THE IMMIGRANT EDUCATION SOCIETY

TRANSITION TO REMOTE PROGRAM DELIVERY

INTERNAL STUDY
APRIL 2020

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Remote Services Delivery, Human Resources and LINC Surveys:

Background to the Study:

Beginning in April, 2020, The Immigrant Education Society conducted an internal study on staff and student reactions to the transition to remote services delivery precipitated by the COVID-19 Pandemic. This consists of a preliminary survey deployed by the Research and Program Development Department, and the compilation of independently developed surveys deployed in June by the Language Instruction for Newcomers to Canada (LINC) department and the Human Resources department. The analysis of the raw survey data was conducted by the Research and Program Development department. This document encompasses results from the Human Resources and LINC surveys.

Human Resources (HR) Survey Results:

Background:
The HR survey targeted TIES staff respondents and consisted of 9 questions deployed in an online survey between June 2 and June 5, 2020. The survey consisted of 4 open ended questions and 5 multiple choice questions. A total of 103 staff responded to the online questionnaire, approximately 70% of employees at the organization.

Summary:
Most staff would prefer to continue with remote work. Some challenges were expressed in work from home – working with children, or teaching students with children, the increased reliance on their own resources (computer, desks, internet, giving cellphone numbers to students). There were also concerns expressed about the limitations to teaching imposed by the technology. Despite this, the responses to the survey and the long answer responses expressed a general apprehension at re-opening too soon. If there was a return to the office, the vast majority of staff expressed the fear that safety protocols would be impossible to maintain. The reasons for this are 1) others will not follow protocol – many staff like to come to work while sick and many may not wear masks and other PPE's 2) the physical layout of our buildings makes physical distancing impossible and 3) IRCC requirements in terms of class size and number of enrollees at one time will make it impossible to ensure there is enough physical distance between students. Most are in favour of sustaining remote delivery for as long as possible, some mentioning a cessation of remote delivery only when a vaccine is available. A significant number also would like better communications and updates as to the decisions and factors considered in the TIES strategies during the pandemic. Any feel they remain largely in the dark. Many would like to have a meeting prior to any decision to re-open.

Recommendations:

Continue remote delivery for as long as viable: Despite some challenges concerning technology and working from home, most staff are more comfortable continuing to work from home than a re-opening. A full re-opening will create a high degree of fear and will require TIES management to communicate and implement several reassurances before staff can be comfortable.

Address some difficulties associated with remote delivery: The difficulties staff mentioned with remote delivery involve checking work, and deploying activities online. This could be addressed with more staff training on zoom functionality and the use of online activities etc.

Gradual phased re-opening: neither staff nor students (see student survey analysis) are comfortable returning to class at the moment. A phased and gradual return, with only the most essential staff coming to the buildings first, with students coming very last, is recommended

Clear and strict protocols at reopening: Staff, as well as students, are fearful that others will not follow protocols during reopening. Staff is also unconvinced that TIES buildings would make it possible to ensure safety because of its small classrooms and hallways. It is recommended this be addressed via revised protocols, physical changes, and strict enforcement.

Communication with staff: coupled with fears expressed by students, staff fears about reopening require communications and reassurances as part of any reopening plan. TIES management will need to 1) describe in detail the physical modifications to protect from viral spread 2) ensure the availability of PPE's and cleaners 3) address how it will ensure everyone follows strict health and safety protocols 4) address the usual IRCC requirements of minimum numbers per class and any others that affect the sizes of classes.

Detailed analysis:

A total of 100 staff respondents completed the survey. The vast majority of them are worried about the impact of COVID-19 on themselves personally. Three quarters of respondents indicated they are either very worried (28%) or somewhat worried (47%) on the impact of COVID-19 on them.

Question 1: How worried are you about the impact of COVID-19 on you personally?
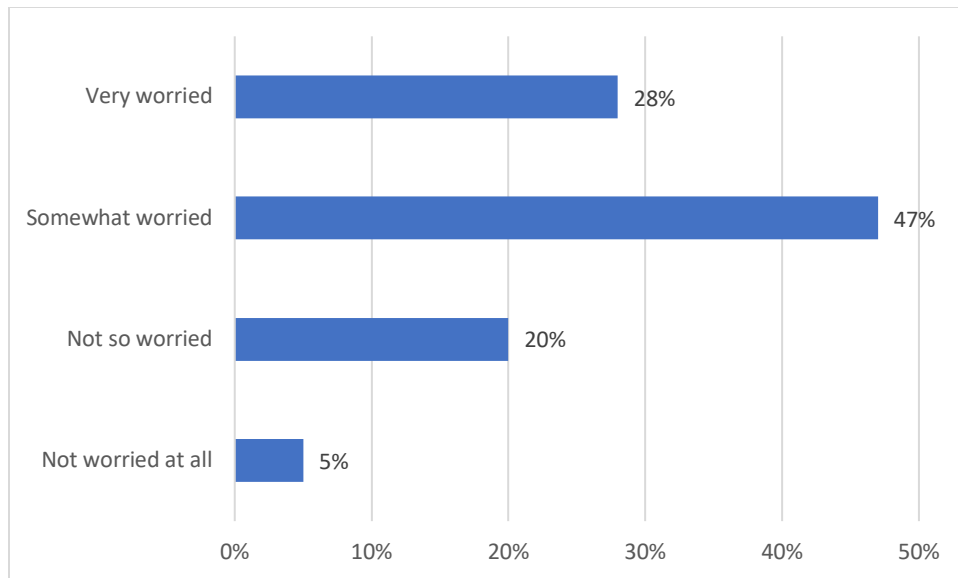
Similarly, the majority of respondents (80%) indicated they feel worried about the impact of COVID-19 on their own program at TIES, with 32% feeling very worried and 48% somewhat worried.

