COVID-19 online learning landscapes and CALDMR students: Opportunities and challenges

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Abbreviations

AI	Appreciative Inquiry
CALD	Culturally and linguistically diverse
CALDMR	Domestic culturally and linguistically diverse migrant and/or refugee
COVID-19/ COVID	A coronavirus identified in 2019 (SARS-CoV-2) which has caused a pandemic of respiratory illness.
ERD	Emergency Remote Delivery
Go8	Group of Eight Universities
HE	Higher education
IRU	Innovative Research Universities
Low SES	Low Socioeconomic Status
NCSEHE	National Centre for Student Equity in Higher Education
NESB	Non-English-Speaking Background
OECD	Organisation for Economic Co-Operation and Development
OTL	Online Teaching and Learning
TEQSA	Tertiary Education Quality and Standards Agency
UNHCR	United Nations High Commissioner for Refugees
UNESCO	United Nations Economic, Scientific and Cultural Organization

Glossary of Terms

Commonwealth Supported Places (CSP): government-subsidised place at a university or higher education provider for domestic students who are either Australian citizens, permanent visa holders or New Zealand citizens.

Culturally and Linguistically Diverse Migrant and/or Refugee (CALDMR): A domestic (therefore not international) student who was not born in Australia, speaks other languages and does not share the background of the dominant cultural group (white, European descent).

Educator (University): These are educators employed to teach in the higher education context of universities in either a full-time, part-time, contract or casual capacity. They are engaged in the education of university students enrolled at any level in a formal, institutionalised program. The roles and responsibilities of university educators are closely tied to the central functions of higher education. Typically, university educators undertake research, teaching, and service to the profession to carry out the academic work of their respective institutions. However, the roles and responsibilities differ widely across institutions and are based on the educators' level of appointment.

Educational designer: An educational designer undertakes a range of activities to support a faculty member's teaching. These activities range from course development, improvement, training in instructional technologies and providing professional development. The term educational developer is often used and here it is used interchangeably.

Emergency Remote Delivery: sudden interim shift of instructional delivery to an online delivery mode as result of an immense catastrophe, in contrast to the online courses which are initially planned and designed to be delivered virtually.

Student-facing support staff: University staff employed in operational teams responsible for engaging students with administrative services, academic and non-academic support; and the provision of learning resources to enhance student participation, retention, and success across the lifecycle of their learning journey.

Higher Education Contribution Scheme (HECS): A fee-deferment scheme that is part of the Higher Education Loan Program (HELP), which allows domestic students to postpone payment of the costs of study at public universities and some higher education institutions. Only Australian citizens and refugees with a permanent humanitarian visa can access HECS.

International students: A student in Australia who is not a domestic student. This includes individuals who are temporary residents (based on their visa status).

Migrant/immigrant: A person who has voluntarily left their country or place of residence to live in a host country permanently.

Non-English-Speaking Background (NESB) students: The federal policy term for a student (domestic or international) who was not born in Australia, speaks other languages and does not share the background of the dominant cultural group (white, European descent).

Online Teaching and Learning: A planned process of teaching and learning that take place via the internet.

Refugee: any person who because of:

> *… a well-founded fear of being persecuted for reasons of nationality, membership of a particular social group or political opinion, is outside their country of his [sic] nationality*

and is unable or owing to such fear is unable or unwilling to avail himself of the protection of that country; or who not having a nationality and being outside the country of his formal habitual residence as a result of such events, is unable or owing to such fear, is unwilling to return to it.

(Article 1A(2), United Nations General Assembly, 1951)

Executive Summary

The COVID-19 pandemic has exposed vulnerabilities of educational systems in Australia and around the world. For universities, campus closures and a rapid shift to teaching and learning online — which we call emergency remote delivery (ERD) to distinguish from planned online learning — has deepened inequalities in access to quality learning experiences. While the challenges created by COVID for universities and students have not yet fully unfolded, ERD has both created new, and magnified existing barriers for educational participation, as well as some unanticipated positive consequences for enhanced flexibility and more engaged learning. In particular, it has created new educational and social vulnerability for culturally and linguistically diverse migrant and/or refugee (CALDMR) communities. COVID has also exposed the stresses and difficulties for educators, student-facing support staff (SFSS; equity practitioners, student advisors, learning advisors, counsellors), and educational developers.

This research project draws on the expertise of a collective of interdisciplinary academics across Australia. Working with a steering group from the Refugee Education Special Interest Group, this study examines the equity-related challenges and opportunities of ERD for four groups of 'stakeholders': CALDMR students, university educators, 'student-facing' support staff, and educational developers. This research draws on data from a national, mixed-methods study involving 30 universities. It gathered data from 87 CALDMR university students who completed an online survey and 10 students who participated in a Photovoice exercise; 29 university educators who completed an online survey and eight who participated in semi-structured interview; 13 SFSS who participated in semi-structured interviews; and 19 educational developers who completed on online survey.

The major findings are:

Policy

The pandemic has generated a range of policy responses. Through the *Higher Education Relief Package* and other initiatives, Federal and State governments made resources available so that universities could support international students and offer short courses tailored to workers who lost their jobs because of the lockdown. Although most COVID-related student support initiatives did not specifically target CALDMR students, there were emergency programs that benefited members of the group. Importantly, COVID-related equity arrangements focused mainly on financial assistance—academic challenges of disadvantaged student have gained little attention.

Students

The evidence resulting from this study suggest that CALDMR students were not equipped for the sudden shift to online learning and virtual classrooms. While the students who participated reported that they were able to remain engaged with their studies and that they enjoyed aspects of online learning, they also reported being disproportionately impacted by factors outside their academic settings. These factors include their finances, mental health, and wellbeing, living and learning environments, and their ability to access computers and the internet. The students reported being mostly unable to find support from staff or peers to help overcome the challenges associated with learning from home. While the impact of COVID on CALDMR students was primarily negative, revealing structural problems in online learning that will continue to impact this population into the future, there were also advantages, such as increased flexibility, new possibilities for student engagement, reduced commuting time, and enhanced relationships with lecturers.

Carer responsibilities were foregrounded in the data as a significant factor impacting student engagement during the shift to remote instruction, although participant perceptions regarding

the potentially gendered nature of these roles were mixed. Overall, attitudes to whether and how gender impacted student and staff experiences during ERD were mixed. Some staff indicated that gender was an important factor in shaping engagement, while others were unsure and suggested it would be useful for institutions to collect data on this issue, particularly in relation to carer responsibilities, experiences of domestic violence, and engagement with university support services. We therefore suggest that these findings regarding the lack of evidence around gender warrant institutional attention and further research focused on gender and sexuality as possible intersectional factors shaping CALDMR student inclusion. Further, the need for more diverse models of higher education participation that acknowledge different cultural and social understandings of gender roles and identities was also identified as important to CALDMR students' cultural safety and inclusion.

University educators

University educators identified having insufficient time to prepare for remote learning and challenges navigating the work-home life balance. These challenges added to the educators' stress and workloads in the context of sector-wide job insecurity. Given the rapid shift, some educators disclosed not providing sufficient consideration to the needs of CALDMR students inthe online delivery. Despite this, educators described feeling moral and pedagogical responsibility to respond to their needs which led to an increased 'caring' work directed towards students specifically impacted by financial pressures, caregiving responsibilities and other factors during the lockdown. University educators identified that the forced transition to online delivery provided an opportunity for educators to discover a range of different strategies and modalities which they may otherwise not have used. This also led to the adoption of different online tools which enabled some students to feel more confident about class participation and a sense of belonging in the class community.

Student-facing support staff

Student-Facing Support Staff (SFSS) noted that institutional shifts to deliver online support and services were actioned at a speed and scale unprecedented and uncharacteristic to normal modes of institutional operation. Many stakeholders, including SFSS with specialised knowledge of equity cohorts including CALDMR groups, were largely absent from the decision-making process. This meant the representation and awareness of the needs of these students, and the targeted engagement of resources to support them, were likely to have been overlooked. The interview responses highlight the multiple challenges faced by CALDMR students in the pivot to online learning during the peak of COVID, and the forms of support provided by universities to address these difficulties. Tertiary institutions across the country have supported the CALDMR student cohort by providing financial, mental, and material support to help address their current challenges. Nevertheless, findings from interviews highlight the need to provide greater *ongoing* support to help students navigate the 'new normal' in their tertiary education experience. The interview responses also point out the need for greater staff support, as the findings highlight the evident increase in staff workload with the shift to online learning.

Educator developers

Findings from this study indicate that institutional equity work needs to consider the specific needs of CALDMR students through practices that can then be reflected in impactful educational development work as universities plan for more online delivery 'post-pandemic'. Our study illustrates that educational developers are generally aware that interculturally inclusive design is important, and that it is particularly important in the move to online delivery. Educational developers are aware that their strategic pedagogic responses to supporting educators requires professional development tailored for educational development beyond what is generally available.

Recommendations

From these findings, we used a strengths-based approach underpinned by Appreciative Inquiry to create a research-informed advocacy agenda, which makes recommendations for policy and practice directed at the federal, institutional and community levels:

Federal government

- **Recognise** students from refugee backgrounds and asylum seekers who have been in Australia for less than 10 years **as equity groups** because doing so can provide additional support to compensate for the education disruptions experienced.
- **Provide** institutions with **emergency equity funding** that targets CALDMR students to recognise that creating responsive and enriching learning experiences can be resource intensive.

Institutions

- **Develop institutional systems of identification and data intelligence systems** to better assist staff to locate and support CALDMR students in their courses and programs. This will enhance the delivery of targeted services, support, and intervention strategies for the full life cycle of their higher education experience from participation to achievement and post-study employment.
- **Affirm the importance of care and advocacy** and the need for institution-wide valuing of student and staff wellbeing as essential to engagement, inclusion, and success for CALDMR students.
- **Address the intersecting disadvantages** likely to be experienced by CALD students through services tailored to specific community and cultural perspectives and informed by students and staff from CALDMR backgrounds.
- **Employ CALDMR liaison staff** to provide targeted support.
- Revisit policies to **proactively plan for flexible arrangements to support CALDMR student learning** in extraordinary circumstances, underpinned by a commitment to social responsibility.
- **Provide structural support for CALDMR students** as they adjust to online or hybrid teaching delivery, such as access to emergency funding, digital resources and equipment, and person-centred guidance with navigating policies, procedures, and practices.
- **Build institutional capacity** for providing a flexible and blended approach to service provision in both online and in-person capacity which considers the particular needs of CALDMR students.
- **Invest in opportunities for staff**—including colleagues on casual contracts—**to access cultural awareness/ intersectionality and implicit bias training** that includes strategies and case studies with critical CALDMR examples.

University community

- **Develop teaching and learning resources that are fit for purpose for CALDMR and equity students** that do not assume students have equal access to linguistic and cultural resources (including institutional/system knowledge).
- **Devise teaching and learning strategies** that integrate accessible, inclusive, and engaging digital technologies.
- **Provide support to university educators** to ensure teaching is student-centred, engaging, considers diverse learner experiences, and reflects an ethic of care.
- **Enhance institutional engagement with CALDMR students** and foster a greater sense of belonging by incorporating the use of community languages in the

distribution of institutional communications, particularly around the access and availability of student services and support.

Reflections on beneficial consequences of Emergency Remote Delivery that should be preserved

Taking advantage of the flexibility of online teaching

- Flexible learning options may also enhance the potential for higher education to be more accessible to a broader student population, such as those with work or caring responsibilities.
- Changing to online teaching encouraged educators to reflect on what they considered to be important for the students to learn. The shift to online teaching reinforces the need for educators to focus on approaches that 'facilitate' student learning outcomes, so that students are offered different learning experiences to enhance the development of their higher-order cognitive skills (Bryson & Andres 2020, p. 609).
- The forced transition provided an opportunity for them to discover a range of different skills which they may otherwise not have used. As well as technological skills, such as using e-learning platforms, recording videos, and creating online assessments, there has also been a need for university educators to develop their pedagogical and communicative skills so that they could effectively present and moderate in an online environment.

Extending options for class interaction

- Although shifting to online learning resulted in less physical contact in the classroom, this change may have inadvertently offered fresh insights into how to encourage broader classroom interaction.
- Some of the educators in this study found that the adoption of different online tools enabled some students to feel more confident about class participation. If some students who may have previously been reticent to contribute to class discussions feel more confident to ask questions or make comments using for instance the chat function, it will not only strengthen their self-confidence, but it will also benefit other students by learning from the views of students who may typically feel silenced.
- In addition, the use of online collaborative tools may also help students feel a growing sense of belonging in the class community.

Partnering in learning

- The experience of learning to teach online may have also offered insights for educators about how students may feel when learning something new, such as adjusting to learning online.
- An awareness of mutual vulnerability may also foster the desire to partner in learning. When there is an openness by the educator to learn from the students, it can positively influence the asymmetrical positions of privilege and power in the classroom.
- Although educators may have expertise in their field of teaching, a recognition that everyone brings experiential knowledge to the classroom can enhance the learning experience.
- This has the potential to break down the invisible barrier that is sometimes erected between educators and students. An acknowledgement by educators and students that they are both learners together has the potential to deconstruct the traditional power relations in the classroom.

Providing support

- For instance, students appreciated that educators made time available online for discussion groups or to answer questions. In the present study, educators also emphasised the importance of being available for students.
- Many educators referred to spending time at the beginning or end of each session for an informal chat to see how students were, or to answer any questions.
- Other educators referred to being accessible for students to contact them through emails, chat rooms, or phone calls. Most universities introduced a more lenient approach regarding policies for extensions and marks.
- In addition, many universities also offered financial assistance for students who were struggling to support themselves.
- Educators in this study advised that they were able to refer students to services available through the university, such as student services, English language support, Study Smart, library resources, and counselling.
- In addition to academic support provided by their universities, such as videos or workshops to assist students as they adapted to online learning, educators in this study referred to online activities they created which provided additional guidance to support students as they learnt.
- Maintaining open channels of communication between colleagues at a time when it was not possible to meet physically, provided not only academic but also emotional support for educators.
- Productive collaboration between colleagues facilitates a conducive work environment, with a focus on strengthening each other in order to best support student learning.

