

Tomorrow's Learners

This report explores:

Tomorrow's Learners

Inspiring intentional actions today to shape future inclusive campus communities that center and celebrate the diverse, intersectional identities of their learners.



Featured Artwork: *Formations*

"Postsecondary education environments should be like the ocean, fluid and dynamically responsive to diverse communities of students within the system, while bringing waves of structural, positive change."

– Mehdiya Hassan, Artist of the featured work



Tomorrow's Learners

The *Virtual Learning Strategy (VLS)* is preparing Ontario postsecondary institutions for Hybrid Futures

The VLS is supporting ongoing and future virtual learning needs at all Ontario Indigenous Institutes, colleges, and universities.

The *VLS* ([link here](#)) is built on three key pillars:



Being the Future



Being a Lifelong Learner



Being a Global Leader

By applying strategic foresight approaches, the Ontario postsecondary sector can co-create hybrid futures by monitoring maturing trends and identifying future possibilities. This work aligns with the VLS pillar of *Being the Future*.

What is a *Foresight Report*?

Foresight reports are tools to support the navigation of uncertain and complex futures. Using strategic foresight (i.e., a research-driven, systematic exploration of possible futures), Foresight Reports help inform present-day decision-making by identifying patterns of change that may have significant lasting impacts for digital-by-design futures.

How do I *use* this Foresight Report?

This foresight report is a high-level overview of maturing trends within the postsecondary education sector. We recommend readers to use this report as a map for further exploration. Readers can click on the links provided to learn more about topics of interest. At the end of this report, readers will find a conversation guide to spark futures-facing conversations and explore gradients of possibility.

Why is Strategic Foresight *important* to Ontario postsecondary education?

The COVID-19 pandemic and the shift to emergency remote teaching amplified challenges across the Ontario postsecondary system. Strategic foresight supports institutions in navigating transformation by building awareness of some possible forces of change. Strategic foresight can help address immediate and short-term challenges, while articulating long-term visions for systems level evolution.

Why do we use futures instead of future?
 In foresight practice, we refer to the future in plural.
 As we cannot predict the future, there is no definite image or vision of it. Thus, the future will always be an infinite range of possible outcomes rather than a single destination.

REPORT OUTLINE

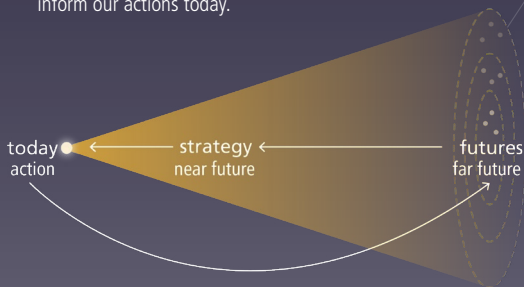
	Shaping an Inclusive Hybrid Campus	3
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FUTURES INFORMING STRATEGIES OF TODAY

Emerging or maturing trends **today** allow us to imagine possible **futures**.

These futures are useful in informing our **strategies**, while our strategies help inform our actions today.

plausibility
 The rings represent the level of plausibility of a specific future outcome, ranging from more plausible towards the inner rings, to less plausible towards the outer rings.



Adapted from [Joseph Voros, The Futures Cone](#)

FURTHER READING

1

[What is Futures Literacy and Why is It Important?](#)
 Medium

2

[What is Foresight?](#)
 Organization for Economic Co-operation & Development

Shaping an Inclusive Hybrid Campus

An inclusive hybrid campus community is built upon the perspectives of their diverse learner identities and respective lived experiences.

By embracing an intersectional approach, an inclusive campus community engages in intentional initiatives that take place across all levels of the organization; from the individual level to in the (virtual/in-person) classroom, to across the entire campus.

Centering lived experiences and the intersectional identities of all learners can support intentional initiatives that evolve and grow concurrently with our collective and shared understanding of equity, diversity, decolonization, and inclusion (EDDI).

