Remote Learning, Academic Stress and Mental Health of Learners

Anamika Chauhan*

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Abstract

This comprehensive review explores the psychological consequences of remote learning on students' mental health, with a focus on the broader implications of remote education beyond the context of COVID-19. Drawing from established psychological theories, the review highlights the challenges students face in remote learning environments. It identifies isolation and loneliness as key factors affecting emotional well-being, increased screen time as a contributor to psychological stress and the absence of traditional social interactions impacting social well-being. The review emphasises the importance of recognising and addressing these challenges, and provides strategies to foster mental health support, social connectedness and proactive self-regulation in remote learning. It concludes by advocating for a holistic approach to education that prioritises both academic success and the well-being of students in remote learning environments.

Keywords: Remote Learning, Mental Health, Isolation, Academic Stress, Screen Time, Support systems.

INTRODUCTION

The landscape of education has witnessed a transformative shift over the past few decades, with the advent and proliferation of remote learning modalities (Allen and Seaman, 2020; Garrison and Kanuka, 2004). This shift, driven by advancements in technology, has redefined the way education is delivered and accessed. The rise of remote learning, which encompasses a range of formats, from fully online courses to hybrid models, has significantly expanded educational opportunities, making it more accessible to diverse learner populations (Moore and Kearsley, 2012; Ossiannilsson et al., 2015).

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The surge in remote learning was accelerated by the global COVID-19 pandemic (Hodges et al., 2020). However, the shift toward remote education was already well underway, driven by the promise of flexibility, convenience and the potential to overcome geographical barriers (Means et al., 2013; Picciano, 2017). As remote learning continues to shape the educational landscape, it is crucial to scrutinise its multifaceted impact with a particular emphasis on the psychological well-being of students. The importance of addressing mental health in students cannot be overstated. Mental health issues among students have been on the rise, affecting their overall well-being and academic performance (Lipson et al., 2020). The transition to remote learning environments introduces new dimensions to this challenge. It is well-established that the college years are a critical period for the development and maintenance of mental health, making it essential to understand how remote learning may influence the psychological aspects of students' lives (Hunt and Eisenberg, 2010; Viner et al., 2012).

Scope and Limitations

This review paper seeks to provide a comprehensive analysis of the psychological impact of remote learning on students' mental health. It is important to note that while the COVID-19 pandemic has played a significant role in the accelerated adoption of remote learning, this review primarily focuses on the broader implications of remote education beyond the context of pandemic-related disruptions. Although the pandemic has brought unique challenges, such as sudden transitions and health-related stressors, this review aims to isolate and evaluate the intrinsic psychological effects of remote learning as an educational modality. While the paper endeavours to provide a comprehensive overview, it is important to acknowledge its limitations. The review primarily draws from existing literature, which may not encompass all emerging trends or the most recent developments in remote learning. Additionally, the psychological impact of remote learning may vary across different educational levels and disciplines, and this review may not address all nuances of this variation. Nonetheless, this paper offers valuable insights into the core psychological aspects of remote learning and its implications for students' mental health.

Remote Learning and its Variations

Remote learning, also known as online learning or distance education, refers to an educational approach that utilises technology and the internet to deliver instruction, and facilitate learning when students and instructors are geographically separated (Moore and Kearsley, 2012). It allows learners to access

educational content, interact with instructors and engage in collaborative activities without the need for physical presence in a traditional classroom.

Variations of Remote Learning

Synchronous vs Asynchronous Learning

Synchronous learning involves real-time interaction between instructors and students. It typically occurs through video conferences, webinars or live chat sessions where students and instructors engage simultaneously. This format allows for immediate feedback and collaborative discussions.

Asynchronous learning, on the other hand, is characterised by a time-delayed interaction. In this format, students access pre-recorded lectures, discussion boards or assignments at their own pace, facilitating flexibility but reducing real-time interaction (Conrad and Donaldson, 2004).

Fully Online vs Hybrid Learning

Fully online learning, also known as e-learning, involves delivering all course content and activities through digital platforms. Students can access lectures, readings, quizzes and discussions entirely online, making it suitable for learners who require maximum flexibility (Means et al., 2013).

Hybrid learning, sometimes referred to as blended learning, combines both in-person and online components. Students participate in face-to-face classes while also engaging in online activities, offering a balanced approach that leverages the advantages of both traditional and online learning (Garrison and Kanuka, 2004).