Introduction

The novel coronavirus (COVID-19; henceforth referred to as COVID) was declared a pandemic on 11th March 2020, and its spread has exposed vulnerabilities of educational systems globally. Although COVID is a global health crisis—with its effects broadly felt in social, economic, and educational spheres of life and across many societies—it has disproportionately affected vulnerable groups (Kim & Bostwick, 2020; Politi et al., 2021), particularly culturally and linguistically diverse migrant and/or refugee (CALDMR) communities (Smith & Judd, 2020; Balakrishan, 2021). In Australia, communication about avoiding community transmission has been hindered in two states (Victoria and New South Wales) because of monolingual assumptions and misunderstandings about communicating with CALDMR communities, resulting in higher transmission rates in areas with high density of CALD populations (Jakubowicz, 2021; Seale et al., 2021; Wild et al., 2021). In addition to challenges with public health communications, recent research highlights how family responsibilities have intensified for CALD young people as a result of the pandemic, which has necessitated more cultural brokerage, financial support through paid work, and care giving (Couch, Liddy & McDougall, 2021). Moreover, the impacts of COVID have created mental health challenges. As Specker, Nickerson and Liddell (2021) write, the impacts of lockdown are particularly impactful for refugees because the disruptions of the pandemic can trigger memories of past traumatic events, which are a key indicator of poor mental health.

Hasty shifts to online remote learning have deepened inequalities in access to quality learning experiences (Sharma, 2020; UNESCO, 2020). While the challenges created by COVID for universities and students have not yet fully unfolded, the necessity to move all teaching and learning online—which we call emergency remote delivery (ERD) to distinguish from planned online learning—has both created new and magnified existing barriers for educational participation. In Australia, community transmission of COVID mandates frequent lockdowns across the country, resulting in repeated shifts to ERD, which are likely to persist in the immediate future. In its latest report on the State of Higher Education during COVID, the Organisation for Economic Co-Operation and Development (OECD, 2021) cautioned that remote online learning "risks creating new inequalities among learners" (p. 38). The report shows that out of 26 OECD member states included in the survey only five (i.e., Belgium, France, New Zealand, Slovenia, and Spain) had remedial measures in place that specifically respond to immigrant, refugee, ethnic minorities, or Indigenous students in higher education.

The ongoing disruption caused by COVID has caused extensive and global damage to educational experiences and institutions. The economic impact of disruption to education (schooling, training, and higher education) is likely to create ongoing financial disadvantage to students, institutions, and countries, with an OECD report predicting a 1.5% drop in GDP throughout the remainder of this century (Hanushek & Woessmann, 2020). Based on their study of eight weeks of closure of Dutch primary schooling, Engzell, Frey and Verhagen (2021) predict that losses in learning resulting from school closures and remote learning are likely to impact on every student, with those from 'less-educated homes' likely to experience 60% higher losses. Similar concerns about the impact of learning at home on vulnerable children have been reported by Australian scholars (Drane, Vernon & O'Shea, 2020). These authors speculate that such losses are likely to be much higher in countries with weaker infrastructure or longer periods of closure. These disparities are further complicated by the 'digital divide', which impacts lower-resourced families and creates significant stresses for students, parents, and schools (Seymore, Skattebol & Pook, 2020). For students and staff who have caring responsibilities, the task of remote schooling children at home has created significant challenges, with parents reporting the curriculum as 'unreasonable' (Fontanelle-Tereshchuk, 2021), and describing the workload as 'intense' for both their children and

themselves (Muir et al., 2020). The challenges of balancing remote learning and working have resulted in high levels of stress and exhaustion (Baker, 2021).

The impacts of remote learning have also created new educational and social vulnerability, particularly for CALDMR communities (Blackmore, 2020; Masters et al., 2020; Mupenzi, Mude & Baker, 2020). Research suggests that CALDMR students have lost important forms of support with their language development and social engagement, and many have parents who are unable to effectively engage with their learning because of their own limited language and digital proficiencies; moreover, this cohort is likely to have challenges with accessing digital devices (Mupenzi, Mude & Baker, 2020; Mudwari et al., 2021). This therefore warrants urgent research attention to address CALDMR students' learning loss and the associated impacts on physical, social, and mental wellbeing resulting from the educational disruption from COVID-19 restrictions.

In particular, there is a need to examine how these challenges impact on higher education equity because there is a clear sense that COVID has disproportionately affected students from disadvantaged backgrounds (Mupenzi, Mude & Baker, 2020; OECD, 2020; Mudwari et al., 2021; O'Shea, Koshy & Drane, 2021). The hasty shift to emergency remote delivery (ERD) means CALDMR students needed to have internet access, a computer, and a conducive learning environment. In many instances, those resources may not be readily available to refugees and other disadvantaged students. Left unaddressed, the pandemic is more likely to exacerbate the problem of inequality in Australian higher education.

There is a growing consensus that the shift to digitalised higher education has enabled a more realistic set of deliberations and analyses about the possibilities and limitations of digital technology in education. The shift to mass online learning presents a unique opportunity to examine which learners benefit and which are disadvantaged when education goes digital. To date, little is known about how this shift (both ERD and planned online learning) impacts on CALDMR students, despite the OECD (2021) reporting that students from low-income families, minority groups, learners with disabilities, indigenous students, and those with a migrant background experienced ERD as an additional barrier to their learning.

Attention to the needs and experiences of CALDMR students with ERD is clearly needed. Pre-pandemic indicators showed that CALDMR students experienced intersectional educational disadvantage such as: financial disadvantage, institutional misrecognition framed by a deficit rather than strengths-based approach to cultural and linguistic diversity, low levels of learning and language support in education institutions, being first-in-family, trauma-related learning challenges, pre-migration interruptions to education for forced migrants (Baker et al., 2018; Baker et al., 2022; Burke et al., 2020; Hartley et al., 2018; Molla, 2020; Naidoo et al., 2018; Sheikh, Koc, & Anderson, 2019; Stevenson & Baker, 2018). Although not an identified equity group so far, we include international students in this broad category as the impacts of COVID have exposed their vulnerability to various forms of educational, social and financial precarity. We argue that exploring these challenges through the lens of a CALDMR student—thereby capturing multiple, intersecting forms of disadvantage—can help to identify the challenges that many other 'equity' students face.

The challenges of ERD are not only experienced by students; COVID has exposed the stresses and difficulties for educators, student-facing support staff (SFSS; equity practitioners, student advisors, learning advisors, counsellors), and educational designers. The scholarly literature offers contrasting empirical evidence of the challenges for educators, SFSS and educational designers about preparing, delivering, and supporting teaching online with educationally disadvantaged students. Recent work by team members Baker and Due (Baker et al., 2022) exploring university educators' understandings of CALDMR students' needs found that educators undertake significant invisible and emotional labour with CALDMR students, driven by (erroneous) systemic assumptions about students' capacity

to self- diagnose and locate supports. Other research has highlighted the importance of face-to-face supports with 'trusted' people (Baker et al., 2018; Hartley et al., 2018; Sheikh et al., 2019).

In this report, we outline the findings of a qualitative, mixed-methods study that examined the experiences of CALDMR students and educators (lecturers, tutors), SFSS, and educational designers regarding ERD. We used the data collected from these four 'stakeholders' to create a research-informed advocacy agenda, which has generated CALD-specific recommendations for higher education policy and practice.

Working as a collective under the Refugee Education Special Interest Group (RESIG), we explored the challenges and opportunities of ERD for CALDMR students and their teachers and other university support staff through a mixed-methods study, underpinned by the strengths-based approach of Appreciative Inquiry. We had six main aims:

1. To examine the policy landscape to see whether and how universities updated their equity policies post-COVID.

2. To explore how CALDMR students in higher education experienced the ERD, including how these experiences are shaped by the intersectional variables of stage of study, residency status, gender, culture, and language.

3. To explore university educators' experiences of ERD, their awareness of the needs of CALDMR students in both synchronous and asynchronous online learning including how—if at all—they have adapted their teaching practices and strategies to scaffold CALDMR engagement.

4. To identify the support needs of CALDMR students through engagement with 'student-facing' university support staff, and to explore their experiences and perceptions of moving to remote forms of support.

5. To explore the awareness and understandings of educational developers of intercultural pedagogy as universities move courses online.

6. To produce a strengths-based, research-informed advocacy agenda that outlines good practice strategies and practices for universities and students and make recommendations for policy and practice shifts to better support CALDMR students and university staff in the post-COVID context.

Context

This research was conducted in 2020–2021 during a period of significant upheaval associated with the closure of international borders and varying levels of lockdown within Australia. These circumstances created ongoing challenges for our participants and for the research team. Data gathering activities were subjected to interruptions by persistent lockdowns. Recruitment of university staff was slowed down because many participating universities had restructured their workforces. Taken collectively, mobility restrictions and the employment insecurities initiated by organisational changes and lockdowns affected the subjective well-being of researchers and participants. Although our report is written using the past tense, many of the issues our participants described relating to ERD remained consistent, albeit with periods of relative freedom to move and congregate. At points during this period, university teaching has moved between online and on-campus provision in hybrid (face-to-face and online) modes.

Literature review

In this literature review, we scope the literature that speaks to the impacts (to date) of COVID on the international and Australian higher education sectors, before turning our attention to what COVID means for teaching and learning in university contexts. We make a clear distinction between online teaching and learning (OTL), which has been a feature of higher education and remote learning for many years, and emergency remote delivery (ERD), which is what happened in all Australian universities when the first nation-wide lockdown was mandated by public health orders to socially isolate in March 2020. ERD has continued on a state-level basis as community transmission of the virus has necessitated lockdown measures. This distinction is important because it signifies a difference in planning, preparation, and resourcing. While both OTL and ERD are known to impact differently on students with various forms of educational disadvantage, this review demonstrates how CALDMR are in a significant blind spot, with little written about the adjustments made by institutions to support the learning needs of this group of students.

The impacts of COVID on the higher education sector

There has been a proliferation of writing about the impacts of COVID on higher education systems across the world since the World Health Organisation declared a pandemic in March 2020. A common theme across this emergent post-COVID literature is despondency about the inevitable changes for universities (Watermeyer et al., 2021a), and the associated consequences for all students, particularly equity cohorts (Mupenzi, Mude & Baker, 2020; O'Shea, Koshy & Drane, 2021). Key challenges can be drawn from this work in the Australian context. First, a reliance on the market has exposed universities to significant financial risk with consequences for their teaching, research, and service functions. Thatcher et al.'s (2020) statistical modelling of federal enrolment data identified a positive relationship between university revenue, international student enrolments, and full-time equivalent (FTE) employment positions. They proposed that Australia's universities would have lost up to $35 billion in revenue and more than 36,000 FTE jobs because of the pandemic. Second, Croucher and Locke (2020) warn of the significant risk that the next generation of academics will be lost to other careers without investment and workforce planning in Australia's universities, leading to a loss of Australian expertise in key areas, a highly valuable national resource.

While ultimately university budgets in 2021 reveal a slightly more positive result, the scene is set for the unravelling of the financing and regulation model of Australia's universities over the last four decades. Governments of all political persuasion have sought to widen participation in higher education, albeit to varying degrees of commitment, while exercising fiscal restraint by offloading the burden of financing public higher education onto individual students, with international student revenue used to plug holes in diminishing public spending. The exposure and magnification of pre-existing faults in the system have created what Ross (2020) calls a "circuit breaker in the cyclical logic" (p.1355) that drives universities' business models, which as explained above are framed by policies that steer universities towards raising revenue through international student fees.

Having lost anticipated revenue, Australian universities found themselves without public and political support in the aftermath of the pandemic. Their successes in the global education market opened them up to criticisms instead. Blackmore (2020) argues that the locus of responsibility for addressing the current difficulties facing the sector now rests with governments and university leaderships:

> *Governments and university management have been careless about the role of the universities in democratic societies, about what knowledge is valued and the work, health, and wellbeing of academic and professional staff… This carelessness is now exposed as COVID has made evident the vulnerability of Australian higher education.*

(p.1332)

Similarly, Marginson (2020) proposes that policymakers draw on the principle of 'global common good' in charting a post-pandemic blueprint for Australian higher education. The principle of public good, he argues, is a necessary corrective to tackle the utilitarian and economic approaches endorsed over four decades and responsible for the current vulnerabilities experienced by a marketized higher education sector. Translating this principle into the governance of higher education requires recalibrating the balance between individual and collective interests and responsibilities. If higher education is to contribute towards to social solidarity, it must be resourced to provide students with an equitable and affordable education.

Online teaching and learning and equity in higher education

Online teaching and learning (OTL) has long been a feature of Australian higher education teaching and learning, with distance learning a key equity strategy to open educational opportunities to students who are hindered from on-campus study for a variety of reasons, such as caring duties, distance, and mental health issues (Devlin & McKay, 2016; Stone, 2016; Stone & O'Shea, 2019). There is a solid body of work that has examined OTL in the context of equity, with Cathy Stone's (2016, 2019) work in particular informing the development of good practice principles for equitable OTL. As an inaugural NCSEHE Equity Fellow, Stone explored OTL with members of academic and professional staff across 15 higher education institutions in Australia and the Open University in the UK, which is known as an exemplar in providing equitable and innovative distance education. This work led to the development of a set of good practice principles for developing equitable OTL, all underpinned by a whole-of-institution commitment, a shared understanding of the importance of preparation, communication, and connection, and of the need for teachers to consider their own presence, as well as the engagement of their students. Overall, this requires a qualitatively different approach to teaching and learning compared with in-person approaches.

