# FINAL REPORT 2021 12th Japan-Canada Academic Consortium Virtual Student Forum

# YOUTH DURING AND AFTER THE PANDEMIC: A PROPOSAL FOR THE NEW NORMAL

February 13-19, 2021

Hosted by the Prince Takamado Japan Centre for Teaching and Research, University of Alberta



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**PREFACE: Message from the Organizers:** 

Dear participants,

I hope you are staying safe and healthy. It was our pleasure to welcome you at our 12th JACAC

Student Forum. I am very happy you all were able to join us for this year's virtual program,

despite difference in time and busy academic schedules.

This year's forum has been quite different. For the first in the history of the Japan-Canada

Academic Consortium Student Forum, our students did not have an opportunity to meet each

other in person. Who would imagine that in-person communication will become such a luxury

nowadays? Lockdowns and travel restrictions left us no other choice than to switch to online

format. Despite its evident pitfalls—inability to meet peers in person being one of them—the

virtual JACAC 2021 offered us a great chance to explore how our "new normal" would look

like and discuss the future of higher education in a post-coronavirus world. It is especially

important now, when international conversations with peers do not often happen in the

context of education and cross-cultural collaboration.

Despite the challenges and uncertainty of 2020 due to COVID-19, I believe we all made a great

job to ensure we have safe and inspirational learning experience. I am sure we all have learned

a great deal from each other, from our lecturers and from students' well researched and well-

reasoned presentations. As academic lead, I was impressed by students' insightful policy

proposals, which they have managed to create in such a short time.

And last but not least, I hope that this year's forum has forged long-lasting friendships across

the ocean and promoted intercultural dialogue among young people from a variety of years,

disciplines and locations, both in Canada and Japan. Good luck with your studies and stay

strong!

Iuliia Kysla, Ph.D.

Academic Lead, JACAC Student Forum 2021

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# Message from the Director, Prince Takamado Japan-Canada Memorial Fund

The Prince Takamado Japan Centre for Teaching and Research was very pleased to welcome all Japanese and Canadian students at the 12th Japan-Canada Academic Consortium Student Forum, held virtually in February 2021. This year, the global pandemic has halted our in-person program, which was scheduled at the University of Waterloo. Yet, thanks to your support, we were able to host this event, creating a valuable opportunity for students to exchange their ideas during this crisis. First and foremost, we would like to express our sincere appreciation to Her Imperial Highness Princess Takamado for her support and participation through a video message in the forum. This forum was also supported by the Mitsubishi UFJ Foundation, the Japan Foundation Toronto, Hosei University, our Japan-side secretariat, and our other member universities. Without their commitments, this forum would have been impossible. I also appreciate our guest speakers whose powerful and insightful lectures gave us much to pore over.

For more than a year, all aspects of our lives have been affected by the spread of COVID-19. This year's academic lead, Dr. Iuliia Kysla, responded to this trend, and delivered an excellent forum under the very timely theme, "Youth During and After the Pandemic: A Proposal for the New Normal." Many of the students participating in this forum had returned from overseas because of the suspension of programs. Others were forced to change their plans to study abroad. Notwithstanding these challenges, our participants will be remembered as a group of resilient and diligent students who were committed to academic excellence.

The JACAC student forum is the largest annual project undertaken by the Prince Takamado Japan-Canada Memorial Fund, created by generous donations to the University of Alberta. The Japan-Canada Academic Consortium is one of the largest and most unique academic collaborations between Japan and Canada. It continues to offer our participants the opportunity to exchange their ideas with fellow students beyond national borders, increasing their awareness of current global issues and empowering them in the time of the crisis. We must renew our commitment to the expansion of experiential learning opportunities for the future generations.

Aya Fujiwara, Ph.D

Director, Prince Takamado Japan Centre for Teaching and Research, UAlberta

# 1. BASIC INFORMATION

# 1-1. Japan-Canada Academic Consortium (JACAC)

"The Japan-Canada Academic Consortium aims to promote the exchange of undergraduate and graduate students, researchers, and teachers, and to encourage a movement of ideas and knowledge between the two countries."

Main activities of Japan-Canada Academic Consortium (JACAC) are "Student Exchange Program" between member universities of Japan and Canada, and a one-week student forum called "JACAC Student Forum".

As of 2020, JACAC consists of the following 20 member universities:

#### **Canadian Universities: 10**

University of Alberta | University of British Columbia | University of Regina | York University | Queen's University | Université De Montréal | Concordia University | Université Laval | University of Prince Edward Island | University of Waterloo & Renison

## **Japanese Universities: 10**

Meiji University | Josai International University | J.F. Oberlin University | Tsuda University | Kwansei Gakuin University | Hosei University | Ritsumeikan University | Seinan Gakuin University | Nagoya University | Hokkaido University

#### 1-2. JACAC Student Forum

"Senior undergraduate student representatives from member institutions in both Japan and Canada will meet and exchange opinions and ideas about a common topic of interest to students today. The host institution shall alternate between Canada and Japan each year. The goal of this forum is to provide students with the opportunity to interact with their peers from a different culture, in order to gain insight into their current areas of academic interest and to encourage a flow of ideas between Canada and Japan. The official language of the forum is English."

JACAC Student Forum has been held annually since 2010, and the past forums were held under a variety of themes. Each forum consists of expert lectures, fieldwork, group work including research study, group presentations, field trip, etc.

# 1-3. The 12th Annual JACAC student Forum 2021

Due to restrictions caused by the COVID-19 outbreak, the 12th Japan Canada Academic Consortium (JACAC) Virtual Student Forum was held online. This year's theme was "Youth During and After the Pandemic: A Proposal for the New Normal" was hosted by the Prince Takamado Japan Centre, University of Alberta. The event was very successful and offered a space for fruitful discussion and exchange of ideas between 23 students from Japan and Canada.

A brief overview of the forum is as follows:

**Date:** 13 (Saturday) – 19 (Friday), 2021

**Venue:** Virtual Zoom meetings, hosted by the Prince Takamado Japan Centre for Teaching

and Research, University of Alberta

**Theme:** "Youth During and After the Pandemic: A Proposal for the New Normal"

All meetings were held online via Zoom platform, taking into account the difference in time zones. The displayed time of the virtual conference was in Mountain Standard Time (MST).

