

ONE YEAR LATER: A STUDENT DIALOGUE ON THE LESSONS LEARNED AND VISION FOR THE RETURN TO THE CLASSROOM

Summary What We Heard Report

Context

Date and time: April 8, 2021, 5:30-8:00PM; Zoom

In light of the BC Government's recent announcement for the "*post-secondary sector to plan for a safe return to in-person learning this fall*", the BC Federation of Students (BCFS) is, once again, informing the *Going Forward Guidelines* for the upcoming 2021-2022 school year. The BCFS invited members of the Ministry to attend this session as active listeners. Input collected at this dialogue from participants will help inform the BCFS's advocacy on re-opening policies, priorities and plans this fall. For more information regarding the announcement, please visit: <https://news.gov.bc.ca/releases/2021AEST0015-000406>.

This virtual dialogue was focused on hearing from current post-secondary students from across the Province about their vision for the upcoming school year. *What are the lessons learned from the past year of virtual learning? What worked? What didn't work? And most importantly, looking ahead to fall 2021, what innovations would students like to see continue? What should the return to in-person learning look like?* Together, we leveraged the strategies and best practices which served us during the pandemic and help shape our return to the classroom.

In order to facilitate in-depth breakout group discussions, this was a small, invite-only dialogue.

This 'What We Heard Report' was independently prepared by SFU's Morris J. Wosk Centre for Dialogue to provide an overview of participant input and discussions at workshop. This report does not provide an overall representation of the general public opinion of BC students, nor that of a randomly selected population sample. Rather this report presents the personal views and ideas of individual session participants. This report does not necessarily reflect the opinions of the SFU Morris J. Wosk Centre for Dialogue or the BCFS.

Workshop details

Total attendees: 67 (including staff, students and government representatives)

Total participants: 46

Number of staff: 5 BCFS staff (2 of whom participated as students), 6 SFU facilitators, 6 SFU notetakers, 1 SFU tech host, 5 government representatives from the Ministry of Advanced Education, Skills and Training

Post-secondary institutions represented include (in no particular order): Emily Carr University of Art and Design, Douglas College, Vancouver Island University, Vancouver Community College, College of New Caledonia, University of Northern British Columbia, North Island College, Camosun College, UBC Okanagan, Okanagan College, Selkirk College, University of the Fraser Valley, University of Victoria

Agenda and format

- Welcome and opening remarks
 - Territorial acknowledgements and opening remarks from Tashia Kootenayoo, Indigenous Students Representative, BCFS
- Breakout #1: Surfacing lessons learned
(6 breakout groups, each assigned 1 facilitator, 1 notetaker, and at least 1 active listener from the Ministry or the BCFS)

During the past year there were many challenges for students but there were also positive shifts and innovations that emerged in the process of adapting to this new context. What are some specific examples or instances where access to technology, online learning and other services have worked well? Why do you think they worked?

Additional questions:

- *What worked well? What almost worked well?*
- *What made a difference in your online learning experience?*
- *Looking back to the early days of online learning during COVID-19 and today, what are some lessons learned?*

- Plenary report back 1 (from breakout group volunteers)
- Breakout #2: Looking forward
(6 breakout groups, each assigned 1 facilitator, 1 notetaker, and at least 1 active listener from the Ministry or the BCFS)

Looking forward, what innovations/changes from the past year would you like to see continue?

Additional questions:

- *To realize your vision for your education experience next year, what is required?*
- *What would you like to see more of? Less of?*
- *What is your top recommendation for government looking at the 2021-2022 school year.*

- Plenary report back 2 (from active listeners)
- Closing round

Executive summary

One year later: A student dialogue on the lessons learned and visions for the return to the classroom was a 2.5-hour virtual dialogue hosted by the BC Federation of Students and designed and facilitated by the SFU Morris J. Wosk Centre for Dialogue. The input from this dialogue will help the BCFS inform the *Going Forward Guidelines* for the upcoming 2021-2022 school year. The BCFS invited representatives from the Ministry of Advanced Education, Skills and Training to attend this session as active listeners. Below is a summary of the themes which emerged during the dialogue.