The stakes are high; if done well, as Devlin and McKay (2016) remind us, OTL offers equity-cohort students the flexibility and options needed to access and participate successfully in tertiary education, consequently enhancing their higher education experiences and educational outcomes. However, if done without sufficient planning, consideration, resources, and support OTL can be disengaging, demotivating, overwhelming and can create a 'second-class' experience for students and educators (O'Shea, Stone & Delahunty, 2015; Stone, 2019; Stone & O'Shea, 2019). As O'Shea et al. (2015) note, students in their study described feelings of disconnection caused by infrequent communication and the notion of the 'disappearing lecturer' and 'don't bother me' tutors, and a perception of 'self-service units'. Such experiences are magnified for equity cohort students, particularly students who are new to higher education and/or online study (Stone, 2019; Stone & O'Shea, 2019). As Stone et al. (2016) remind us, while widening access to higher education is one benefit for online learning, it is not enough to only provide access. Despite its clear usefulness for opening access to programs of study, there are also factors that need to be considered with OTL regarding equitable access (with regard to technology and issues relating to space and time; Hopkins, 2021), as well as challenges with regard to equitable participation. In Australia, a recent focus on OTL in equity-focused higher education scholarship has highlighted challenges. In particular, the needs and experiences of so-called 'non-traditional students' (such as first-in-family and mature aged students, who represent a

significant proportion of the online student cohort; Stone, 2016; Stone & O'Shea, 2019) need to be considered. As Stone et al. (2016) note, these students may need to build confidence and gain experience in university environments and learn how to learn online.

Disrupting assumptions about what students know, have previously done, and can do is important in creating more equitable OTL opportunities (Stone et al., 2016; Stone & Springer, 2019).

Pandemic-induced Emergency Remote Delivery in higher education

In contrast to the carefully planned approach that underpins OTL, emergency remote delivery (ERD) in the early days of the pandemic was a crisis response, leading to the coining of the term 'panicgogy' (Kift, 2020; Vandeyer, 2021). As commentators have observed, the sudden move to mass online study and campus closures was not anticipated by universities and schools and levels of preparedness varied depending on the national, institutional, and disciplinary contexts. As noted by the OECD (2021), "higher education institutions have been adopting digital technologies for decades, albeit unevenly, [across] a wide range of their administrative, educational, and research activities. The COVID crisis spurred an acceleration and deepening of digitalisation in teaching and learning" (p.37). In Australia online learning has been part of national and institutional plans for at least two decades. Blended learning", "flipped classrooms", "flexible access" and "adaptive content" have been staples of university Teaching and Learning Strategic Plans. The Council of University IT Directors has noted that investment in digital infrastructure has been uneven. Its 2019 report identified Melbourne University making the biggest investment in IT followed by other Group of 8 universities. Universities such as Deakin, with its strong distance learning profile, were among the top spending universities in digital infrastructure (CAUDIT, 2019).

The profile of online teaching and learning has been steadily increasing through support from the Office of Learning and Teaching, its predecessor, the ALTC, and the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE). All these elements and the flexibility of education to engage in rapid professional learning enabled the digital pivot in March 2020. Notwithstanding these achievements, several challenges have also been identified. Besides the uneven investments in digital infrastructure, the appropriateness of digital education for different disciplines complicated matters. As the OCED (2021) notes, the transition to online learning was most disruptive to disciplines or courses that required site-based learning resources, such as laboratories or fine arts studios, and clinical or work-based learning components (p. 17). ERD led to a variability in engagement and outcomes, especially for educationally disadvantaged students.

A growing body of work has addressed engagement as one set of challenges (Hill & Fitzgerald, 2020; Scull et al., 2020). A 2020 survey conducted by TEQSA demonstrated that the challenges of ERD were certainly not restricted to equity cohorts. They reported that,

> *a significant percentage of survey respondents indicated that they did not wish to continue with remote study and wished to return to a face-to-face experience as soon as possible.*

(TEQSA, 2020, p. 1)

Similar findings have been found in other national contexts. A survey by the European Students' Union also revealed a clear preference for face-to-face teacher-student interaction (Doolan et al., 2021). Aguilera-Hermida's (2020) United States of America's (USA) study of students' experiences of COVID-mandated ERD, confirmed preference for face-to-face rather than online, which corresponded with a perception of being less motivated and having lower cognitive engagement than prior to ERD. Aguilera-Hermida categorised the ERD-

related challenges that she observed in her participants as situational and environmental (relating to home life, noise, productivity, personal life, financial hardship); online educational (fatigue, difficulty understanding material, inaccessibility of usual support services/tools such as peer tutoring, decreasing quality of learning, increased workload), and emotional (lack of motivation, stress, anxiety, worry about COVID, changes in mental health, sadness). Similar patterns are reported in Händel et al.'s (2020) study of German students, with those who were categorised as 'not ready for digital learning' appearing to suffer not only from a lack of skills and technologies to participate as their more-ready peers, but also more stress-related emotions and loneliness. In a different US-based study, Shin and Hickey (2020) report that a third of students questioned the rigour of their learning online, and nearly half reported that online learning did not foster their creativity. These complaints were underpinned by a perception of limited communication and feedback, and inadequate workload adjustment impacting on their experiences. These experiences also appeared to be gendered, with more female participants reporting challenges in managing home/family responsibilities and work responsibilities (47.92% compared to 33.33% among males).

Educators also experienced difficulties with shifting to ERD. Transitioning to online teaching, learning, and working created multiple and compound stressors, including increased pressure on academics and inequitable access for students, with the most concerning perhaps the diminished opportunities for interaction, connection, and guidance, described as "the loss of possibilities for accidental moments of learning" (Blackmore 2020, p. 1310; see also McGaughey et al., 2021; Watermeyer et al., 2021b). Like the case for students, some educators experienced the challenges more profoundly because of endemic equity-related challenges. For instance, Akuhata-Huntington et al. (2020), writing as a collective of Indigenous academics, described the fatigue of trying to maintain levels of productiveness and support during the lockdown:

> I'm tired; COVID-19 has highlighted the unpaid, unappreciated, and unacknowledged emotional labour of Māori and Pasifika staff and students. The institution tells us to continue as usual, yet our kaupapa, our purpose, tells us that we must be whānau and whanaunga first, that continuing our research during a pandemic, during a country-wide lockdown is one of the most dangerous, and extractive, things we could do.

(p. 1380)

There are many lessons to be learnt from students' and educators' experiences of ERD in 2020. OTL can be expected to be an ongoing feature of higher education teaching. In the next section, we provide a short summary of some of the recommendations in the academic literature.

Recommendations for 'post-COVID'[1] changes to teaching strategies

While many educators and students were familiar with aspects of OTL—such as using Learning Management Systems (LMS)—the shift to fully online required a significantly different approach, for both educators and students. For example, Passantino (2021) calls for a rethink of the dominant modes and methods of communication, arguing that by privileging visual modes of representation, the increased cognitive load of OTL is reduced. In Metscher, Tramantano and Wong's (2021) article, the authors argue that modelling a responsive classroom through community-building activities—such as polls, sharing emojis, morning meetings, sharing greetings in multiple languages, singing songs, drawing snacks—

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[1] We concur with Tesar's (2020) questioning of what 'post-COVID' means; as he writes, "'Post' is an interesting predicament because it is clear that we cannot be – anytime soon — post Covid-19. It is likely that we will carry Covid-19 with us for a very long time, and not necessarily in a linear progression. As such, it may mean a very long, unclear and messy transformation" (p.558)

helped to create a positive community environment (p. 123). In Fatimawati and Badiozaman's (2021) article, they note that readiness for OTL, as well as resilience (student, educator, institution) can be improved by investing in (institutions) and paying more attention (educators, students) to issues of course design, time management, communication, technological and agentic competence. Similar concerns about the pacing of OTL are raised by Scull et al. (2020), who note that the primary temporal experience of ERD is haste and rush, leading to sub-optimal learning (and teaching) experiences. Instead, they advocate for educators to "adjust expectations about progression" in ERD contexts, and "provide timely constructive feedback when the pace slows down" (p. 505).

Such considerations are particularly pertinent to equity cohorts, including students with caring responsibilities, who require equitable flexibility to manage the push and pull of balancing study with working and caring, particularly in lockdown situations where students (and educators) may also be home schooling and looking after dependents. As Shin and Hickey (2020, p. 984) note, "Amid the uncertainty of COVID-19, we need a little TLC" (tender loving care). However, a notable silence in the literature relates to considerations of cultural and linguistic diversity, and the understandings and practices that need to be developed to best meet the needs of CALD students. This is an area of exploration for the study described in this report.

CALDMR students' experiences of access and engaging in teaching and learning at Australian universities

The participation of CALDMR students in tertiary education is a topic that has attracted growing scholarly and policy interest. In particular, there has been a marked spike in interest in the participation of students from forced migration backgrounds in Australian higher education, alongside calls for these students to be recognised as a targeted equity group (Perales et al., 2021; Sladek & King, 2016; Terry et al., 2016). Although many of the recommendations made in the academic literature argue for recognitive supports for CALDMR students, providing such targeted support is made more challenging by the dearth of information that most Australian universities have about how many CALDMR students are participating in higher education, which has also been highlighted in three National Centre for Student Equity in Higher Education-funded studies (Terry et al., 2016; Hartley et al., 2018; Perales et al., 2021). This lack of data obfuscates the provision of support for both senior managers and people working in student-facing roles in higher education, and without a top-down mandate it is unlikely that universities will begin to collect this much-needed information to better support educational opportunities and outcomes for CALDMR student cohorts.

Although Non-English-Speaking Background (NESB) students are no longer an identified equity cohort in higher education equity funding and policy, CALDMR students experience significant challenges with accessing, participating in, and transitioning out of higher education (for example, Baker et al., 2018a; Baker & Irwin, 2021; Burke et al., 2020; Hartley et al., 2018, 2019; Naidoo et al., 2018). CALDMR students face significant challenges, with recent analysis of Australian higher education data from 2001–2017 suggesting that about 83% of refugee students from Africa paused/withdrew from their university studies (Molla, 2019). The growing body of academic research has contributed to a rich knowledge base that can help us understand the challenges that impede access, such as lower attainment in standardised tests (for example, Creagh, 2014), developing language proficiency (Alford, 2014; Choi & Najar, 2017; Wrench et al., 2018), formal/academic literacy acquisition (Wilkinson & Langat, 2012; Windle & Miller, 2012; Wiseman & O'Gorman, 2017), navigation of educational systems (Sheikh, Koc, & Anderson, 2019; Stevenson & Baker, 2018), and conflicting cultural expectations around the value and utility of education (Deslandes, Kaufmann, & Anderson, 2021). These issues are magnified for refugee students who are on

bridging or temporary protection visas, who are treated as international students by virtue of the hostile conditions imposed by their visa restrictions (for example, Hartley et al., 2018).

Once CALDMR enter higher education, other challenges are prevalent, one of these being that the ways that CALDMR students interact with the institution and seek support can be significantly different from what institutions assume (Naidoo et al., 2018; Stevenson & Baker, 2018). For example, the participants in Baker et al.'s (2018) study showed a strong aversion to using 'cold' institutional supports, particularly if they involve digital gatekeepers, such as online booking systems. Navigation of systems—both physical and online—can also be problematic (Kong et al., 2016; Molla, 2021a; Stevenson & Baker, 2018), as can feelings of isolation and disconnection (Clark & Lenette, 2020; Harris, Chi & Spark, 2013; Molla, 2021b; Naidoo, 2015;). Gender also creates challenges, with women's participation in higher education stymied by the "gendered complexities of balancing personal, familial and cultural responsibilities and needs" (Harris, Chi & Spark, 2013, p.198).

Although there is a significant body of literature on access to higher education, we know relatively little about CALDMR students' experiences of university teaching and learning. Thebroader literature on transition into higher education has captured some empirical data aboutCALDMR students' experiences, such as Baker, Irwin and Freeman's (2019) account of how developing language proficiency and conflicting different temporalities between institutional structures and CALDMR students impacted on their participants' ability to continue their studies. We know virtually nothing about CALDMR students' experiences of OTL in settlement contexts, although we acknowledge a robust body of work that looks at online access to study in displacement contexts (for example, Crea & Sparnon, 2017; Dahya & Dryden-Peterson, 2016; Reinhardt et al., 2018). Indeed, Halkic and Arnold's (2019) analysis of Kiron's online access to higher education has led them to argue that higher education institutions should "differentiate refugee students... to create effective (online) education offers for refugees" (p. 360), which is arguably relevant for settlement higher education sectors.

Summary

The impacts of COVID on the Australian higher education sector cannot be underestimated, with many important lessons to be learnt as we move into a 'post-COVID' sector that has a significant online presence. There is a growing and important body of literature on OTL, with specific information for equity cohorts, that is useful for institutions and educators as they move from ad-hoc ERD to carefully planned OTL. However, what is missing from the growing literature on OTL and ERD, is a focus on how cultural and linguistic diversity impacts on student engagement, educational design, teaching and supports. As we will discuss in the following sections, while we now know a lot about the challenges that CALDMR students face regarding access to higher education, we know significantly less about the challenges of participating in university study for this cohort, and very little about studying remotely (both for OTL and ERD). It is in this gap that our study is situated.

Methodology

Research design

This is a mixed-methods, comparative and interdisciplinary project that drew on the expertise of a collective of experienced leading academics in the fields of refugee education, psychology, sociology, educational design, and public health. By working together with a steering group from the RESIG, this multi-partner study sought to examine the challenges students and staff experienced with moving to ERD. We gathered data from four groups of 'stakeholders': CALDMR students, university educators from a variety of disciplinary backgrounds, 'student-facing' support staff, and educational designers. We then used our collective analysis of these data to create a toolkit of good practice, using the four stages of Appreciative Inquiry (discover, dream, design, and destiny) for strengths-based/opportunities-focused analysis. We obtained institutional ethics from the lead institution, as well as reciprocal approval from partner universities. We also endeavoured to enact an ethics-in-practice approach (Guillemin & Gillam, 2004) at all times (pre-, during, and after leaving 'the field') in recognition of the sensitivities of the topic of our research and how it impacts on the lived experiences of all our participants.

This study was designed to examine the equity-related challenges and opportunities that universities are responding to as a result of COVID through the lens of CALDMR students. We developed five research questions to frame this project:

RQ1: What are the equity challenges and opportunities for CALDMR students and universitystaff navigating the post-COVID remote learning context?

RQ2: How has the COVID-induced shift to remote learning affected the learning experiencesof CALDMR students, the teaching experiences of their educators, and the support experiences of equity practitioners/ student-focused staff?

RQ3: How do the intersectional factors of educational disadvantage impact on CALDMR students' learning?