Prior to the conference, students watched pre-recorded lectures, which were available to view online a week before the forum. The major conference program started with an Orientation, followed by the Q and A Session with the Speakers, which took place on 15 February 2021.

During the conference week, students were actively engaged in small-group online discussions, preparing their final presentations on a topic of how the coronavirus pandemic affected global higher education.

At the forum's final day, participants gave their presentations, covering a wide range of topics based on this year's theme. Shafagh Razaghzadeh Shabestari (Queen's University), Sophia Peou (University of Waterloo), Atsuki Tagawa (Ritsumeikan University) and Riko Katsuyama (Seinan Gakuin University) got the highest number of points from the judges for their insightful presentation: "Digital Resiliency and Communication: The Case for the New Normal in Higher Education" (available to watch online).

Dylan Rose from the University of Prince Edward Island and Misaki Ono from the Hosei University have received the JACAC 2021 Leadership Awards for excellent leadership skills and ability to motivate the team to achieve remarkable results.

#### CONFERENCE CONTENT AND SHORT PROGRAM:

#### Saturday, 13 February:

17.00-18.30 MST Orientation: Overview of the Week

#### Sunday, 14 February:

All Day Group Work

#### Monday, 15 February:

All Day Group Work

17:00-18:00 MST Q & A Session with Lecturers, group work

## Tuesday/Wednesday, 16-17 February:

All Day Documentary Film <u>"Ivory Tower. Is College Worth the cost?"</u> (Andrew

Rossi, 2014): can be watched watch online via your university library

services

**Group Work** 

#### Thursday, 18 February:

17:00-17:20 MST Final Presentation Opening Opening Remarks from:

- Her Imperial Highness Princess Takamado
  - Mr. Shigenobu Kobayashi, Consul-General of Japan in Calgary

17:20-19:15 MST Student Group Presentation with Q&A

19.15-19.25 MTS Closing remarks

Participants: 23 in total (12 from Japan, 11 from Canada)

ROSE, Dylan James LI, Yuxiang GO, Kenny

University of Prince Edward Island Queen's University University of British

Columbia

RAJAPAKSHE, Thishani AKAKI, Mio OGIHARA, Angel

University of British Columbia Seinan Gakuin University Josai International

University

YAMASHITA, Ayaka ONO, Misaki WARAGAI, Hiromi Tsuda University Hokkaido University

KWAK, Inkyung MAYO, Janelle Lynn RAZAGHZADEH

Seinan Gakuin University University of Regina SHABESTARI, Shafagh, Queen's University

MAJ-PFLEGER, Aulden Trevor TAMBE, Parul PEOU, Sophia Evelyn

University of Alberta

University of Waterloo

University of Waterloo

UEDA, Sayaka SEKIGUCHI, Soya TAGAWA, Atsuki

J.F. Oberlin University Hosei University Ritsumeikan University

YOSHINO, Sayaka YONEMOTO, Yumeka KATSUYAMA, Riko Hosei University J.F. Oberlin University Seinan Gakuin

University

SCHESTAK, Erika Shauna NGAN, Jocelyn York University York University

#### **Organizing Committee:**

FUJIWARA, Aya, Ph.D.

Director, Prince Takamado Japan Center for Teaching and Research, University of Alberta

KYSLA, Iuliia, Ph.D.

JACAC Research Associate, Prince Takamado Japan Centre for Teaching and Research, University of Alberta

ROSSIER, Oliver, Senior Officer, Faculty of Arts, University of Alberta

KONDO, Rei

Administrative Assistant, Prince Takamado Japan Center for Teaching and Research, University of Alberta

#### **Program Coordinator:**

KATO, Akiko

Coordinator, Global Education Center, Hosei University (JACAC Secretariat)

# 2. DETAILS OF THE FORUM:

# 2-1. Theme & Issues / Questions

**Theme:** "Youth During and After the Pandemic: A Proposal for the New Normal"

COVID-19 pandemic has had a major impact on the future of today's young people, restricting their opportunities to learn and work. As problems linger, including economic uncertainty, stereotypes against young people, isolation, and unemployment, we need to think together of ways to empower our lives at this time of crisis. Despite these challenges, some people have discovered benefits in this changed lifestyle. Through sharing experiences, participants came up with ideas about the New Normal for the young generation, focusing on questions such as:

- What are the largest challenges during the time of pandemic?
- How can we be inspired by this crisis?
- What does your "New Normal" look like?
- What sorts of new ideas and experiments have emerged to reduce the negative impact during the time of pandemic?
- In what areas can young people play active roles in this situation?
- What are the methods to stay connected to the community, motivate oneself, and keep engaging with others?
- What do you expect policymakers and the governments to do for the protection of young vulnerable people?

# 2.2. Pre-forum assignment:

Prior to the forum, participants worked on a group project, reading assigned materials and discussing coronavirus pandemic's impact on global higher education. Among questions aimed to stimulate students' ideas were:

a) How did the coronavirus pandemic affect global higher education? Provide a brief description of how the COVID-19 pandemic impacted your home countries? What are the biggest challenges both Canadian and Japanese higher education institutions are facing in a post-coronavirus world?

b) With the usual patterns of living and learning gone, what will the "new normal" look like for an ordinary college student, as universities are forced to shift toward increased hybrid or online education? Is digital learning here to stay? What are the pros and cons of an all-online instruction when compared to the in-person classes? Provide your own pandemic success story based on your personal experience, as well as readings provided in a list below

## 2-3. Lectures

#### **Lectures' summaries:**



#### 1. "Hidden Intellectualism and The Skills of the Future"

Scott Carlson, Senior Writer at the Chronicle of Higher Education, Washington, District of Columbia, United States

The lecture discusses the connection between college education and the future of work, focusing on a dilemma faced by many university students: should they pursue their passion in studies, what sometimes called "hidden intellectualism," or seek a more practical, employable degree? Analyzing a number of various social and economic challenges currently existing in American higher education system, the speaker advocates for a change in the education school system in the US, directed toward the interests of the students, which will start to help them develop their hidden intellectualism, as well as toward teaching more practical skills, like cooking or carpentry.