Question 2: How worried are you about the impact of COVID-19 on your program at TIES?
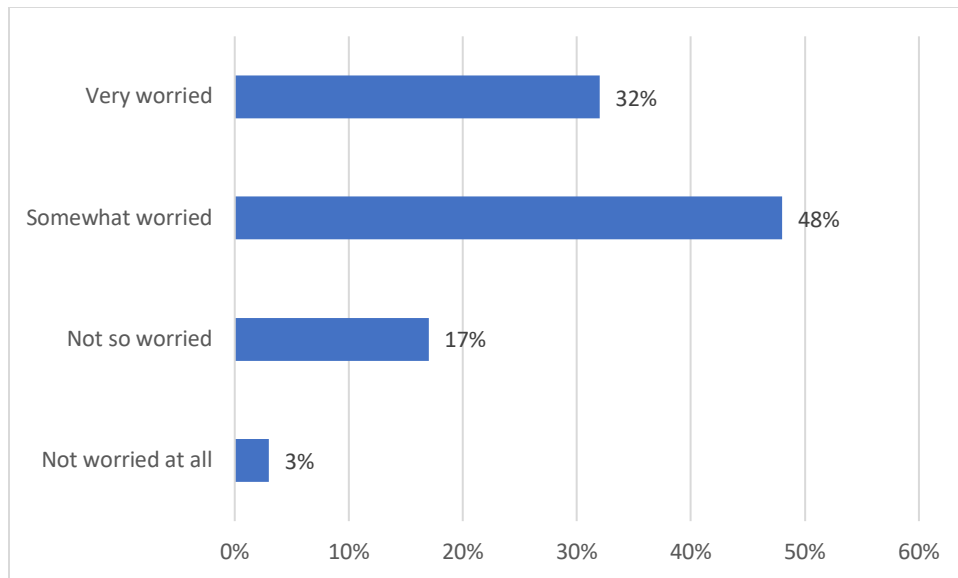
When asked if they have had a difficult time trying to work effectively during the lockdown, respondents were split more or less evenly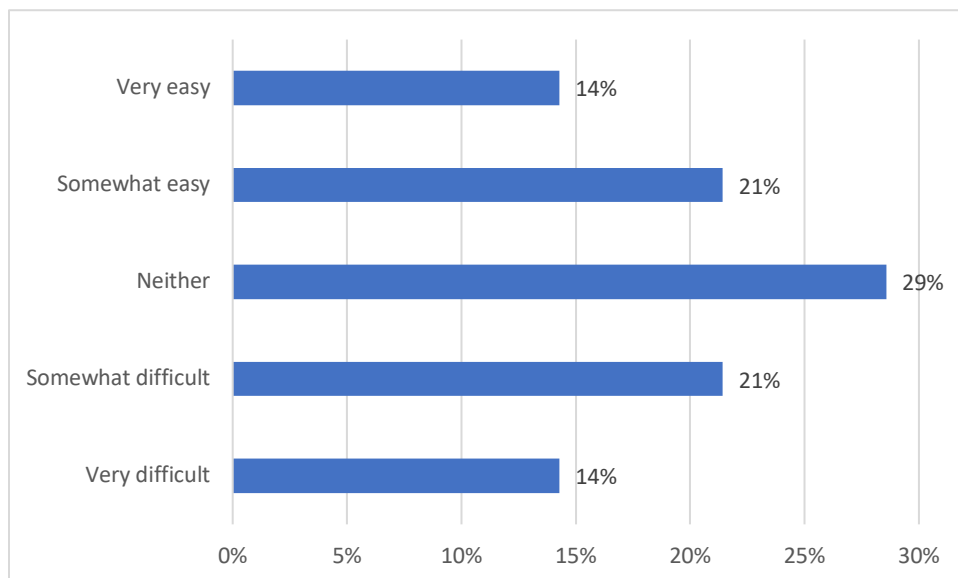 into three groups: 35% indicated it has been either very or somewhat easy to work during the lockdown, 29% indicated it has been neither easy nor difficult, while the remaining 35% indicated it has been either somewhat or very difficult.

Question 3: How easy or difficult has it been for you to work effectively since COVID-19 lockdown?

In terms of social supports during the pandemic, 6% of staff indicate that they are not confident they have an adequate personal social network. Slightly more than half, 51%, indicate a high degree of confidence, while 43% are only somewhat confident. This tentative degree of

confidence in almost half of respondents suggests may need some form of support during or after the period of lockdown due to the COVID-19 pandemic.

Question 4: How confident are you that you have an adequate personal network to get you through this period?
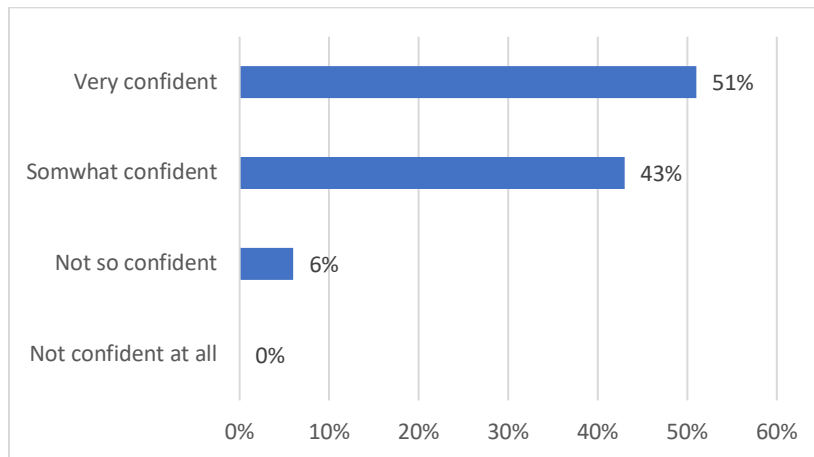
When asked about their views on returning to work to the office, significantly, only 12% of respondents would like to return after several months of delivering classes online. In contrast, 31% indicate they can continue with the fully remote delivery format that was implemented after the lockdown. The majority, 57%, are open to a combination of remote/in-person delivery. This suggests that any return to class process must be incremental and account for the fact that staff are currently comfortable in their situations and a return would move them outside of their comfort zone.