RQ4: To what extent have educationalists considered CALDMR in their guidance to informonline delivery?

RQ5: How has COVID impacted on equity policy responses targeting CALDMR students?

The mixed methods data approach included quantitative surveys, qualitative follow-up interviews, self-recorded photovoice and photo-mediated interviews and a review into the current policy framework. We gathered data from participants who represented 30 Australian universities:

- 87 CALDMR university students (domestic and international) completed an online survey
- 10 students participated in a Photovoice interview
- 29 university educators completed an online survey
- 8 university educators participated in semi-structured interview
- 15 SFSS completed an online survey
- 13 SFSS participated in semi-structured interviews
- 19 educational developers completed an online survey

Reflecting COVID-19 imposed restrictions, all data collection methods involving identified stakeholders were actioned via online media. A detailed overview of the methodology, the project design, and the participants is offered in Appendix B.

Analysis

Quantitative analysis

Quantitative data gathered from students were analysed using single sample *t*-tests (to test if scores in the overall group differ from the 'neutral' midpoint of the scale), independent sample *t*-tests (to test if the average score of one group differed from the average score of another group), and chi-square tests of independence (to explore if two variables were associated with one another). Prior to analysing data, assumptions tests were conducted. Due to unequal variance found between teaching presence and first language, and teaching presence and visa status, equal variance was not assumed when interpreting results for these analyses.

For the staff survey respondents (university educators, SFSS and educational developers), quantitative data were analysed by descriptive, not inferential, statistics such as means and percentages.

Qualitative analysis

All qualitative data were analysed using Braun and Clarke's (2019) reflexive thematic analytic (RTA) frame. RTA is a method that more accurately captures Braun and Clarke's original intentions of outlining 'thematic analysis': a method that centralises the role of the researcher in knowledge production. More specifically, reflexive thematic analysis reflects the values of qualitative research and views the researcher's subjectivity as a "resource" and central to the process, along with "organic and recursive coding processes" and "deep reflection on, and engagement with, data" (p. 10). They revised the method by revisiting the origins of their foundational work (Braun & Clarke, 2006), identifying the assumptions they had about qualitative research derived from their unique positioning and educational privilege and reflecting on how the method has since been used, to distinguish between their conceptualisation of thematic analysis 'then' and 'now'. In reflexive thematic analysis, themes are generated rather than 'in' the data, waiting to be retrieved, and the description of the process of thematic analysis is made transparent.

Appreciative Inquiry

Following the sharing of preliminary analysis from each participant-group team, we used a strengths-based approach underpinned by Appreciative Inquiry to develop the research-informed 'good practice' advocacy guide, and to make recommendations for policy and practice directed at the institutional, sector and federal government levels.

A Strengths-Based Approach

Appreciative Inquiry (AI) is a collaborative and participatory approach to action research that emphasises strengths rather than problems. While researchers have employed different terms for the process, AI typically involves four stages:

- Discover (what are the strengths and assets?)
- Dream (what might be the ideal?)
- Design (what are ways to create the ideal? what should we do?)
- Deliver or Destiny (how to empower, learn and sustain?)

The first stage is **discover.** This stage is about "valuing the best of what there is" (Grant & Humphries, 2006, p. 403) whilst considering different perspectives. The second stage focuses on what the ideal might be and is called **dream**. This replaces what would be an "analysis of causes" stage in more conventional approach to problem solving (Cockell & McArthur-Blair, 2012, p. 45). The third stage, **design**, explores ways to create the ideal by

asking, *what should we do*? This is a dialogue about possibilities rather than solutions to problems. Finally, the stage called either **deliver** or **destiny** focuses on how to empower, learn, and sustain. This final stage provides time for reflections on actions, practice, vision, and critical dialogue (Jones & Masika, 2021). While there are four core stages, as Bergmark and Kostenius (2018) emphasise, moulding AI to the specific context is important. This is reflected in the sheer variety of applications that include meetings of a few hours and activities that take place over semesters or years. For example, Grant and Humphries (2006) describe a series of meetings that varied with some purposely designed for AI and others incorporating specific questions. Bergmark and Kostenius (2018) used AI to theoretically underpin and design multiple activities for an international study in primary schools in Europe, which took place over two years. These activities included interviewing students in the classroom, facilitating in-class discussions and creative methods (such as multimodal productions, letter-writing, and reflections), conducting field trips and practical activities, and designing co-constructive reflections between teachers and students.

Using Appreciative Inquiry to Create an Advocacy Agenda

One of the intentions for the AI activity was to produce a strengths-based, research-informed advocacy agenda that outlines good practice strategies and practices for universities and students and make recommendations for policy and practice shifts to better support CALDMR students and university staff in the post-COVID context. AI was selected as the tool to create this agenda, because it emphasises the strengths of students, support groups, teachers, educational developers, and the research process itself. The facilitators asked questions of what works and how can the co-investigators build on what has worked to improve the quality of teaching and learning. Detail of this process is offered in Appendix C.

From the AI meeting, areas and topics were identified that could be actioned and developed into plans and strategies for the future, with a document sent around after the meeting for contribution from the rest of the co-investigating team. The results of the AI process are recorded as tables in Appendix A. As the output from this process is a research-informed advocacy agenda, we have decided to leave the 'deliver' column blank, to reflect the need for advocates to continue this work in their own contexts.

Review of the policy context

Intending to examine the extent to which COVID-induced equity provisions in Australian higher education target CALDMR students, we reviewed systemic and institutional policy statements articulated between March 2020 and March 2021. We conducted a desktop audit of COVID-related equity initiatives (including policies, strategies, financial support, special entry consideration, etc.) that benefit CALDMR students. We used key search terms (e.g., refugee support, CALD students, and student equity) and data sources (e.g., government and university websites) to locate relevant policy provisions. Findings of our analysis highlight three key points.

First, in the HE sector, the pandemic has generated a range of policy responses. Through the *Higher Education Relief Package*[2], the Federal Government supported universities to offer short courses tailored to workers who lost their jobs because of the lockdown. COVID-induced financial commitments of State governments (e.g., the *International Student Emergency Relief Fund*[3], Victoria; the *Queensland International Student Crisis Assistance Package*, Queensland[4]; and *International Student Support Package*[5], South Australia) made resources available for international students. International students who were adversely financially affected by COVID could also access the Australian Government's emergency relief funding made available through charities and community organisations.[6] Through the Coronavirus Supplement[7], for about 12 months, the Government also provided additional funding to those who receive eligible income support payments; the group included disadvantaged domestic students. Emergency assistance packages of State and Territory governments and universities include direct financial assistance, scholarship, rent relief grant, interest-free loans, visa application fee waivers, special working arrangements for international students[8], fee extensions, and emergency food vouchers. See **Table 6** for a sample of systemic and institutional equity initiatives.

Second, the COVID-related student support initiatives do not often specifically target CALDMR students. Initiatives at Federal and State levels focused on international students. The shared consensus appears to be that those domestic students most disadvantaged by COVID (including CALDMR students) benefit from existing government assistance (including Youth Allowance, Austudy, and ABSTUDY) and other Commonwealth income support programs such as JobKeeper, Job Seeker or Status Resolution Support Services payment for those on bridging visas. Providing additional learning support to CALDMR students necessitates targeted policy provisions that enable universities to design resource-intensive support mechanisms. However, as refugees are invisible in HE equity policies (Molla, 2021b; Stevenson & Baker, 2018), universities do not have an incentive to target the group for special consideration before and during the pandemic.

The COVID response at Federal and State levels focused on international students. At a university level, when the provision of emergency relief funding includes domestic and international students, in most cases, the eligibility criteria exclude applicants who are receiving Centrelink student assistance payments or other government support payments, including Youth Allowance, ABSTUDY, Austudy, Job Seeker or JobKeeper. Even so, there

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[2] https://ministers.dese.gov.au/tehan/higher-education-relief-package

[3] https://www.studymelbourne.vic.gov.au/news-updates/international-student-emergency-relief-fund

[4] https://www.tiq.qld.gov.au/iet-strategy/

[5] https://www.premier.sa.gov.au/news/media-releases/news/$13.8m-for-sas-international-education-sector

[6] https://www.anneruston.com.au/urgent_support_for_300_charities_and_community_organisations

[7] https://guides.dss.gov.au/guide-social-security-law/coronavirus

[8] https://www.health.gov.au/ministers/senator-the-hon-richard-colbeck/media/international-students-ready-to-fill-critical-staff-shortages-in-aged-care

are a couple of universities such as the University of Technology Sydney (UTS) and The University of Western Australia (UWA) that extended the support to all students. UTS's $15 million student support package targets 'domestic and international students experiencing financial hardship as a result of COVID'[9]. In other cases, eligible students are framed in broad terms such as 'students in need' (Deakin)[10], 'eligible students experiencing financial hardship' (QUT)[11], 'students experiencing financial difficulties' (Swinburne)[12]. Similarly, RMIT University's *Financial Hardship Assistance* includes domestic and international students experiencing financial hardship as a result of the pandemic[13]. Also, some universities (e.g., Charles Sturt University, La Trobe, Swinburne) have more elaborated refugee support programs than others and are more likely to target CALDMR students during the COVID crisis.

Likewise, COVID-related initiatives did not specifically target CALDMR students. Even so, there were emergency programs that did target members of the group. For example, through the *Extreme Hardship Support Program,* the Victorian Government provided financial support to undocumented migrants who (a) are experiencing significant hardship as a result of the coronavirus (COVID) and (b) are unable to access Commonwealth income support. Likewise, the *COVID Support Package for Students* at UTS and the *COVID Financial Hardship Grant* at UWA provide general support to disadvantaged domestic students regardless of access to other government assistance. CALDMR students can benefit from such opportunities.

Finally, in most cases, COVID-related equity arrangements do not cover **academic support**. Academic challenges of disadvantaged students that resulted from the abrupt shift to remote learning gain little attention. At national and institutional levels, the response to the COVID disruption focuses mainly on financial assistance. This is a significant omission given the pandemic has amplified the risk of academic disengagement and drop-out among refugee and immigrant students (OECD, 2020). Without the necessary institutional support, the abrupt shift to remote learning worsens inequalities in educational outcomes. Even before the COVID disruption, research showed that students from socio-economically disadvantaged backgrounds 'consistently perform worse in an online setting than they do in face-to-face classrooms and remote learning 'increases their likelihood of dropping out' (Bettinger & Loeb, 2017).

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[9] https://www.uts.edu.au/news/social-justice-sustainability/covid-19-support-package-students

[10] https://blogs.deakin.edu.au/deakinlife/2020/03/14/enrolment-study-and-administrative-support/

[11] https://www.qut.edu.au/additional/coronavirus

[12] https://www.swinburne.edu.au/alerts/coronavirus/financial-support/financial-support-for-international-students/

[13] https://www.rmit.edu.au/students/support-and-facilities/student-support/finance/financial-support-assistance/covid-19-support-and-assistance#rmit-support

Table 1. A Sample of Systemic and Institutional Equity Initiatives during Pre-COVID and COVID Period

EQUITY PROVISIONS	AGENCIES		
	COMMONWEALTH GOVERNMENT	STATE & TERRITORY GOVERNMENTS	TERTIARY EDUCATION ADMISSIONS ADMINISTRATIVE CENTRES
Pre-COVID/ general	Higher Education Partnership and Participation Program, HEPPP Tertiary Access Payment, TAP Student assistance through Centrelink [14]		Special consideration schemes[15] that recognise refugee status as a category of disadvantage: Tertiary Institutions Service Centre (WA) University Admission Centre (NSW&ACT) Victorian Tertiary Admission Centre (Victoria)
COVID-related	Higher Education Relief Package (for domestic & international students) - Access to superannuation for international students - Special (extended) working arrangements for international students - Support for charities and community organisations National Rental Moratorium	**ACT:** Jobs for Canberrans Fund Community support package **NSW:** Short-term emergency accommodation Emergency food relief package **NT:** International Student Wellbeing Grant Queensland: Queensland International Student Crisis Assistance Package **SA:** International Student support Package Residential Rental Grant Scheme **Tasmania:** Rental Relief Fund	Many universities have some form of Emergency Relief Fund/Grant/Assistance for students under financial distress: e.g. - COVID Emergency Support (Flinders University) - COVID Student Support Package (Griffith University - Student Emergency Fund (Swinburne University) - COVID Student Support Grants (University of Melbourne) - COVID Student Support Package (USQ) - COVID Support Package for Students (UTS)

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[14] Those scholarships for refugees and asylum seekers cover tuition fees and financial assistance. Although universities use the term humanitarian scholarship, the eligibility criteria can be very different. For example, at RMIT, the Humanitarian Scholarship targets Permanent Humanitarian Visa holders while at ANU, it is limited to Asylum Seekers or those who are on Temporary Protection Visa.

[15] CALDMR relevant provisions

EQUITY PROVISIONS	AGENCIES		
	COMMONWEALTH GOVERNMENT	STATE & TERRITORY GOVERNMENTS	TERTIARY EDUCATION ADMISSIONS ADMINISTRATIVE CENTRES
		Financial support Package **Victoria:** International Student Emergency Relief Fund Extreme Hardship Support Program **WA:** State Emergency Welfare Program StudyPerth Crisis Relief	• Onshore International Students COVID Student Assistance (WSU) • COVID Financial Hardship Grant (UWA) • Financial Hardship Assistance (RMIT)

Findings

In line with the Appreciative Inquiry process, we took a strengths-based and solutions-focused approach to the development of the advocacy agenda developed from this inquiry (see Appendix A). In doing so, we bracketed out the 'shadow'—that is, data and themes that were framed in terms of challenge and negative experiences. The 'shadow' was dominant in the data collected from each of the four participant groups: CALDMR students, university educators, SFSS, and educational designers. This is likely due to the project occurring during unprecedented circumstances that were still actively impacting on participants, even if they were not engaged in ERD at the time of data collection. All responses presented below therefore need to be understood in the context of COVID-induced instability and fatigue.

