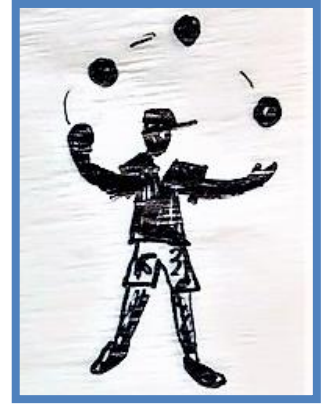




CSSHE Presentation 2021



The Impact of COVID-19 on University Students in Ontario

Wesal Abu Qaddum

Dr. Kiran Mirchandani

The Project

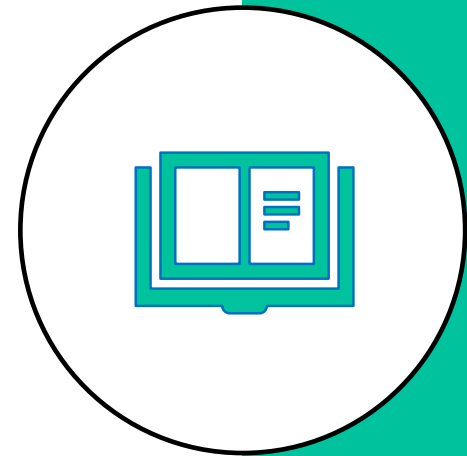
Experiences of undergraduate students engaged in substantial term time work

This presentation:

1. Impact of COVID-19
2. Work-study challenges related to e-learning
3. The role of class in shaping students' experiences

Literature highlights: COVID-19 & Education

- Students' course work was either postponed, cancelled or delivered through an online format
- The shift posed challenges for students in terms of their ability to:
 - Complete program requirements as planned
 - Assess the value of their credentials as compared to those less affected by the pandemic
 - Maintain their grades



References

Doreleyers, A., & Knighton, T. (2020). *COVID-19 Pandemic: Academic impacts on postsecondary students in Canada*. Statistics Canada. www.150.statcan.gc.ca.

Day, T., Chang, I. C., Chung, C. K. L., Doolittle, W. E., Housel, J., & McDaniel, P. N. (2022). The Immediate Impact of COVID-19 on Postsecondary Teaching and Learning. *The Professional Geographer*, 73(1). doi: 10.1080/00330124.2020.1823864.

Literature highlights: COVID-19 & Work

- Students lost existing employment positions or confirmed job opportunities, were laid off, or worked less hours
- Unemployment rates high for:
 - part-time workers
 - Females
 - Visible Minorities
 - Youth ages of 15-24



References

Statistics Canada. (2020). *Impacts of the COVID-19 pandemic on postsecondary students*. www. 150. statcan. gc.ca

Methods and Data Sources



- Multi-approach to data collection (51 students)
 - Focus groups
 - Life maps
 - Audio diaries
 - Individual interviews

Sub-sample interviewed on impact of COVID-19

Gender

- Male (n=3) or 12%
- Female (n=19) or 88%

Race

- Racialized (n=19) or 86%
- White (n= 6) or 14%



Results



Impact of COVID-19 on Education



“I think being able to learn online has also helped, just because with like recorded lectures, you can pause and I find that I take better notes because of that, like I'm not trying to like scribble down. Oh no, it's like when I'm in lecture, which can be stressful like I can actually just take my time and like pause the video and take more, more thorough notes, I think. And I also have more time to actually, like, you know, like watch lectures and do the readings and everything and I'm not like running all over the place” (Leeah).

*“Um, but it's definitely more difficult to learn online I feel like I feel like I definitely learned better in person and I also learn a lot better when people show me like things like I'm a very hands on person. So, like learning online and just learning through a screen like it's not very like it's not very personally so my learning style so I mean it's like I feel like it's not very effective and like I feel like I've learned a lot less than like retained a lot less information than I would have had I actually been in person”
(Maria).*

*I spend eight hours a day, at my desk in my room studying, and then, like, it's very hard to relax in the same room afterwards.
(Krish).*

[h]aving [an] open book test at home is like really, induces a lot of anxiety just because like I, I live like [in] a three bedroom apartment with like my six person, family, with both my sisters [in the same room], so like every time I had to do with a test or something, it would be like a, we'd have to like coordinate our schedules sort of (Munazza).

