



# **XXI International Congress for Educators**

## **THE FUTURE OF LEARNING**



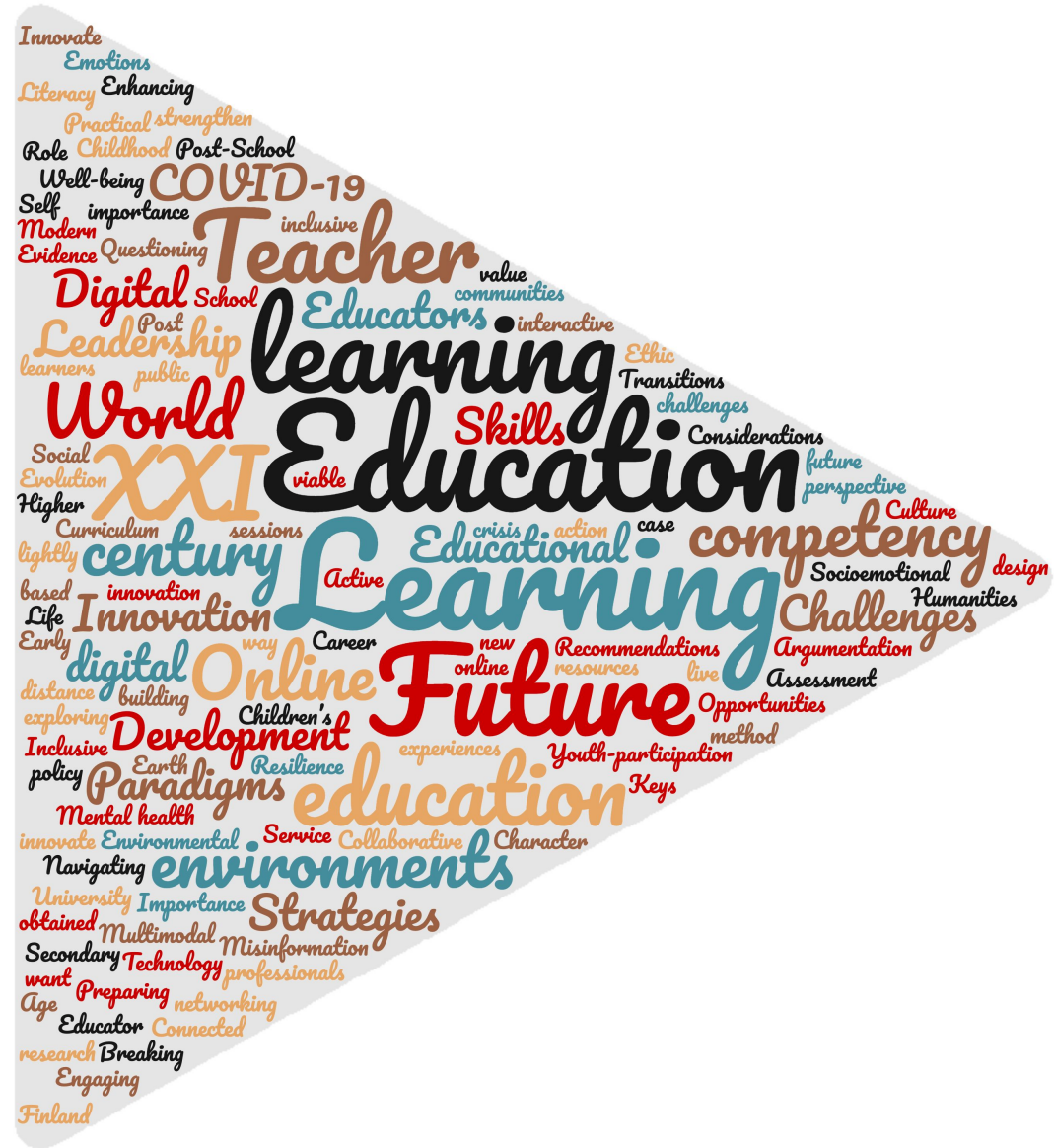
# Post-COVID Recovery: Education, Resilience & Mental Health

Dr Keri Wong

Universidad Peruana de Ciencias Aplicadas

18 February 2021

[keri.wong@ucl.ac.uk](mailto:keri.wong@ucl.ac.uk) |  @DrKeriWong  
[GlobalCOVIDStudy.com](https://GlobalCOVIDStudy.com) |  @GlobalC19Study  
 @GlobalC19Study  
 [osf.io/fe8q7/](https://osf.io/fe8q7/)





# Post-COVID Recovery



# Post-COVID Recovery



**Education**



**Resilience**



**Mental Health**



# Post-COVID Recovery



**Education**



**Resilience**



**Mental Health**

- How can we reopen schools better?
- What have we learnt about teaching?



# Post-COVID Recovery



**Education**



**Resilience**



**Mental Health**

- How can we reopen schools better?
- What have we learnt about teaching?
- How do we build resilience in programs?
- How do we become resilient educators and learners?



# Post-COVID Recovery



**Education**



**Resilience**

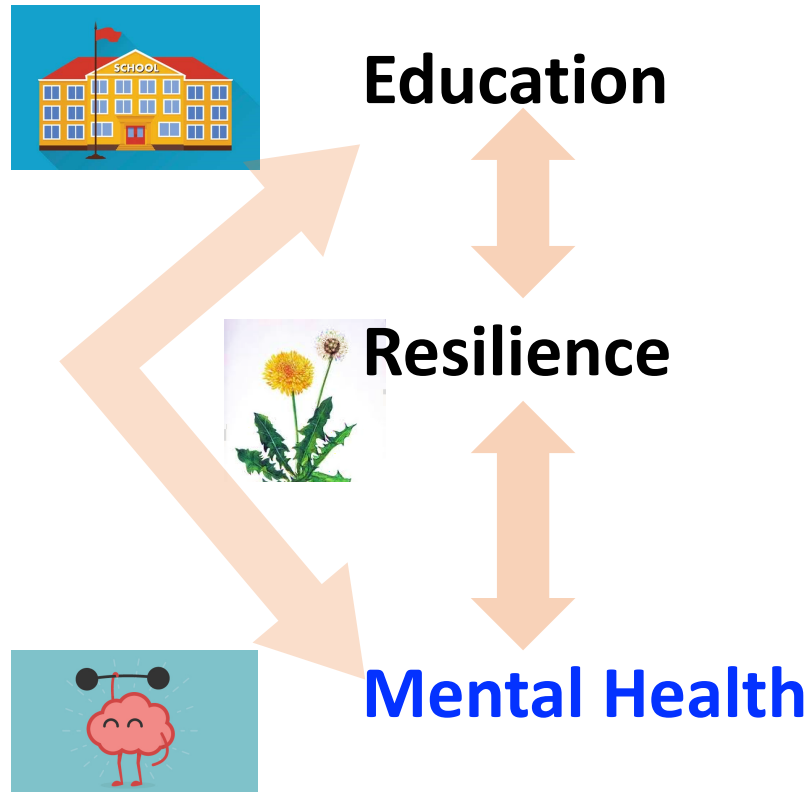


**Mental Health**

- How can we reopen schools better?
- What have we learnt about teaching?
- How do we build resilience in programs?
- How do we become resilient educators and learners?
- What is the impact of COVID?
- How does MH inform other areas?