# 2. "How Existential Threats Can Shape our Behavior (for Good and for Evil)"

Dr. Cathryn van Kessel, University of Alberta, Edmonton, Alberta

The lecture discusses how we as humans have a natural biological response to death (COVID-19 being such an existential threat) and that we want to feel stable and permanent and don't want to die. Cathryn van Kessel introduces listeners to the concept of a Terror Management Theory (TMT), which allows us to understand how we are coping/not coping with this pandemic challenge. In particular, it shows how a direct reminder of death affects people's behaviour, including how worldview threat produces "mortality salience" (unconscious fear of death) and thus defensive behaviour.

## 3. "Bush Talk: Connection, Body, and Ethics in Digital Learning"

Lindsay Sorell, Writer, Editor, Artist, University of Alberta, Edmonton, Alberta

In her talk, Lindsay Sorell speaks of the challenges posed before the Canadian indigenous community because of the spread of the COVID-19. Sharing her experiences of being part of the UAlberta's Arts Working Group for Indigenous Initiatives, she reflects on various ways to create a digital space for an exchange of ideas and transmission of traditional knowledge during the pandemic, when in-person communication is no longer available. Her main focus is on how digital media can be used productively to create a more community-based learning experience for the Indigenous students at the University of Alberta by connecting them to each other and to the traditional knowledge of the Indigenous Arts.

## 4. "Personal Reflections on Adapting to Change"

 $Lana\ Cuthbertson,\ the\ CEO\ and\ Founder\ of\ Areto\ Labs,\ Montreal,\ Quebec$ 

In her talk, Lana Cuthbertson shares some of her personal experiences navigating and adapting to the challenges in the time of the COVID-19. Talking through her own career advancement and her passion as a gender equality advocate, she offers a few reading recommendations for the listeners (on the topics of machine learning and human values, community building, urban planning) and provides some practical advice on how to handle pandemic fatigue.

# 4. "Building a Just and Democratic Post-Pandemic Society: A Call to Action and Field Notes for Young Changemakers"

Petros Kusmu, Management Consultant and Global Civil Government Specialist at Deloitte, Vancouver, British Columbia

In his lecture, the speaker discusses in great detail the numerous crises (economic and global democratic recession with coronavirus pandemic being just one of them) in our pandemic modern world, offering a solution based on his personal experience as a social justice activist. In Petros Kusmu's opinion, the remedy to the biggest of them (younger generation's losing faith in democracies and democratic institutions) may be found in a progressive retrofit of our 20<sup>th</sup> century democratic institutions for the 21<sup>st</sup> century to solve these crises and rebuild a democratic faith, with the help of young people themselves.

# 5. "Another Pandemic in Treaty 6: Libraries, Language Learning, and Loving Each Other"

Emily Riddle, Senior Advisor on Indigenous Relations, Edmonton Public Library, Edmonton, Alberta

Giving the background information on the history of the Treaty 6, Emily reminds listeners that the COVID-19 was not the first pandemic to hit the Indigenous community in Canada. In many Crown-First Nation treaties (Treaty 6 included) there is a reference to health care provisions, often referred as a medical chest. She shares her experience of working at the Edmonton Public Library (EPL) and gives a detailed description of a new project undertaken during the recent renovation of the Stanley A. Milner Library in Edmonton – a Thunderbird House (Indigenous gathering place), the only dedicated public space in the city center that allows urban First Nation people have access to Indigenous smudging and other traditional ceremonies.

# 2-4. Final Conference Day (February 18, 2021): Group Presentations

Participants worked together with their own group members and prepare presentations both prior to and during the forum. Each group was required to give a 10-minute presentation, followed by 5-minute QA session. Group 1-6 were asked to reflect on pandemic's impact on the higher education in both CANADA and JAPAN, but they were given the opportunity to choose their own topic. Presentations were evaluated by a panel of judges below.

#### **Panel of Judges:**

Dr. Olenka Bilash, Honorary Consul-General of Japan in Edmonton

Mr. Daylin Breen, Strategy and Business Development Professional in Edmonton

Mr. Oliver Rossier, Senior Officer, Faculty of Arts, University of Alberta

Mr. Kohei Sakamato, Consul, Consulate-General of Japan in Calgary

Ms. Yuko Shimizu, Executive Director, the Japan Foundation, Toronto

### **Group Presentation Schedule:**

17:20-17:35 MST Group 5 Presentation with Q&A

Title: "Online Transition of the Secondary Education"

17:40-17:55 MST Group 3 ("Zoomies") Presentation with Q&A

Title: "Closing the Gap"

18:00-18:15 MST Group 2 Presentation with Q&A

Title: "Falling Through the Cracks: Issues International Students Have Faced during the COVID-19 Pandemic"

18:20-18:35 MST Group 4 Presentation with Q&A

Title: "COVID-19 and Its Effects on Institutions and Students"

18:40-18.55 MST Group 6 ("SARS") Presentation with Q&A

Title: "Digital Resiliency and Communication: The Case for the New Normal in Higher Education"

19:00-19.15 MST Group 1 Presentation with Q&A

Title: "Conquering COVID: An Exploration of Future Educational Strategies and Job Market Revitalization"

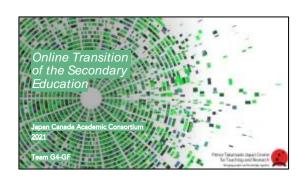
19.15-19.25 MTS Closing remarks

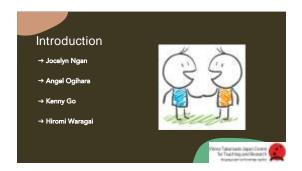
The winners (Group 6) were announced via email next day on Friday, 19 February.