The visual below represents the relationship between two critical elements and reinforces that shaping an inclusive campus is an iterative and ongoing process.

SHAPING AN INCLUSIVE HYBRID CAMPUS MEANS...

Designing [1] for inclusion, [2] from inclusion, and [3] sustainable inclusion.

1

For inclusion

Designing for inclusion requires a **human-centered approach** to problem-solve and design with a perspective that commits to upholding human dignity and rights. It is essential to embrace the complexity, intersectionality, and fluidity of humans.

"Futures for all cannot be imagined by a few."

– Pupul Bisht, Futurist

2

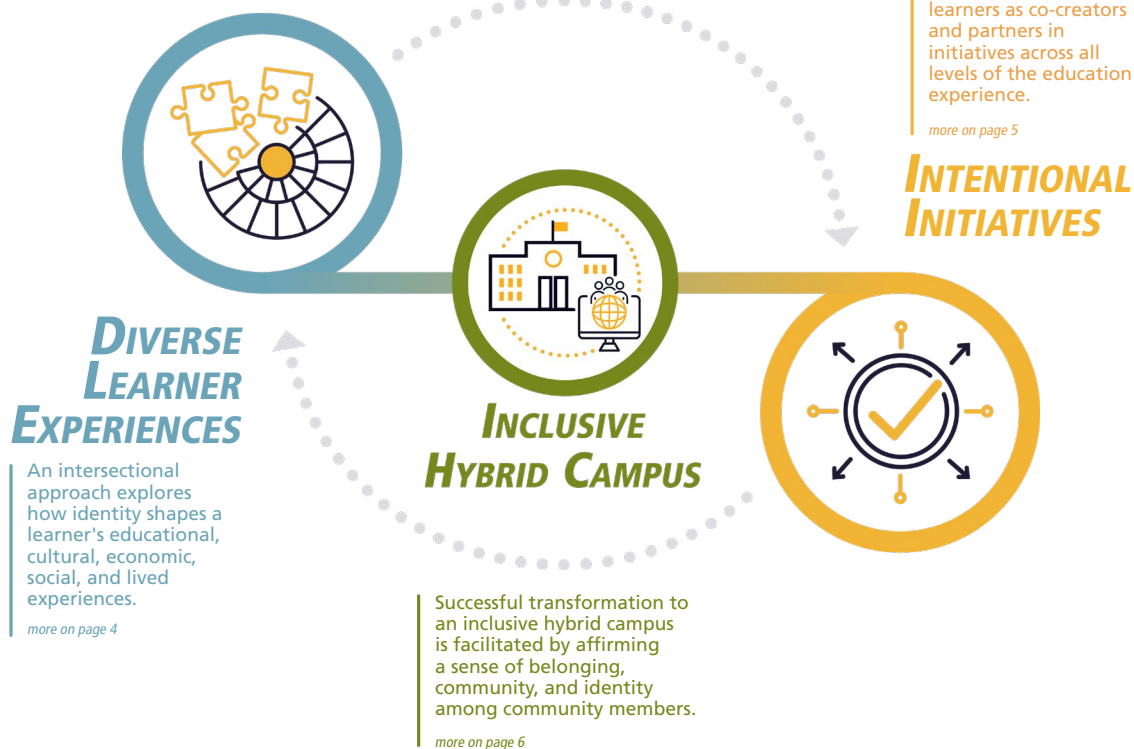
From inclusion

Designing from inclusion means upholding a **participatory approach**, ensuring that the people destined to use the systems play a critical role in designing them.

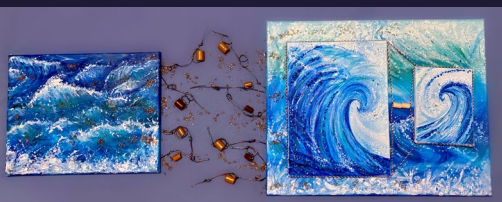
3

Sustainable inclusion

Sustainable inclusion requires a **futures approach**, to identify patterns and drivers of change that create a wide array of implications and possibilities for diverse people and circumstances. Inclusion is essential to enable inclusive desired futures.