# Post-COVID Recovery



- How can we reopen schools better?
- What have we learnt about teaching?
- How do we build resilience in programs?
- How do we become resilient educators and learners?

1. What is the impact of COVID?
2. How does MH inform other areas?

PART 1

What is the impact of  
COVID on mental health?

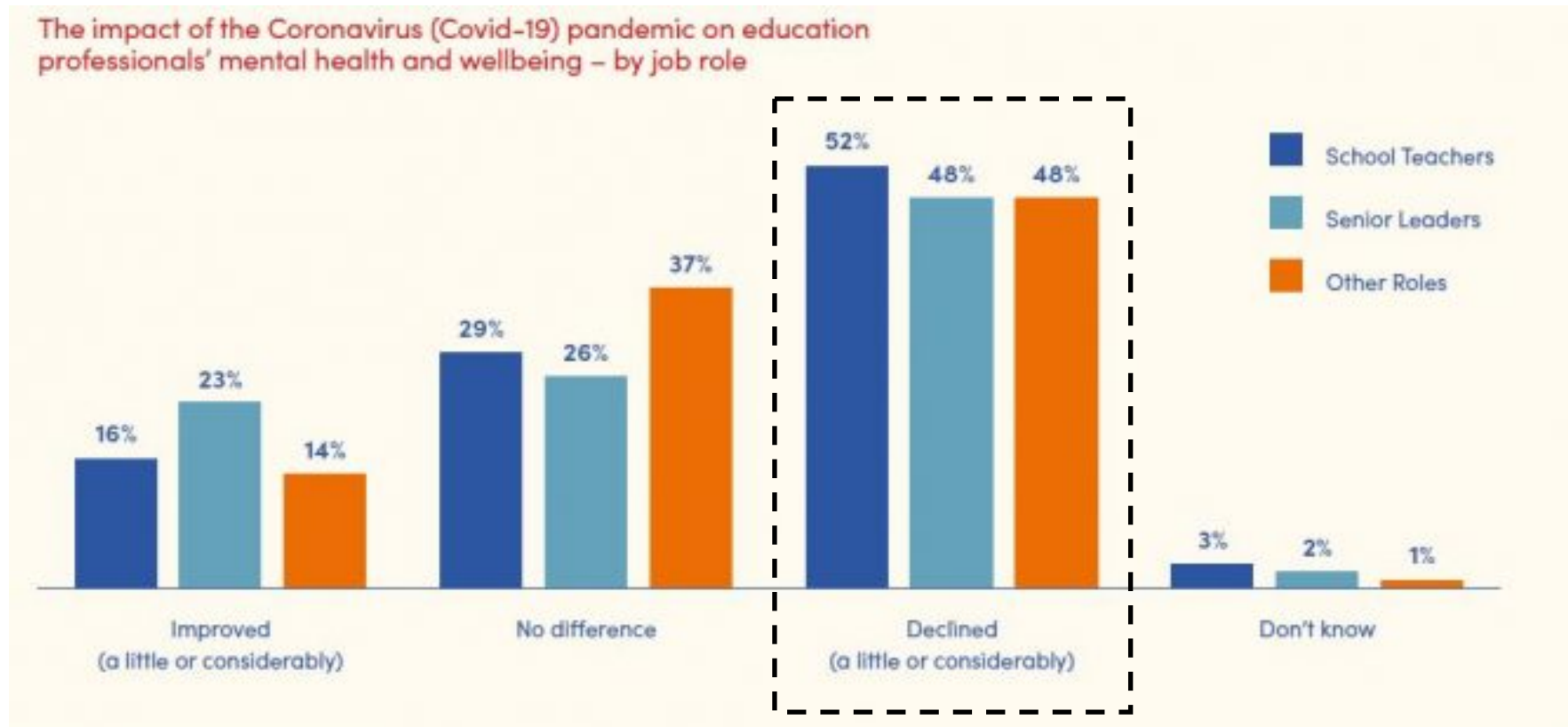
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# COVID has **negatively** impacted everyone's mental health

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- Large birth cohort studies have quickly responded to call as well as new follow-up studies.
- Immediate impact of covid on mental health vs. longer-term impact.
- Variety of target populations (BAME, pre-existing conditions, careers), ages, cultures.

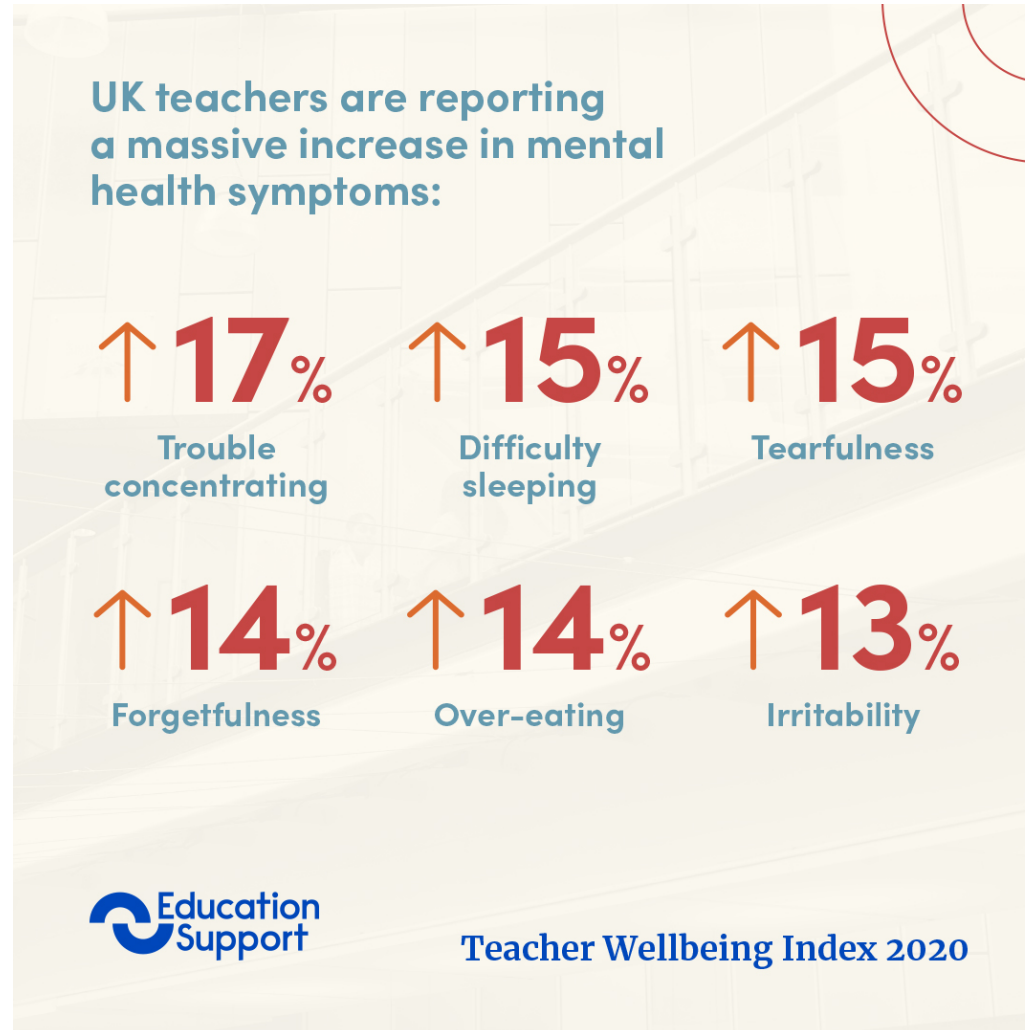
# COVID has **negatively** impacted everyone's mental health