#### **Student Presentations:**

1) GROUP 5: NGAN, Jocelyn (York) \ GO, Kenny (UBC) \ OGIHARA, Angel (Josai International) \ WARAGAI, Hiromi (Hokkaido)

"Online Transition of the Secondary Education" (available to <u>watch online on UAlberta's Faculty</u> of Arts' YouTube channel)





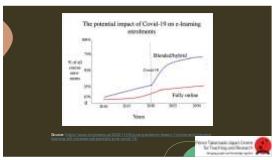














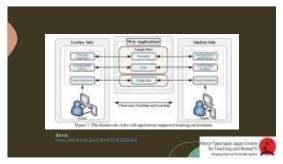




# Our Solution → Blending online and in-person courses (e.g. lab and language courses) with a focus on senior students mentoring smaller student groups





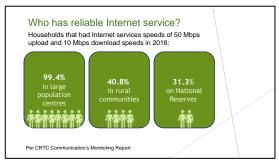


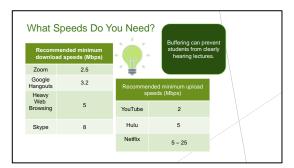


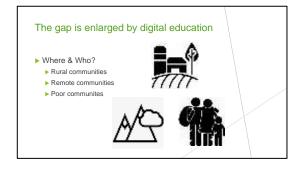
2) GROUP 3 ("Zoomies"): SCHESTAK, Erika (York) \ LI, Yuxiang (Queen's)\ AKAKI, Mio (Seinan Gakuin) \ ONO, Misaki (Hosei)

## "Closing the Gap" (available to watch online on UAlberta's Faculty of Arts' YouTube channel)

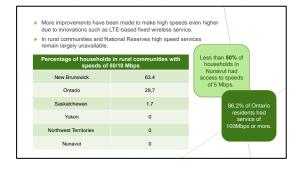


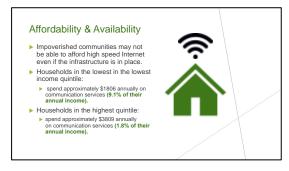


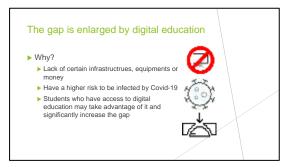


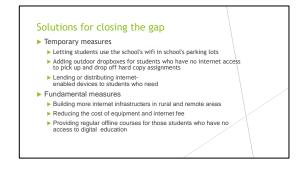


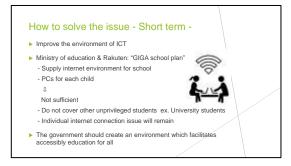




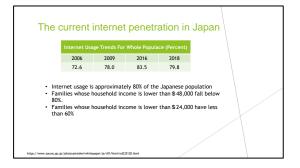










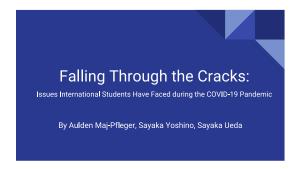


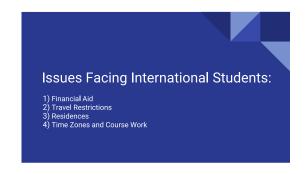




3) GROUP 2: MAJ-PFLEGER, Aulden (Alberta)\ UEDA, Sayaka (JF Oberlin) \ YOSHINO, Sayaka (Hosei)

"Falling Through the Cracks: Issues International Students Have Faced during the COVID-19 Pandemic" (available to watch online on UAlberta's Faculty of Arts' YouTube channel)





# 1)Financial Aid

"CERB is eligible for those residing in Canada who are over 15 years old, had to stop working because of reasons related to COVID-19, earned at least CA\$5,000 in 2019 or in the 12 months prior to the date of their application, and who have not voluntarily quit their jobs."

## 2) Travel Restrictions

earlier because I needed to see my family and I couldn't for so long because of the uncertainty.'

#### Examples of active supports that colleges offer

-Students living on the University of Alberta campus are being asked to move out as soon as the cancellation of in-person exams due to COVID-19.

-But students who can't immediately find another place to live will be able to stay in residence. U of A's International Students' Association support students who have nowhere to go

-"International students special rate" is available for international students living in dorms

-76% of students have part time job to pay rent, food, mobile phone bills

"Being unable to work due to virus, many students have very urgent cash flow problems

#### Lack of Financial Aid:

-International students in Canada were not eligible for the Canada Emergency Student Benefit:

-International students could only benefit from the CERB program, which was dependent on employment and was less accessible for students, especially full time students:

-Cancellations or those planning a job do not qualify, leaving many out.

-People could not return to their home country and had no income while in Canada

-Additional issues in Japan for "stable employment support," as to not lose international

#### Implications:

-International students contribute much greater tuition than domestic students.

"This sector relating to 650,000 students contributed more than \$21 billion to the Canadian economy through students' spending and tuition fees."

-This has been an issue in the United States and Japan as well, with uncertainty for

-If nations cannot support their international students in times of need, they will no

#### Issues with Restrictions:

-No air travel from the onset of the pandemic caused great issues for the well-being of international students in securing residence, income, and ensuring safety.

No guaranteed entry back into Canada for students that left created great uncertainty.

Extremely specific exemptions were not helpful for most students.

Guidelines were very vague.

Study permits were difficult for renewal, information was not always standardized.

-It took months for implementation of detailed international Student plans, with complete information not

#### Inadequate support for housing

-Many schools were closed and a large number of international students found that they had no longer place

-Some colleges allowed all international students to continue to live on campus

-Some other colleges request on students to move out "They ended up living in others' living rooms or basements for a while."

"Students have become more isolated. While that's good in terms of public health, it can make for a lonely experience."



# 4) Time Zone and Course work

"I sleep in the morning and stay up all night. It does not feel normal at all."

- Tarush Raiwani, mechanical engineering student of University of Alberta

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#### Asynchronous Academic Requirements

- -Many of the issues identified are huge in scale, and would require large-scale government investment in terms of financial aid or travel requirements.
- -To approach this issue in terms of feasibility, requiring universities to accommodate asynchronous learning could solve issues around time zone and inperson difficulties in a manageable way:
  - -Time zone differences would no longer be as much of an issue
- -Residence requirements would not be necessary if schooling can be done at home in lieu of in-person

#### Asynchronous Academic Requirements

- -Dynamic office hours, academic advising, and support services should be explored to lessen the burden faced especially by international students:
- -Increased time availabilities or online site revamping for certain support services can make navigating the pandemic that much easier.
- -Exploration of peer-to-peer support programs to assist specifically for international-related accommodation.