Impact of COVID-19 on Education

Impact of COVID-19 on Work: Overemployment

“I work in Long Term Care, and we have had an outbreak of COVID-19. Naturally this has been stressful on all the staff, we work with masks and face shields, and are often understaffed and overworked. Unlike many other jobs which have been suspended for the time being, my work is chronically understaffed and everyone is working double shifts and are burning out. My role at work has shifted from providing therapeutic programs to being trained as a PSW: I feed, dress, change briefs and transfer residents with supervision and minimal assistance”.

All the residents have been placed in isolation to limit the spread of the virus and so the work has become twice as difficult and time consuming. I also conduct phone calls, Facetime and Skype calls to reconnect families as visitors are no longer allowed in the building to limit the spread of COVID-19. It has definitely made work more stressful, with PPE (personal protective equipment) scarcity and the close proximity with infected individuals. Many of the staff have gotten sick which has made everyone increasingly worried about our safety and given my work a somber vibe.

I am working 60-70 hours a week and will likely spend the rest of the summer doing the same because of the critical staffing issue” (Sarah).

Impact of COVID-19 on Work: Underemployment

“Many events for one job were cancelled so I lost a lot of hours in early March. I continued working at my other job at [café] for a long time until I was forced to resign at the end of March” (Sarah).

“COVID-19 has impacted my work significantly. The [organization] is closed until July 1st which means that I won’t be needed until then. However, I still get paid the (sic) my minimum number of hours I work each week. This is good news, but I usually take quite a bit of extra hours shifts when my schedule is more relaxed so I can earn some extra money. So that is a bit of income that I’m missing out on. I’m terms of my other job at the community centre, they have laid me off until July without pay” (Hannah).

“For my job of tutoring at home. I was kind of on and off tutoring. I was maybe working three to four hours each week for a couple months back maybe in September to November, maybe. And then, once COVID cases start to go up again. I told my kids[clients] to kind of stay home” (Olivia)

Impact of COVID-19 on Work: Stable employment

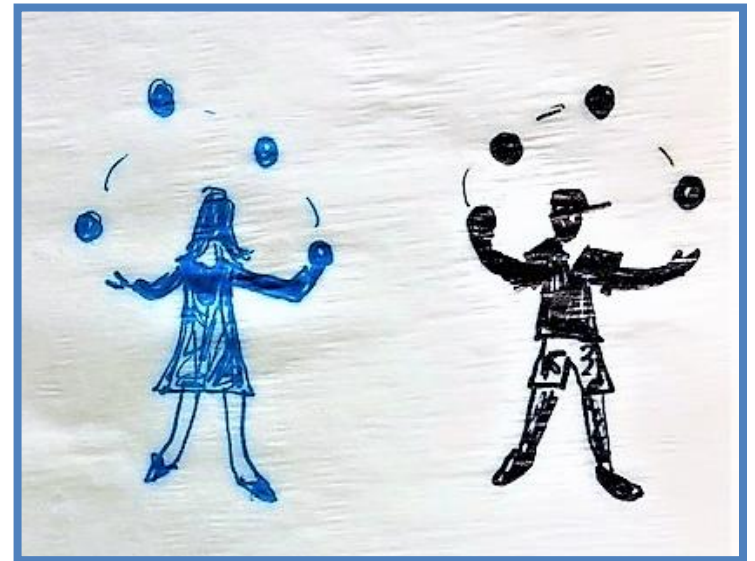
"I am very fortunate in that my part-time job with [name of work-place] [as it] can be done remotely. As such I was able to work remotely throughout March and April. I have plans to continue doing so throughout May to August"
(Stacey)

"I continue[d] doing the work study this year, it was the same work study. But it was all remote, so I had like this app that gave me access to the phone ... so like if anyone call that number, it would basically go to like my phone. So I was on call" (Munazza)

"I did do the marketing thing [job] over the summer it was entirely virtual, It was like a 40 hours a week kind of thing. I like continued with it then [over the summer]. It wasn't conflicting with school or anything so I wasn't taking summer classes" (Paige)

Final Comments: Role of Class

- The preliminary findings suggest that students' class positions and the type of work they did pre-pandemic impacts their experiences
 - Almost all students were able to move back to their family homes
 - Our post-COVID sample included those who were better resourced



Acknowledgment

- Findings of the presentation are based on a SSHRC funded project entitled the “*Hard Working Student*” (HWS).
 - Principle investigator (Dr. Alison Taylor, University of British Columbia).
- We would like to thank the team members of the HWS project for their contributions



Thank you!