Lessons learned from a year of online learning:

- Large scale, institutional changes are possible.
- A strong sense of empathy, compassion and understanding between students and instructors is crucial to adapting to this new context of online learning.
- Instructors play a pivotal role in students' online learning experiences.
- Online learning must take into account the different contexts and needs of students.
- Online learning has opened doors to increased accessibility as well as other associated benefits.
- Online learning has enabled students to interact with instructors, peers and class material in a number of different ways.

Visions for the new school year and recommendations moving forward:

- Give students options and choices regarding the format of instruction (for example, a 'blended', 'hybrid' approach).
- Normalize accessibility practices in education:
 - By utilizing flexible forms of delivery, with dedicated supports – for example, asynchronous delivery, recorded lectures, flexible course structures, flexible exams, etc.
 - By leveraging useful features in online delivery such as closed captioning, small group breakout discussions, shared access to online resources, online office hours, etc.
- Reach out to students proactively, to provide support, build community and learn from their experiences.
- Prioritize interactive learning through peer-based, discussion-based relationships.
- Leverage this context to change how examinations are conducted and how students are evaluated.
- Provide ongoing capacity-building and training for instructors related to online teaching.
- Streamline and standardize the use of technology.
- Increase access to technology (such as internet and laptops).
- Create more opportunities for engagement and co-creation of solutions between students, faculty and staff, government:
 - By promoting increased collaboration between governments, academic institutions and students.
 - By strengthening students' capacity to advocate for themselves.
- Expand existing systems of care, including mental health support, food assistance, etc.

Lessons learned from a year of online learning

Recognizing that the past year has been extremely challenging in several ways for students, faculty and staff, workshop participants shared their reflections, lessons learned, positive experiences and innovations from the past year. Key themes are presented below.

Lesson 1: Large scale, institutional changes are possible.

This year has seen a lot of drastic changes in how we teach and learn, demonstrating that large-scale, institutional changes are possible. The move to online learning has increased accessibility in ways that should be continued, built-upon and expanded. Students noted that more than ever there is an appetite for change and "not going back to the way things were".

In particular students reflected on:

- Flexibility and change within large institutions;
- Openness to doing things differently, experimentation, testing things out;
- Emphasis on accessibility, inclusion and accommodation; and
- Importance of continuing to innovate post-COVID.

*"During the pandemic how we have engaged with our college has been hopeful in some ways: **to see institutional bodies move heaven and earth to accommodate changing needs.** Especially because these large institutions always say that they need time but we've seen that **they can make these changes quickly**, which we now know going forward."*

*"In-person... I would have to argue about **changing exam dates due to special needs.** During COVID, I managed to do that. If I wanted to write an exam early in the morning, I can do that."*

*"I want everyone to **stay innovative and keep thinking about accessibility** the same way we did when we pivoted online."*

*"For disabled and neurodivergent people and people with accessibility needs, the pandemic response has provided some unique ways to draw from [moving forward]. And an **openness for experimentation** from faculty that I've never seen before, faculty are really open to experiment moving into Sept. Almost everyone I talk to **doesn't want to go back to the way things were**"*

*"As a student with learning disability, who has to use CAL [Centre for Accessible Learning] quite a bit, I haven't had to use these services as much lately as we're fully online. **This makes me feel less separated from the group, and allows me to avoid being forced to disclose my situation to my peers.** The shift to online school allowed me to cut down on the work of setting up things with CAL."*

Lesson 2: A strong sense of empathy, compassion and understanding between students and instructors was crucial to adapting to the new context of online learning.

As students and instructors shifted to online learning together, there was a sense of mutual empathy and understanding that "we are all learning together". Students were not the only ones having to adapt to this new context. Instructors and staff also had to pivot quickly and learn new skills. At times, this learning journey facilitated more personal connections between instructors and peers. This was important especially against the backdrop of increased isolation and physical distancing.