#### Time zone difference as disruption:

- Most of universities offer options the way of taking courses for students.
- But some courses are conducted in real-time, such as discussion course.
- International students who take courses from their home countries have faced:
  - change sleeping routines greatly
  - it's hard to perform as well as they would like
  - lack of daylight affects their mood and energy
  - may disrupt the schedule of the rest of their household

#### Solution

#### Asynchronous Academic Requirements

- -Asynchronous learning is not necessarily a "catch-all" solution, however it is a good first step in accommodating the challenges faced disproportionately by international students:
- -Not all programs can be taught asynchronously, but those that can be should be identified and prioritized to reduce the overall stress of the pandemic.
- -By making school easier for a large portion of international students, more resources can be focussed on in person accomodations for certain STEM or laboratory-based programs (and the residency or financial assistance those groups require).

"If [non-asynchronous learning] continues to happen and international students don't see support from their own university in times of the pandemic, then for sure, there will be a least of international students at the U

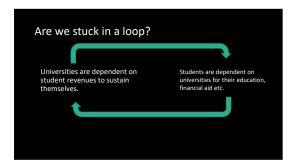
-Gurbani Baweja, vice-president external of the ISA

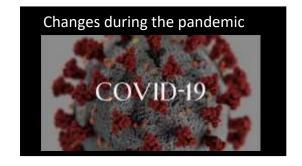
4) GROUP 4: MAYO, Janelle (Regina) \ TAMBE, Parul (Waterloo) \ SEKIGUCHI, Soya (Hosei) \ YONEMOTO, Yumeka (J.F Oberlin)

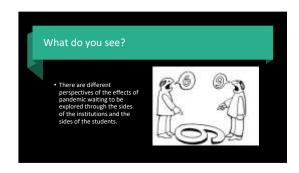
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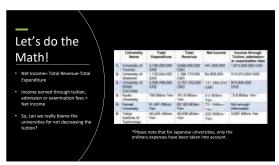


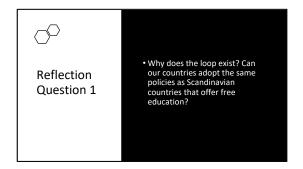


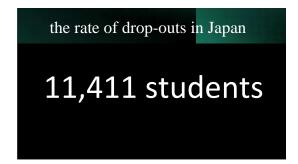














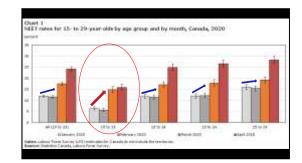
What are downsides of online class?

DEPRESSION



Are online classes helpful?

 Some of these advantages include not having to get ready because of online classes, but the disadvantages would be that students are not able to interact with others on a daily basis like they used to.



The advantages of online class

Efficiency

Flexibility

Time-saving

The gap of inequity

54,700 households



Reflection Question 2 Are online classes really that bad?



What do students say?

- Best thing about online classes was the fact that they did not have to get ready in
- have to drive far just to get to school. They all agreed that this is the best thing about having online classes in the winter since they do not have to deal with extreme weather conditions just to go to class or even have the weather cause them to miss class. They are also able to save money on parking.



Are there any disadvantages to online learning?

- It is harder to stay motivated and on track since things moved online.
   It can be incomplete and inconvenient as some professions and programs require in person training such as Medical Students.
- -For example- Nursing student Justyne Mayo from University of Calgary said " as a nursing student, it was impossible for me to do everything online".

everything online".

- She is required to practice clinical skills (e.g., administering injectable medications, providing wound care, inserting catheters, etc.) during labs before performing these skills during her hospital practicum.

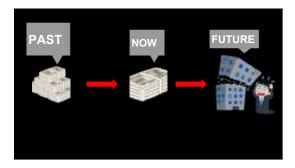


Is online learning here to stay?

- In the future when the pandemic is over, there will most likely be a choice for students based on their program to take classes online or in-
- person.

  Programs such as nursing may be able to do some classes online, but there should be more in-person labs so they will be confident to perform clinical skills. Arts programs such as history will be alright to have it completely online if a student were to choose that route. to choose that route.





Now is a chance to **rethink** higher education and change it! FUTURE > **♦ PAST** 



Also:

• It is much easier to learn in class because of no distractions.

Disadvantages for online learning?

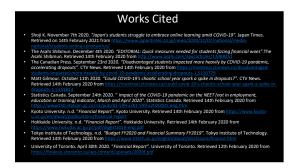
- · Limited access to resources such as library
- Impact on mental health due to isolation and limited interaction with friends and professors.





- What does the future look like for students and universities?
- Would this time that we are in now allow us to self-reflect and think whether college is really worth it?

THANK YOU! • Here are some discussion questions to get started: Why does the loop exist? Can our countries adopt the same policies as Scandinavian countries that offer free education? Why are students always so worried about tuition? Is there not enough wealth in the world or is it because one small fraction of the population is holding majority of the world's wealth?
 Are Online classes/remote education really bad for the future?

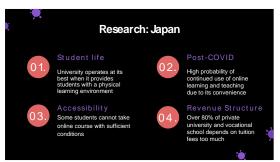


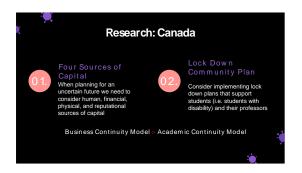


5) GROUP 6 ("SARS"): Razaghzadeh Shabestari, Shafagh (Queen's) \ Peou, Sophia (Waterloo) \ Tagawa, Atsuki (Ritsumeikan) \ Katsuyama, Riko (Seinan Gakuin)

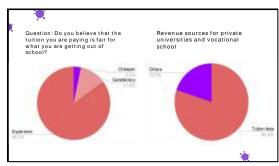
"Digital Resiliency and Communication: The Case for the New Normal in Higher Education" (available to watch online on UAlberta's Faculty of Arts' YouTube channel)