Question 5: Which of the following best describe how you feel currently?
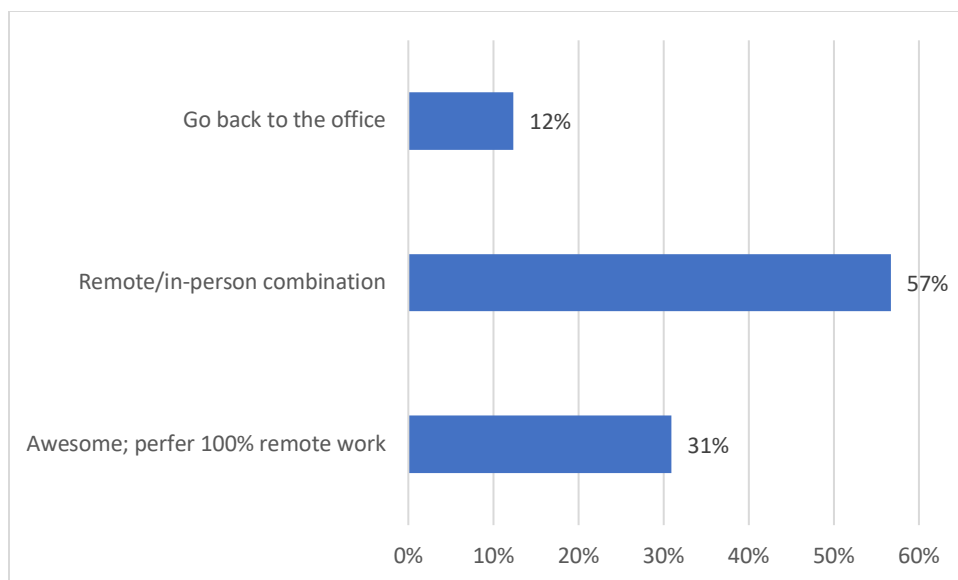
Despite the level of comfort they expressed at delivering classes online, maintaining effective and engaging teaching or effectively reaching out to clients was mentioned as the top challenge by staff, followed closely by challenges with working remotely or working from home.

Question 6: What are top 3 biggest challenges you are currently facing while working remotely?
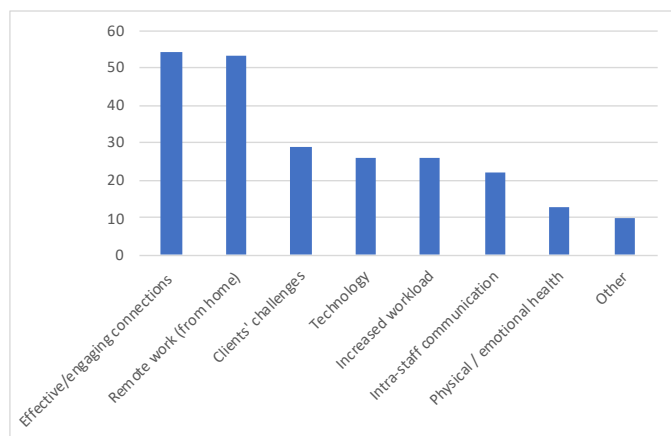
Issues with teaching online:
Staff mentioned a number of obstacles to effective and engaging teaching or reaching out to clients. For example, staff mentioned that it is very difficult to teach when students are working with technology that is not suitable (such as a phone), or remote teaching is very challenging for students with lower literacy levels. Coupled with the students' survey, where almost half have indicated they use their cellphones to access classes, this is an ongoing issue.

For teaching staff, checking students' progress and evaluating their assignments is particularly challenging (for example teachers cannot be certain that students did not received help from family members). Teachers also reported remote learning does not offer the same

opportunities for both, students and teachers alike. For example, some students are not comfortable participating over Zoom, using handouts is no longer possible, and Zoom and other platforms are not suitable for interactive activities. As a result of these challenges, staff report they require more resources to keep students engaged, teaching requires more of their times, class attendance is down, and in general, it is more difficult to communicate with students, clients, parents (this last one is especially challenging for staff working in our CNC program).

Staff point out that without face-to-face, in-person communication, language barriers are augmented, teaching and learning take more time, and students, children, and clients lose interest.

Sample responses:
Keeping students in zoom class for more than 5 hours daily.
Contacting the children and getting them to face time since sometimes technology doesn't work.
Administering assessments and keeping track of students' work
Slowness of teaching online.
How to give the right information on the phone to the client.
Helping students with technical problems.
Zoom is less effective than face to face teaching.
Lack of face to face interaction with students as most of them don't like/unable to use or turn on their webcam during zoom sessions.
Inefficiency of pbla assessments (most tests done with family help).
We can't educate properly on phone.

Challenges of working from home:
Second, staff mentioned challenges with maintaining work productivity while working from their private homes. One commonly mentioned challenge is how difficult it is to work while caring for or homeschooling children (a similar sentiment was expressed with regard to students; teachers indicated it is very difficult for students to concentrate for the same reasons). Another common challenge is that homes are not necessarily suitable work spaces; some staff mentioned working from uncomfortable chairs, or not having access to printers, scanners, or physical files. Generally, the fact that there's no separation between home and work, as both of these take place in the same space, is difficult for staff, and thus, managing time is a challenge for many.

Sample responses:
Work-life balance.
Work life and home life are mixed in together. Have managed to make both work though now.
Working while takin care of kids who are also at home.
Distractions.
Uncomfortable chair at home.
Childcare.
Ergonomics, sitting all day.
Concentration while kids at home.

Increased reliance on personal resources:
Another negative aspect of working from home is that some staff report use of personal resources (such as personal cell phone or internet), which for some, has increased the costs of these personal services and staff have not been compensated accordingly. Some staff also mentioned that they have had to provide their personal number to clients or students, who now feel it is allowed to contact staff outside of office hours. Another very important challenge is that without separation of personal and work life (added to the increased time required to prepare class, as mentioned above), a great number of staff report working for far more hours, and thus using their personal time to prepare lesson plans, etc.

Sample responses:
No separation between work and home - I'm busier than ever.
Personal cellphone became work cellphone!
Using my personal cell makes some clients think that I am available 24/7.
At first didn't have proper work station set up, kept having to move around the house. Also didn't have all the needed items to do work from home, such as extra monitor. All good now.
Effectively managing your time and work.
Blurred Line Between Personal & Professional Life.
Cell phone bill going up.
Technology troubles, including difficulty printing in color.
Working day is longer than usual.
Lack of resources.
Not having the resources available at the workplace.
You are expected to be available 24/7; there are no working hours anymore.
Dealing with technical/online learning issues after hours.

Students taking care of children at home while working/learning:
A third theme identified was how students and clients have themselves challenges which prevent them from learning at the same pace as before the pandemic. Similar to staff's own situation, students also have to manage having children at home and taking care of different responsibilities while trying to keep up their learning.