ABOUT THE STUDENT ARTIST



FORMATIONS – MEHDIYA HASSAN

Much like the multidirectional waves and currents of the ocean, my intersectional identities are constantly in fluid formation within and beyond academia. *Formations* disrupts traditional modes of knowledge-making in postsecondary education by embracing and carving out important spaces of belonging for students' dynamic intersectional identities. Making space for the multiple, intersecting dimensions of students' identities and embracing their strengths are important to building an inclusive postsecondary learning environment. Postsecondary education environments should be like the ocean, fluid and dynamically responsive to diverse communities of students within the system, while bringing waves of structural, positive change.

MEHDIYA HASSAN is a PhD student in the Department of Social Justice Education at the University of Toronto's Ontario Institute for Studies in Education (OISE). Mehdiya holds a MA in Social Justice Studies from Lakehead University and a Hon. BSc in Health Studies and Psychology from the University of Toronto. Mehdiya identifies as Afghan Canadian and settler on Tkaronito. Her intersectional identities and diverse lived experiences deeply inform her research, advocacy, and visual artwork within and beyond academia.

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Diverse Learner Experiences

Postsecondary institutions in Ontario are experiencing shifts in demographics which will lead to more diverse campus identities and communities.

Identities are complex and personal. By taking an intersectional approach, grounded in the Ontario Human Rights Code (OHRC), we understand that every person has a set of personal characteristics that overlap and interact in a variety of ways. Learners, educators, and staff at postsecondary institutions all have intersectional identities.

The first step to building an inclusive hybrid campus community is to understand different identities and how these identities shape an individual's educational, cultural, economic, social, and lived experiences.

In this section, we explore different identities and trends related to the intersectional identities of postsecondary learners.

Adapted from **YMCA**.

INTERSECTIONAL IDENTITIES

In this identity wheel we have centered identity around the general protected grounds identified in the Ontario Human Rights Code (OHRC). Each individual has identities related to these protected grounds which can manifest in a variety of ways, suggested by the outer ring of the identity wheel. Please note this is not a comprehensive identity wheel, but a starting point for conversation regarding different identities that impact the lived experiences of individuals.



"Identity should be seen as a nexus of multiple subjective roles, positions, and knowledge(s), along with a combination of students' individual traits, interests, goals, and abilities." – Vander Tavares, 2020

Identities as ever-evolving
This collection of identities and manifestations of identities is non-exhaustive. We give space for individuals to see themselves represented at all points of discussion. As we listen to individual lived experiences and learn more, we must make space for continual growth and understanding.

EXAMPLES OF INTERSECTIONAL IDENTITIES

An inclusive hybrid campus is one that embraces the best of both in-person and virtual campus life and understands the diverse needs and intersectional identities of learners, educators, and staff. We encourage you to directly engage with learners and actively seek resources from the perspectives of those who identify with each identity, and any identity not covered in this report.

Student-led Collective:
Black Public Health Collective

2SLGBTQ+ LEARNERS

Student-led Collective:
Trent Queer Collective

Two-spirit, Lesbian, Gay, Bisexual, Transgender, Queer + (2SLGBTQ+) refers to spectrums of intersecting identities related to gender identity, expression, and sexual orientation. 2SLGBTQ+ learners report experiencing victimization (e.g., threats, stalking, physical and sexual assault) and stressors related to physical and psychological safety on campus more frequently than heterosexual and cisgender learners on campus. Mental health concerns are significantly higher among 2SLGBTQ+ learners, and listening and incorporating the perspectives of this group of learners is an important step in designing a safe hybrid campus experience.

BIPOC LEARNERS

BIPOC (Black, Indigenous, and People of Colour) learners face additional barriers related to postsecondary education (e.g. overt and covert racism, bias, discrimination, inadequate mental health support, lack of BIPOC representation in faculty, staff, and administration) from admission to post-graduation. Postsecondary institutions can best create a thriving hybrid campus experience for BIPOC learners with BIPOC learners.

