

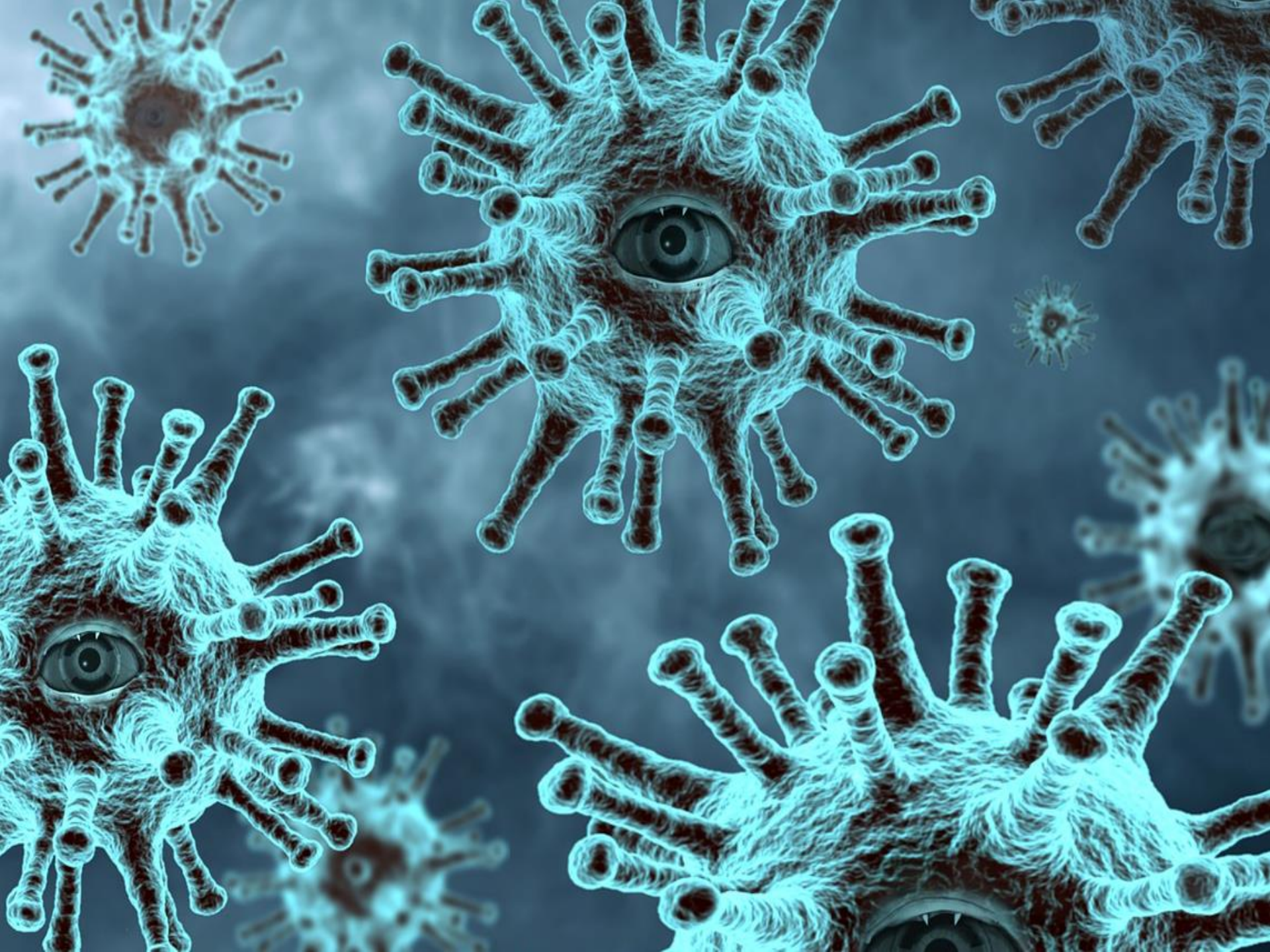
Unprecedented Times

**The impact of Covid-19 on
postgraduate students in the UK**

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Aims and Objectives

To identify factors impacting UON MBA students' performance at the time of crisis and explore the challenges faced UoN MBA students' from ethnic minority backgrounds during COVID-19.