Sample responses:
Students are not computer savvy.
Working from a very small screen (iPhone) to most of my students. Students who have access to an iPad find it much easier.
Being able to see students worksheets. When they are alone, they have problems pointing the camera to their worksheet.
Very challenging to get students to focus on Zoom (due to kids, etc.).
Students are not cooperative in certain aspects.
Students not being comfortable or prepared with technology.
Students' schedules less stable, due to work changes and helping kids with schoolwork.
Constant interruptions during class discussions and activities because students are distracted with too many home activities.

Students' difficulty with technology:
Staff report many students do not have proper technology to continue their learning (some mentioned that iPads really facilitate things for students, unfortunately not all have access to one). Another common problem is that students do not have the digital literacy to handle remote learning and need a lot of guidance. Students' being unfamiliar with remote learning and inability to adapt to this change was also mentioned as challenging for staff. Some staff mentioned that Zoom and other platforms are not a perfect replacement for in-person communication, and these are especially challenging for low literacy level clients and children in CNC program. Additionally, technology fails for both, clients and staff. Common problems mentioned were technical issues in general, poor internet connection, people working with old devices, and the additional time that has to be spent by staff and clients to learn how to operate new software.

Sample answers:
Technical issues: clients lag, disconnect from application, or have unreliable internet access.
Internet issues and low technical students' abilities.
Tech issues with Zoom.
Limitations of technology (inadequate internet bandwidth, old laptops/cellphones etc...).
Imperfect skills to manage Zoom technology.
Zoom is not always working, freezes and has a lot of other flaws.

Following technology, staff identified a significant increase in their workloads as a challenge while working during the pandemic. As mentioned before, a number of people mentioned having to use personal time to complete their tasks, duties. However, preparing lessons and material for remote delivery takes more time than before. Additionally, staff spend more time fixing technological issues, becoming familiar with new technologies, or guiding students on how to use them. Staff also report spending more time reading and writing emails, as now there's no possibility of communicating in the workplace; for this reason, staff feel they need to spend more time with administrative tasks and virtual meetings.

Not least important, other mentioned themes were lack of communication within the organization/staff, and the toll on physical and emotional health caused by working in lockdown.

Next, respondents were asked to identify the most important concerns they have about reopening, as well as to provide suggestions on how the reopening should be handled.

Question 7: What is your biggest concern when we re-open? Is there anything you would like to suggest in the planning process? Any idea is welcome!!
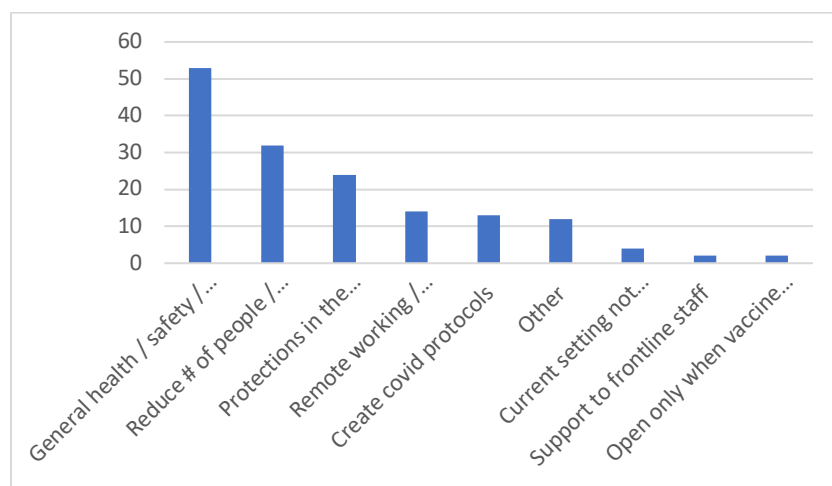
Health and safety as the primary concern:
The two top themes identified by staff were health and safety concerns arising out of covid, followed by the capacity TIES has to reduce the number of people in buildings and ensure a socially-distanced work and learning place for all. Staff mentioned the real fear many have of contracting covid, outbreak or second wave, as many work in close interaction with students and clients, not to mention the fact that classrooms and offices are not large enough to maintain everyone safely distanced. Some staff indicated that they themselves or the clients or students they serve are more vulnerable to covid, hence they have an increased anxiety about returning to work in our buildings.

Fear of others failing to follow proper safety protocols:
Another common response was that many fear becoming ill with covid due to other staff, clients, or students failing to follow proper protocols. In some cases, lack of adherence to protocols could be because people are not aware they themselves are ill (such as asymptomatic or pre-symptomatic covid cases); however others expressed the fear that some students or coworkers may choose not to follow protocols, such as decline wearing masks, etc. Staff who work with children were especially worried, as it is extremely difficult for young children to follow measures such as maintaining social distance or wearing a face mask. Some also noticed

that the previous mentality of working while sick has to change for the sake of everyone's health.

Building layout is not conducive to social distancing:
The second most mentioned concern was the capacity to reduce the number of people in our buildings in order to ensure social distance. Many respondents suggested TIES needs to find ways to reduce the flow of people, for example, different groups coming in different days/times, moving to a blended work/school model, or utilize spaces in a way that maximizes social distance. Some respondents mentioned it would be very uncomfortable to wear PPE all day, and that there's simply not enough space to maintain 2-metre distance from others. Once again, some staff brought up the difficulty of maintaining social distance while working with children; having a playground space would help, but this is not what TIES has currently. Only allowing clients/students in for activities which can't be done remotely; otherwise continue doing remote work/teaching.

Some staff asked brought up IRCC requirements, noting that social distance cannot be maintained while IRCC dictates a certain number of students per classroom. Certain areas (reception, hallways) would be very difficult to maintain social distance. Overall some expressed concern that it is simply not safe to bring everyone back.

Personal Protective equipment and installation of facilities:
Some respondents focused on providing suggestions on how to protect ourselves if TIES were to go back to normal operations. A number of changes were suggested, including: increased sanitization of spaces and access to PPE for staff and students/clients. In terms of sanitization measures, availability of hand sanitizers, wipes, cleanliness of washrooms and classrooms, increased cleaning schedules for shared spaces, kitchen, and offices were mentioned. In terms of PPE, some staff suggested TIES should make PPE available, especially for front line staff dealing with clients, and even students, while others o=suggested that masks need to be used by everyone in the buildings. Others suggested changes to the physical environment such as installing cameras in classrooms so that half class can attend and half participate from home, avoiding punching in and out, installing plexiglass barriers, avoid sharing computers, create one way traffic hallways or other methods of redirecting people to avoid conglomeration, and establish different entrance and exit routes. Suggestions for increased signage, and closing of water fountains were also mentioned.