Hybrid Learning

Hybrid learning, also known as blended learning, combines traditional face-to-face classroom instruction with online educational activities, creating a cohesive learning experience that leverages the strengths of both methods. This approach allows students to participate in direct interactions with instructors and peers in a physical classroom setting while also benefiting from the flexibility and accessibility of online resources. In hybrid learning models, in-person sessions are typically used for activities that benefit from direct interaction, such as discussions, hands-on exercises and immediate feedback. Online components may include lectures, readings, quizzes and discussion forums, which students can access at their convenience, allowing for self-paced learning. This blended approach not only enhances student engagement and learning outcomes by providing multiple avenues for interaction and content delivery but also supports diverse learning styles and needs. Research has shown that hybrid learning can lead to improved student performance and satisfaction

compared to traditional or fully online models alone, as it fosters a more interactive and personalised learning environment (Garrison and Kanuka, 2004; Graham et al., 2013).

Trends in Remote Learning

Before the COVID-19 Pandemic

Remote learning was steadily gaining traction due to several driving factors, such as technological advancements, the desire for increased accessibility to education and the need for flexible learning options. The integration of internet technologies into educational settings allowed for innovative methods of delivering instruction that could reach a diverse student population. Many institutions began exploring online learning as a means to reduce costs and extend their reach to non-traditional students, including working professionals and international students. The flexibility of asynchronous online learning formats was particularly appealing as it allowed students to balance their education with other commitments, such as work and family responsibilities. This flexibility, along with the ability to access course materials at any time, contributed to the growing popularity of remote learning options (Allen and Seaman, 2020; Means et al., 2013). Hybrid learning models, which combine both online and in-person instruction, were also being increasingly adopted to enhance student engagement and learning outcomes. These models leveraged the best aspects of both traditional classroom settings and online learning environments. Institutions implemented hybrid learning to provide a more interactive and personalised educational experience, which could cater to the varied learning preferences of students. The adoption of these models was driven by the potential to improve student performance and satisfaction by blending face-to-face interactions with the convenience of online resources. As a result, hybrid learning became a vital component of the educational landscape even before the pandemic necessitated widespread adoption of remote learning strategies (Garrison and Kanuka, 2004; Graham et al., 2013).

During the COVID-19 Pandemic

The global pandemic significantly accelerated the adoption of remote learning, as educational institutions worldwide were forced to shift to online modes of instruction almost overnight. This rapid transition was driven by the necessity to continue educational activities while adhering to social distancing measures and lockdowns. The emergency shift to remote learning highlighted both the potential and the challenges of this mode of education. On the one hand, remote learning allowed educational activities to continue uninterrupted, showcasing its resilience and adaptability in times of crisis. Also it exposed significant issues, such as the digital divide,

which refers to the gap between those who have access to modern information and communication technologies, and those who do not. This divide was particularly evident in disadvantaged communities where students struggled with inadequate access to the necessary devices and internet connectivity for effective remote learning (Hodges et al., 2020). Furthermore, the sudden shift to remote learning brought challenges related to student engagement and maintaining academic integrity. Educators had to quickly adapt their teaching methods to online platforms, often without sufficient training or resources. This led to varying levels of effectiveness in online instruction and increased stress for both instructors and students. Issues, such as ensuring active participation, preventing academic dishonesty and providing timely feedback became more pronounced in the remote learning context. Despite these challenges, the pandemic also spurred innovation and improvements in digital learning tools and resources, as institutions and educators sought to enhance the online learning experience. The lessons learned during this period are now informing ongoing efforts to refine and improve remote learning practices (Hodges et al., 2020; Picciano, 2017).

After the COVID-19 Pandemic

The post-pandemic period continues to see remote learning as a critical component of the educational landscape. Institutions are focusing on refining and improving online learning experiences, incorporating lessons learned during the pandemic. There is an ongoing effort to blend remote learning with traditional methods to create more resilient and flexible educational systems. The increased familiarity with and reliance on digital tools have led to innovations that are enhancing the quality and accessibility of education. Schools and universities are now better prepared to offer hybrid models that can switch seamlessly between in-person and remote learning, ensuring continuity of education regardless of circumstances. Moreover, there is a concerted effort to address the digital divide and ensure that all students have access to the technology and resources needed for effective learning. The pandemic has underscored the importance of flexibility in education, and institutions are adopting policies and practices that prioritise student engagement, mental health and academic integrity in both remote and traditional learning environments (Picciano, 2017).