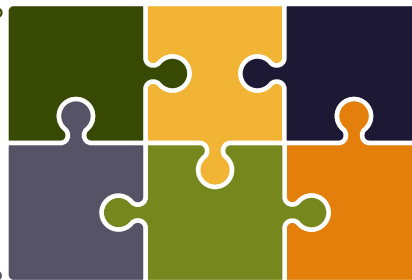
Indigenous Learners in Ontario face specific challenges resulting from Canada's history of colonialism, residential schools, and ongoing systemic oppression. According to the Truth and Reconciliation Commission (TRC), Indigenous learners face substantial economic and social barriers to entering and completing postsecondary education. This impacts Indigenous participation in the workforce, and social and economic mobility. Indigenous institutes in Ontario are building culturally responsive hybrid education systems by centering Indigenous knowledge and wisdom in their adoption of educational technology.

First Nations-led Institute:
Yellowhead Institute

LEARNERS WITH DISABILITIES

Disabilities include, but are not limited to: physical disabilities; chronic pain; developmental disabilities; and, learning, memory, and communication challenges. Disabilities can range in severity and visibility. There is a growing body of research that demonstrates learners with disabilities face attitudinal, organizational, systemic, architectural, physical, technological, and communication barriers at postsecondary institutions. Persons with disabilities, especially severe disabilities, have lower education rates, and have higher representation in low-skill and low-education jobs. Accessible in-person and online wraparound learner supports are critical to supporting learners with disabilities.

Association:
Learning Disabilities Association of Ontario



LINGUISTICALLY DIVERSE LEARNERS

Many of Ontario's learners are multilingual, and postsecondary institutions can connect majority-language and minority-language learners to strengthen relationships and foster innovative cross cultural collaborations, both in person and online. Most multilingual learners speak English as an additional language with varying degrees of proficiency and needs. These needs change depending on the learner's previous experiences and require flexibility in the helping methods and tools, as well as respect for their heritage language and culture.

Around 22,000 learners study in French-language postsecondary institutions in Ontario. Many Francophone learners seek a healthy linguistic and cultural balance as the demand for English-language dominates, both in education and work settings.

Student-led initiatives:
Franco-Ontarian Students' Association

INTERNATIONAL LEARNERS

The COVID-19 pandemic disrupted the experiences of international learners due to closed borders, increased racism, and delays in bureaucratic processes (e.g., granting visas). We do not yet fully understand the effects of the pandemic on international learners, but believe that inclusive hybrid futures could include transnational online learning opportunities

OTHER LEARNER EXPERIENCES

- Socio-economic status
- First-generation learners
- Learners as caregivers
- Mature learners
- Women and gender minorities and more ...

Progressive Pride Flag



A forward pointing arrow that includes light blue, pink, and white from the transgender flag and black and brown stripes to represent people of colour. The progressive pride flag is more inclusive and highlights the intersectionality of gender, sexual orientation, and race.

Student Organizations:
Canadian Alliance of Student Associations
Canadian Federation of Students
College Student Alliance



The VLS is investing in almost 90 Digital Content projects that are developing courses, programs, resources, and simulations that build learner competency and understanding of principles of EDDI and the impacts of inequity.

[Learn more here](#)

FURTHER READING

- 1 Exploring Multilingual, International Students' Identity-related Experiences through Pictures**
Mental Health Innovation Fund
- 2 Post-Secondary Students with Mental Health Disabilities**
The Chronicle of Higher Education
- 3 The Challenges of Student Caregivers**
University Affairs
- 4 Helping First-Generation Students Find Their Way**
University World News
- 5 An intersectional approach to the future of learning**
University World News

Intentional Initiatives

Meaningful, equitable, and holistic initiatives across all levels of postsecondary institutions can ensure learners, educators, and staff have a sense of belonging, safety, and inclusion. Initiatives can take place at the individual level, person to person, in the virtual and in-person classroom (i.e., teaching, learning, and assessment), and across the campus. In this section, we focus on initiatives that an individual can take. In the next section, we will focus on campus-wide initiatives.