Despite challenges, remote work is preferred:
Next, people mentioned they were concerned with being able to work remotely, which, although quite challenging as identified in the responses to the previous question, is a preferred option by many over returning to work to our offices. Respondents have a preference for blended teaching, and some point out that many staff/teacher meetings can continue to happen remotely over zoom. In general, respondents feel that if staff can and wish to continue working from home, they should be allowed to do so. In terms of how to achieve a blended model, some suggestions were provided such as working from home some days and come into

the office on other days, or staggering entry times to avoid everyone coming into the building at the same time.

Health and safety protocols:
As respondents were asked for their suggestions, many provided feedback on how and what protocols TIES should adopt to ensure staff and client safety. Respondents noted a need to screen people (such as conducting temperature checks) and follow guidelines when someone is ill. It should no longer be permissible for staff to work while sick, although some noticed this will require a change in work ethic attitudes. In addition, respondents indicated a need for everyone to become aware and agree to follow protocols, including those created by TIES as well as those mandated by health and government authorities.

Question 8:
In the third open ended question, staff was asked about what sort of changes they would like to see upon TIES' reopening. There were 86 responses to this question, which were placed in eight categories. There were:

Sanitization/cleaning
Health checks
Distancing and reduced number of people
Responses concerning Personal Protective Equipment (PPE's)
The enhancement of remote teaching
Responses concerning changed work hours and work from home flexibility
The building of additional physical barriers

The final category brought together all miscellaneous 'other' responses that were not numerous enough to merit their own category. The researchers counted each time a category of desired changes appeared, and each open ended response could have contained more than one of the topics identified. As such the total number of topic mentions exceed the total number of comments.

Based on the approach detailed above, staff would most like to see changes in:
1) Sanitization/cleaning and
2) Distancing & reduced number of people coming in to work.

Each category appeared 27 times in the answers to this question.

What kinds of chages would you like to see when TIES reopens?
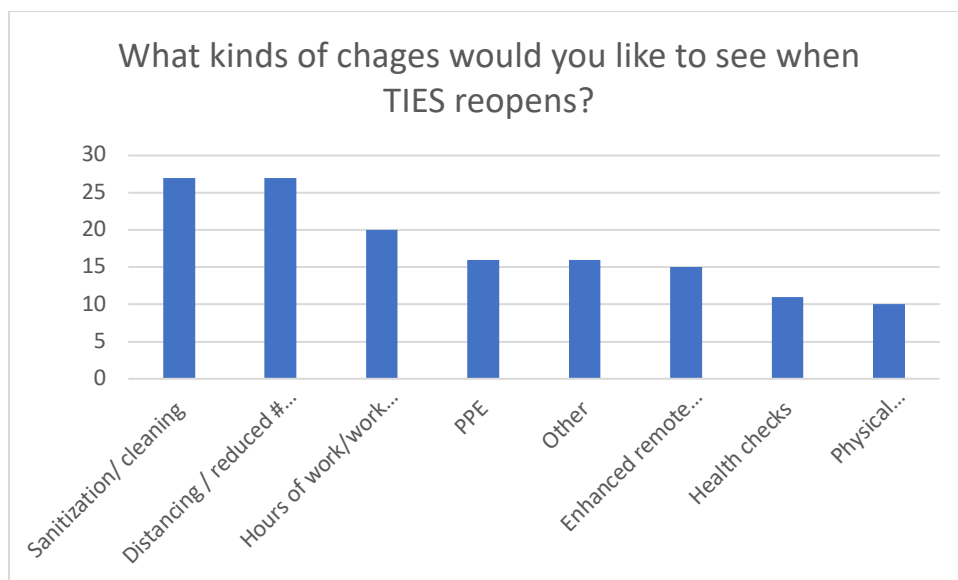
The suggestions for better sanitization and cleaning centred around increasing the cleaners' schedules from 3 times a week, teaching students and staff about better personal hygiene such as washing hands and, in the case of childminding, cleaning the toys frequently.

The changes suggested with regard to increased physical distancing and a reduction of people coming in to work involved the rearrangement of classroom spaces to ensure greater distances between individuals, strict enforcement of social distancing rules and protocols around sick staff and students – compelling those who feel sick to stay at home.

Another frequently mentioned change that staff would like to see is an increase in flexibility with regard to working from home, as well as work hours in general. This was mentioned 20 times in the responses. These suggestions primarily centred on the utilization of new technology and software to allow for more distance learning. There were 16 mentions of PPE's indicating a desire for an increase level of availability of these supplies for staff. There were 15 mentions of a desire to enhance remote teaching (through various ways – training, better software and equipment). There were 11 mentions of a desire for the introduction of health checks, and 10 mentions of physical improvements in TIES buildings involving barriers and modifications that could protect staff.

There were 16 changes suggested that fell into the 'other' category. The majority were general suggestions relating to staying safe and adherence to public health guidance on re-opening, such as: "The changes should be done according to the official regulations by provincial health institution," and: "Consistency in following the guidelines for the "new normal".

In the other category, there was one suggestion about providing for the emotional health of staff to deal with the anxiety of going back to work, and a request for greater empathy towards teachers from members of leadership staff.

Question 9:

Question 9 was the final open-ended question of the survey, and asked TIES staff for suggestions on: "How TIES leadership [could] help you feel safe and secure after re-opening". There were 83 short answer responses to this question, with the researchers identifying 9 categories of suggestions. These were:

Sanitization/ cleaning / PPE
Establishment of health safety protocols (distancing & reducing the # people etc.)
Communications
Blended programs / Work From Home
Reasonable expectations/ respect work-life balance
Health screenings
health benefits / hazard pay
Physical changes

The 9th category was "Other", where suggestions that were more or less unique that had few other similar ones were clustered together.

The most popular category of suggestions involved the establishment of health and safety protocols. Suggestions falling under this category was mentioned 33 times in the responses to the question. These suggestions overwhelmingly involved the strict implementation of protocols following public health guidance, enforcing social distancing and reducing the number of individuals present at the workplace. Other protocols mentioned involved dealing with people at the workplace who are ill, including the establishment of a separate 'sick' room, and the assignment of dedicated staff to handle these protocols.