AN INDIAN PERSPECTIVE

Before the onset of the COVID-19 pandemic, remote learning in India was gradually gaining momentum driven by several key factors, including technological advancements, governmental initiatives and the increasing demand for flexible learning options. India's diverse and expansive geography, along with varying levels of access to traditional education, created a fertile ground for the adoption of remote learning. Initiatives like the National Program on Technology Enhanced Learning (NPTEL), launched by the Indian Institutes of Technology (IITs) and the Indian Institute of Science (IISc), were pivotal in offering online courses that catered to a wide audience. These courses aimed to bridge the educational divide and provide quality education to students irrespective of their location (Kumar and Praveen, 2018). Additionally, the rise of Massive Open Online Courses (MOOCs) platforms, such as SWAYAM, developed by the Ministry of Human Resource Development, further emphasised the importance of remote learning. These platforms provided free or low-cost access to a plethora of courses, thereby democratising education and catering to the needs of both urban and rural populations (Pappu, 2017). Technological infrastructure improvements, such as the expansion of internet connectivity and the proliferation of smartphones, also played a crucial role. By 2019, India's internet user base had grown significantly, with rural areas showing promising adoption rates (Telecom Regulatory Authority of India, 2019). This digital penetration was essential for the successful implementation of remote learning solutions. Moreover, private ed-tech companies, including BYJU's and Unacademy, emerged as significant players, offering tailored learning experiences and leveraging interactive technologies to engage students effectively. Despite these advancements, challenges remained, particularly concerning digital literacy and the availability of reliable internet access in remote areas. The digital divide posed a significant barrier, highlighting the need for continued efforts to ensure equitable access to remote learning resources (Nair, 2019). Additionally, the cultural preference for traditional classroom-based education often hindered the widespread acceptance of online learning modalities (Sharma, 2018). Hence, the pre-pandemic period in India saw a steady growth in remote learning initiatives, driven by technological advancements and supportive government policies. However, the full potential of remote learning was yet to be realised, necessitating ongoing efforts to

address infrastructural and cultural challenges.

THEORETICAL FRAMEWORK

Theories Related to Remote Learning and their Applications

Cognitive Load Theory (CLT)

Cognitive Load Theory, developed by John Sweller, posits that the human brain has limited capacity for processing information, and effective instructional design should aim to optimise this cognitive load. CLT differentiates between intrinsic load (inherent complexity of the material), extraneous load (unnecessary cognitive load imposed by the way information is presented), and germane load (cognitive resources devoted to processing and understanding the material) (Sweller, 1988; Sweller, Ayres, and Kalyuga, 2019).

Application of CLT to Remote Learning

In the context of remote learning, CLT can be applied to enhance the design and delivery of online courses. For instance, poorly designed online courses with complex navigation and overwhelming content can lead to high extraneous cognitive load, which may increase student stress and reduce learning outcomes. By simplifying course layouts, using clear instructions, and breaking down information into manageable chunks, educators can reduce extraneous cognitive load, and focus students' cognitive resources on intrinsic and germane loads, thereby improving comprehension and retention. Additionally, integrating multimedia elements, such as videos and interactive simulations, can help distribute cognitive load effectively, aiding in better understanding and engagement (Sweller, 1988; Sweller, Ayres, and Kalyuga, 2019).

Self-Determination Theory (SDT)

Self-determination theory, formulated by Deci and Ryan, emphasises the importance of autonomy, competence, and relatedness in fostering intrinsic motivation and psychological well-being. SDT suggests that when these needs are satisfied, individuals are more likely to engage in activities with greater enthusiasm and commitment (Deci and Ryan, 1985; Ryan et al., 2000).

Application of SDT to Remote Learning

In remote learning environments, SDT can be applied by providing opportunities for choice and self-direction (autonomy), offering appropriately challenging tasks and provide feedback (competence), and creating a sense of community through interaction with peers and instructors (relatedness). Online courses that incorporate collaborative projects, discussion forums and personalised feedback are likely to meet these

psychological needs, thereby promoting higher levels of motivation and better learning outcomes.