*"The best part about this [dialogue] was to be able to relate to everything that's being said... I'm just listening and realizing that **we're all in this together.**"*

*"...Can also see where people live... this meant we got to know professors better...**it made us more human to each other.**"*

*"**Faculty and staff and students have ALL been affected** and we need to make sure there are infrastructures in place to support them when things get overwhelming"*

"I want everyone to stay innovative and keep thinking about accessibility the same way we did when we pivoted online."

*"For disabled and neurodivergent people and people with accessibility needs, the pandemic response has provided some unique ways to draw from [moving forward]. And **an openness for experimentation** from faculty that I've never seen before, faculty are really open to experiment moving into Sept. Almost everyone I talk to **doesn't want to go back to the way things were**"*

Lesson 3: Instructors play a pivotal role in the student experience of online learning.

Instructors are often the "one-stop-shop" for students and are the first point-of-contact between students and institutions. Depending on the instructor, students had a wide range of positive/negative experiences with online learning. Where instructors leveraged this online context as an opportunity to embrace and experiment with innovative and creative teaching methods that prioritized accessibility and interactivity, students reported better learning experiences. In particular students shared:

- A deep appreciation for flexible and accommodating faculty;
- The opportunity for better communications between students and faculty; and
- The importance for faculty to be creative, innovative and engaging with class design and format.

*"**Professors were constantly adapting** and changing to meet the needs of students in class such as more breakout rooms and transitions..."*

"Some professors were more flexible when [they] worked with timing and everything. That might not have been the case with all professors"

*"I had a couple of professors really amp up their communication and be as accommodating as possible. **They asked us what kind of mediums we preferred** to use and made sure they were listening so that was good."*

*"Some professors have felt **more creative in assignments** (e.g. video assignments) - that helped [students] to transition online. Freed up professors to be more [flexible and creative]"*

*"A lot of my lectures that didn't do anything other than a straight up lecture and that was unengaging, but when professors (very few) did **breakout rooms** so students could talk in smaller groups, that gave us some of the **connection** that's been talked about being missed."*

Lesson 4: Online learning must take into account the different contexts and needs of students.

There is great diversity within the province and among students. Online learning must consider the broad range of contexts from which students are joining. For example:

- Contexts relating to access to technology (in particular, lack of robust internet access in rural communities);
- Housing situations;
- Health;
- Social isolation amongst new international students;
- Financial access to education and technology (e.g. tuition, textbooks, internet costs); and
- Family and caregiving-related needs, etc.

*"You get docked marks if you look away but **you live with like 6 people...which makes it hard.**"*
[Regarding exam invigilation and living situation]

"My friend who has a physical disability wouldn't have been able to complete her degree if it was in-person so online learning did offer that. I'm in the middle of being diagnosed with a hearing disability and so being able to control the volume of the online learning environment was beneficial."

Lesson 5: Online learning has opened doors to increased accessibility and a number of other benefits.

While facing a different set of accessibility challenges in online learning, some students noted that the shift allowed for increased accessibility in other areas. Many students spoke highly of the benefits of having recorded lectures available and options to engage with class materials asynchronously and flexibly. Some also reported better health, the ability to stay in one's home community, less commuting time, and convenience as additional benefits of taking online classes. Asynchronous learning and flexible course structures have allowed some students to work simultaneously or care for their family members.

"I have a disability and this is the first year in the past year I felt healthy. Living at home and having food options I could just go to the kitchen. I also don't have to waste energy by going to school, that also has been important."

*"In-person... I would have to **argue about changing exam dates** due to special needs. During COVID, I managed to do that. If I wanted to write an exam early in the morning, I can do that."*

*"As a parent it's hard to know [when] are days of school you will just have to miss, so **having a podcast or recorded zoom lecture has made a difference...**"*

*"I've been through three major surgeries during my time at [post-secondary institution], and **the surgery I had during my COVID was the most doable.**"*

*"Being on Zoom, you can arrange your **home ergonomics**. Every person has their own need so having that ability is important."*

Lesson 6: Online learning has enabled students to interact with instructors, peers and class material in a number of new and different ways.