CALDMR students

Survey findings

Student academic engagement

On average, students stated they were neither engaged nor disengaged academically when asked about their current feeling about studying compared to when studying prior to COVID (single sample *t*-tests to examine mean score in relation to scale mid-point indicated *p*s>.08). Interestingly, student engagement was significantly greater for those with English as their first language than those who had another first language $t(85) = 2.10$, $p = .04$. Students' confidence, preparedness, and enjoyment did not differ as a function of first language or visa status (see **Table 2** for *M*[SD]).

Table 2. CALDMR students M(SD) for academic engagement compared to previous face-to-face learning experiences

| | OVERALL *M* (SD) | FIRST LANGUAGE | | VISA STATUS | |
		ENGLISH 1ST LANGUAGE	OTHER AS 1ST LANGUAGE	TEMPORARY	PERMANENT
Engaged	4.13 (1.45)	4.62 (1.33)	3.92 (1.45)	3.93 (1.50)	4.15 (1.39)
Confidence	4.30 (1.57)	4.62 (1.44)	4.16 (1.61)	4.16 (1.60)	4.24 (1.56)
Prepared	4.09 (1.41)	4.16 (1.46)	4.07 (1.40)	4.02 (1.42)	4.03 (1.47)
Enjoyment	4.17 (1.55)	4.31 (1.54)	4.10 (1.56)	4.00 (1.45)	4.24 (1.75)

Note. Results in bold indicate significant *t*-test. Possible scores range from 1 – 7, with high scores reflecting more of the aspect of engagement (e.g., more engaged, more confident, etc.).

Student online learning experiences

On average, students rated their online learning experiences (in the form of cognitive presence and teaching presence) as better than their previous face-to-face learning experiences (single sample *t*-tests to examine mean score in relation to scale mid-point indicated *p*s<.001). Moreover, students' adjustment to online learning in the form of cognitive presence was significantly greater for those with English as their first language than those who had another first language $t(83) = 2.89$, $p = .005$. Additionally, students' adjustment to online learning in the form of social presence was significantly greater for those with English as their first language than those who had another first language $t(83) = 2.19$, $p = .03$. No other significant relationships were found between first language or visa status and adjustment to online learning (see **Table 3** for *M*[SD]).

In addition, students reported that certain aspects of their learning experiences were better in an online format when compared to their previous face-to-face learning experiences. These included online learning experiences that were more cognitively present, meaning that students found it easier to construct meaning from educational content and to confirm their understanding in online learning formats than in face-to-face formats. Finally, they also reported being more present for the teaching, suggesting that online learning formats facilitated a better classroom climate and more meaningful interactions for CALDMR students with the content of their education and their educators.

Table 3. CALDMR students *M*(SD) for adjustment to online learning (relative to previous learning experiences)

		FIRST LANGUAGE		VISA STATUS	
	OVERALL *M* (SD)	ENGLISH 1ST LANGUAGE	OTHER AS 1ST LANGUAGE	TEMPORARY	PERMANENT
Cognitive presence	4.45 (0.93)	**4.90 (0.69)**	**4.28 (0.95)**	4.35 (1.06)	4.44 (0.81)
Social presence	3.91 (0.97)	**4.27 (0.95)**	**3.77 (0.95)**	3.85 (0.98)	3.83 (1.00)
Teaching presence	4.49 (1.00)	4.60 (0.81)	4.45 (1.07)	4.37 (1.10)	4.54 (0.92)

Note. Results in bold indicate significant *t*-test. Possible scores range from 1 – 7, with higher scores reflecting a stronger self-reported presence. Cognitive presence pertains to how meaning is constructed, and understanding is confirmed. Social presence refers to the ability for students to effectively coalesce. Teaching presence refers to capacity to meaningfully interact with the delivery of education, including teaching style, acceptance of feedback, and classroom climate.

Student experiences of educational disadvantage

Students experienced a range of factors that they believed impacted on their ability to study successfully online including the switch to online learning (see **Table 4**). Most notably, mental health (74.7%), living situation (69%), financial situation (62.1%), internet access (59.8%), physical health (56.3%), computer skills (52.9%), and language skills (51.7%) were indicated by most students to have impacted on their ability to study successfully. However, the only statistically significant association was an association was found between visa type and being disadvantaged by language proficiency, finding those with a temporary visa status are more likely to believe their language skills have impacted their ability to study successfully $\chi^2(2) = 9.41$ $p = .009$. Moreover, there were no other significant associations found between first language or visa status and other factors of educational disadvantage experienced.

Table 4. CALDMR students *n (%)* for experienced factors of educational disadvantage (n=87)

| FACTORS OF EDUCATIONAL DISADVANTAGE EXPERIENCED | OVERALL (%) (*n* = 87) | FIRST LANGUAGE | | VISA STATUS | |
		ENGLISH 1ST LANGUAGE (*n* = 26)	OTHER AS 1ST LANGUAGE (*n* = 61)	TEMPORARY (*n* = 33)	PERMANENT (*n* = 43)
Gender	15 (17.2%)	5 (19.2%)	10 (16.4%)	7 (21.2%)	8 (18.6%)
Parent's education	29 (33.3%)	9 (34.6%)	20 (32.8%)	12 (36.4%)	12 (27.9%)
Language skills	45 (51.7%)	10 (38.4%)	35 (57.4%)	**27 (69.2%)**	**12 (27.9%)**
Financial situation	54 (62.1%)	16 (61.5%)	38 (62.3%)	28 (84.8%)	18 (41.9%)
Living situation	60 (69%)	17 (65.4%)	43 (70.5%)	29 (87.9%)	11 (25.6%)
Physical health	49 (56.3%)	17 (65.4%)	32 (52.5%)	26 (78.8%)	18 (41.9%)
Mental health	65 (74.7%)	17 (65.4%)	48 (78.7%)	31 (93.9%)	25 (58.1%)
Disability status	20 (23%)	5 (19.5%)	15 (24.6%)	6 (18.2%)	10 (23.3%)
Computer skills	46 (52.9%)	13 (50.0%)	33 (54.1%)	22 (66.7%)	16 (37.2%)
Internet access	52 (59.8%)	14 (53.8%)	38 (62.3%)	27 (81.8%)	19 (44.2%)
Computer access	42 (48.3%)	12 (46.2%)	30 (49.2)	22 (66.7%)	15 (34.9%)

Note. Results in bold indicate significant chi-square test of independence. Participants indicated the extent to which each factor impacted their ability to study successfully on a scale from 1 to 7, with higher scores reflecting more disadvantage.

Photovoice findings

The Photovoice interviews with 10 students were analysed thematically (Braun & Clarke, 2019) with a focus on experiences of online learning during COVID. Identified themes mirrored the quantitative findings, highlighting challenges to learning from home, issues with content delivery particularly for those students with English language difficulties, social isolation, and mental health impacts.

Physical learning environment

Participants described inadequacies with their physical learning environment, which for most students during the pandemic was in their home. These ranged widely from inadequate spaces, lack of privacy, lack of appropriate equipment and injuries resulting from poor work set-ups. For example, Brené described an injury caused by her inadequate workspace (See Figure 1):

> *Something happened on this part of my hand, basically, which is just below my thumb, and the bone popped out, and it was just because of bad typing posture and not having the perfect chair and monitor and desk.*

Figure 1. Brené's injured arm

Privacy was also identified as a challenge while studying from home since many students were studying in common areas of their houses. For example, James explained that sharing his home with his family could be distracting and he needed to purchase noise-cancelling headphones to concentrate on his studies. James was also concerned about classmates seeing his home:

> … because my room is not that big as well, I just have a bed behind me, so I'd rather people not [see into my room].

While some students indicated that they received some funding from their universities, this was not the case for all. Zain highlighted issues with online learning and relying on his own equipment:

> … at one point my laptop stopped working, and then I couldn't do Zoom meetings. That was a bit of an issue, and then coordinating that with the university. But, yeah, I guess a lot of people had that problem as well. But that's the whole thing with Zoom meetings, is that you have to have your laptop working. You have to make sure that you have a working mic, and everything was all in place.

Michael similarly had issues with his learning space, saying (see Figure 2):

> So, this is my room. My bed and as you can see, it's a very confined space. My desktop and my chairs and right behind my chairs is my bed. So every time I want to stand up, I have to rotate to one side and stand up. Very confined space.

Figure 2. Michael's learning space

Issues with content delivery

Some participants also noted that online learning environments were inadequate for their course, particularly those for whom English was an additional language. For example, James highlighted challenges associated with assignment submission during this period, which was compounded by a lack of flexibility and understanding from his university when he accidentally submitted the incorrect file for an assignment task. Similarly, Zain (a medical student) described that he was required to learn procedural skills during his second year of study. Specifically, he described how "bedside tutorials" were adapted for online delivery:

> The supervisor would come, bring their iPad or laptop, connect us all on Zoom, and then bring that laptop to the patient bedside, and get us to talk to the patient through the laptop. And sometimes there's connection issues, sometimes the connection drops out. Sometimes it's blurry. Sometimes the patient can't hear you because some of them are hard of hearing, or they're not really aware. And sometimes people are talking in the background, and you're trying to speak loud so they can hear you.

Bluebird also stated that her laboratory online tutorials were limited, saying "it's more like watching videos… less hands-on understanding of how these things happen".

As found in the survey, participants highlighted the additional challenges they faced when learning online because of having a first language that was not English. For example, Jason struggled with using emails to communicate with his teachers:

> *So, I don't have the academic English, right. I don't have the academic writing skills. So, it's very hard to put it into words. And when I say it, and when I write it down, it has a different meaning.*

In addition to content delivery, students had mixed views about the support they received from the broader university. Some felt that they were well supported, including receiving regular 'check ins' from student wellbeing staff. For example, Angela said:

> *With [University], I got student wellbeing always asking you are you doing okay, so they rang every week for the first three to four weeks just to make sure if you're okay.*

On the other hand, some students, and especially those who weren't on permanent visas, noted that they felt there were significant issues with the (lack of) support they had received from their universities. Often these responses demonstrate some anger about how left behind they felt, especially in the context of broader structural issues with universities such as Vice-Chancellor salaries. Bluebird highlighted this in the below extract:

> *I think their decisions about extensions and be it just the timeline and all the scholarship, they just played around with it. And I understand that it's not an easy decision, I understand that there are visa issues. I understand that all of these are issues. But it still could have been done faster because as things were happening, I mean, honestly, I think it's common sense that when you're in the middle of a pandemic, you're not able to... they're not able to function. Just forget about people like me who are in this house alone, who don't have visas. Forget people who have everything, you know, the vice chancellor is living in a mansion, has everything, and yet not able to function. So I get it. But it's common sense that you know that these are the issues and then you act on it instead of… just being like, "Uh, uh, okay, next time, really, we don't have funds". Really, you don't have funds? Are you kidding me? You don't have funds?*

Overall, then, students felt that there were clear issues with content delivery as a result of the pandemic, as well as patchy or uneven levels of support across universities, especially for those on temporary or international student visas.

Social isolation/lack of opportunity for peer and staff interactions

Most of the CALDMR students interviewed expressed concern that the online learning environment did not create important opportunities for meaningful social interactions with their peers and academic staff. For example, Michael said it was "hard to keep on track" socially, Anne said online learning made her "more reclusive" and Bluebird noted that efforts to encourage social interaction – such as break-out rooms – were not always effective because:

> *…you don't get the same people every time. … This is so it's harder to, like, make a connection with one person, and then keep talking to them over the semester. … it's kind of harder for me to make friends during class. … because if everyone's sitting in the lecture theater, you can kind of like talk to the person next to you. I feel like even sitting outside, waiting to go in, like you can kind of make small talk with people and sit where they're sitting.*

Similarly, the participants undertaking their doctorate highlighted their feelings of distance from their supervisors and peers during the pandemic. For example, Lily described feelings of emotional distance from her supervisors and her inability to express her feelings via online meetings:

> *Also, because before the pandemic, my supervisors would go to the office and I could drop by and I don't have to schedule meetings beforehand and if I need anything I can basically just drop by the office and have an informal chat for five minutes. … And that kind of thing is something I really need. During the pandemic, maybe we still schedule regular meetings monthly, but people are so different. You cannot tell whether they are happy or this... not intimacy, but emotions. … I just feel like personally I would share this difficulty with them if I'm talking in person. I would say I have this and that I need to get done. But when talk while Zoom, it becomes less formality.*

Lily photographed a window to demonstrate her loneliness and feelings of being trapped (Figure 3).

Figure 3. Lily trapped inside the window

Mental health

All participants highlighted the negative impact the pandemic had on their mental health, which in turn affected their studies. For example, Michael noted that "I would consider it as a low point in my studying timeline" while James said that "I think mentally a lot of students, because I know quite a few of my friends, they decide to take a year off, because they cannot handle it."

As well as negatively impacting on the participants' learning experiences (as highlighted above), social isolation and separation from families also contributed to poor mental health.

Anne said:

> I haven't been home in a year, and then I really miss my family. And I was, I think, really stressed as well, because I actually got news that back in my home country, my grandmother got COVID, and my dog died at home. So mentally, I was really not doing too well. And it was kind of hard to focus. So, I went to get counseling, and to see the GP at my uni. Financial insecurity created a source of additional stress during the pandemic.

This was particularly challenging for those CALDMR students from developing countries, as noted by Jason:

> I don't have anything to support myself because I don't have, any income, coming to my place...not from our parents, because I come from a developing country. So, in the evolving country where I come from, we don't have a very good access to online banking. So even if my parent wants to send me money, they can't.

Finally, participants highlighted that studying from home affected their ability to switch off from work and rest, as Angela said:

> So, my mind is a bit like—okay so I have to do mental workup as well as rest in the same place, and it's sometimes gets confused.

Overall, students identified a range of issues with moving to online learning in the context of the pandemic, including a perception of insufficient support in some universities especially for those on temporary visas (although some individual staff were highlighted as supportive), inadequate infrastructure when studying from home, social isolation, and negative impacts on mental health.

University educators

Survey respondents

24 of the 29 university educators surveyed noted that the transition to online learning, teaching and assessment had had a negative impact on the health and wellbeing of CALDMR students. 25 university educators also noted that their school/ faculty had provided support for the use of digital technologies for online teaching. Of the 17 participants who said that they had referred CALDMR students to other university support services, 15 of these had either referred to counselling services and/or financial support services.