We recommend that initiatives emphasize learner agency and engage learners as co-creators and partners in the postsecondary education experience. This will ensure that initiatives are truly reflective of intersectional identities represented on campus.



PERSON TO PERSON

- Use **mindful language** and ask how individuals would prefer to be identified (e.g., personal pronouns, person-first language, reclaiming labels)
- Create safe spaces through **respectful engagement**
- Engage in formal & informal **peer-support** or **peer-mentorship** programs
- and more ...



Learners engaging in mentorship activities



CASE STUDY: INDIGENOUS PEER-MENTORSHIP

Nipissing University offers a variety of Indigenous mentorship programs led by the Office of Indigenous Initiatives. Two examples of these programs include:

Peer2Peer Indigenous Mentorship program connects learners with upper-year Indigenous learners. The goal is to connect Indigenous learners at Nipissing with one another.

[Link here for more information.](#)

Wiidooktaadwin Indigenous Mentorship Initiatives:

Wiidooktaadwin is an Anishnaabe word that means "helping one another." Wiidooktaadwin connects Indigenous learners in university with Indigenous youth (ages 13-17) in local secondary schools.

[Link here for more information.](#)

Establish community

These peer mentorship programs provide current and future learners with an opportunity to build community.

LEARNER AGENCY & INVOLVEMENT

Co-creating the hybrid campus experience with diverse learners can further increase personalization, accessibility, and usability. By using intentional strategies to enable inclusive dialogues and practices, co-creating methods can increase motivation and build a sense of community both in-person and virtually.

LEVELS OF LEARNER INVOLVEMENT

LEARNER ENGAGEMENT

A broad range of activities to increase learner interest and motivation, such as surveys and questionnaires.

LEARNERS AS CO-CREATORS

A meaningful collaboration between learners and teachers, empowering learners to be more active participants in learning process.

LEARNERS AS PARTNERS

A deep level of learner involvement and agency; a fully collaborative and reciprocal process through which opportunity for contribution is equally provided for all.

TEACHING, LEARNING, & ASSESSMENT

- Ensure learners have **access** to the supports they need for success (e.g., sign language interpretation, service animals, accessible Learning Management Systems)
- Provide opportunities for accessible & equitable **work-integrated learning**
- Apply principles of **Universal Design for Learning (UDL)** and competency-based assessment to ensure accurate and fair assessment of learner progress
- Reflect **culturally appropriate values** through curriculum reform including Traditional Indigenous Ways of Knowing, teaching, learning, and being
- Set up systems for prompt and effective technology and learning support (e.g., Artificial Intelligence supported chatbots and tutoring)
- Be cognizant of **bias and inequity** in educational technology (EdTech) and develop policies and processes for on-going evaluation of EdTech decisions.
- and more ...

*"Education is perceived as a **shared endeavour** where learning and teaching are done **with students not to them.**"* – Bovill, 2020, p. 1026

Initiatives as ever-evolving

The initiatives included in this section are suggestions and not exhaustive. We encourage readers to reflect and connect with their peers and colleagues to identify initiatives that are appropriate an applicable within their own contexts.



The VLS is investing in 14 Digital Fluency projects that are creating professional development resources to support humanizing learning, promote authentic, equitable, and decolonized assessment, and encourage UDL.

[Learn more here](#)

INDIVIDUALS

- Practice **cultural humility** by learning about one's own culture & biases
- Encourage **self reflection** about own relationship with oppression
- Explore the meaning of **allyship** & take **meaningful action**
- Practice **empathy**, particularly in virtual environment
- and more ...