The second most frequently mentioned suggestion on how TIES can make staff feel safe was the ensuring of sanitization/cleaning and availability and use of personal protective equipment (PPEs). This was mentioned 21 times. These suggestions primarily involved the availability of masks to both staff and students, ensuring the abundance of hand sanitizer and cleaning products, and more frequent cleaning of the work spaces.

How can TIES make you feel safe after re-opening?
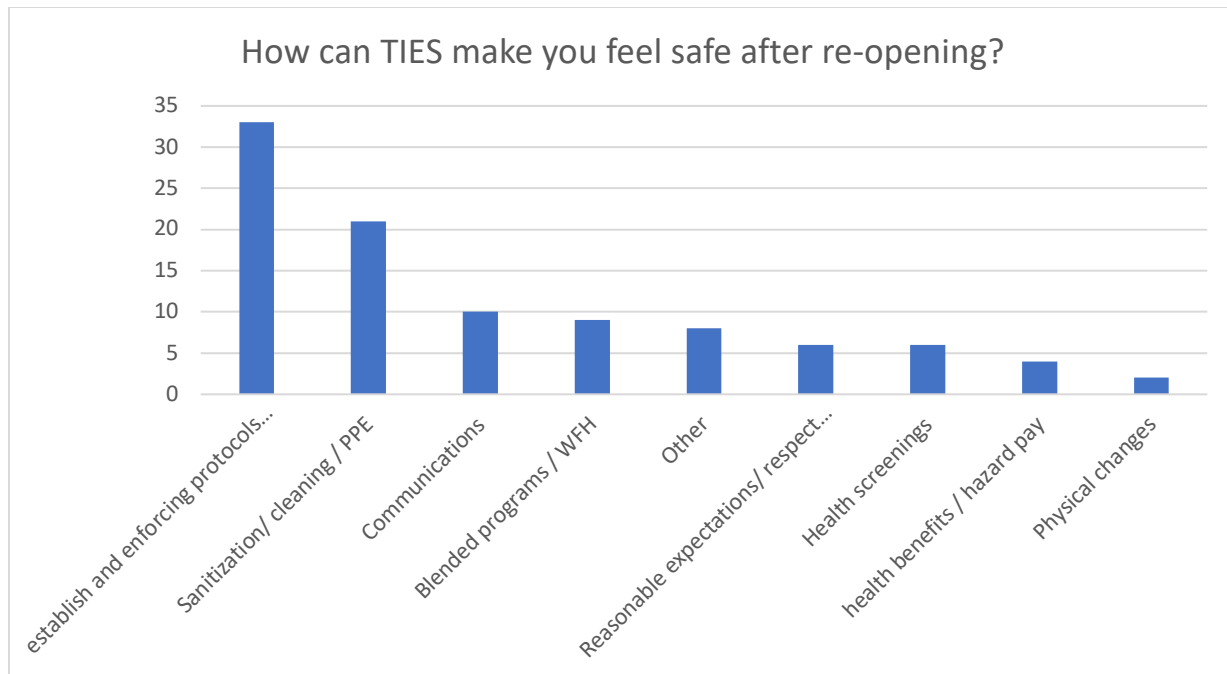
The third most common suggestion, mentioned 10 times in the responses, was for regular communications and updates between staff and management. This centred primarily on a desire for periodic communications about new policies and changes, and a desire for meeting on any new protocols before reopening.

There were 9 mentions of the continuation of blended programming and the option to work and teach from home. There were 6 suggestions around ensuring more reasonable work expectations and work life balance. In particular there was a desire for more trust from management and recognition of the ability to work independently. There was also a specific request for a reduction in the number of emails "…especially after work hours…"

There were 6 suggestions on the use of health screenings, 4 mentions of changes to staff health benefits and hazard pay, and 2 mentions of the need for physical changes in the workplace environment.

Language Instruction to Newcomers to Canada (LINC) Survey Results:

Background:

In June, 2020, the Language Instruction to Newcomers to Canada (LINC) department at TIES conducted a survey of its students currently enrolled. This survey was administered between June 9 and June 22, 2020, and yielded 445 responses, approximately 30% of the TIES client population. The overall thrust of these questions centred whether students were comfortable returning to school, and why. The second half of the questions focused on online learning, and how students felt about its aspects. The survey instrument and questions were formulated by the LINC department, with analysis conducted by the Research and program development department. The survey consisted of six questions, accompanied by explanatory images to facilitate the participation of TIES students whose primary language is not English.

Summary:

The student survey administered by LINC, revealed many concerns students expressed that paralleled those of staff, as expressed in the staff survey deployed by HR. The majority of students are fearful for their safety in any return to classes, and largely do not trust that social distancing and safety protocols will be adhered to by others. They are also fearful of taking public transportation to class, since they do not feel that is safe. Despite some discomfort with technology, students largely enjoy studying at home because they are close to their families, and they save time during the day that would otherwise have been devoted to commuting. The students who are most uncomfortable with technology are those who tend to want a quicker return to classes.

Recommendations:

Continue with online classes for as long as possible: As with staff, students are comfortable with the situation and in their own opinion, there is no pressing need to rush to a return.

Consider the technology available to students: Students are using either laptops or cell phones, and perhaps switching only between the two items. Class content must take this technology in consideration when creating content. Announcements and communication must also consider this in disseminating information to students.

Addressing health and safety concerns: Should a return be necessary, TIES must primarily address concerns for safety, and the fear that students will not adhere to social distancing rule.

Address student fears of mass transit: Students also fear public transportation – TIES must address these fears and focus reassurance efforts on this concern.

Staggered resumption of in-office activity: begin with administrative staff followed by teaching. Leave in-person student attendance for the very last phase., as they will be reluctant to attend unless there is a reassurance for their safety.

TIES must make changes to facilities: in order to protect against virus spread, and provide readily available Personal Protective Equipment. Possible options to ensure immediate access is to have them available both at reception and in-class with the teachers.