Many students noted positive experiences in online learning when platform features were well utilized to achieve learning objectives and to build a sense of community. For example:

- Utilizing the chat feature as a complimentary mode of engagement;
- Posting class materials and readings online (especially if they are free);
- Online learning enhancing anonymity which can be better for learning in certain contexts. On the other hand, when online learning is used in a more intimate setting such as small group discussions, it can be effective for building rapport and personal connections within a class; and
- Receiving more support from instructors as online learning allowed for more focused attention and efficient scheduling of office hours (this was not the case for all students).

*"We got the **concentrated attention of the instructor** and I guess I learned more in COVID. We were more focused and we had more time to ask questions to our instructor."*

*"It almost feels like **you're in a circle and you get to know everyone**, as opposed to in a lecture hall where you're just staring at your prof."*

"I really enjoyed group work outside of class when we were given projects outside of class time, google docs working together was really good- the flexibility to meet online without driving around was great"

*"I also appreciated the ability to access our foundation technicians to get ideas for projects and get technical know-how.
I appreciated having access to them online even during the pandemic."*

Visions for the new school year and recommendations moving forward

The second half of the dialogue was dedicated to envisioning the next school year, drawing constructively from the lessons learned of the past year. This segment focuses on students' recommendations moving forward and ideas for what is required to realize these visions. Key themes are presented below.

Vision 1: Give students options and choices regarding the format of instruction in a 'blended', 'hybrid' approach.

Many students called for a 'blended' or a 'hybrid' approach to re-opening. Although participants raised a number of ideas as to how this might roll out in practice, they generally agreed that having *options* for online and/or in-person instruction was important. Specific student considerations included:

- Class content and its suitability for online and/or in-person delivery;
- Taking advantage of what is possible digitally and what is advantageous in-person;
- The importance of hands-on, practical in-person components (e.g. labs);
- The importance of building connections with peers; and
- The availability of options of online and in-person classes as part of ensuring accessibility.

*"I was in an online program but at least once a year everyone comes to campus for at least a week. This very valuable and this is an example of an **online hybrid method**."*

*"How this takes place.... will **depend on the kind of studies** you're in..."*

*"... One thing we could do is **hybrid classes**. You have the **option** to come to class or do classes online. You could have profs that only teach online, or only teach in-person and students can pick accordingly."*

*"Being so close to the real world in 3rd year, it is hard and scary to be going out into the world with no practical experiences. **Even if lectures stayed online, I felt that labs and tests should be in person...**"*

*"**One of my profs [held] live classes and also pre-recorded classes as a mix.** [This] also depends on what the professor is comfortable with. Not everyone is comfortable with coming to campus for their safety too, including professors."*

*"This past year has taught us the value of human contact and we have transcended into a world that while we are still connected online, **we find ourselves craving the physical component of things.**"*

*"[I] did my bachelors online, and was able to **stay in my home community**. Could have some type of hybrid [model]. For example, Selkirk has a pharmacy tech program and that could be online with, for example, just 2 weeks of in person training in the summer. This would allow people to stay in home communities and also keep working. **That requires investment from the province to make sure infrastructure and programs are funded.**"*

*"One of the best things about grad programs is the connections you can make. I haven't met any of my cohort mates face to face and it doesn't matter that we meet online, I feel like I am part of the school but also not. **Going forward I would recommend a hybrid approach, two options- online and face to face.**"*

Additionally, it is important to acknowledge that many participants shared feelings of personal stress and anxiety related to the possibility of fully returning to campus. They suggested that not rushing into full capacity in-person delivery and adopting a hybrid approach may help students, faculty and staff navigate this transition.