LEARNER PROFILE: COLTER ASSINIWAI

SHINGWAUK KINOOMAAGE GAMIG

Colter Assiniwai studied General Arts and Sciences at Sault College and majored in History and minored in English at Algoma University and studied Indigenous and non-Indigenous history and literature. Colter shared how his undergraduate experience helped him become the person he is today. While at school he had interactions with cultural advisors and elders, who helped him discover and understand part of his identity as an urban Indigenous person.

Colter now works as a staff member in recruitment at both Shingwauk Kinooamaage Gamig and Algoma University. His desire to build educational spaces for Indigenous learners to retain and/or rediscover their identity was inspired by Chief Shingwauk's vision. As Colter says:

"... you can learn the skills and trades of the modern world while remaining who you are."

Colter shared his dream of a post-secondary education system that encompasses all Indigenous voices, in all areas of education (such as curriculum, hiring, and support services). This dream also includes Institutions that place greater emphasis on "learning about the land you are on and where you are situated, especially for those who wouldn't know." Colter believes that the future of education nurtures and supports each learner's unique perspective, while prioritizing land-based education.

FURTHER READINGS

1 **Indigenous Ally Toolkit**
Montreal Urban Aboriginal Community Strategy

2 **AODA Education Standards**
AODA

3 **Equity, Diversity & Inclusion**
Centre for Innovation in Campus Mental Health

4 **How to be an LGBTQI2S Ally**
Egale Canada Human Rights Trust

Inclusive Hybrid Campus Communities

An inclusive hybrid campus ensures that awareness, action, and cross-cultural skills are present at all levels, within all systems, and across all individuals. Successful transformation to an inclusive hybrid campus is facilitated by affirming a sense of belonging, community, and identity among community members.

These connections facilitate dialogue and co-creation of an inclusive campus experience. Campus-wide interdisciplinary EDDI initiatives make meaningful and lasting progress to support the EDDI journeys of community members and systemic transformation. Meaning is co-created through reflection, evaluation, and accountability metrics to ensure virtual and in-person brave spaces for all.



CAMPUS-WIDE INITIATIVES

- 1 Create safe, brave, affirming virtual & in-person spaces across campus (e.g., Indigenous centers, gender neutral washrooms, non-denominational prayer spaces)
 - 2 Employ equitable hiring practices to ensure diversity & representation at all levels of campus
 - 3 Design intersectional programming rooted in culture & tradition (e.g., Pride week)
- Build flexible, personalized virtual and in-person wraparound supports to meet learner needs throughout their educational journey (e.g., transition services, mental health supports)
 - Offer opportunities for learning & support for all community members on their personal EDDI journey
 - Develop equitable policies & procedures for both virtual and in-person settings that ensure learner safety (e.g., zero tolerance, name change policy)
 - Advocate for resources & funding to reduce disparities & provide support for all campus community members
 - and more ...



1 BRAVE SPACES FOR ALL

Affirming in person and virtual spaces

Campus-wide EDDI committees bring together stakeholders to co-design and implement initiatives to support EDDI journeys of interdisciplinary community members. These committees work to develop brave spaces for community members at all levels to share their experiences and identify opportunities for change. They build EDDI capacity through reflection, literacy, fluency, evaluation, and accountability.

Principles to consider when building brave spaces:

- **Controversy with civility**, where varying experiences are accepted
- **Owning intentions and impacts**, in which learners acknowledge and discuss instances where a dialogue has affected the emotional well-being of another person
- **Challenge by choice**, where learners have an option to step in and out of challenging conversations
- **Respect**, where learners show respect for another's basic humanity
- **No attacks**, where learners agree not to intentionally inflict harm on one another

Adapted from Arao & Clemens, 2013.

2 REPRESENTATION ACROSS CAMPUS

Intersectional hiring practices

Leaders can reflect on the intersectionality of the current faculty, and examine how well the faculty demographic represents the learner population. Leaders can identify what perspectives might be missing currently, and what new perspectives could add to the department through equitable hiring practices, where unconscious biases and assumptions do not influence decisions. Rather decisions are made to bolster diverse knowledges, perspectives, and experiences on campus.