Education Support and YouGov (2020,  $N = 2,774$ )

# COVID has negatively impacted teacher's mental health

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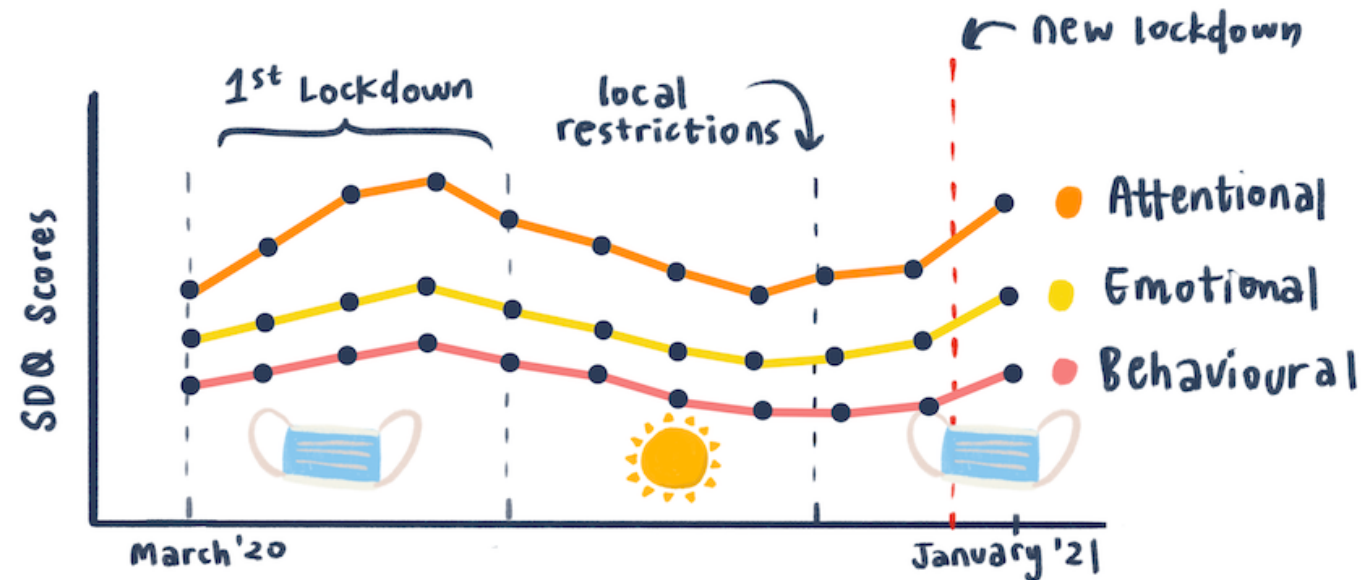


# COVID has negatively impacted young people's mental health

## Oxford's Co-SPACE (2021)

parent-reports ( $N = 8,225$ )

Children's mental health symptoms have **increased again** in January





# UCL-Penn Global COVID Mental Health Study



**Dr Keri Wong (PI)**  
UCL



**Prof Adrian Raine (Co-I)**  
University of Pennsylvania



**Dr Jill Portnoy**  
University of Massachusetts Lowell



**Dr Leonardo Bevilacqua**  
UCL



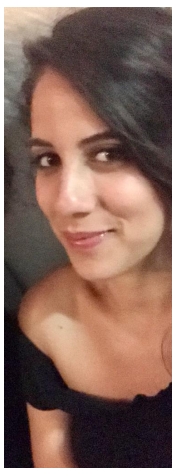
**Ms Evi Katsapi**  
UCL



**Dr Emily Midouhas**  
UCL



**Ms Jana Brinkert**  
UCL



**Ms Dora Kokosi**  
UCL



**Dr Gianluca Esposito**  
University of Trento  
& Nanyang  
Technological  
University Singapore



**Mr Alessandro Carollo**  
University of Trento



**Dr Andrea Bizzego**  
University of Trento



**Ms Reina Kirpalani**  
UCL



**Ms Laetitia Al Khoury**  
UCL



**Sammi Lee**  
UCL



**Mr Vassilis Sideropoulos**  
UCL



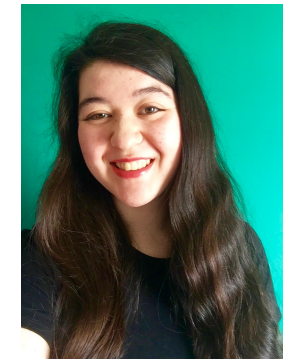
**Dr Maria Kambouri**  
UCL



**Mr Giulio Gabrieli**  
Nanyang Technological University



**Ms Ketki Prabhu**  
UCL



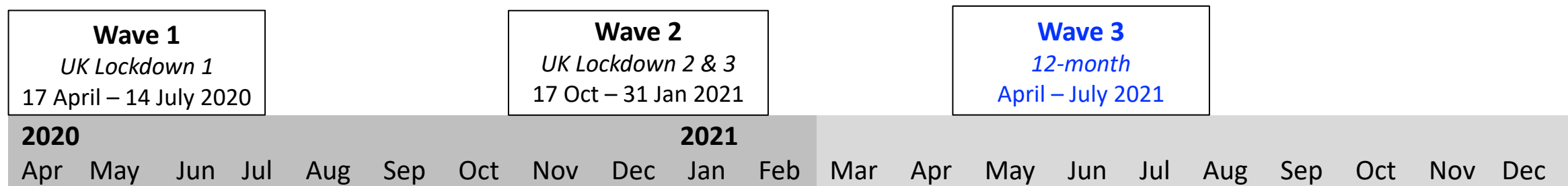
**Ms Kyleigh Melville**  
UCL



**Dr Nicola Abbott**  
UCL

## 30-minute Online Survey (8 languages)

### Timeline



### Study variables

- ✓ Background variables, occupation, living/green space access, home environment
- ✓ Mental health: Anxiety, depression, aggression, sleep, stress
- ✓ Pre-/post-COVID: Exercise, alcohol consumption, substance use
- ✓ Relationships, trust, empathy, relational conflict, parenting, loneliness, stress