Detailed Analysis:

Students generally wish to continue to study online:
There was a total of 429 responses from students. While there was some mentioned discomfort with the technology they have had to adopt in order to effectively participate in online classes, by and large, students were more comfortable studying online than coming to TIES buildings to attend class in-person due to fears of contracting COVID-19.
In response to the first question "Can you go back to school now?" the majority of students indicated 'no' suggesting that they are currently incapable of coming back to class. The reason for this is suggested by their answer to the following question, which points to fear, presumably of contracting COVID-19, given the context of the study questionnaire.
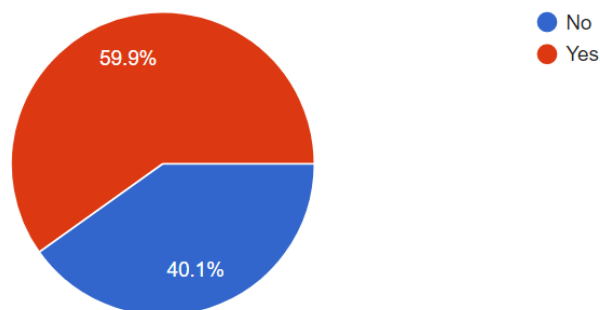
1. Can you go back to school now?

429 responses
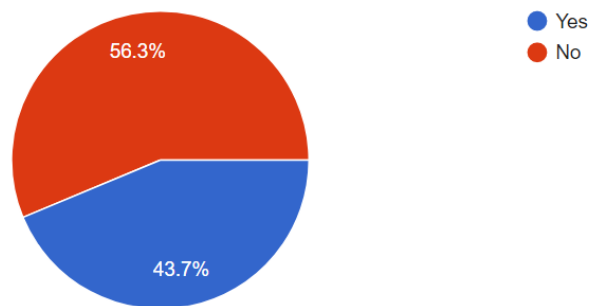
Question 2 asks whether the student is afraid to return to LINC school. A large majority of the respondents indicated "yes" they are scared to return to school. The subsequent question on why they are 'scared' provides some insight into this answer.

2. Are you scared to go back to school?

429 responses

Question 3 once again assumes that the context for the question is the COVID-19 pandemic. It queries why the student feels fear of returning to school. The question offers 6 options, from which the student selects all that apply. These options are: 1) I have health problems, 2) I do not have a mask, gloves and hand sanitizer, 3) I take the bus and the train and I am nervous, 4) I

am scared that my classmates will not practice social distancing, 4) I am scared to bring my child to TIES daycare, and 5) I am not scared of anything because I know how to protect myself.
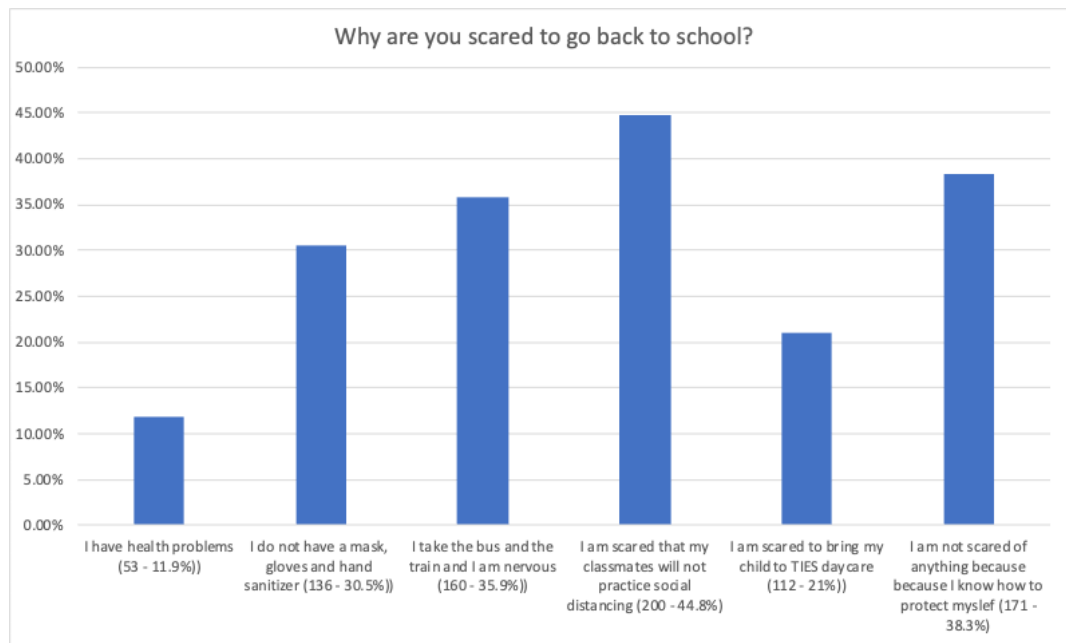

The students' concerns about returning to face-to-face classes at TIES primarily involved worries about catching the virus from others. Students were concerned about various ways they could contract the virus in a return to school scenario. The predominant concern (45%) was other students' laxity in adhering to social distancing protocols. Meanwhile, students themselves were confident that they had the ability to adhere to these safety protocols, with a large proportion indicating that they know how to protect themselves. This was the second most selected option. The Third most selected option expressed fears about taking public transportation. A large proportion of LINC students at TIES take public transportation to attend classes, and a return to face-to-face delivery will entail their having to use it.

These fears manifested in responses to the fourth question, which was about wanting to continue to study online. A dominant proportion of the students wished for this to continue. This is further reflected in the long answer portion of the survey, question 6. In responses to both questions, most students preferred to study online, despite mentioned difficulties with the technology and a desire to socialize with their classmates. Safety was the overwhelming concern overcoming any discomfort or unfamiliarity with the distance-learning situation.

4.Do you want to continue studying online?

429 responses
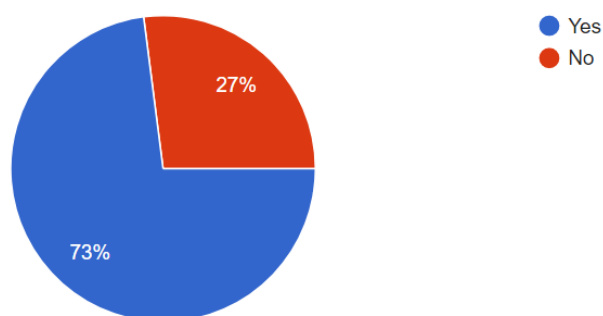
The fifth question provides insight into the technology preferred by students in accessing LINC classes online. Respondents were also invited to check all that apply. The most chosen technology was laptops at 54.7%, followed closely by Mobile Phones, at 50%. Desktop computers and tablets were both poor third and fourth options representing approximately 10% of the choices each.