"Our students are best served by faculty and staff who reflect their diversity, and diverse faculty are fundamental to innovation, teaching, scholarship and creative activities." – Ryerson University*, 2021
*renaming in process

3



CASE STUDY: PRIDE MONTH

Pride month at Centennial College aims to celebrate Two-Spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual (2SLGBTQIA+) communities, and all other sexual orientations and genders.

In the month of June, Centennial College hosts an array of events that create spaces of dialogue and raising awareness throughout the College. These events work as a part of Centennial's commitment to fostering an inclusive learning, living and working environment.

Fundraising

Centennial College raised \$15,000 for 2SLGBTQIA+ student bursaries at their Virtual Pride Fundraiser.

Building community

Conversations for Social Change invites the Centennial community to engage in critical dialogue around pressing social issues. The purpose of the series is to raise awareness, empower and offer resources / expertise to the community.

[Link here for more information.](#)



Centennial float at the Toronto Pride Parade

From "Safe Space" to Brave Space

Safe spaces were intended to validate all experiences, and ensure the emotional and physical safety of all those present.

Brave spaces build upon safe spaces by emphasizing the strength and courage of expressing one's emotional vulnerability. Brave spaces also increase accountability for learning, action, and justice and affirm lived experiences. [Link to learn more.](#)

Mental Health & Wellness

According to the National College Health Assessment (2019), the majority of Canadian postsecondary students have experienced feeling depressed or anxious. The COVID-19 global pandemic increased the incidence and severity of health and wellness issues for postsecondary learners.

As part of Ontario's Roadmap to Wellness the Ontario government is investing to support learner access to high quality mental health supports and services across the Ontario postsecondary sector.

[Link here to learn more.](#)

Addressing gender-based violence on campus

Ensuring the safety of all is foundational to an inclusive campus. Gender-based violence is defined as the "use and abuse of control over another person and is perpetrated against someone based on their gender expression, gender identity, or perceived gender" (BCFED, 2018). Gender-based violence can take place in all postsecondary school-related settings including on-campus, off-campus, and online. [Learn more about Courage to Act](#), a national initiative to address and prevent gender-based violence at post-secondary institutions in Canada.

Learn about the lived experience of a [postsecondary learner and survivor](#).

FURTHER READINGS

1 **Programs & Services: A Comparative Analysis**
Indigenous Institutes Consortium

2 **Diversity, Equity, and Inclusion (DEI) Matters**
Educause Review

3 **Holacracy for Schools**
Teal School

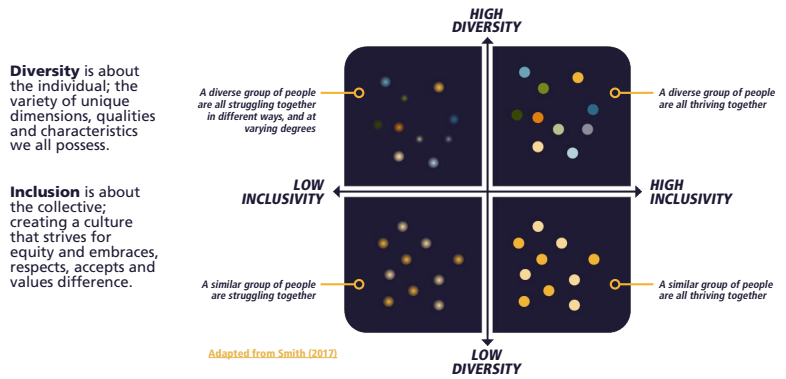
4 **Students' experiences of unwanted sexualized behaviours and sexual assault at postsecondary schools in the Canadian provinces, 2019**
Statistics Canada

EXPLORATION OF COMMONLY USED TERMS

Understanding the terminology and nuances of commonly used terms is an important part of engagement. Having a shared vocabulary allows us to communicate effectively about complex concepts in the context of virtual and in-person learning implications.