25 of the 29 participants noted their university provided support for the use of digital technologies for online teaching during the COVID pandemic, with 22 of those participants stating that this support was adequate. However, six participants identified additional factors that impacted on this such as their limited technological skills and the extra time needed to transition to online teaching. It is also important to note that 12 of the 29 respondents were from a range of universities in Western Australia.

A final open-ended question asked what participants thought the ERD would change most for CALDMR students in terms of their specific needs. The following is a summary of these responses.

Impacts on student learning

The negative impacts of online teaching on student learning were those most mentioned. Some participants discussed how most CALDMR students prefer having face-to-face contact with university staff because it allows them to discuss the nuances of their life and educational needs. Participants also felt that online teaching has a negative impact on the

capacity of students to engage with their lecturers and peers. Others felt that CALDMR students would also struggle building trust and relationships with their peers and staff. Others raised concerns that, based on their personal experiences, CALDMR students often lack confidence communicating in an online environment, particularly when in group settings.

Two positive impacts on student learning were also noted. First, that the instructions and support provided online to students has made tutorials clearer and easier to understand. Second, that online teaching can make some students more comfortable to participate in group discussions because it removes the need to compete for space amongst other, more dominant students.

Support

Seven participants spoke about the impact of the induced move to online teaching on student support highlighting that the move will make it harder for students to feel supported because of online teaching being more distant. They also spoke about the lack of access to additional support services such as language services, which can affect student learning outcomes.

Impacts on teaching

Five participants highlighted that this shift to online learning would improve the experience for CALDMR students because of additional time and resources being allocated.

Participants highlighted several negative impacts on teaching including difficulty in monitoring student leaning due to the ease of which students can turn off their cameras and be "invisible" online. Further, concerns were raised about the additional self-motivation, self-discipline and self-direction required by staff to teach online compared with teaching students face-to-face.

Personal challenges

Six personal challenges faced by CALDMR students as a result of the move to online learning were mentioned by participants. These included students having external pressures at home, such as feeling pressured to help with home duties and family responsibilities, cramped living situations and share houses that do not facilitate comfortable learning and studying environments, and a lack of access to resources such as internet and laptops.

Interview respondents

Drawing on insights gleaned from individual semi-structured interviews with eight Australian university educators, the following four themes emerged about challenges experienced following the rapid transition to remote teaching due to the COVID pandemic, namely:

Time needed to prepare for teaching remotely

Educators indicated that it takes time to become familiar with the various online tools and as a result were still scrambling to assemble enough knowledge to apply at short notice. Educators felt that there was insufficient time for them to teach and master new online technology tools, adjust content in the curriculum including various assessments and respond to student online queries and emails.

> It wasn't online learning; it was more rushed learning … the most challenging thing … to deliver teaching was that my lesson plans were all very last minute … that hastiness … having to rush to do them.

> (Julie: Sessional tutor, Education)

To add to the stress of teaching, governance and research was a lack of pedagogical knowledge to teach online. Educators were trying to balance work and home life, let alone make teaching meaningful for students. Lucy described feeling as if she was "in survival mode":

> I just didn't have any time or space to be able to make big changes to my approach. I felt really pressured .... stressed … definitely a question of survival for me rather than how can I do this in the best possible way for my students. And I think a lot of things fell through the cracks. And tailoring the lessons for culturally diverse students would have been one of those things.

<div align="right">(Lucy: Lecturer, Education)</div>

Uncertainty about how long teaching would remain online impacted how much preparation was feasible, for example:

> I think the view was like short-term. It was, "Get these classes online for this week." … There was not much view beyond that.

<div align="right">(Edwina: Lecturer/ Coordinator, Social Sciences)</div>

The sudden transition to remote teaching also impacted opportunities for colleagues to discuss approaches to pedagogy.

> ... very disconnected from my colleagues during the COVID period. We had very, very few pedagogical discussions. Any discussion that we had was to do with the mechanics of how things are working.

<div align="right">(Lucy, Lecturer, Education)</div>

Educators' concerns about their workload

The forced transition to remote teaching within the context of a pandemic resulted in a lot more work:

> a lot of pastoral care … students emailing with lots of challenges they were facing. … trying to refer … but also, some students just really wanted to talk … that's actually what students want and need to be able to do the study.

<div align="right">(Sarah: Sessional tutor, Arts and Humanities)</div>

> I felt like I was a counsellor sometimes and I'd direct people to student services because I didn't want to be a counsellor: (A) I'm not trying to be one and (B) I'm not paid to be one but sometimes people just needed an ear.

<div align="right">(Liz: Sessional tutor, Social Sciences)</div>

Similarly, educators who participated in the interviews expressed anxiety about "things falling through the cracks" (Lucy); they felt alienated from the student experience due to the demands imposed by their respective institutions and some expressed dismay with the support from their institutions in what was termed the 'new normal: "I find the whole system is really inequitable in how teachers are supported" (Sarah). Educators had also become anxious about dealing with their own fragile circumstances and, as a result, they performed in these roles without much creative agency which ultimately led to a pandemic pedagogy based on "survival ...rather than how can I do this in the best possible way for my students" (Lucy).

Educators acknowledged that many students, especially from vulnerable backgrounds were faced with barriers to engaging with remote learning during the pandemic crisis including financial and mental health issues, and caring responsibilities. In seeking to be more

accessible to students, such as via Zoom, phone, and emails, there was an increased workload for educators, or as Liz asserted: 'my workload doubled". This feeling of working more 'than usual' Lucy felt that "the university really took advantage of the situation of COVID … we taught so much above load", offering the following example:

> *I felt to give students a good experience. I really had to over-service them … drop-in sessions [on Zoom] … play the [pre-recorded] lecture and sit on Zoom and answer everyone's questions over the Chat box … on assignment day … on the computer all day with a Zoom room open just so everybody could drop in and see me.*

> (Lucy: Lecturer, Education)

Challenges with adapting to ERD

It was highlighted that many universities sought to help educators prepare for teaching remotely, such as offering "half a day of training" (Liz) or emailing "a million different articles about ways to take your learning online" (Lucy), but Liz conceded, "I don't think anyone was well equipped when they started. It was tough going and exhausting".

According to Julie, university IT support staff were "bombarded with people requesting help", resulting in educators often having to wait for:

> *… a response for days. But there were things that needed to be addressed in the moment, so I felt that relying on technology, but not having the support ... was really challenging.*

> (Julie: Sessional tutor, Education)

Supporting students to engage online

Getting students to engage in online discussions was challenging because students "feel really conscious, I think of the dynamics when it's all on a screen" (Sarah). For example, educators described shy students as being "quieter" (Julie), "more passive" (Tracy) and "more withdrawn" (Julie) in the online space.

> *… it might be harder on Zoom for students to just start talking … some [students] really do hide. … I do worry about the ones who are shy and don't want to speak and they remain in the background.*

> (Tracy: Lecturer, Education)

Julie also felt that this was particularly challenging for CALDMR students in the online environment more so than the face-to-face class because they did not feel "confident speaking to a large group, or even in a smaller group online".

Concern was expressed by many of the educators in this study about an inability to discern students' level of understanding, especially when cameras were turned off in the online lesson. In what she described as the "black screen phenomenon", Edwina explained "it is hard to gauge what the mood is … because you can't see the room". Similarly, Steve identified language as a barrier to participation:

> *…there's that extra language barrier. I can't see their confusion like I could see it in person. I can't take them aside and ask them how they're going and check up on them ... I can't really get a sense of their understanding.*

> (Steve: Sessional tutor, Careers)

Steve also raised concerns about "a lot of disconnect that can happen when teaching is always online". If students became "invisible" (Sarah) by not turning on their cameras in

class, educators were unable to use verbal cues or body language to ascertain whether students are struggling, for instance, emotionally, during the pandemic, which could mean that "some of the problems could escalate", illustrated in the following quote:

> I've never had a tutorial group of more than 30 … now have 40 in a tutorial group because it's online. … you can't see everyone on the screen. I find that really challenging ... I don't even know necessarily who's there and flicking back and forth on the screen.

<div align="right">(Tracy: Lecturer, Education)</div>

Educator's observations of CALDMR-specific challenges with ERD

The educators were aware that their CALDMR students were experiencing acute challenges. The most reported challenges related to their basic needs, with financial pressures at the forefront of the participants' talk:

> …people were really suffering from the financial implications. A lot of it was mental health, but anxiety, ... not being able to sleep, but also the financial issues, ... caring for family overseas. Some students were overseas, and they had family members unwell, they had internet issues. but the financial one I think was really hard.

<div align="right">(Sarah: Sessional tutor, Arts and Humanities)</div>

As Sarah's quote captures, the challenges of studying while experiencing severe financial hardship impacted on many facets of their lives and study. CALDMR students' mental health was significantly impacted by worrying about family overseas, not just in terms of their welfare but also in terms of making remittances to family members. These concerns are often invisible and overlooked by non-migrants or people from wealthier backgrounds, but payment of remittances is a common practice for many migrants and COVID has significantly impeded this exchange (Jeffery, 2020), increasing anxiety as a result.

In addition to financial hardships, university educators observed specific pedagogical challenges with supporting CALDMR students. As Julie notes below, the performative demands of contributing to class discussions via online modes can critically impede CALD students from speaking:

> They are particularly challenging for [CALDMR students] — not because of the technology involved ... but because these are some of the students that don't tend to jump in and express their views. ... [noticed last year] international students, or students from linguistically diverse backgrounds, culturally diverse backgrounds, they're not comfortable telling a group of 30 people what they think. And, in the group scenarios, they tend to be more quieter and just let the students who are perhaps are more domestic students sort of take on group leadership and talk.

<div align="right">(Julie: Sessional tutor, Education)</div>

While there are many non-CALD students who also prefer not to engage actively in online class discussions, the language load of speaking and listening without the paralinguistic cues of an in-person class, is a likely reason for an observed reticence of this cohort to contribute to discussions (see Hartshorn & McMurray, 2020 for impacts on online education when students are learning the language of instruction). A further impediment to participation was noted by Edwina, who reported that the instructions that sat around her ERD needed to be translated so that her CALDMR students were fully able to understand what was expected of them, and how to access online spaces and what to do during classes:

… I've been translating this academic stuff into what I understand. And look, and for everyday stuff it's probably not such an urgent, but that changed in March when everything went online and ... A lot of [CALDMR students] didn't know how to navigate it at all ... having just basic things like that in community languages would be really helpful!

(Edwina: Lecturer/ Coordinator, Education)

Edwina noted that these language-related challenges also impacted on their capacity to ask for clarification or help:

a lot of students with different language backgrounds … often, in the class, you could tell that they weren't getting something. You can see. I miss that with the online. … a lot of them are probably falling through the cracks because they don't feel they could ask. Once they know us, they feel they can, but if they've never actually met us except online … they're not very confident to ask and so they don't like to.

(Edwina: Lecturer/ Coordinator, Education)

However, while our participants were aware of the challenges that CALDMR students were experiencing, they were not always sure who was a CALDMR student in their class. Instead, our participants described relying on clues to identify these students, such as "a sense of this is a student who has English as their second language or comments made by students about their country of origin" (Tracy). Without the time and space to get to know students—which is impossible in large courses, as described by some of our participants—it is difficult to be able to respond individually. As such, educators are unable to respond to CALDMR needs unless a student self-identifies as such, which then passes the burden to individual students (Kong et al., 2016).

Student-facing support staff

Survey respondents

Three emergent themes from the survey responses of university student-facing support staff (SFSS) are explored, including consensus of swift institutional responses; increased demand for support services; and a widening vulnerability gap.

Swift institutional responses

Survey participants agreed their institutions effected swift operational changes to learning and workplace environments, in compliance with national and state health policy orders. The majority of institutional staff were tasked to work from home in the early weeks of academic session one, 2020. Institutional SFSS were furnished with electronic equipment to enable their triage of student services, academic learning support, wellbeing queries and financial services.

...the university made adaptions. Most of the services that were face-to-face were converted to an online presence.

The move to online work and learning prioritised student and staff health yet the scope and pace in which the majority of institutions actioned their operational shift was unprecedented. Navigating this change meant many stakeholders, including SFSS, were for the most part not involved in providing consultative input into the potential impacts on students. This led to the exposure of gaps, which in the majority of instances left already disadvantaged students increasingly vulnerable.

Students were not given much time to grasp the fact that they had to study online, and much like staff, I do not feel they were immediately equipped with information to engage on an online platform.

Increased demand for support and services

Survey participants confirmed their institutions mobilised resources to first meet the immediate and evident needs of university students and staff to enable their participation in learning, and the delivery of learning and student services. International students located domestically were among the first cohort considered to need access to targeted assistance and resources. Thereafter, as circumstances of the pandemic unfolded to impact the whole of community, SFSS became more aware of the array of challenges faced by domestic students, evidenced by the sharp increase in demand for support offered by their institutions.

In my experience, students generally do not take up support services that frequently - however, during COVID, most of my conversations with students were related to financial, and wellbeing support.

Within the context of institutional capacity, financial support packages were made available to domestic students to alleviate acute financial stress. Students were also engaged by many institutions via wellbeing teams who conducted regular check-up calls and offered access to online learning and academic support resources. Student-facing support staff confirmed the level of service and support offered by their institutions increased in general measure, although this contrasts with the students' accounts. However, the approach was not targeted to cohort specific needs, particularly regarding vulnerable cohorts.

…(institutions) were juggling many priorities at the peak of COVID while moving everything online very rapidly, and there was not much consideration given to our student cohort beyond the financial help.

Widening vulnerability gap

Student-facing support staff identified student cohorts most impacted by the COVID pivot to online learning were students disadvantaged by low socioeconomic (low SES) circumstances, particularly students who also identified or were known to be of CALDMR backgrounds.

The students who struggled the most were our lower SES students, those who did not have laptops, those who had low English language skills, those who had poor IT skills, those who had mental health issues. The dropout rate was highest by this profile student.