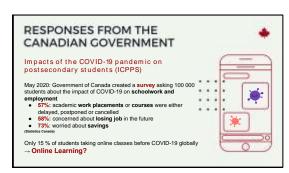




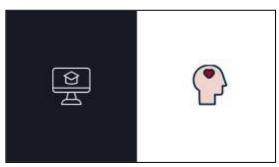


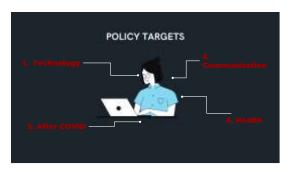




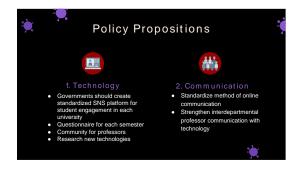


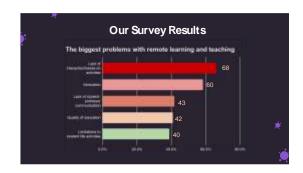




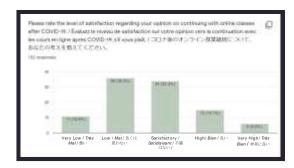




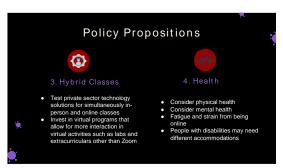












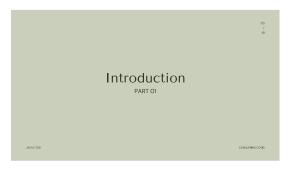


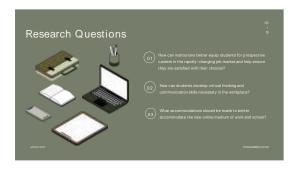


6) GROUP 1: Rose, Dylan (PEI) \ Rajapakshe, Thishani (UBC)\ Yamashita, Ayaka (Tsuda) \ Kwak, Inkyung (Seinan Gakuin)

"Conquering COVID: An Exploration of Future Educational Strategies and Job Market Revitalization" (available to watch online on UAlberta's Faculty of Arts' YouTube channel)

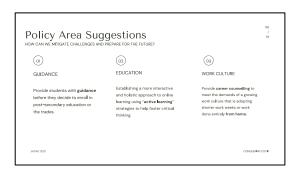




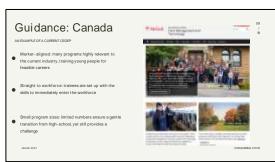






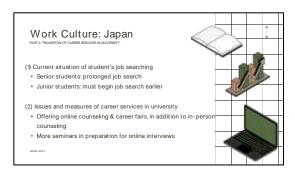












# CÉGEP

#### Guidance: Canada

Expand a modified CEGEP program to other provinces\*

OR

Provide better opportunity for an "internship" year or semester after High School

MOOIPCATIONSSHORTER REPLACE INSERT STUDIES, HOSTED BY MANUER LOCAL COMMANNY COLLEGES ALONG WITH UNIVERSITIES

ER, LOCAL COMMUNITY COLLEGES ALONG WITH UNIVERSITIES

JACAC 2021

#### Advantages:

- foster culture of academic exploration students have better understanding of
- · Low-risk
- provides a sense of autonomy and specialized coursework, while still allowing for flexibility/safety
- covered/subsidized by the government

CONQUERNG COVID

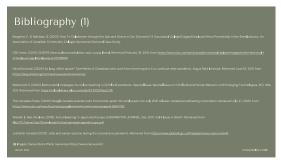


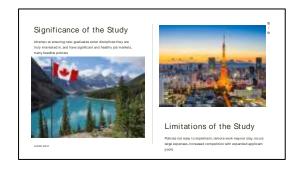


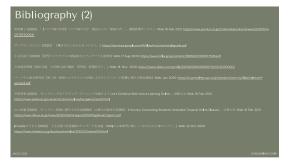












# 2-5. Final Report

At the end of the forum, participants wrote a final reflection addressing the following:

- 1. How has participation in the forum changed your motivation to study and/or provided you with new insights?
- 2. How was the experience throughout the program?
- 3. What was most impressive about this program?
- 4. How has this program influenced your career outlook? 5. Other comments

# . SURVEY ON THE FORUM

# 3-1. Survey Overview

As always, an online survey was conducted by the organizing committee to get students' evaluation on the forum and contribute to the improvement in the quality of the future conferences.

Title: JACAC Student Forum 2021 Participants' Survey

**Objective:** To get student evaluations on the forum and improve the quality of the future forums.

**Respondents:** 22 (out of total of 23)

Period: February 28 to March 8, 2021

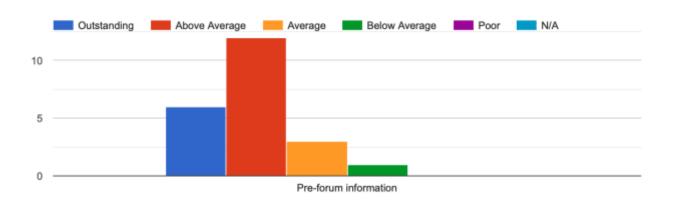
The questionnaire was conducted through Google Forms, an online data collection tool.

# 3.2. Survey Results

Survey results are summarized below, in charts for each question as appropriate.

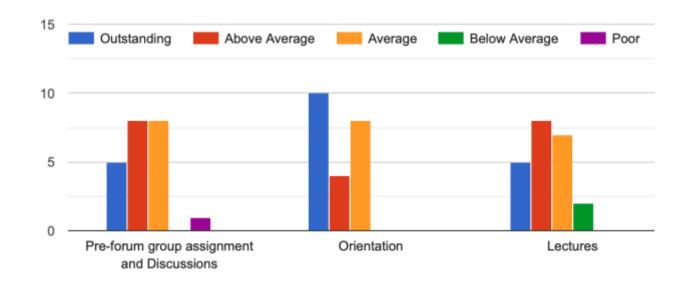
# Q3: How do you rate the following arrangements made by the organizers:

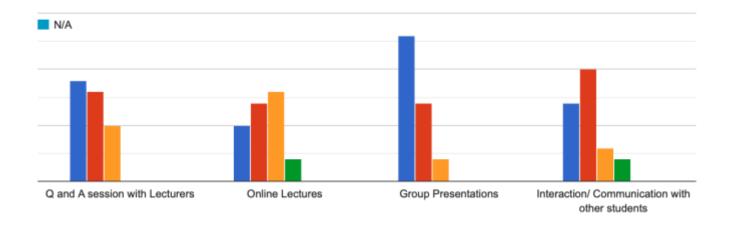
#### Chart 1:



# Q4: How do you rate the following aspects of the JACAC Student Forum:

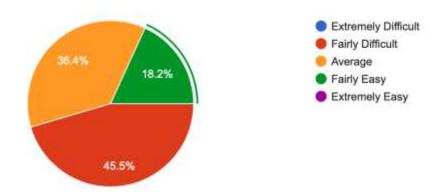
#### Chart 2:





#### Q5: Please Rate the difficulty of conducting the student presentations:

Chart 3:



## Q6: Please let us know what you liked most about the JACAC Student Forum:

- The chance to work with students from a different country and the fact that even though everything was virtual, everything went pretty smooth.
- I really liked the unique opportunity to learn the cultural differences in how Japan and Canada societies have. I enjoyed the informal networking sessions to get involved and just learn from each other.
- Talking with students in break-out room.
- JACAC staffs were very thoughtful. Participants were really passionate for JACAC.
- I liked how we could exchange our opinions and discuss about the current issues with students from different countries and present them.
- Being able to listen to everyone's opinion in the Q&A session and presentation.
- The breakout session after the orientation.
- Discussion
- I enjoyed the opportunity to meet new students and share new ideas. I also liked learning about new cultures and polices that I can implement to my future careers and future events.
- In an online context, I like how we were able to attend meetings efficiently even with the time zone difference it was very well organized.
- the topic and all lectures were difficult, and I need to work hard but the atmosphere every participants and teachers have was very comfortable and enjoyable.
- Work with peers from different countries.

- Being able to meet and communicate with peers both in Canada and Japan.
- It was fun to connect with different people, both from other universities in Canada and from Japan.
- The opportunity to interact and speak with Japanese peers and work towards a policy solution. The kind and helpful staff:) Speech from Japanese Princess Takamado
- Opportunity to meet students from different universities
- The final presentation is the most impressive.
- The fact that the governments might see our presentations.
- Since it was online, I would say the little time we were given to interact with each other

## Q7: Please let us know what you liked least about the JACAC Student Forum:

- We only had one formal opportunity to discuss the theme of the pandemic and looking back, I don't think we really even discussed "the new normal" in the Q&A Session that much.
- Perhaps the team can look to provide support for giving time to students working by suggesting a set of working hours that would fit both Japanese and Canadian students' time and grouping teams based on their preferred times.
- Pre-forum. I didn't know exactly what to do before the forum.
- It was pity that we could not meet in person. In addition, it was a little difficult to manage the time due to the time rag.
- Had little chance to talk with students outside the group.
- The lectures were really difficult for me.
- Time difference
- Nothing! I really liked everything. I just wish we could meet in person.
- Perhaps more opportunities/activities run by the organization, and not students, would
  have been helpful in helping us get to know each other! But we understood with the given
  situation this may not have been feasible.
- at least when it's conducted online, I was expected to have more zoom meeting with all members.
- The online lectures.
- Not having many opportunities to communicate with peers in Canada and Japan.

- I was in a group of three which I believe created a dynamic that was more difficult to communicate and delegate than if it was with the standard group of four.
- Lectures: it was difficult to see how some of these lectures were related to inter-cultural issues. I think more work could be done to make them more pertinent. Interaction with peers: Although this was an enjoyable part, it was insufficient. I know it's hard to do, but maybe having more social events, or opportunities to actually connect with other students. I only got the chance to speak with like 2 of them outside of my group. As a result, I didn't really feel connected in any significant way. It just felt like we were distant classmates gathering for a group presentation at the end. There was little sense of networking. Presentations: given that it was scored, and we were given feedback---we should be given complete feedback. Some judges provided no feedback which was confusing and strange. If this consistency cannot be maintained, then facilitators should exclude the provision of feedback altogether. Additionally, further details on the marking rubric should be transparently shared with participants. The goal of the presentations was a little too vague.
- Online
- Some lecture is difficult. I need some supporting material such as resumes and slides.
- It was very unfortunate that we could not see each other in person
- It being online this year because of the pandemic

# Q8: If you have any suggestions on how the JACAC Student Forum can be improved in the future, or how the JACAC network can be expanded/strengthened, please let us know below:

- If the forum has to be conducted online as well next year, it will be nicer if you can make more opportunities for students to talk to all the participants. 5 days were too short for online forum. Additionally, 10 minutes presentation was also too short.
- If the lectures have subtitles, it's better to understand.
- If organizers showed the past presentation, we could imagine our presentation more clearly.
- Perhaps doing more advertising or announcement of the event at school newspapers or community news can help promote the JACAC network and strengthen it.

- Perhaps more structured pre-event events, as my group was originally having trouble deciding on an agenda to accomplish the required pre-conference requirements.
- If the forum is held online again in 2022, there should be more opportunities organized to allow participants to communicate with one another. Outside of my immediate team members, I wasn't able to build many connections with other students in the forum.
- I think ensuring equal group sizes is important for the future.
- Hopefully things will transition back to in-person, which would solve most problems.
   However, it is an online format again, more chance to interact with peers in a social way.
   Maybe the forum needs to be extended if it will be held online.
- In Japan, few students know JACAC. One of the reasons is that the JACAC home website is not attractive. Including the real voice of participants is a good way to attract.
- It was a great forum already. All the organizers of this event were very nice and always cared about students and made sure that we were having communication.

### Q9: What would you like to see covered as a potential forum theme in future years:

- SDGs
- Climate change, reformation of the education system
- How to make our society more sustainable.
- Gender inequality (women rights, LGBTQ+, work life balance...etc)
- Cashless society is good or not.
- A theme that would be interesting is race or culture.
- Food Insecurity in Canada and Japan a topic that may be increasingly relevant due to the economic slowdowns associated with COVID-19.
- climate change
- Transitioning Between Generations (How the Younger Generation Can Be Successful in the Future)
- More emphasis on trans-pacific topics and literal aspects of Canadian-Japanese relations.
- technology, AI, Automation, Data Privacy and security, STEM, demographic shifts (exsolutions to low birth rates and aging populations)
- Intercultural communication

# Q10: Do you want to participate in JACAC programs (Student Forum / Exchange programs)?

Chart 4:



Q11: For Japanese students, did your interest in Canada increase? For Canadian students, did your interest in Japan increase?