*"I would be in that population if whether or not I would go back to in-person in Fall. I'm in a situation where **I want to make sure everything is safer because I have parents who are older.** So going back to in-person later instead of rushing, just like the situation in BC."*

"I would not feel safe about returning to class in a context where many people haven't been vaccinated, and the announcement that we would be returning made me very nervous."

Vision 2: Normalize accessibility practices in education

(2A) Through flexible forms of delivery – such as recorded lectures, with dedicated supports and infrastructure

For example:

- Asynchronous delivery and recorded lectures;
- Flexible course structures and exam format;
- Open access to class materials online; and
- Clear procedures to receive extensions and accommodations.

*"...My top recommendation would be **maintaining the elements of flexibility provided by digital learning.** Especially recorded lectures and separate flexible exams."*

*"In every class that I took, you were able to view your lectures whenever you wanted (asynchronous) and so **that allowed me to be a student and a working person.**"*

*"I'd like for recording to be treated the same way as when you're in a wheelchair you're expecting to have a ramp in school. **I would like it to be normalized where we have these options available.**"*

*"**Having recorded lectures gave the students the option to actually review information that was being taught.**"*

*"I'm one of those people that doesn't want to ask for extensions, but I had to this year. The vagueness about how to ask for accommodations makes the fear/self-punishment harder, there should be a clear step-by-step process to do this, rather than feel like it's a failure... **Rather than saying 'I failed at this',... you could say 'I'll finish this in a way that I'm proud of'.** Changing the conversation around what extensions can do for students learning."*

"Students should not be afraid to ask for accommodations"

However, participants flagged that asynchronous delivery without robust supports and access to instructors can result in further isolation and poor learning outcomes. As a result, such forms of delivery would still require attention in ensuring access to instructors, class support and community building.

*"One of my courses didn't have a live lecture but I liked that a student assistant did a cohort exam run-through with us. It was nice coming to that class and trying to get the answers right and engage with others in the chat, **this was the closest thing to have in the class as complimentary to asynchronous lectures.**"*

*"[I] was really isolated by classes with video recordings. Just transferred to this school and ...didn't know anyone (friends or professor) so **there was no one to reach out to with questions.** Lots of profs would say 'don't email me' [instead, asking students to] just post on the message board or ask [your] TA ... which made it really hard to get a hold of professors. One class was completely online - [I] don't even know what the professor looks like - and it was difficult to get a sense of the class via email only."*

(2B) Through leveraging useful features in online delivery such as closed captioning, small group breakout discussions, shared access to online resources, online office hours

*"Office hours are great online, but also just regular meetings and resources being online. I've benefited from doing interviews online and having shared access to documents. **I would like to see that being done once we go back in-person again or continue to have some kind of blended education.**"*

*"I haven't heard this many people talk about accessibility in education until these last two years. As a student with disabilities, you have no idea how exciting and helpful it was to have closed captioning in classes and so I think **the spirit of curiosity that we attached to creating accessibility mid-COVID should be brought into all our work going into the future.**"*

Vision 3: Reach out to students proactively to provide support, build community and learn from students

Students appreciated the efforts of post-secondary institutions when they proactively reached out to offer supports.

*"The college reached out to students first with advisors. I am not sure the kind of counselling they provided, whether academic or for mental health, but **it was a good step to reach out to students first.**"*

These supports may be in the form of:

- Accessible mental health services;
- Food assistance; and
- Events and community building.

"I had seminar classes which shortened the lecture time but gave us a small group to chat with and I loved it"

Vision 4: Prioritize interactive learning through peer-based, discussion-based relationships

Opportunities to interact with other students in small group settings are appreciated both in class contexts and in extracurricular activities (e.g. student clubs).

*"Interacting with staff and teachers in a more **peer-based way**. Realize [that] they are also learning all the time. It is more a **reciprocal relationship** than having someone teaching at you from the front of the class."*

"Without interaction, a part of education is missing."