5. What do you use for your online class?

428 responses

6. WHAT DO YOU LIKE MOST ABOUT STUDYING ONLINE?

MENTIONED REASONS

Category	Percentage
DOES NOT LIKE IT (CAN'T CONCENTRATE…)	7%
LIKES EVERYTHING	8%
PLATFORM/SOFTWARE USED	3%
INTERACTION WITH CLASSMATES	5%
TEACHER/STAFF	7%
BEING AT HOME WITH FAMILY/NO…	18%
DIFFICULTY/STRESS WITH THE TECHNOLOGY	2%
LIKES USING/LEARNING TECHNOLOGY	6%
SAFETY	22%
LESSON AND ONLINE CONTENT	9%
NOT HAVING TO WORRY ABOUT PPE,…	2%
FLEXIBILITY/CAN WORK & STUDY AT SAME…	1%
LIKES IT BUT PREFERS IN CLASS	2%
FINDS IT EASIER ONLINE/LEARNS MORE	3%
SAVES TIME	3%
LESS STRESS/MENTAL HEALTH	1%

The sixth question posed to students was an open ended one, asking what they liked most about their online lessons. Despite how the question was framed prescribing answers only in terms of what they liked, respondents nonetheless expressed points about not liking online classes, and what their discomfort with this might be. As such results gleaned from this question on its own can be taken as framed and misleading. However, taken with the results of question 4, it may be extrapolated that the distribution of these answers around what respondents liked as well as disliked about online study can be taken as representative, given these caveats.

In our analysis, the answers were placed in categories articulated around topics mentioned. One answer may have contained several categories. Based on this method, it is evident that students are extremely concerned about their safety in the context of the COVID-19 pandemic. The majority of mentioned reasons why they like studying remotely place emphasis on 'safety', representing the number one most common reason mentioned. Students also predominantly like how studying online gives them the opportunity to be at home with their families. This is the second most mentioned reason provided in response to this open question. The third most commonly mentioned reason for enjoying online study is the online content of their lessons, with being able to participate in speaking exercises easier being mentioned several times.   The fourth most frequently mentioned reason indicates the quality of the teaching and teacher,

followed by the opportunity to learn about technology representing the fifth most popular reason mentioned.

The table below provides examples of statements for each of the top reasons mentioned:

Example statements:	Most commonly mentioned reasons for liking online study:
Safe. At home. Comfortable Because is my safety and I like that I like studying online because I am protected from virus and I have children so it was difficult for me to return to class now I like on line class because I safe from virus me and my family I like to study online classes because I'm scared other people being same class because people might be close to me We can stay home and stay safe. I like online it's more easy and more safe because of COVID-19 and because our children they don't have school we have to sit with them. I think right now a lot of people if they go back to school they don't have any car. they have to take A bus. And the bus is not safe.	Students enjoy being at home because it is safe (#1 most mentioned reason)
I study and take care of my three children. I stay near my kids to take care of them Yes, I like my online classes, because I need to take care my daughter at home. I wanna stay home because I wanna take care of my kids. And I wanna stay home to not get sick or get my Children sick. I like online it's more easy and more safe because of COVID-19 and because our children they don't have school we have to sit with them. I think right now a lot of people if they go back to school they don't have any car. they have to take A bus. And the bus is not safe.	Students enjoy studying at home because they can be with their families (#2 most mentioned reason)
I like it because it I can focus in listening.	Students enjoy the content of their online classes (#3 most mentioned reason)

I like online class because I get to ask questions and learn more English. I like online classes because i leran how to speak more and how to right by my self Taik to each other.and turn the listening to teacher. I feel better now for listening and speaking. 👍 I like to do reading and writing because they help me keep going. i like the class online, the reading and writing. like to talk with teacher online.	
I like the teacher a lot in my online classes. I like it because I have had a different experience to communicate with my teacher and my classmates Ilike speaking with my friends and teacher . online class good for learning technology I like my teacher and my classmates.My teacher is great, my classmates are very friendly. Currently it is a tool with many benefits and the excellent performance of the teacher to the student, which makes learning and communication enjoyable.	Students enjoy their teacher's ability to deliver online classes (#4 most mentioned reason)
I like we are staying inside and still learning, and also how I'm getting better at using the computer. I like to used computer because its can help me more practice about computer. I like the computer because i can communicate with others during covid, Thank you, I learn how to use the computer like zoom. I learned how to use the computer i learned more skills of using the computer and i also learned more skills of focusing on my studies	Students enjoy learning about technology while studying online (#5 most mentioned reason)

Only 7% of mentions indicated that they did not like studying online. This however, may be combined with mentions of stress with the technology needed to study online (2%) and

mentions that while the student liked studying online, he or she preferred to learn in person (2%), to represent 9% of mentions indicating a preference for studying in class. Representing 9% of mentions overall, this would become the 3rd most common reason given, despite the framing of the question centring on reasons for 'liking' studying online. The table below provides some examples of the statements made for each category:

Example statements:	Most commonly mentioned reasons for preferring to study in person:
I not like online class. I like to go back to school. Nothing, because am still learning the basic and It's so hard to do this on line. I don't like online classes No i don't like online class. i have hard time to understand .	Student does not like to study online at all (7% of mentioned reasons)
I love everything about my online, but when I us the laptop, I find it difficult. I don't like online classes because like more in class and it is hard for me to used laptop Yes, I like. But sometimes the internet is not good, I can't hear clearly. [the student] did not miss lessons over the vourse of the quarantine period ,but dealing with the computer is a difficult I don't like learning online because it's a lot harder than when we go to school. I like zoom but some friends have some issues and they make noisy all the time	Difficulty with the technology needed to study online (2% of mentioned reasons)
It's good but I like to study to the class. The online is good, but the school is better Although i don't like the online classes because sometimes i confront a pressure ,but the advantage is that iam still continuing my lessons , iam still continuing my learning , recievingand benefiting from the infrormation that iam getting from the teacher and the lessons. Although i don't like online classes because iam a sociabal person so i like to deal with people and be	Like some things, but prefers to study in person (2% of mentioned reasons)

with them ,but the good point is that iam still continue my learning system Is good for the moment but for my preference is study in person There are advantages and disadvantage. Advantages: Home security and comfort at home. Not having to board the bus and the train. Disadvantage: Not being able to interact with my classmates and practice English. I would like to go to school when the Corona-virus is controlled and sure.	