DIVERSITY AND INCLUSION

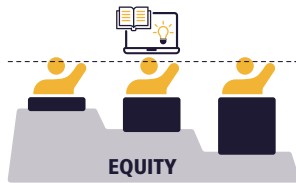
This matrix outlines the difference between diversity and inclusion, and why striving for high levels of both are critical to a thriving institution.



EQUALITY, EQUITY, ACCESSIBILITY, AND JUSTICE



EQUALITY
Providing each learner with the same level of support, despite their needs and differences.



EQUITY
Fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.
As defined by OHRC



ACCESSIBILITY
The degree of ease that something (e.g., device, service, physical environment and information) can be accessed, used, and enjoyed by learners with disabilities. The term implies conscious planning, design and/or effort to make sure something is barrier-free. Accessibility also benefits everyone by making things more usable and practical.
As defined by OHRC



JUSTICE
Eliminating the systemic structures that oppress and create challenges to learners in their educational experience, instead incorporating intentional processes within institutions that represent intersectional learner identities so that every learner is fully supported to succeed.

DECOLONIZATION, INDIGENIZATION, ANTI-RACISM, AND RACISM

The Truth and Reconciliation Commission (TRC) and the National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) emphasize the vital role that education plays in reconciliation, and highlight the importance of indigenizing and decolonizing institutions.

There is a need to re-design a postsecondary education system to reject systemic racism rooted in colonialism and treat Indigenous and settler knowledge systems with equal respects.

To learn more, please visit [TRC Final Report](#), [TRC Calls to Action](#), and [MMIWG Final Report](#).

Decolonization

- The process of dismantling colonialist systems that perpetuate racism.
- The cultural, psychological, and economic freedom for Indigenous people.

Indigenization

- Including Indigenous perspectives, cultures, law, and values into existing social, economic, political, and postsecondary infrastructures, while moving beyond tokenistic gestures.
- Incorporating Indigenous ways of knowing into curriculums and learning experiences.
- Restoring and preserving Indigenous cultures and traditions.

Racism

"Prejudice beliefs against people of colour that is upheld by systems of power."
— Oluo (2018)

Anti-Racism

- Acknowledging that systemic racism exists
- Actively challenging and dismantling power dynamics and structures that sustain these dynamics

CONVERSATION GUIDE



We invite you to select one or more trends from this report and use the questions provided to spark conversations across your institution.

Remember, this report is simply the beginning.

Please use the additional links and reading resources provided to help guide and support your futures-focused journey.

Reach Out to Us!
For additional guidance, questions, or to share your work, please contact research@ecampusontario.ca.

QUESTIONS TO FACILITATE FUTURES THINKING

- WHAT**
 - What new opportunities and challenges could arise from this trend?
 - What are the ethical implications of this trend?
 - What resources are needed to implement this trend (e.g., human, financial)?
- WHY**
 - Why are intersectional identities important to our community (including learners)?
 - Why is this trend important to building inclusive hybrid campus communities?
- WHO**
 - Who needs to be involved in shaping inclusive campus communities?
 - Who will be impacted (positively and/or negatively) by this trend?
- HOW**
 - How do we enhance capacity to facilitate the implementation of this trend?
 - How does this trend impact equity, decolonization, diversity, and inclusion efforts?
 - How can we build this trend to be sustainable?
- WHERE & WHEN**
 - Where do we go from here (i.e., what are next steps)?
 - When can we take action?
 - When can we explore this trend further?

References and Resources

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Tomorrow's Learners is the second in a series of five Foresight Reports that expand on the VLS pillar of Being the Future by exploring maturing trends in the Ontario postsecondary sector and situating the VLS in the futures of virtual learning.

Foresight Reports are accompanied by a series of five Focus Reports, that tell data-driven stories about the VLS investment.

2021-22 VLS Reports Outline

- Focus Report
- Foresight Report



Launching the VLS



Connecting to Create



The Hybrid Futures



Tomorrow's Learners