For example, giving students the flexibility to choose project topics or learning paths can enhance their sense of autonomy, while timely and constructive feedback can boost their sense of competence (Ryan et al., 2000).

Social Presence Theory

Social Presence Theory, introduced by Short, Williams and Christie, examines the extent to which individuals perceive others as real and present in virtual environments. This theory highlights the importance of social presence in communication, particularly in online settings (Short, Williams, and Christie, 1976).

Application of Social Presence Theory to Remote Learning

In remote learning, fostering a strong social presence can mitigate feelings of isolation and enhance student engagement. Application of this theory involves using strategies that increase the visibility, and interactivity of instructors and peers, such as live video sessions, interactive discussions, and prompt responses to student inquiries. Techniques like personalised communication, group activities, and multimedia feedback can help students feel more connected and supported. For example, instructors can use video messages to introduce themselves and course material, schedule regular live Q&A sessions, and actively participate in discussion forums to build a sense of community and presence (Garrison and Anderson, 2004).

Social Presence Theory and Remote Learning

In the context of remote learning, social presence theory highlights the importance of facilitating a sense of connection and community among students. Online discussions, collaborative projects and real-time interactions with instructors can help reduce feelings of isolation and enhance the social presence of learners (Garrison and Anderson, 2004). Strengthening social presence in remote learning can mitigate the negative psychological effects of social isolation and loneliness. These psychological theories provide a foundation for understanding how remote learning environments can impact students' cognitive processes, motivation and sense of connection. By applying these theories to remote learning, educators and institutions can make informed decisions to create more effective and supportive online learning experiences that prioritise students' mental health.

MENTAL HEALTH AND ITS COMPONENTS

Mental health is a multifaceted concept encompassing emotional, psychological and social well-being. It represents a state of psychological and emotional well-being in which

individuals can effectively cope with life's challenges, work productively, build meaningful relationships, and contribute to their communities (World Health Organisation, 2014).

1. Emotional Well-being

Emotional well-being refers to the ability to recognise, understand and manage one's emotions in a healthy manner (Huppert and So, 2013). It involves experiencing a range of emotions, from happiness and contentment to sadness and anger, and having the skills to regulate and express these emotions appropriately.

2. Psychological Well-being

Psychological well-being encompasses an individual's sense of self, personal growth and fulfillment (Ryff and Singer, 1998). It involves positive traits, such as self-acceptance, purpose in life, autonomy and mastery of one's environment. Psychological well-being is a reflection of an individual's overall mental and emotional state.

3. Social Well-being

Social well-being focuses on an individual's interactions with others and their sense of belonging and connection within their social and community networks (Keyes, 1998). It involves having satisfying and supportive relationships, experiencing social integration, and feeling a sense of purpose in contributing to the welfare of others.

Maintaining Mental Health of Students

Maintaining mental health in students is of paramount importance for several reasons:

i. Academic Success: Good mental health positively impacts students' ability to focus, concentrate and perform well academically. Students who experience emotional and psychological well-being are better equipped to handle the demands of coursework and exams (Eisenberg et al., 2009).

ii. Personal Development: College years are a critical period for personal growth and development. Strong mental health enables students to explore their identity, values, and life goals, leading to greater self-awareness and self-efficacy (Viner et al., 2012).

iii. Social Integration: Social well-being contributes to students' ability to build supportive relationships and participate in campus life. Positive interactions with peers and faculty foster a sense of belonging and connectedness, which is essential for overall well-being (Hunt and Eisenberg, 2010).

iv. Mental Health Resilience: Developing mental health resilience during the college years equips students with coping strategies and emotional

intelligence that can serve them throughout life (Larcombe et al., 2016). This resilience helps navigate challenges and setbacks effectively.

v. Reducing Mental Health Disparities: Focusing on students' mental health promotes equity, and reduces disparities in access to education and opportunities. Ensuring that all students have access to mental health support is vital for their success (Lipson et al., 2020).

Psychological Impact of Remote Learning

Isolation and Loneliness

Remote learning, especially in fully online formats, can contribute to feelings of isolation and loneliness among students. The absence of face-to-face interactions with peers and instructors may lead to emotional distress, including symptoms of depression and anxiety (Kumar et al., 2018).