Ten Step Systematic Review Protocol (Map)

<p>Step 1 – Plan time and procedure</p> <ul style="list-style-type: none"> • Re-read the brief for the role and request the aims and objectives of the study. • Request the questionnaire. • Refresh on systematic review procedures and guidance. • Plan in calendar days around working days to accommodate research assistant post. • Plan review meeting with supervisors. 	<p>Step 6 – Inclusion and exclusion</p> <ul style="list-style-type: none"> • Highlight and mark accordingly with any additional notes. Be ruthless! If it doesn't fit lose it!
<p>Step 2 – Scoping searches to the research question and protocol</p> <ul style="list-style-type: none"> • Identify background literature. • Plan key words and terms for searches. • Write protocol (this map). • Inclusion and exclusion criteria (Discuss at supervision meeting). 	<p>Step 7 – Data extraction</p> <ul style="list-style-type: none"> • Summarise the relevant information using tables or forms.
<p>Step 3 - Literature search</p> <ul style="list-style-type: none"> • Search bibliographic databases for published and unpublished works (<u>Geni</u> librarian). • Search for other resources. 	<p>Step 8 – Quality Assessment</p> <ul style="list-style-type: none"> • Assess methodical quality using a quality assessment tool.
<p>Step 4 – Screening titles and abstracts</p> <ul style="list-style-type: none"> • Use key words and terms to locate literature and sort in to relevant and non-relevant. 	<p>Step 9 – Analysis and synthesis</p> <ul style="list-style-type: none"> • Narrative or <u>meta</u> analysis?
<p>Step 5 - Gather full copies of papers</p> <ul style="list-style-type: none"> • Full copies of papers on <u>Mendely</u> and hard copies. 	<p>Step 10 – Write up</p> <ul style="list-style-type: none"> • Bring the information together. • Write up, conclude and review how to disseminate the research.



Systematic Review

Database	Key word search	Total papers	Peer reviewed	Open Access	Exclusion Notes	Total papers
Science Direct	covid 19 "or" covid 19 pandemic "or" coronavirus "or" lockdown "and" higher education "or" further education "or" universities "or" postgraduate "or" master "or" MBA "or" MSc "and" BMAE "or" gender "or" inclusion "or" minorities	992	?	604	Specific to a diagnosis, university comparisons, bioscience, no COVID key word, magazines, treatment, pneumonia, sickness, not in English, myths of covid. Tools or electronic system focus or digital Flexible contacts, administration, law, business efficiency, forums, president, industry, stigma, aerosols, consumer purchases. Comorbid/ <u>duel</u> diagnosis with COVID. Study of policies/procedures of lockdown. Only 2 or less key words	3
NELSON (BPS/GALE/Science direct/Wiley/ProQuest/ PubMed BERA IUBMB)		34	17	32		14
Web of science		2000	?			15
Google Scholar (IOS content/ Science direct/emerald/ Springer/ ProQuest/ELSEVIER/ SAGE/ Taylor and Francis)		260	?	102		14
Cinahl		567	108	52		8
Total						54

Organising the Data

	A	B	C	D	E	F	G
1							
2	Database	Link	MMAT No.		Authors	Title	Journal
3			MMAT No.				
4	BPS	Collectively	1	?	Stevenson, C. Wakefield, J. R. H.	Collectively coping with coronavirus: Local co	The British Jc
5	GALE ACADEM	https://go	2	x	Enrico Capuzzi, Carmen Di Brita,	A Holistic Approach to Pathology Education During the Corc	
6	Scince Direct	Effects of C	3			Effects of COVID -19 pandemic and lockdown on people w	
7	Wiley oknline L	https://on	4		David Moszkowicz, Henri Duboc	Daily medical education for confined students during coron	
8	ProQuest	Institution	5		Olga Yarmak, , Tatyana Shkaide	Institution of higher education transformation and society's response to distance learning during the Covid 19 pandemic	
9	ProQuest	https://wv	6		Marta Montenegro-Rueda1, Ant	Assessment in Higher Education during the COVID-19 Pand	
10	Wiley oknline L	https://on	7		Aleksandra Stevanovi, Radoslav	Higher education students' experiences and opinion about c	
11	ProQuest	https://wv	8		Olga Fedotova, Elena Platonova, Oleg Igumnov, Tong Bu, Tianhui Zhang	The impact of the digital technological platforms on the inst	
12	PubMed Centr	https://wv	9		Gabriella Oliveira, Jorge Grenha	An exploratory study on the emergency remote education	
13	ProQuest	https://wv	10		Maria-Anca Maican, Elena Cocor	Online Foreign Language Learning in Higher Education and	
14	BERA	https://be	11		Sdenka Zobeida Salas- Pilco, Yuq	Student engagement in online learning in Latin American hig	
15	Scince Direct	https://wv	12		Fengjiao Zheng,Naseer Abbas Kl	The COVID 19 pandemic and digital higher education: Explc	
16	ProQuest	https://wv	13		Enqi Weng, Anna Halafoff, Greg	Higher Education, Exclusion and Belonging: Religious Compl	
17	IUBMB	https://iub	14		Zadora Volpato Rossi, Jordana L	Active learning tools improve the learning outcomes, scient	