Many students disadvantaged by socioeconomic circumstances who were also of CALDMR background were noted by SFSS to have struggled significantly with a combination of stresses. These included a potential lack of access to learning resources (such as textbooks which may have previously been accessed via university libraries), digital resources (laptops, printers, and reliable internet connectivity), degrees of digital literacy skills to navigate the new learning mode, and the availability of home learning spaces. The language proficiency of some CALDMR students was also noted by services providers to correlate with their access of support and resources.

I was also aware that a lot of students struggled with a language barrier when accessing support online (i.e., they struggled with articulating their thoughts or their particular request via email) and this often prevented them from accessing the right support immediately (as they often had to go back and forth via email to clarify what they were after).

Student-facing support staff observed students disadvantaged by low SES circumstances and CALDMR experiences were increasingly vulnerable to lower levels of engagement and participation in learning as a result of their unique challenges. While many SFSS were able to initiate connection with students, and in other instances students were able to connect with services, concern was raised for the many students experiencing similar circumstances who likely did not engage with university support and services.

> *The students who need these services the most are less likely to access them.*

> *I think generally, students did not seek support… We made referrals as needed but not as many as we would have when f2f... The online portals to book these services is a hurdle for these students. It is not personal and overwhelming.*

Overall, initial institutional responses to COVID in 2020 and the move to online learning landscapes, prompted an increase in student demand for support services from higher education student-facing professionals. Institutions developed responsive support frameworks within their capacity to meet the needs of student cohorts. This was primarily interpreted and expressed by most institutions through the provision of financial support packages. A small number (n=3) of respondents noted the uptake in services at their institutions were increasingly represented by students from low SES backgrounds, including CALDMR. The opportunity to connect with students was bridged via the online framework, which became more functional to meeting their needs once initial challenges of navigation and communication modes were adapted to. However, student-facing professionals noted a general lack of awareness of the needs of cohorts, coupled by a likely hesitation in the uptake of services by many disadvantaged students. This potentially led to a widening gap of vulnerability for these students, including those from CALDMR backgrounds.

Interview respondents

Without exception, support staff at all eight universities reported that the pandemic led to increased demand for all student support services.

Access to financial supports

The full extent of student reliance on casual employment to finance their studies became apparent when universities were inundated by applications for financial assistance from the student body. All international students and asylum -seeking students were excluded from federal government income support schemes. Students on Bridging and Temporary Protection Visas were flagged as facing particularly difficult circumstances which bordered on destitution. They were ineligible for any income support from the government and lacked social networks unlike longer-term residents:

> *[Our] students were in dire financial situations. [It was] very difficult as well for me to see how real their financial struggle was because they were no longer getting shifts at their jobs and that is their only source of income.*

> (Penny: Refugee Support Officer)

Student-facing support staff described a variety of 'financial products' offered by their institutions from student loans for enrolled students to bursaries to assist work-integrated learning), and emergency bursaries. CALDMR students were given preference in accessing universities' emergency funding if they were not eligible to receive any financial support from the government:

> *There are student emergency funds where people can apply for an emergency grant, preference all those are being given to people who are not on Centrelink. Okay so the people who are not on Centrelink, are not likely to be your permanent residency migrants, they're likely to be on Centrelink. There's other*

supports around that but they're likely to be those on bridging visas and temporary protection visas and international students. So, it's those students who are given preference.

(Delia: Refugee Support Officer)

All students were eligible for food care packages. Pre-pandemic eligibility criteria remained largely in place to assess loan applications. Cash support payments were relatively modest and capped at amounts between $2000–$3000 for the duration of the entire semester. International students with unpaid fees were ineligible for university bursaries. Instead, universities provided food vouchers and care packages and facilitated access to small cash advances from the Student Union. Universities, it was argued, were able to extend temporary help for unforeseen circumstances but were unable to offer ongoing financial support to the student body to cope with medium term pandemic-driven austerity. However, the service providers noted that some students were hesitant in accessing this support due to their cultural backgrounds.

We also have a food bank, we have food vouchers, and often accessing those things, people often hesitate too. And particularly people of different cultural backgrounds because it's admitting that they actually need help with something often is very difficult thing culturally for people. So, but those things are there, and again if I'm aware of things that are actually going on, I can talk them through accessing those things.

(Delia: Refugee Support Officer)

Providing digital access

Support staff praised the rapid provision of laptops to students by universities. However, other constraints were unanticipated. For example, students faced the additional costs of updating internet plans in order to receive learning materials in a timely manner. Some students did not have reliable internet access at home. Student-facing staff noted that broadband bandwidth was uneven in urban areas, with students in densely populated accommodation blocks and remote locations experiencing difficulties and frustration.

However, in other cases student-facing staff observed that some universities were efficient in providing internet connectivity for disadvantaged student cohorts, highlighting the recognition of additional needs for CALDMR students.

We also have provided I was going to say SIM; internet connectivity is probably the best way to put it. And we didn't actually open that up to all students in the university, what we did was that we targeted there were groups amongst which were our welcome scholars[16], and amongst which were our students on permanent humanitarian visas. So that we, so that we didn't get inundated, and we could get the support out there as quickly as possible.

(Carlos: Equity Project Officer)

The student-facing service providers also highlighted the intersectional challenges that CALDMR students are particularly vulnerable to relating to financial challenges, insecure work, multiple financial commitments (such as supporting family and sending remittances; see Refugee Council of Australia, 2019). In particular, a lack of digital access and technology at home impeded their engagement in studies and was especially disadvantaging for students who had to complete online assessments:

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[16] 'Welcome students are recipients of a tuition scholarship for full-time undergraduate or vocational study. An institution-specific scholarship offered to students identified as asylum seekers based on humanitarian visa classification.'

...but they don't have a printer at home. So, they're expected, an exam, like a math exam, will be released, they need to download it and then do all the math, and then scan it and have it sent back within this timeframe of an hour and a half. And they can't do it, even though they do all the practice during semester. If they don't have a printer at home, then they can't do it at home.

(Todd: Refugee Support Officer)

Online learning

Counsellors, Learning Advisors and Refugee Support Officers reported that the sudden pivot to online learning was most difficult for first semester students, including international students and those with asylum seeking background. Several challenges were identified, including difficulties for intercultural communication as students could not rely on facial and non-verbal cues, and limited Wi-Fi capability to access learning materials and use Zoom effectively. In addition, many CALDMR students faced language barriers which compromised student engagement.

I think it's been positive for some people, but a lot of people not and particularly where your first language is not English …if you've got a lecturer who's got a very heavy accent, it might be a lot more difficult to actually understand that online. It might be a lot more difficult to actually ask questions online.

(Delia: Refugee Support Officer)

CALDMR students also struggled with a sense of disconnect when the pivot to online learning occurred, as they were not able to experience on-campus education and form connections with fellow peers. This was noted to be especially evident among first-year students, and often led to demotivated learners who wanted to drop-out.

The big challenge and the most difficult one was for university students who were in their first year…They were confused because you know how you come with high expectations, and joining the university first time, I'm going to learn how to juggle lectures and tutorials only to be told that you will sit in your house and then you attend them. Many of them came back to me and said, "[respondent], I feel disconnected. Can I drop out?" I had a couple of students who told me that they wanted to defer or drop out for the time being until face-to-face classes would come up again.

(Carlos: Equity Project Officer)

For students from refugee and asylum-seeking backgrounds, coming to campus also provided an escape from their daily lives and helped them form connections with peers. This student cohort therefore greatly struggled to form a sense of belonging during the shift to online learning. In addition, the inability to experience on-campus life also led to CALDMR students struggling in developing their identities and aspirations for the future.

…but the students are struggling now with the online stuff. There is definitely a sense of struggle with academic identity, struggle with fitting in, all of that. You can't feel as a young person trying to find that you're going to be an engineer, for example, or a teacher, or a chemist, or whatever it is, you need to be part of that environment. You need to be immersed in it, and you can't be immersed in it and trying to absorb that identity by being online. I heard that from the students.

(Carlos: Equity Project Officer)

Another key challenge faced by some CALDMR students during the shift to online learning was the unfamiliarity with digital literacy, especially among mature students. This significantly impacted the learning experiences and educational outcomes of these students.

I had one particular older gentleman, I believe he was from the Congo, and he had just arrived in [city]. Had fairly good English. But I kept missing him when the semester first kicked off, and he wanted to learn. He couldn't even work the learning management system. He had no idea how to use it, Blackboard. So, I kept missing him. We'd grab him. We'd see him for half an hour, and I'd try to show him as much as I could about how to use Blackboard and everything. Just, his computer literacy skills were almost zero. Then when we weren't allowed to come on campus at all, he didn't have a laptop. So, I worked with the equity and diversity coordinator, and we got him a laptop, but it was a really slow process. I remember going in and printing him off materials and dropping them off at his house.

(Maeve: Language Support Advisor)

The 'extra mile' that Maeve illustrates demonstrates how some individual staff are prepared to go beyond their contracted duties to support their students; however, this is not reflected in their workload (Baker et al., 2018). The student-facing service providers also noted the significant challenge of balancing multiple responsibilities experienced by many CALDMR students when the shift to online learning occurred. As most students lived with their families and are from low socioeconomic backgrounds, they often had to balance family duties, work, and studies, which often impacted their learning.

It was quite daunting, but also the other problems students had and were challenged with was balancing work, family, and education. There were quite conflicting activities that they had…Some of my younger students really struggled. I'm talking 18- to 20-year-olds with family responsibilities, not their own families, but looking after their parents because they were home, or they got thrown into domestic duties.

(Todd: Refugee Support Officer)

I remember one guy said his mum used to take him grocery shopping with her every day because she was scared. One of the reasons she was scared is because she was wearing the hijab and she just thought that everyone was against anyone from another country because of COVID. And she got quite personally frightened. So, yeah, this particular cohort were the [enabling program] students. So, the younger ones, from 18 to 20, really struggled with those extra domestic responsibilities. Because uni is an escape. Coming onto campus is an escape for them.

(Maeve: Language Support Advisor)

Existing technology infrastructure was revealed to be ineffective in supporting the online learning needs of students with disabilities.

Students with any disability just fell over, the system couldn't cope with that. [Students] who are deaf, you have to have a really good, high-definition camera for them to be able to lip read, and to be able to use the chat function, or to be able to share a screen. We don't have that. Universities have all become strapped of cash, and the last thing that they do is replace technology.

(Dayna: Learning Advisor)

While the issues identified by Dayna are not specific to CALDMR students, it is important to remember that such intersectional challenges are exacerbated for this cohort — especially refugees and asylum seekers, but also for international students on temporary visas who were excluded from federal government support.

Identifying students in need

A few institutions noted that their digital appointment booking systems allowed support staff, such as Counsellors, Learning Advisors and Settlement Officers, to identify whether students were domestic or international, including their background of seeking help e.g., other identified learning issues, disabilities, or health needs. However, except for one university which had a dedicated programme for refugee and asylum seekers, there seemed to be less institutional information on whether students had a background of forced migration and what this might mean for their support needs. Mostly students were expected to self-identify and few support staff reported any interactions with this group of students over the period of the lockdown:

> *I can't honestly say that anyone has self-identified as a refugee, certainly not last year anyway.*

(Iris: Learning Advisor)

Nevertheless, one university has a database which allows staff to tag students from humanitarian backgrounds, which assists in identifying this student cohort for the provision of targeted support.

> *…identifying them is not a problem because the university has a database, and all those registrations are easy to identify using a program they call Callista which they are now moving into SMS. It is another different program that they are changing to. That one, you can tag in humanitarian background students, and it gives you the entire list because the last one I did, I had close to 800 students from migrant and humanitarian background. With that, it's not a problem.*

(Todd: Refugee Support Officer)

Uneven service provisions

Counsellors at one university acknowledged that their institutions provided differentiated services for the CALDMR student cohort. Sponsored Australia Award students were noted to receive a 'gold standard' of service. Their presence was equated with Australia's goals of cultural diplomacy, and they were seen to be well supported by the sponsor and the institution. At the height of the pandemic services were augmented to this group. Support staff spoke of offering 1:1 telephone and online counselling and group workshops and morning teas via Zoom to break down isolation. When restrictions were eased, front-facing staff organised family picnics. Service provision for other CALDMR students on the other hand were reported to be rationalised. All appointments were time-limited to deal with the increase in demand.

Time management

Student-facing staff also reported students struggling with motivation and time-management. There were varying accounts of working with academic staff with some support staff praising academic staff as "*very understanding" and "very flexible*" (Refugee transition & support, IRU). In other cases, a top-down institutional culture reduced the discretion of academic staff to *"...make sensible decisions"* in relation to assessment tasks and course content, augmenting stress for students (Learning Advisor, IRU). One set of views from Learning

Advisors was for a compulsory Pass/Fail grading system to be instituted in the event of future emergency lock downs.

Accommodation difficulties

Student-facing support staff reported examples of students found by university security staff sleeping in university laboratories and other campus spaces, having lost their accommodation. University accommodation officers were able to mobilise established relationships with accommodation providers e.g., landlords, PBSA (purpose-built student accommodation) to deal with eviction and short-term homelessness. In a few cases, students who were prevented by border closures from travelling to Australia received little understanding from landlords and were forced to pay for the duration of their lease, resulting in further financial disadvantage. Examples offered by student-facing staff included examples of CALDMR students struggling with accommodation difficulties due to share living spaces with family members, which exacerbated the challenges of online learning. These difficulties include limited funds to pay rent due to parents' loss of jobs, family conflict and lack of a private study space.

> *… other students shared with me a number of family challenges in terms of the space. One student actually almost went into depression when she was doing her exams, final exams. And then, the mom came and was talking to her and bringing her food. In the examination, they were told to put out everything and not talk to anyone. She freaked out practically when she was sitting in her exam and said, "I'm dead because if the university does not want anyone to be around you, they would think I was cheating, I was copying", but she explained her case and it was resolved.*

(Todd: Refugee Support Officer)

Social isolation and well-being

The enforced social isolation through lockdown deprived students of a sense of community including being able to go to places of worship for spiritual sustenance. Anxiety about health and safety of families overseas, experiences of racism and financial difficulties exacted a toll on students' mental health. Students relied on university front line staff to assist them with making a case for repatriation and for providing counselling support, but this was inadequate for some:

> *But it was too much, and they lost heart. A lot of them just lost heart.*

(Maeve: Language Support Advisor)

Overall, universities seemed to have adjusted their ways of working to online modes to deal with to break down social isolation. At the height of the lock down, online workshops were conducted to belonging and sense of community. Initiatives such as the 'Virtual Village' drew on student mentors to help break down isolation while monitoring well-being. One institution sought sponsorship from local businesses to offer free excursions, dubbed, 'Sensational Summers' during the summer holidays to reach students isolated from their families. 'Study Bubbles' were also instituted by one institution to enable overseas students to connect up with each other for support.