Vision 5: Change how examinations are conducted and how students are evaluated

Students had a range of experiences with examination and evaluation. Some students reported negative experiences with exam invigilation software, excessive surveillance or rigid exam processes.

"In our school, it was [the] instructor's choice regarding invigilation. So, some teachers were very hard core. One extreme example was an instructor you had to have 3 mirrors, mic on, video on, have to see hands and feet."

*"A lot of professors chose to have **different evaluations** (rather than tests), but within that there was still surveillance because Moodle has a way of tracking engagement. If a student wasn't engaging some of the professors would approach this by being punitive toward students rather than asking how they can help, not sure how to address this punitive approach because it's cultural rather than specifically invigilation software."*

Vision 6: Provide ongoing capacity-building and training for instructors in online teaching

Students identified the need for ongoing online capacity-building and training for instructors. Necessary skill sets identified include:

- Basic usage of online tools;
- Online teaching methods and practices;
- Facilitating discussions; and
- Effective communication with students.

*"There should be a baseline. Every professor was writing off their own rules and they were all writing from scratch so there should be **more training for pre-course outlines with instructions on doing things like a poll on Zoom. We want professors to be prepared so we know what to expect.**"*

*"All faculty should have a **baseline of knowledge and knowledge to work around the hardware and software they're using.** Even the simplest thing like sharing your screen and sharing your audio."*

*"The training we give professors should be **ongoing.** It's like fire drills, we are being trained for it all the time even if there are no fires. The older you get the harder it is to adapt but if you have ongoing training it is easier."*

*"I find my older profs throw a ton of podcasts and YouTube videos at you without considering how long they are. I often have a ton of readings, plus an hour podcast and 40-minute videos, and I find that I don't have time to do them all. Limiting the amount of these resources and **taking time to really understand how long they'll take** is important."*

Vision 7: Streamline and standardize the use of technology

Especially in the early days of moving to online instruction, the use of technology was not standardized, streamlined or optimized. This resulted in mismatched expectations regarding technology-use as well as some students being overwhelmed by the sheer number of online tools and platforms to manage. There is a general agreement that the use of platforms should be streamlined and optimized. However, students had diverging opinions on the 'how' – e.g. whether there should be one platform or multiple, within each class or across the entire institution. Students recommended:

- Setting particular standards through building the capacity of instructors;
- More open communications between instructors and students; and
- Training for instructors regarding how to set mutual expectations with students.

*"A lot of profs tried to continue doing things the way they used to which meant working across several different platforms...Usually using different [tools/platforms] is interesting and engaging but in this case, it wasn't helpful because **we were spread thin across so many new platforms.**"*

*"We need **set rules around "going online"** where there are things you clearly can/cannot do. We had professors dock marks for people having their videos off and that was difficult to deal with. **Increased communication between layers and increased emphasis on a common framework** would be so helpful going forward just in case students are ever put in this situation again."*

*"Getting 95+ emails per class (and as an admin/teacher) is difficult... perhaps **using different platforms to get information out to folks without bombarding them**"*

*"Having a bit more open communication considering that everything was new and flexible but sometimes rigid. I never knew what I'm getting in a class, what kind of professors, or if everything is prerecorded or if I should have my camera on. **I wish they were [clearer] about it, of what is expected.**"*

Vision 8: Increase student access to technology

Online learning is only as effective as student access to technology accommodates. This is particularly crucial for rural communities where internet access may not be available or robust. This access needs to be expanded through:

- Building and funding online education infrastructure (e.g. public Wi-Fi, available computers for students and faculty to borrow); and
- Providing financial support for accessing technology (to institutions and to individuals).

