile protettiva (OR 0,610;  $p < 0,000$ ).

Ottobre 2020





LA FRASE PIÙ  
IN AS

"ABBIAMO  
FATTO

**La frase più pericolosa  
in assoluto è:  
Abbiamo sempre fatto così.**

[Grace Murray Hopper]

Matematica, Informatica e  
militare statunitense

ABBIAMO  
FATTO SEMPRE  
COSÌ



# Conclusioni dalla parte dei docenti

- **L' apprezzamento dell'apprendimento promosso dalla DaD** sembrava correlato a un migliore benessere emotivo dei docenti.
- **Lo svantaggio** più consistente lamentato è stato rappresentato dalla **manca nza di scambi relazionali** e riflessivi con gli studenti "in classe", poiché insegnare non implica trasmettere solo "conoscenze", ma anche emozioni, sentimenti, relazioni e ricordi positivi in cui l'atto di apprendere ha luogo.
- Il maggiore recupero soggettivo degli insegnanti depressi più gravi, una volta terminato il confinamento domestico, nonostante il mantenimento della DaD, potrebbe suggerire un modello traumatico psicosociale più articolato nella pandemia di COVID-19.
- Particolare attenzione dovrebbe essere data (anche) ai docenti universitari considerando il loro ruolo importante nel sistema dell'istruzione superiore, influenzando il buon apprendimento e promuovendo il successo professionale degli studenti.



Verso la leggerezza  
della didattica!!!