Strategies for Mitigating Isolation

- Virtual Socialisation: Encouraging virtual socialisation through video conferencing, online discussion boards and collaborative projects can help students feel more connected (Cleveland-Innes and Campbell, 2012). Creating opportunities for online group activities and clubs can also foster a sense of belonging (Johnson et al., 2008).

- Regular Check-ins: Instructors and institutions can implement regular check-ins with students to assess their well-being and provide emotional support. Simple gestures like personalised emails or virtual office hours can make a significant difference (Roberts et al., 2018).

- Mental Health Resources: Promoting awareness of mental health resources and providing access to counseling services is essential. Students should know where to seek help if they are struggling with isolation or loneliness (Eisenberg et al., 2009).

Increased Screen Time

- Effects on Psychological Well-being

Remote learning often necessitates increased screen time, which can lead to psychological stress and discomfort. Prolonged exposure to screens can cause digital eye strain, sleep disturbances and heightened stress levels (Li et al., 2020).

- Coping Mechanisms for Reducing Screen Time-Related Stress

Scheduled Breaks: Encouraging students to schedule regular breaks during their remote learning sessions can alleviate screen time-related stress (Smith and Jones, 2017). Short walks, stretching exercises or relaxation techniques can be incorporated into breaks.

Blue Light Filters: The use of blue light filters on screens and electronic devices can reduce eye strain and improve sleep quality (Stringham et al., 2017).

Screen Time Management: Educating students about the importance of managing their screen time beyond academics and incorporating offline activities, such as hobbies, exercise and social interactions is crucial (Twenge, 2017).

Mindfulness Practices: Promoting mindfulness practices like meditation and deep breathing exercises can help students manage stress and maintain psychological well-being (Huang et al., 2020).

Academic Stressors in Remote Learning

Remote learning, while offering flexibility and convenience, can introduce specific academic stressors for students:

i. Technological Challenges: Technical issues, such as poor internet connectivity, software problems or hardware malfunctions, can disrupt the learning process and increase stress (Abdelmalak and Al-Qatawneh, 2021).

ii. Isolation: The lack of face-to-face interactions with instructors and peers may lead to feelings of social isolation and a sense of detachment from the learning community (Cleveland-Innes and Campbell, 2012).

iii. Increased Workload: Remote courses may require more self-directed learning and independent study, which can result in a perceived increase in workload and academic pressure (Twenge, 2017).

iv. Time Management Challenges: Managing time effectively in an asynchronous learning environment can be challenging, leading to stress related to meeting deadlines and maintaining a structured schedule (Moore and Kearsley, 2012).

Academic Stress and Mental Health

Academic stress can have significant negative impacts on mental health:

● Anxiety and Depression: Excessive academic stress can contribute to symptoms of anxiety and depression (Eisenberg et al., 2009). The pressure to perform well in remote courses can heighten these symptoms.

● Decreased Motivation: Academic stressors can diminish students' motivation to engage in learning activities, leading to disinterest in coursework and a decline in overall mental well-being (Ryan et al., 2000).

● Burnout: Prolonged academic stress may result in burnout, characterised by emotional exhaustion, reduced performance and a sense of depersonalisation (Maslach et al., 2001).

Strategies for Reducing Academic Stress

To mitigate academic stress and enhance performance in remote learning environments, students can employ various strategies:

- Effective Time Management: Develop time management skills to organise coursework, assignments and study sessions effectively (Przybylstki A. K. 2019).

- Communication: Maintain regular communication with instructors to seek clarification, ask questions and address concerns promptly (Garrison and Anderson, 2004).

- Goal Setting: Set realistic academic goals and break them down into manageable tasks to reduce feelings of overwhelm (Locke and Latham, 2002).

- Self-care: Prioritise self-care practices, including regular exercise, healthy eating, sufficient sleep, and relaxation techniques, to manage stress (Hunt and Eisenberg, 2010).

- Peer Support: Form study groups or engage in peer support networks to share experiences, study tips and emotional support (Roberts et al., 2018).

- Seek Help: If academic stress significantly impacts mental health, seek professional help through counseling or mental health services offered by the institution (Eisenberg et al., 2009).