Questionnaires		Wave 1 <sup>a</sup> 17 Apr – 17 Jul 2020		Wave 2 <sup>b</sup> 17 Oct 2020 – 31 Jan 2021		Wave 3 17 Apr – 31 Jul 2021	
		Adult	Child	Adult	Child	Adult	Child
1	<b>Demographics</b> (occupation, income brackets, ethnicity, and ethnic identity (score on 1-10), accommodation, living space (e.g., rooms, access to green space, facilities), family history of health conditions)	✓		✓			
2	<b>Living environment</b> (CHAOS) <sup>8</sup>	✓		✓			
3	<b>BMI</b> (height/weight)	✓		✓			
4	<b>Substance Use</b> – (Smoking/alcohol/drug use)	✓		✓			
5	<b>Anxiety</b> (GAD-7) <sup>13</sup>	✓		✓			
6	<b>Depression</b> (PHQ-9) <sup>6</sup>	✓		✓			
7	<b>Schizotypal traits</b> (SPQ-B) <sup>9</sup>	✓		✓			
8	<b>Suspiciousness</b> (SMS) <sup>14</sup>	✓		✓			
9	<b>Sleep</b> <sup>1-2, 4</sup>	✓		✓			
10	<b>Loneliness</b> (LQ) <sup>12</sup>	✓		✓			
11	<b>Empathy</b> (CASES) <sup>10</sup>	✓		✓			
12	<b>Aggression</b> (RPQ) <sup>11</sup>	✓	✓	✓	✓		
13	<b>Physical activity</b> (IPAQ-SF) <sup>7</sup>	✓		✓			
<i>Parents only</i>							
14	<b>Parenting Style</b> (PS-8) <sup>5</sup>	✓		✓			
15	<b>Special Educational Needs</b> (SEN; Screening question only shown to parents with children aged 4-17 years. Parent reports on child's age, gender, and any learning difficulties.)	✓		✓			
16	<b>Strengths &amp; Difficulties Questionnaire</b> (SDQ) <sup>3</sup>		✓		✓		
<b>Qualitative</b>							
17	COVID Worries & Stress (stressors; 8-items; working more than usual, 2-items; perceptions towards government social distancing guidelines)	✓		✓			
18	COVID (qual): 'How has lockdown changed your behaviour? What are some positive/negative things that you have experienced during lockdown?	✓		✓			



**Sample** (18y+, females = 70.5%)

Wave 1: 2,276 ( $n = \mathbf{1,829}$ )

Wave 2: **1,283** (82%, new = 314)



11.5%

9.0%

39.3%

11.4%

3.4%

8.1%

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44.6%

11.4%

3.4%

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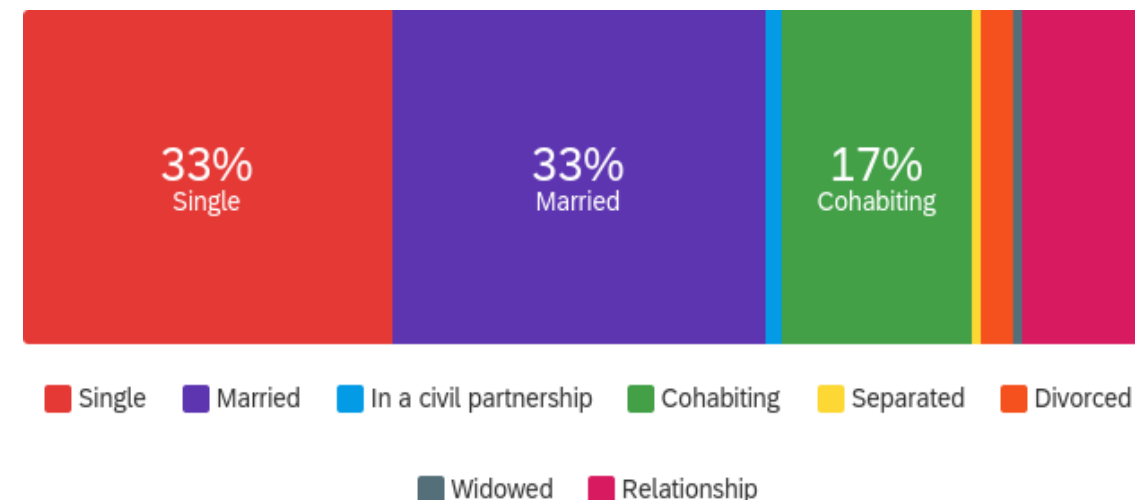


11.5%    9.0%    39.3%    11.4%    3.4%

8.1%    8.1%    44.6%    11.4%    3.4%

## Participant characteristics    %

Age (18-89 years)	≤34y 54.5%
Ethnicity	White (35.8%) Other white (28.6%) Chinese (11.2%)
Education	Masters (38.5%) Bachelors (26.8%) Highschool (11.6%) PhDs (11.3%)
Income	< 40K (50%), rest are 40K to 150K+

