

Sofia Sarshar

Mr. Ruthford

Oxford Scholar

29 December 2020

### Zoom

When the pandemic hit in March and students were informed that there was going to be online school, there was this feeling of mystery and fear as school completely changed in its nature. Initially it seemed like an extended break, and it was a good way to enjoy extra time at home. This perception was altered very quickly as the lack of human interaction and learning began to set in.

The perplexity of human interaction is a concept seen in a multitude of ways throughout society, all serving a purpose of grave importance. As hard as it may seem to wrap one's head around this idea and all its inner workings, there is a profound yet humorous mantra said by Albert Einstein. "I fear the day that technology will surpass our human interaction. The world will have a generation of idiots." This quote gives insight to the importance of human interaction on a working mind and the repercussions when it is taken away in settings such as zoom.

As students can no longer be interactive and engaged in class, the learning curve is rapidly driven into the ground. Every student in this meeting is here because of their extensive hard work and ability to learn, therefore allowing them to distinguish when the learning has been impaired. The lack of social learning has given school an isolated quality that drags the students enthusiasm down due to fatigue and disassociation.

Disassociation is a mental state where someone detaches their senses and numbs them to stimulus caused by their surroundings. A haze works its way through the folds of a student's brain as their eyes fall in and out of focus after staring at an artificial light for hours on end. Whether it's an involuntary escape from this lonely reality or a way to fall asleep with one's eyes open, it has a tremendous impact on a student's performance and attention to education.

Not only does Zoom have extreme psychosocial ramifications, but it has the risk of impairing the development of young adults. Many public health providers are concerned that the excessive screen time for students is damaging the hypothalamic-pituitary-adrenal (HPA) axis; it is responsible for the central nervous system and endocrine system. With the fear of stunting the maturity of high school students' endocrine systems, many have begun to ask how much is too much?

As more research-based evidence emerges, educators must change their teaching methods accordingly. This creates a crossroad between prioritizing education or the development of a young adult's ability to control mood, growth, organ function, metabolism and reproduction.

Zoom also takes out something very simple, yet extremely important, being the time taken to walk from class to class. These short excursions between classes administer stimuli to the senses and brain; it allows one to move their lymph system, get fresh air, socialize, etc. It provides a change to the biochemistry of a student throughout the day, which is something that is being omitted during stationary school at home.

Although technology and Zoom has ensured the survival of education throughout this pandemic, it compromised the well-being of high school students. Lack of human contact and interactive learning has greatly shot the thirst for knowledge and levels of motivation. It is also concerning medical personnel as they are extensively researching the negative effects of

unreasonable amounts of screen time on a young adult's development. This raises the moral question of whether education or the mental health and development of a student is more important.