Mental Health Support for Students

i. Enhancing Well-being: Mental health support is essential for students as it helps enhance their overall well-being. A positive mental state contributes to better academic performance, personal development and social integration (Eisenberg et al., 2009).

ii. Academic Success: Effective mental health support can mitigate the impact of stress and mental health challenges on academic performance. Students who receive adequate support are more likely to succeed academically (Kaltiala-Heino et al., 2018).

iii. Crisis Intervention: Mental health support provides a safety net for students experiencing crisis situations, such as severe stress, anxiety, depression or suicidal ideation. Timely intervention can be life-saving (Eisenberg et al., 2011).

Mental Health Resources in Remote Learning

- Counseling Services: Many institutions offer online counseling services, providing students with access to licensed mental health professionals through video or phone sessions (Lipson et al., 2020).

- Online Support Groups: Virtual support groups and peer-led

discussions allow students to connect with others who may be experiencing similar challenges, fostering a sense of community (Roberts et al., 2018).

- Self-Help Resources: Educational institutions often provide self-help resources, including articles, videos and self-assessment tools, to help students manage their mental health (Veletsianos and Navarrete, 2019).

- 24/7 Helplines: Some universities and colleges offer 24/7 mental health helplines or crisis hotlines for immediate assistance during emergencies (Gallagher et al., 2017).

Utilisation of Mental Health Support

- Awareness: Students must be aware of the mental health resources available to them. Institutions can promote these resources through orientation programmes, emails and websites (Eisenberg et al., 2009).

- Early Intervention: Encourage students to seek help at the earliest signs of mental health distress, rather than waiting until their situation worsens (Hunt and Eisenberg, 2010).

- Destigmatisation: Efforts to reduce stigma around seeking mental health support are crucial. Creating a culture of acceptance and understanding can encourage more students to seek help (Pescosolido et al., 2010).

- Accessibility: Ensure that mental health resources are easily accessible, user-friendly and tailored to the needs of remote learners (Lipson et al., 2020).

- Regular Check-ins: Institutions and educators can incorporate regular well-being check-ins to monitor students' mental health and offer support as needed (Eisenberg et al., 2009).

Conclusion

In the comprehensive review, explored the multifaceted psychological impact of remote learning on students' mental health, shedding light on a theme that has gained unparalleled relevance in today's educational landscape. As the world witnesses a paradigm shift toward remote and online learning, it has become increasingly apparent that the virtual classroom, while offering flexibility and convenience, presents unique challenges that can affect students' emotional, psychological and social well-being. Our examination of the psychological impact encompassed various facets, including the effects of isolation and loneliness, increased screen time, lack of social interaction, academic stressors, and the availability of mental health support and resources. The findings underscore the significance of acknowledging and addressing these challenges to ensure a holistic

educational experience for remote learners. Isolation and loneliness emerged as prominent concerns, with implications for emotional well-being. Students navigating remote learning environments often grapple with feelings of disconnection from peers and instructors, which can lead to emotional distress. Strategies promoting virtual socialisation, regular check-ins and access to mental health resources are essential to mitigate these effects.

Moreover, the surge in screen time associated with remote learning has raised concerns about its impact on psychological well-being. Increased exposure to screens can lead to digital eye strain, sleep disturbances and heightened stress levels. Encouraging scheduled breaks, blue light filters, screen time management and mindfulness practices are instrumental in alleviating screen time-related stress. The review also highlighted the significance of social interaction in students' lives and the implications of its absence in remote learning. The lack of face-to-face interactions can result in social isolation and reduced social support networks. To combat these challenges, institutions and educators should implement strategies, such as online discussion forums, virtual social events and peer mentoring programmes to foster social connections. Academic stress, another critical aspect, was examined in detail. Academic stressors in remote learning, including technological challenges, increased workload and time management issues, can adversely affect mental health. Recognising the interplay between academic stress and mental health is crucial for students' overall well-being. Strategies to reduce academic stress and improve performance include effective time management, communication with instructors and self-care practices.

Furthermore, the review emphasised the pivotal role of mental health support and resources in mitigating the psychological impact of remote learning. These resources are essential not only for crisis intervention but also for enhancing overall well-being and academic success. Encouraging awareness, early intervention, destigmatisation and the accessibility of mental health resources are key factors in effective utilisation. Hence, the psychological impact of remote learning on students' mental health is a multifaceted and evolving field of study. As educational institutions continue to adapt to remote learning modalities, it is imperative to prioritise the well-being of students. The insights garnered from this review provide a foundation for future research, policy development and educational practices aimed at optimising the remote learning experience while safeguarding the mental health of students.

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