

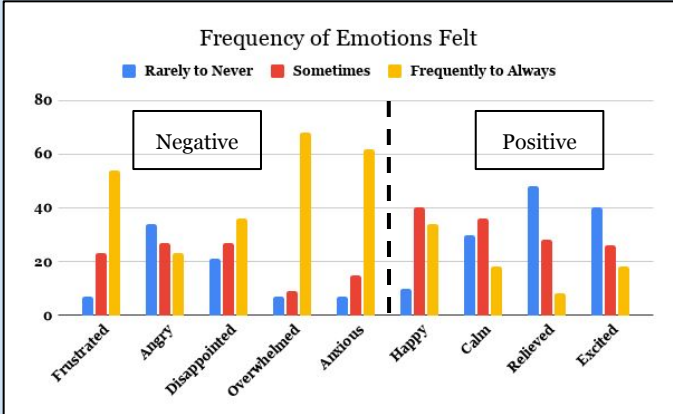
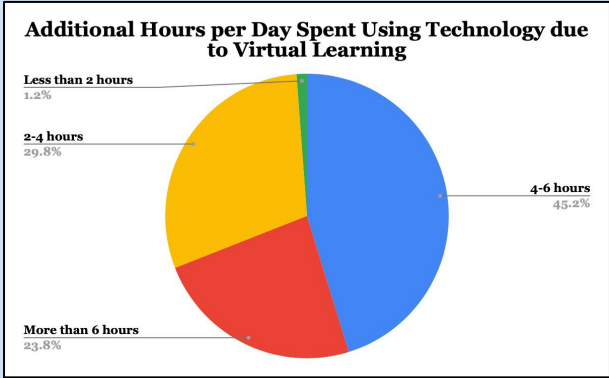
Virtual Learning, Emotions, and Relationships in College Students during COVID-19

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Abstract

The novel coronavirus (COVID-19) pandemic has led many institutions to transition to virtual instruction, including the University of Delaware. This survey-based research aims to examine the dramatic impact this shift has had on college students' emotional states and relationships. The results showed that students are spending more time using technology, feeling negative emotions more frequently, and feeling less connected.

- Methods**
- 5 question anonymous survey
 - Distributed to 84 students in HDF5 333 through email
 - 3 multiple choice questions, 1 checkbox selection, and 1 open-ended response



Themes in Responses to “In what ways have distanced learning and technology been influencing your relationships during the COVID-19 pandemic?”

Feeling Less Connected: 53.6%
Using Technology to Communicate: 38.1%
Struggling to Connect with Professors: 27.4%

“It feels harder to have a more in depth conversation or relationship. It all feels very surface level.”

“I know that I am always able to talk over the phone or using some type of technology, but it does not feel the same as actually interacting in person.”

“Distanced learning has weakened my friendships, but technology has strengthened them.”

- Conclusions**
- Students have spent significantly more hours using technology since the start of virtual learning.
 - Virtual learning in the pandemic has increased the frequency of experiencing negative emotions.
 - Students are feeling less connected.
 - Further research could be done about the long term positive and negative effects of technology use during the pandemic.