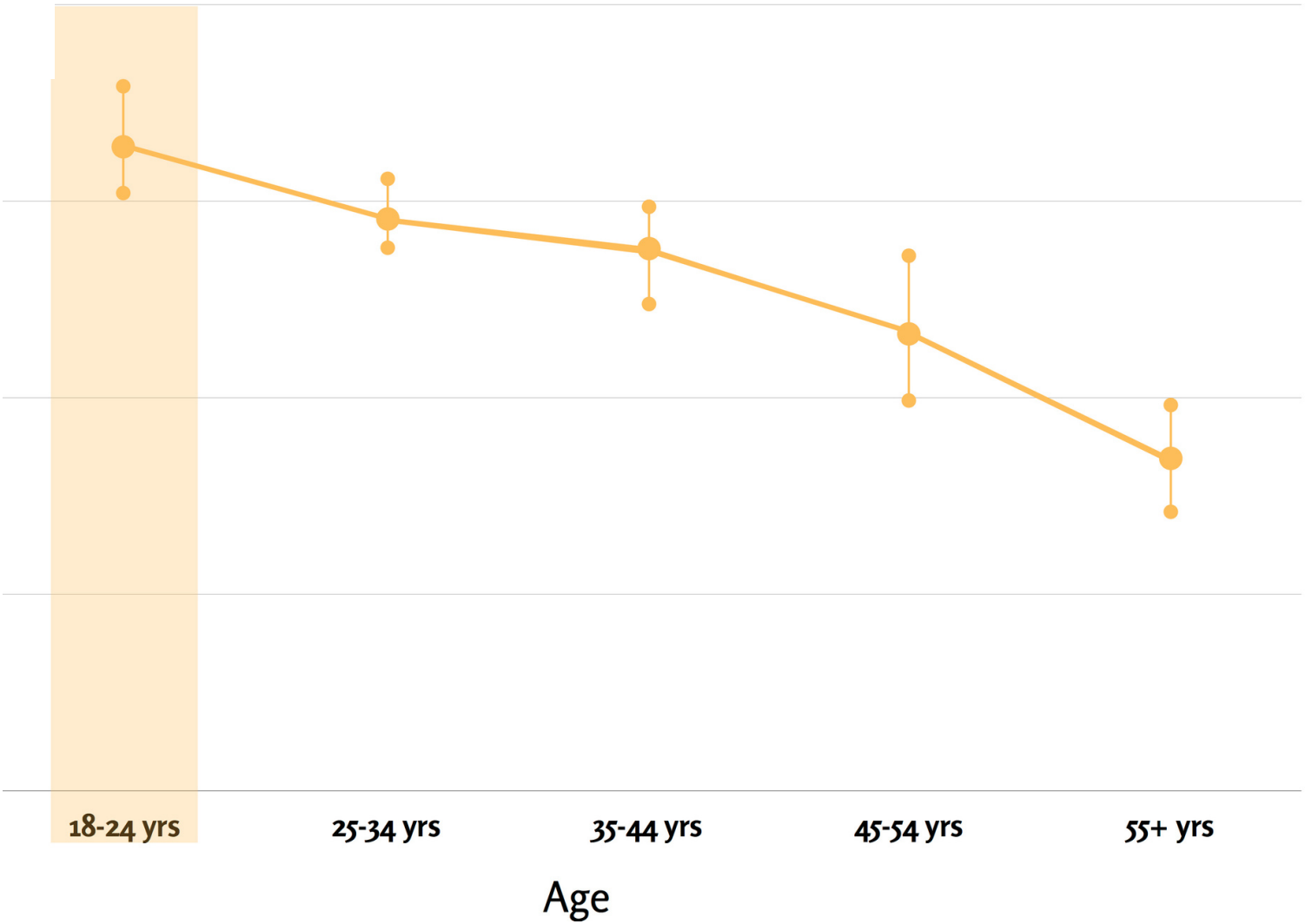


PART 1

# Our results:

- 1) Age contrasts
  - 2) Short & longer-term stressors
  - 3) Loss
  - 4) Teacher's MH
-

Overall, participants aged 18–24 were more severely affected than the other groups.



# Loneliness is a key risk factor of lockdown

Carollo<sup>1</sup>, A., Bizzego<sup>1</sup>, A., Gabrieli, G., Wong, K. K., Raine, A. & Esposito, G. (*under review*)

DOI: [10.1101/2020.11.26.20239103](https://doi.org/10.1101/2020.11.26.20239103)

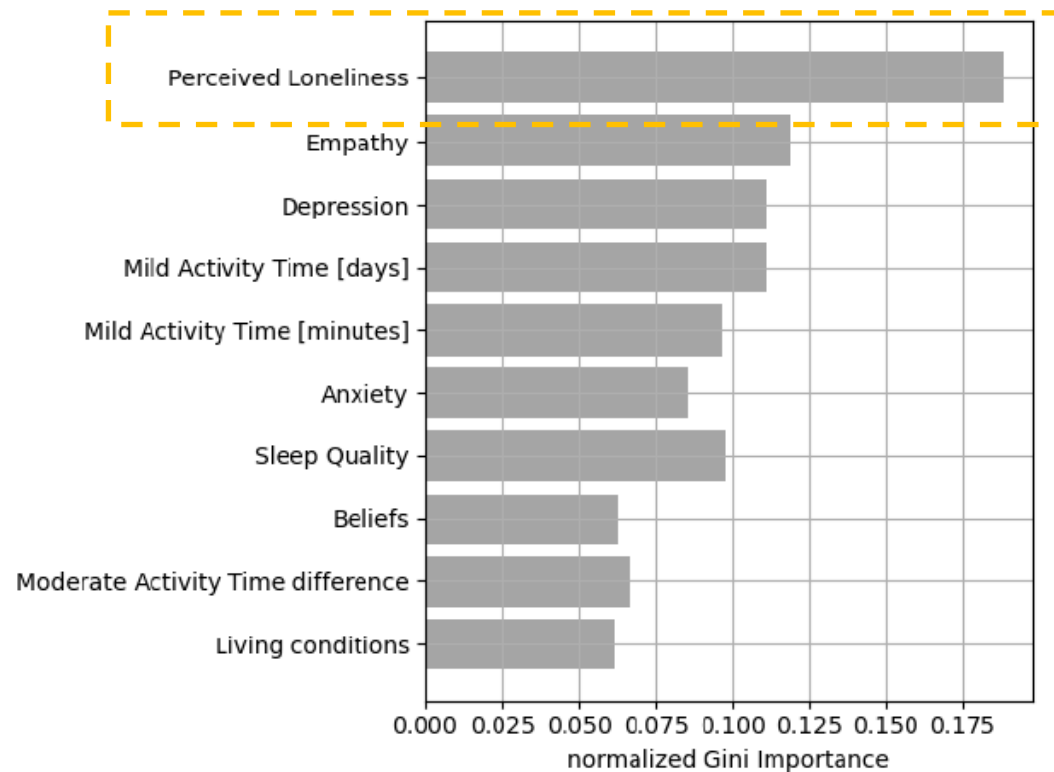


Figure 1: Average importance of the selected variables.

Logos: University of Trento, Nanyang Technological University Singapore, UCL, University of Pennsylvania