*"It would be worthwhile if there were **greater resources for those who can't as easily afford technology upgrades or good Wi-fi**. StudentAid BC caps at \$1500 the amount of funding that can be assigned for school-mandated technology needs in the calculation of overall financial needs assessment. Government could change that."*

*"Thinking about rural communities, people could have access to post-secondary without having to leave home. My ideas are influenced by my experience as an Indigenous person. **Making post-secondary available online to rural communities is going to require infrastructure (e.g. increased internet access)**."*

*"**Public Wi-Fi** is key! We have seen how some students needed to use their data for school and that is expensive!"*

Vision 9: Create more opportunities for engagement and co-creation of solutions between students, faculty and staff, government

(9A) Through promoting increased collaboration between governments, academic institutions and student bodies

Such as this dialogue process, internal dialogues within institutions, class co-designing processes with students

*"I believe there needs to be so much more collaboration between folks in the government and our schools and students so that **we can communicate and co-decide on how to roll out certain programs**."*

*"**[Have students] contribute [in the beginning of class] what they want to envision for the class** allowed for a better understanding of the environment that you're going to be in together."*

(9B) Through strengthening students' capacity to advocate for themselves

*"In our school, it was the instructors' choice regarding [exam] invigilation. So some teachers were very hard core [...] **as a student union we didn't have a way to address those concerns because the power was placed on faculty by department**."*

*"The University Act needs to be re-written. What is the point of a Board of Governors if the majority of the board aren't stakeholders (like students)? The senate structure needs to be reworked. Special teaching universities don't get much funding, the differences between research and non-research funding is so different. **Students are vocal and articulate about their needs but are held back by governing bodies**."*

Vision 10: Expand on systems of care, including mental health support, food assistance, etc.

Some institutions changed the way mental health supports can be accessed during the pandemic to varying degrees of success. Where accessible, students appreciated the support they received from their respective institutions, beyond academics, and called for a stronger emphasis of such supports, including access to mental health supports and services.

Students spoke highly of the importance of accessible mental health supports such as counselling and community building initiatives. Consequently, they also highlighted that funding into these systems of care also need to be prioritized accordingly.

*"COVID has highlighted to us that **post-secondary institutions are health and social institutions** in addition to their education roles. They should be seen as such and funded in a way that values the academic as well as the social."*

*"At our school the counselling department has done a monumental effort to be present for people, and actually barriers were removed because **some counselling moved online** that had previously been not allowed due to privacy issues."*

*"Post-secondary is a place of caring for our youth, it's a place where we can provide support before they reach a place that we can't access them. **There needs to be just as much [...] funding as counselling or gathering spaces as there are funding engineering labs.** [I] hope that moving forward education isn't just about degrees but about the people who go through it and that we take care of them."*

Other considerations and recommendations

- Encourage employers to allow work-from-home opportunities to new graduates.
- Free and open access to education.
- Increase cross collaboration between institutions/schools:
 - To connect students across the province who are in similar programs;
 - To share resources and classes across institutions.

Next steps

This summary What We Heard Report will be shared with the BC Federation of Students and the Ministry of Advanced Education, Skills and Training to inform the Going Forward Guidelines for the 2021-2022 school year. This report will also be circulated to the dialogue participants. An executive summary will also be available on the BC Federation of Students website.

Exit survey responses

Q1 Overall, how satisfied/dissatisfied are you with your experience as a participant in today's dialogue?
(27 responses)

Very satisfied	66.67%	18
Satisfied	25.93%	7
Neither satisfied nor dissatisfied	7.41%	2
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0

Q2 Were there enough opportunities for you to express your views in a way that felt comfortable to you?
(27 responses)

A great deal	66.67%	18
A lot	22.22%	6
A moderate amount	11.11%	3
A little	0.00%	0
None at all	0.00%	0

Q3 Were the facilitators clear and effective?
(27 responses)

Extremely clear and effective	70.37%	19
Very clear and effective	25.93%	7
Somewhat clear and effective	3.70%	1
Not so clear and effective	0.00%	0
Not at all clear and effective	0.00%	0

Q4 My needs as a participant were taken care of (e.g. Was the event accessible to you?)
(27 responses)

Strongly agree	77.78%	21
Agree	18.52%	5
Neither agree nor disagree	3.70%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0