Chart 5:



# Q13: If you have any additional comments, please let us hear your thoughts:

- Thank you to the wonderful team. We are definitely not in normal times, but I appreciate all the effort and time that you put in for the conference. Also, thanks a lot for the Starbucks gift card!
- I wish I could go to Japan for the next JACAC, should I still be an undergraduate student
- It was very inspiring program. I wish I could visit Canada.
- It was very honored to join the JACAC, and to get connected with brilliant students from other countries who have each unique different thoughts and ideas. I had a great time

exchanging our opinions and could learn a lot from them even in this short period of time. Thank you very much for the people who enabled us to hold the forum even in this situation.

- It was great opportunity to learn not just about COVID-19, but also about Canada and other topics, including indigenous people, community, education and career. Thank you so much.
- Thank you for everything!
- I would love to have the opportunity to participate again, as it was the highlight of my time spent in quarantine! However, I'm not sure if my particular university will allow it.
- Thank you very much for organizing this event!
- Given the limitations that we had this year, I was still very happy with the forum and had a great time. I think it was amazing that we were able to come together and share ideas in the middle of a pandemic!
- Thank you for all the hard work that was put into this!
- thank you for this invaluable opportunity:)
- Thank you very much for letting me a part of this great event. It was a great opportunity for me to know my weakness and find ways to improve my skills. It was also a great opportunity to make friends internationally. We are still keeping in touch with the members online and can't wait to see each other in person. I am very glad I participated in this event. Thank you

# 3.3. Survey Summary

Despite the unprecedented challenges organizers had to face this year due to COVID-19, the 11<sup>th</sup> Annual JACAC Student Forum had an overwhelmingly positive impact on the student participants, with 95.5 percent of them expressing their interest in further participation in JACAC programs and gaining interest in Japan and Canada (Charts 4-5). One Canadian student even wrote in his final report that the conference has affirmed his interest in seeking a graduate degree at a Japanese university (or other comparable transpacific institutions), for "programs such as this exemplify the relationships in place, which is a very promising notion for myself in how I will pursue a degree in the future."

Written responses for questions 6 (what you liked most), 7 (what you liked least), and 8 (Areas for improvement) can be categorized in tables 5 through 7. Suggestions by the respondents for future forum themes were not categorized as most were unique suggestions.

The academic content of the forum, especially Q and A session with speakers and the final presentations, was well received, with the majority of responses for every aspect of it being "above average" or higher (Chart 2). However, in contrast to the previous forums, the responders seem to have less problems with the final presentation, as only 45.5% said it was "fairly difficult" for them (Chart 3). Whereas most participants were satisfied with the pre-forum assignments, some felt that the format of the final presentation was not adequately explained to them and asked for the marking rubric be transparently shared with the participants before the forum (Table 2).

As we can expect from this year's online format, many forum participants expressed a regret for not being able to meet peers in person. The most frequent suggestion also was to incorporate a more inter-group collaboration, which will provide much more room for networking and sharing of experiences (Table 2). Just like in previous years, the overwhelming majority of respondents appreciated the forum's dynamic environment, which allowed interaction with peers coming from diverse backgrounds (Table 1), a rather rare opportunity nowadays, given the unusual circumstances around COVID-19 pandemic. Hopefully, the future transition back to in-person format will solve most of these problems, while this years' experience will offer plenty of room for improvement by integrating virtual components for the future programs.

Table 1: Student Satisfaction Summary (Q6), 19 replied out of 23

What students liked most:	Number	%
Interacting with other students	10	53
Group work	3	16
Presentations	1	5
Effective organization and helpful stuff	4	21
Q and A session with speakers	1	5
Speech from the Princess	1	5
Public dissemination of the student	1	5
presentations		
No response	4	17

Table 2: Student Dissatisfaction Summary (Q7), 18 replied out of 23

What students liked most:	Number	%
Not being able to meet other students in	5	28
person		
Lack of activities outside group	5	28
discussion		
Presentation evaluation and feedback	1	5.5
Online Lectures	4	22
Pre-forum Pre-forum	2	11
Theme coverage	1	5.5
Disproportionate division of group members	1	5.5
No response	5	22

Table 3: Suggestions for Future Forums (Q8), 12 replied out of 23

What students liked most:	Number	%
Interacting with other students outside groups	4	33
Providing a detailed feedback from judges	2	17
More publicity for the forum	2	17
Ability to watch past presentations	1	8
Lectures' subtitles	1	8
Ensuring equal group sizes	1	8
No response	11	48

# **PHOTOGRAPHS**

# "Youth During and After the Pandemic: A Proposal for the **New Normal**"

Japan-Canada Academic Consortium Virtual Student Forum 2021



University of Alberta February 15-19, 2021

#### Sponsors

Mitsubishi UFJ Fund Japan Foundation Toronto Prince Takamado Japan Canada Memorial Fund, University of Alberta JACAC Membership Universities

# PRINCE TAXAMADO JAPAN CENTRE FOR TEACHING AND RESEARCH Thursday, 18 February:

To Join the Final Presentation Zoom Meeting, use this link Meeting ID: 996 3004 611 Passcode: 175789

5 PM - 5:20 PM Final Presentation Opening

Opening remarks from:

Her Imperial Highness Princess Takamado Mr. Shigenobu Kobayashi, Consul-General of Japan in Calgary

Judges:

Dr. Olenka Bilash, Honorary Consul-General of Japan in Edmonton-Mr. Daylin Breen, Strategy and Business Development Professional in Edmonton

Mr. Oliver Rossier, Senior Officer, Faculty of Arts, University of Alberta-Mr. Kohei Sakamoto, Consul, Consulate-General of Japan in Calgary Ms. Yuko Shimizu, Executive Director, the Japan Foundation, Toronto

5:20 PM - 7:15 PM Student Group Presentations (6 groups) 7.15 - 7.25 PM Closing remarks

The winners will be announced via email on Friday, 19 February



#### Student Forum Program



Final Presentation Day: Panel of Judges



Student Participants during the Final Presentation Day

# **ACKNOWLEDGEMENTS**

The gathering of students and researchers at the Japan-Canada Academic Consortium Forum would not have been possible without the significant contributions of the following organizations:

Mitsubishi UFJ Fund
Prince Takamado Japan Canada Memorial Fund, University of Alberta
The Japan Foundation Toronto
University of Alberta
Japan-Canada Academic Consortium Member Universities