## I'm alone but not lonely. Unexpected patterns of perceived loneliness during the COVID-19 pandemic

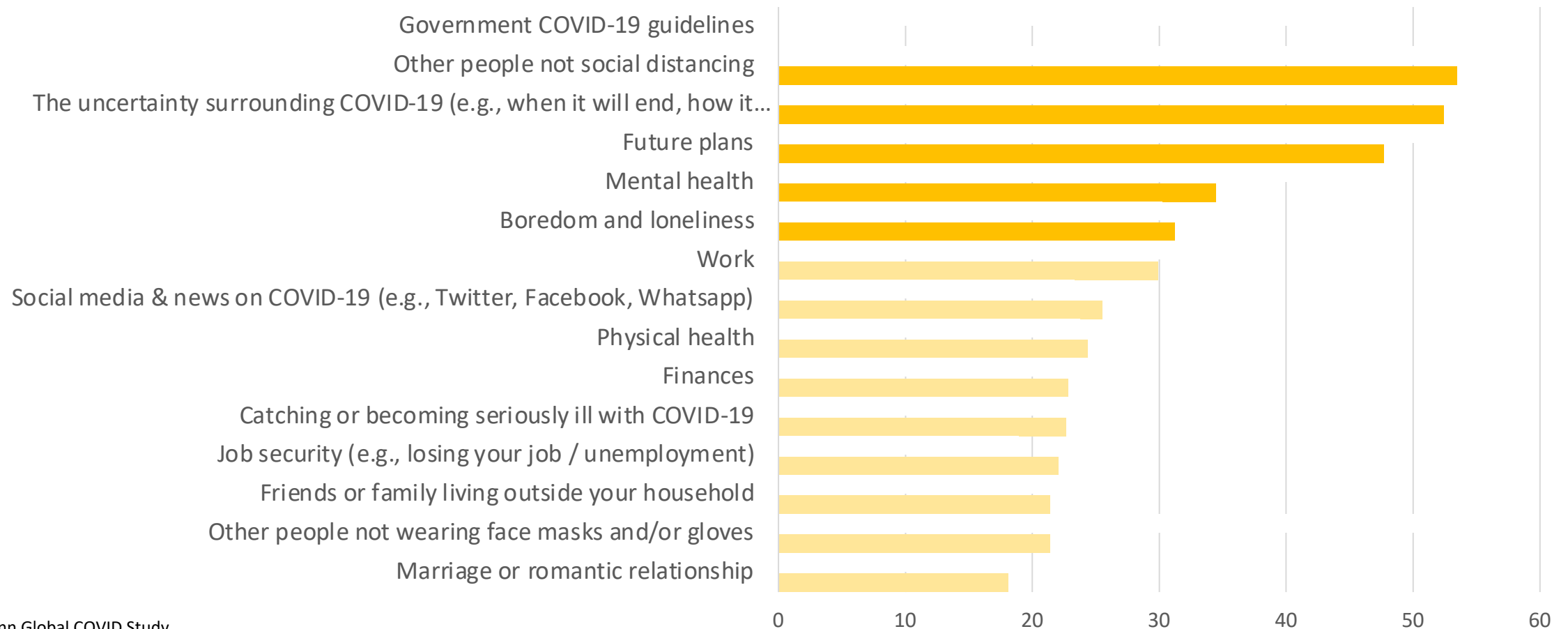
A. Carollo<sup>1</sup>, A. Bizzego<sup>1</sup>, G. Gabrieli<sup>2</sup>,  
K.K.Y Wong<sup>3</sup>, A. Raine<sup>4</sup>, G. Esposito<sup>1,2,5</sup>

<sup>1</sup> Department of Psychology and Cognitive Science, University of Trento, Rovereto, Italy  
<sup>2</sup> Psychology Program, School of Social Sciences, Nanyang Technological University, Singapore  
<sup>3</sup> Department of Psychology & Human Development, University College London, London, UK  
<sup>4</sup> Departments of Criminology, Psychiatry, and Psychology, University of Pennsylvania, US  
<sup>5</sup> Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore, Singapore

## 2) Stressors during UK Lockdown 1 and 2

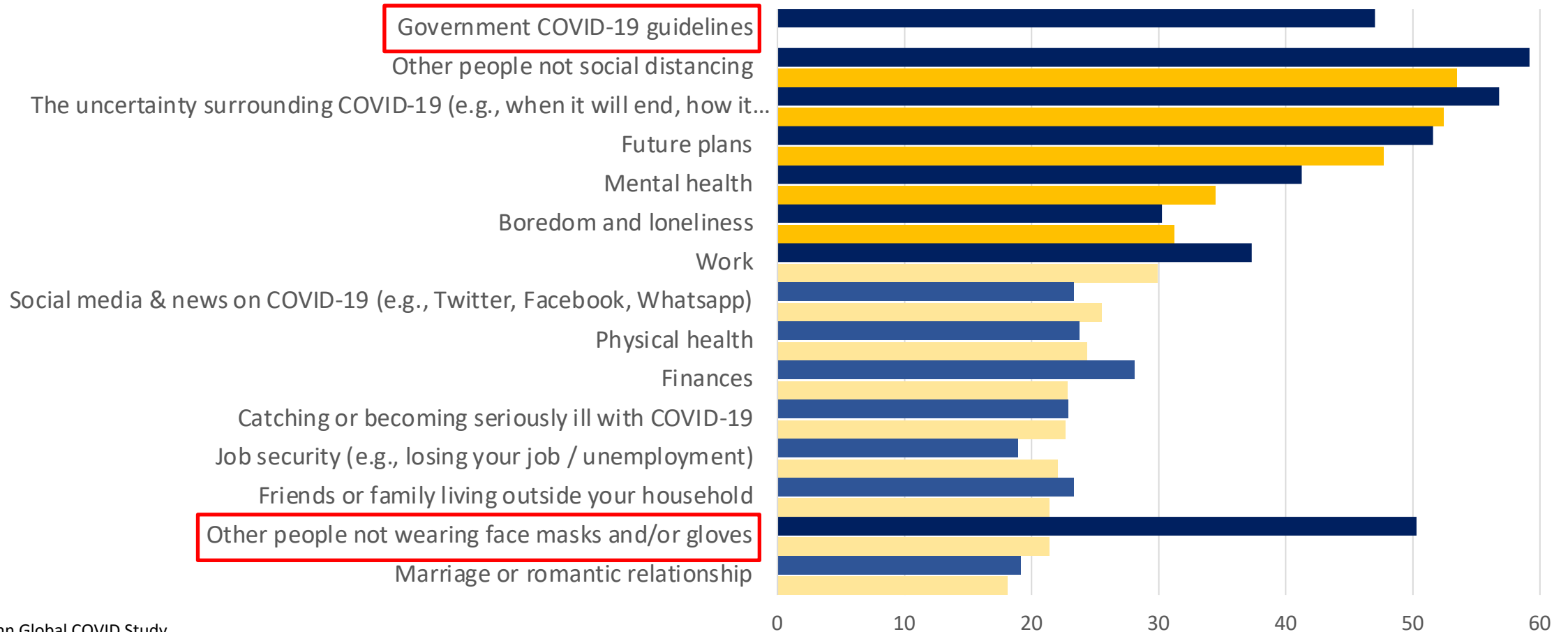
## 2) Stressors during UK Lockdown 1 and 2