Questionnaire Detail

Please tick one option for each of the following questions

Part 1: About you

1. Which option do best describe your gender? (tick one option)

Male	Female	Other	Prefer not to say
1	2	3	4

2. What is your age (years)? (tick one option)

Under 25	25-30	30-35	35-40	Above 40
1	2	3	4	

3. Which category best describes your ethnicity? (tick one option)

White (<u>e.g.</u> British, Irish, any other white background)	1
Black/Black British (<u>e.g.</u> Caribbean, African, any other black background)	2
Asian/Asian British (<u>e.g.</u> Indian, Pakistani, Bangladeshi, other Asian, any other)	3
Mixed (<u>e.g.</u> White & black Caribbean/African, White & Asian, any other)	4
Other ethnic groups (<u>e.g.</u> Chinese and other ethnic groups) Please state?	5
Prefer not to say	6

4. Do you consider yourself to have a disability? (tick one option)

Yes	No	Prefer not to say
1	2	3

Quantitative Methods

- Questionnaires based on Likert type scale?
- Closed questions with a scoring system?
- Data analysis results support or refute findings from the systematic review.

Quantitative Analysis:

- Statistical analysis
 - Normally distributed?
 - Tests to analyse results?
 - Patterns in the negative phrased questions to the positive?
 - Patterns in demographic data to responses?
 - Repeated or longitudinal?

Other considerations...

Mental health

Disability

Family status

Daily tasks

Online learning

News/ Fake News.....

A photograph of a white rectangular sign with a black border and the words "ROAD CLOSED" in large, bold, black capital letters. The sign is mounted on a metal post. In the background, there are orange and white striped traffic barriers and a clear blue sky. The foreground shows a paved road surface.

ROAD
CLOSED

“Throughout the first year of the pandemic, international student, ethnic and religious community organizations implemented multiple and overlapping coping strategies to assist international students in Australia, who had been left vulnerable by a lack of government support and escalating geopolitical tensions in the Asia-Pacific region”.

(Weng, Halafoff, Barton, and Smith, 2021)

“no nation or race across the world is immune from the coronavirus pandemic”

(Onyema, Eucheria, Obafemi, Sen, Atonye, Sharma, Alsayed, 2020)

Positive Experiences During the Pandemic

“ 65.2% of students who revealed that they were giving more consideration to their emotional wellbeing during this pandemic”

“69.7% reported that they were spending more time exercising”

(Mishra and Kumar, 2021)

Emerging Themes

1. Uncertainty

“We conclude that the most significant effect of the pandemic is uncertainty” (Jung, Horta and Postiglione, 2021)

“main stressors include financial constraints, remote online teaching and uncertainty about the future with regard to academics and career” (Sundarasan, et al, 2020).

2. Isolation

“international students in Australia, who had been left vulnerable by a lack of government support and escalating geopolitical tensions in the Asia-Pacific region” (Weng et al, 2021).



3. Mental health

“This pathological pandemic may well lead to another pandemic of mental and behavioral illness” (Baloch, et al, 2021)

4. Technology

“ four independent factors used in the study viz. quality of instructor, course design, prompt feedback, and expectation of students positively impact students” (Gopla, Singh and Aggarwal, 2021).

“50% of students are dissatisfied with online education due to network problems and technical issues” (Haris and Al-Maadeed , 2021).





Influence on policy

Thank you for listening!

Any questions?

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