**Source of stress (% endorsed,  $N_1 = 1,774$ ,  $N_2 = 964$ )**



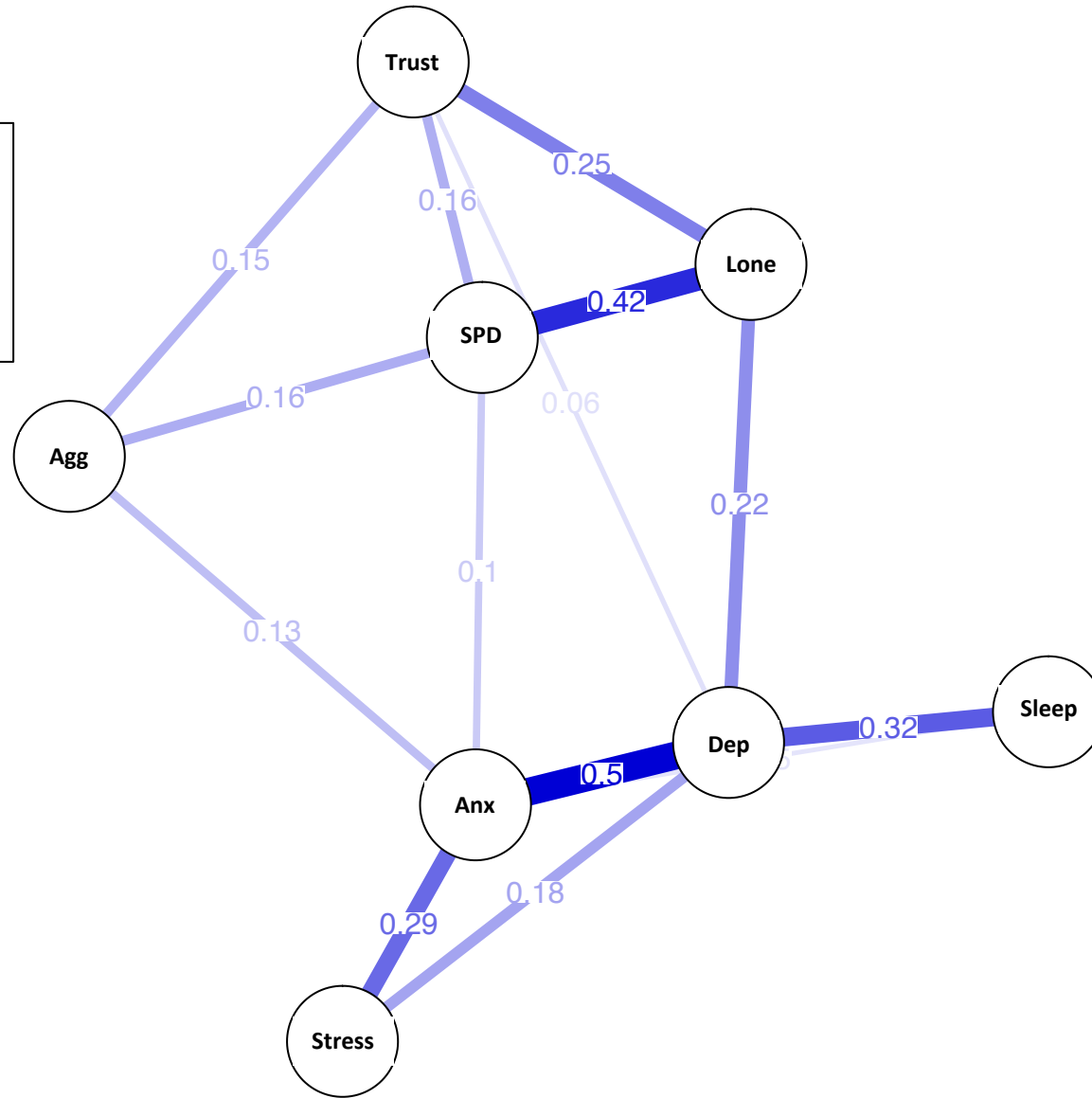
## 2) Stressors during UK Lockdown 1 and 2

Source of stress (% endorsed,  $N_1 = 1,774$ ,  $N_2 = 964$ )



Is this network structure same across:

- 1) Gender?
- 2) Age (<35 vs 35y+)
- 3) Lockdowns?



### 3) Testing positive for COVID-19 & Loss

**Do you know any friend(s)/family member(s) who have tested positive for COVID-19? ( $n = 1,994$ ;  $n = 1,059$ )**

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Do you know any friend(s)/family member(s) who have tested positive for COVID-19? ( $n = 1,994$ ;  $n = 1,059$ )

L1

No - Doesn't apply  
70.6%

Yes - Friends & family  
29.0%

L2

No - Doesn't apply  
61.8%

Yes - Family  
Member  
16.4%

Yes - Me  
13.9%

Yes - Me  
& Family  
Member  
7.9%

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16.4%

Yes - Me  
13.9%

Yes - Me  
& Family  
Member  
7.9%

Do you know anyone who has passed away? ( $n = 209$ ;  $n = 147$ )

Acquaintance (1 to 10ppl)  
59.8%

Family  
25.2%

Friends (1-5ppl)  
20.5%

# Teacher's mental health

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- Teaching and other educational professionals ( $n = 319$ ) vs general population ( $n = 1117$ ).

No difference on levels of:

- Anxiety, depression, stress, sleep quality, aggression
- controlling for site, gender, age



PART 2

How do these Mental Health  
data inform Resilience and  
Education?

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# Global initiatives

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- **Worldwide, 250 million children were already out of school**, and now many more are unlikely to return → Many of the 1.6 billion children out of school during the pandemic may never return ([World Economic Forum](#) Dec 2020)
- Develop holistic social and fiscal policy by **harmonizing data** across industries (Marelize Gorgens, World Bank Feb 2021)
- Issues of poverty, safety, availability of trained female role models, sociocultural practices. What works? **Work closely with local leaders and offer teacher education of MH.**



# Local initiatives

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- **Regular assessments of MH in early development** (Wong et al., 2014).



# YOUNG MiMDS

The  
Children's  
Society



**Anna Freud**  
National Centre for  
Children and Families

# Local initiatives

---

- **Regular assessments of MH in early development** (Wong et al., 2014).
- **Increase teacher training** and ensuring referral process is easy.



# YOUNG MiMDS

The  
Children's  
Society



**Anna Freud**  
National Centre for  
Children and Families

# Local initiatives

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- **Regular assessments of MH in early development** (Wong et al., 2014).
- **Increase teacher training** and ensuring referral process is easy.
- **School interventions** (e.g., whole-school approaches bullying interventions to change school culture).



# YOUNG MiMINDS

The  
Children's  
Society



**Anna Freud**  
National Centre for  
Children and Families

# Local initiatives

---

- **Regular assessments of MH in early development** (Wong et al., 2014).
- **Increase teacher training** and ensuring referral process is easy.
- **School interventions** (e.g., whole-school approaches bullying interventions to change school culture).
- **No one size fits all.**



**YOUNG**MiNDS

The  
Children's  
Society



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National Centre for  
Children and Families

# FREE resources and Toolkits

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Resources already available:

- [Cognition and learning: independent working](#)
- [Cognition and learning: literacy](#)
- [Cognition and learning: maths, numeracy and numbers](#)
- [Cognition and learning: study skills](#)
- [Communication and interaction: Early Years Foundation Stage \(EYFS\)](#)
- [Communication and interaction: wellbeing and learning](#)
- [Cross curricular activities](#)
- [Early years](#)
- [Managing the transition to home schooling](#)
- [Real life learning](#)
- [School holiday ideas](#)
- [Sensory and physical impairment](#)
- [Social, emotional and mental health for young people](#)
- [Social, emotional and mental health for families](#)



**Centre for  
Inclusive Education**



**Institute of Education**

## Homeschooling children with SEND

A series of information resources to help parents, carers and families support pupils with SEND at home during the period of school closures.

# HERE ARE SOME TIPS!

**GlobalCOVIDStudy.com**

Tips on how to take care of your mental health:

1. Reach out to friends and family
2. Daily exercise can boost endorphins
3. Be kind to yourself
4. Calm yourself with hobbies if you feel worked up
5. Let things go and take deep breaths
6. Work towards and focus on new opportunities



Click [here](#) for more information on grief in the Covid era.  
Click [here](#) for more information on how to resolve arising conflicts in your households.



Tips on how to reduce stress:

1. Identify the sources of your stress
2. Focus on the moment, here and now
3. Use apps that can help you (Headspace, Aura, MyLife Meditation)

Click [here](#) for more information on the benefits of mindfulness!



Tips on how to get daily exercise:

1. Stick to a schedule ("I'll do 10 pushups every morning.")
2. Join a weekly Zoom workout class
3. Find a workout buddy!

Click [here](#) for more information on how to set healthy habits!




UCL Institute of Education (IOE)

The effects of COVID-19 on mental and phys...

SOUNDCLOUD

Share



**The effects of COVID-19 on mental health, physical health and social trust**

Keri Wong  
Assistant Professor in Psychology

31:07

Cookie policy

## Striking a chord of empathy

Hong Kong youths are rising to the occasion, helping the underprivileged and the vulnerable as COVID-19 takes its toll on caring services in the community.

Wang Yuke reports from Hong Kong



A miserable new normal confronts the bedridden, wheelchair-bound and the sick who are vulnerable and rendered incapable as the coronavirus pandemic rages on. She groaned in pain, twitching in bed. Her daughter tried to help but was unable to soothe her anguish; he tried to use all his strength to lift himself up from the wheelchair. His son rushed to help but in vain. He then plumped himself down the wheelchair; he was perilously reaching out for a cup with no one around, but failed. Frustrated and exhausted, he panted, beating himself up for being unable to perform such a simple job; she did her rehab routines at home, limping

with the idea of streaming caregiving manual videos on social media platforms for domestic caregivers to watch and learn.

It isn't the first time Choi got involved in volunteering work. But this experience differs from her previous encounters in that her empathy for the vulnerable has become more visceral and acute. This, she says, inspires her persistent charitable commitment.

"What volunteering meant to me before the pandemic hit was 'I need to make the people I help happy today.' The goal was short-term and the task was over and done with on that day," Choi reminisces.

The coronavirus is an enduring scourge blighting the lives of the vulnerable group,



This pandemic is a great opportunity for everyone, young and old, to reflect on their own priorities and reassess their goals, wants, relationships and needs in life. We know from positive psychology that by practicing gratitude and focusing on the moment or projecting a bright future, our mood and well-being are improved. ... We must remember that evolutionarily, we're wired to adapt to change."

Keri Wong, assistant professor of psychology of University College London

**ISEC 2021**  
Inclusive and Supportive Education Conference

CHINADAILY  
**HONG KONG**  
中國日報



The British Psychological Society

**UCL**  
GLOBAL ENGAGEMENT



**THE FOCUS**



**Wharton**  
ALUMNI CLUB  
UNIVERSITY of PENNSYLVANIA



**Penn Alumni**  
UNIVERSITY of PENNSYLVANIA



Schizophrenia International Research Society

Friday, July 17: 10:55-11:55 (UTC+1)

PANEL PRESENTATION

*The impact of COVID-19 on Children and Young People Across the Globe*

Jake Anders

Jo Van Herwegen

Andrea Samson

Keri Wong

Welcome to the ECE/ECLL2020  
live-stream on IAFOR Live!

zoom

**Centre for Educational Neuroscience**



**VIRTUAL SCIENTIFIC MEETING 2020: BEHAVIOURAL HEALTH IN EXTRAORDINARY, UNPRECEDENTED TIMES**

31 October 2020 & 7 November 2020 | 9:00AM - 12:00PM



## Podcast/Blogs

The effects of COVID-19 on mental and physical health and social trust (Season 3). [IOE Research for the Real World](#).

- Wong, K. K. (Dec 2020). COVID vaccine: What makes some people wary while others want to be first in the queue? [IOE Blog](#)
- Wong, K. K. (Jun 2020). If COVID-19 is here to stay, how will it affect our mental health and trust in others? [IOE Blog](#)

## Media interview

- Wang, Y. (December 2020). News article 'Striking a chord of empathy' by [China Daily Hong Kong](#).

## Presentations

- Wong, K. K. (Aug 2021). Rebuilding our Schools: where do we start? *ISEC 2021*. [Keynote]
- Wong, K. K. (Feb 2021). Post-COVID Recovery: Education, Resilience & Mental Health, XXI International Congress for Educators, Peru [Keynote]
- Wong, K. K. (Dec 2020). Lessons from Lockdown: Findings from the UCL-Penn Global COVID Mental Health Study. *Wharton Alumni Club and Penn Club UK*. [Webinar](#)
- Carollo, A., Bizzego, A., Gabrieli, G., Wong, K. K., Raine, A., & Esposito, G. (Nov 2020). Virtual Scientific Meeting 2020: Behavioural Health in Extraordinary, Unprecedented Times, *Singapore*. [Webinar](#)
- Wong, K. K. (Jul 2020). The impact of COVID-19 on Children and Young People Across the Globe. *The 9th European Education Conference 2020*. [Panel Discussion](#)

## Publications

- Brinkert, J., Kokosi, T., & Sideropoulos, V. (2020) "COVID-19 has made a mess of things": Experiencing the pandemic as a doctoral student. In *Research Reflections*, [BPS](#).
- Carollo, A., Bizzego, A., Gabrieli, G., Wong, K. K. Y., Raine, A., & Esposito, G. (*under review*). I'm alone but not lonely. U-shaped pattern of perceived loneliness during the COVID-19 pandemic in the UK and Greece. [medRxiv](#).
- Wong, K. K., Wang, Y., Esposito, G., & Raine, A. (*in prep*). Network analysis of COVID-19's impact on schizotypal traits and mental health: a follow-up study. [OSF](#).
- Portnoy, J., & Wong, K. K. (*in prep*). Stress, inter-partner conflict, and child adjustment during COVID-19. [OSF](#).



**VIRTUAL SCIENTIFIC MEETING 2020: BEHAVIOURAL HEALTH IN EXTRAORDINARY, UNPRECEDENTED TIMES**



# Post-COVID Recovery: Education, Resilience & Mental Health

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18 February 2021

[keri.wong@ucl.ac.uk](mailto:keri.wong@ucl.ac.uk) |  @DrKeriWong  
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