Work intensification and concerns about job (in)security

The disruptions created by the COVID 19 crisis have prompted university managements to initiate and/or finalise plans to re-structure their support services. Work intensification was flagged with staff noting that the heightened needs of students exacted punishing work schedules:

... I feel like I'm always working hard, and I feel like [now] I'm working harder and harder. You know that you only give whatever the designated time. But if my other students are waiting, then I [have to decide], "Sorry, I [have to] stop". [If] I know that all the others are now waiting, I'm trying to speed the rest of the session [and] you need to get a lot of information.

(Grace: Student Counsellor)

Student-facing service providers for CALDMR students also felt the significant increase in workload following the shift to online support, especially when individual support is required.

On the part of me as a staff, one big challenge I found was a big load of work because I now started dealing with the students individually one by one instead of putting them all together as a group and helping them at once. Now, I had to have my calendar full because I'm dealing with one, one, one, one individual student. It became too much again. I had to work within the time and out of time. Of course, we were told that there is no flex time, but you had to do something to fit all students.

(Carlos: Equity Project Officer)

In addition, the provision of online support creates a greater reach, therefore increasing the number of students accessing support.

They can't meet face-to-face. "Oh, do you want to do a Zoom?" "Yep, great. Fine." So, it's actually probably increased my workload now- So now I get completely booked out all the time.

(Maeve: Language Support Advisor)

Many student-facing workers expressed trepidation about future budget cuts and the ramifications for their ability to offer equitable services going forward. They noted that universities remained reliant on HEPPP funding and were unlikely to allocate resources to institutional equity from their operational budgets given their current financial challenges. There is a perception that equity work is vulnerable under the present conditions. The language of university equity has focused on 'Well-being' and 'the Student Experience', potentially neutralising the intersectional disadvantages brought into sharp relief by COVID.

Educational designers

Survey respondents

Although the cohort of respondents was relatively small (n=19), these participants provided thoughtful responses on both the opportunities and challenges brought about by moving to online delivery for CALDMR students. In terms of the broad topic of working with CALDMR students in online delivery, respondents were forthright in sharing their perspectives and this data provides clear understandings of opportunities to learn and sustain improvements to educational development and teaching practices.

In regard to the topic of how educational development responds to the needs of CALDMR students, one respondent succinctly noted:

This topic is important but often overlooked prior to COVID; now it's even more difficult to gain any traction to explore and attend to it. This issue is only attended to if there are compliance issues to respond to.

Generally, there was a sense that there was a need to respond appropriately to this cohort, with 89% of respondents indicating that they would like to learn more about supporting CALDMR students.

The majority of respondents (79%) recognised that in their role there is a need to differentiate between CALDMR students and other student cohorts, one was unsure and two did not feel this was the case. 63% of respondents felt that teaching staff were also open to learning about learning and teaching strategies and approaches that relate to working with CALDMR students. In the move to online delivery, some of the respondents shared that their educational organisations provided support for students such as written notes, accessibility guides and 'transcriptions for videos to support English language learners'.

Educational developers shared their considerations and experiences on areas of improvement for their own practice and the experiences of CALDMR students. Respondents often noted an awareness of the isolation imposed as a result of the online delivery modality with one respondent stating:

> *There's probably a need to consider the isolation factor that online learning has brought, and particularly for students from different cultural backgrounds.*

Educational developers expressed interest in furthering their own skills and understandings in responding to the needs and impact of the delivery mode on CALDMR learners:

> *It'll be good to have some greater understanding of their needs and ways to address them, in teaching and learning, assessment design and emotional well-being.*

Whilst the practicalities of organising group work was seen as a strength of the online environment, the potential for in-depth exploration of complex issues through actual group work in an online environment was regarded as limited online compared to face-to-face:

> *Online classes have enabled quick movement into group work, which has always been a bit clumsy in classrooms where I have worked. Also, Google Drive's forms, docs, slides, sheets, and Jamboard facilitate learning with whole-class and individual input able to be viewed in real time. On the one hand, using those programs facilitates equity I think because students are all interacting with each other on an equal basis. On the other hand, their prejudices, if they have any, aren't necessarily being challenged because of that, so those prejudices are presumably still dormant.*

In addition, the consequences of the modality and subsequent isolation was felt by the educational designers to be detrimental to the development of social skills, networks, friendships, and language—all regarded as pivotal to the study experience itself. This insight provides a sense of the holistic approach to learning and teaching which educational designers adopt in their work. Further, participants noted that the lack of social interaction, limitations on the type of rich communicative opportunities provided by the usual university experience would potentially limit eventual vocational opportunities for students:

> *It is a lack of quality engagement with a diverse range of people. These students will not have had a full university experience needed to develop quality friendships and professional contacts. This will impact on their English language development, their engagement with the course and learning community. It will also be felt when they do not have the right support networks to transition into their future careers.*

Respondents indicated a keen interest in their own professional development to ensure strategic and impactful interventions in adopting inclusive teaching and learning practices:

> *If more information is available, staff can be supported, and central action can be taken to be more inclusive and supportive in course design and teaching strategies.*

Overall, what was obvious in the responses of the educational developers is 'care factor':

> *With high percentages of international and CALDMR students enrolled in our faculty, teachers DO care about student experience, and want to learn and do more.*

The results provide a strong indication of the level of commitment with which educational designers undertake their work. Their interest is in ensuring a positive learning and teaching experience which is inclusive. However, there is also a sense of frustration that the move to online delivery has not provided an opportunity to attend to supporting the learning needs and experiences of CALDMR students and that this exacerbates an already limited response to the learning needs of CALDMR students.

Gendered experiences

Exploring the impact of online delivery on equitable teaching and learning for CALDMR background learners presents an important opportunity to consider how issues of gender and sexuality may affect educational engagement and access to support services, particularly for "intersectionally diverse" (Ozkazanc Pan & Pullen, 2021, p.3) gender and sexual minority populations. Existing literature indicates that gender is an important factor that shapes CALDMR students' educational experiences (see Watkins et al., 2012; Harris, Ngum Chi, & Spark, 2013; Sharifian et al., 2021; Shwayli & Barnes, 2018). In the quantitative data (see Table 4), only 15 student participants (17.2%) indicated that issues of gender impacted their educational experiences during remote instruction. These 15 students identified as women.

However, important intersections between culture, gender, and expectations regarding domestic/family commitments and university participation emerged in the interviews. While staff participant perceptions varied regarding the degree to which COVID impacts occurred across gendered lines, useful insights into issues of access and inclusion emerged from consideration of issues of gender and sexuality. Notably, staff participants' reliance on anecdotal evidence and personal experiences regarding gender-related trends, and their interest in accessing information about whether particular student groups were more likely to encounter specific challenges, suggest the need for greater institution-wide focus on gender and sexuality as intersectional factors that can shape educational access and learner engagement with support services.

Invisibility of Gendered Issues?

When asked about issues of gender and sexuality in terms of differential impacts of COVID, some staff participants working in equity services (such as counselling and student support) indicated that other intersectional aspects, such as visa-related challenges accessing Commonwealth government financial support to undertake higher education, were prioritised at least initially.

> *The elements of diversity come secondary because the very first problem we deal with is identity and belonging because we are still integrating into the community…some other elements do not unfold until a later time…most of my students, if they were transgender, they will not focus on their rights as transgender. They would first focus on their rights around visa and belonging, and they would want to know if they have access to HECS.*

> (Todd: Refugee Support Officer)

Other equity staff identified increased incidents of domestic violence (DV) being reported by students during lockdown, however, were unsure of gender or sexuality-related trends.

…when there was locked down, we saw an increase in DV cases and reporting. So that's probably something that I don't have any evidence to go by it…I'm wondering whether anything happened in that space, where there were more challenges for the women, or the men in that space when things like that happened.

(Lewis: Student Counsellor)

Therefore, while research in the general population indicates that women and people from non-binary gender and sexual minority groups have been disproportionally impacted by violence, unsafe living conditions, and barriers to social support during the pandemic (Boxall et al., 2020; Janse van Rensburg & Smith, 2020; Ozkazanc Pan & Pullen, 2021), staff participants were unsure whether similar gender and sexuality-related trends were evident in student experiences. This uncertainty regarding gender/ sexuality and overall patterns of impact during the pandemic is understandable given that individual staff members work with a small proportion of the total population of students. However, these participant experiences may suggest a need for greater executive level university engagement with issues of gender and sexuality to gauge whether general population trends regarding pandemic-related impacts are reflected in student experiences.

As research continues to identify the complex ways in which issues of gender and sexuality may intersect with other factors to shape individual experiences of wellbeing and social support during the COVID pandemic (Morgan et al., 2021), greater institutional attention to the potential for some groups to be disproportionately impacted by different forms of discrimination and violence may also increase outreach efforts and the efficacy of institutional supports. As such, research focused specifically on issues of gender and sexuality as intersectional factors relevant to CALDMR-background student inclusion should be prioritised. Further, ensuring that issues of visa status and financial precarity are resolved in a timely fashion, may allow for greater engagement with other equity issues that may impact wellbeing, including issues of gender and sexuality.

Carer responsibilities & misalignments between domestic and university expectations

While some research in the general population suggests that the pandemic has foregrounded and deepened what Mezzadri (2020) terms 'care inequalities' (n.p.) or the disproportionate uptake of domestic and carer responsibilities by women (Murat Yildirim & Eslen-Ziya, 2021; Power, 2020), participant perceptions regarding gender disparities and care responsibilities among staff and students were mixed. It's important to note that information about caring responsibilities is not automatically collected, meaning that students have to self-disclose. Some staff participants suggested that "*regardless of the CALD background or the non CALD background, women were always disproportionately juggling home schooling and parenting compared to fathers" (*Liz, educator interview*).* However, other staff participants did not observe carer duties to be a gendered issue, indicating "*I know with the people I work with those that have kids and caring responsibilities, they're definitely more stressed, but I haven't noticed any gender-based differences*" (Steve, educator interview).

The challenges of balancing caring duties with maintaining a commitment to studies were identified in interviews with students and staff. One doctoral candidate described the challenges of studying while parenting:

Other academics, they would say, "I feel like it's really great to have pets at home. I can work from home". But for us, it's PhD student especially with young kids... This kind of thing you don't say very often. We try to hide the little one in the back, especially having zoom meeting. You would say the little ones have

some screen time or something like that and keep them away. But in reality,
that's part of us on the journey as well. That's who we are.

(Lily: Student)

The idea of having to conceal or distract their children during online classes was also relatable for many staff participants who have caring responsibilities, with some perception of this being heavily gendered. However, staff participants also indicated that their impressions of the gendered nature of care tended to be based on what students and colleagues disclosed about these commitments or what they observed during online classes. For example, when asked about whether carer responsibilities disproportionally impacted any particular group, one educator responded:

I think it was only women who mentioned family responsibilities and caring
responsibilities — often they would have children on their laps during
online classes.

(Lucy: Lecturer, Education)

While participant perceptions regarding gender and care responsibilities differed, the impact of carer commitments on student engagement with higher education was a frequent theme. Staff participants recounted various situations in which students balanced substantial domestic responsibilities with their educational commitments.

I felt sorry for one poor woman, she's Somali and she had eight kids. Four of
them were hers, four of them were her sister's, so she was babysitting her
sister's kids while she's trying to study.

(Dayna: Learning Advisor)

Notably, staff reflections on their own experiences during remote operations also indicated that carer responsibilities impacted their ability to engage in work from home.

Suddenly you're stuck at home with a husband you want to murder, because
they can't get it through their heads that you're not there to run around after them
anymore, you're not there to do the washing, the cooking, the cleaning or
running around after kids, or dropping them off to work, as well as having to work
from home.

(Dayna: Learning Advisor)

However, some staff suggested that the shift to remote instruction facilitated greater engagement for some people with carer responsibilities, as the flexibility associated with online platforms allowed for greater balancing of domestic responsibilities with study commitments.

I think some of the mothers who were juggling childcare or school pickup and
things like that, found it a bit easier to be online and they were often just more
able to talk online anyway. I think they found it more convenient in terms of fitting
it into a schedule.

(Tracy: Lecturer, Education)

Continuing to provide flexible means of engagement beyond the COVID-impacted context may therefore assist students (and staff) with carer commitments to better balance home and work responsibilities.

Carer responsibilities were also linked to a greater need for institutional support regarding study spaces. While appropriate space for studying was identified as a major factor impacting all student groups, those with carer responsibilities indicated that they were

particularly affected. In these circumstances, institutional assistance with the provision of dedicated study space was identified as an important facilitator of engagement.

> *Because I have a young daughter and also, I was quite close to uni, our institute director and also other committee, they gave us special permission for me to work [on campus] there. I can go there during work hours and also on weekends as well if I need to.*

> (Lily: Student)

Student reflections on their experiences during remote instruction indicate that institutions need to consider ways to provide dedicated study spaces for students who require these, assistance with childcare, and flexible engagement with study to allow for carer responsibilities. Interviews with staff and students about the impacts of COVID on CALDMR-background learners also provided powerful insights into the need for institutions to recognise diverse models of engagement with higher education, including greater understanding of different cultural expectations regarding gender roles, family and community practices, and ways of navigating domestic and academic commitments. These diverse gender expectations intersect with other cultural, social, and economic variables to impact students in differing ways.

Patterns of Student Help-Seeking Behaviours

Some staff participants indicated that gender was not a factor in overall student help-seeking behaviours:

> *…maybe because I'm not really thinking that they are the female or male. That's why I'm trying to think right now...I do have a lot of male students that ask for counselling ... I think for me it's more or less the same.*

> (Grace: Student Counsellor)

Other participants indicated that student engagement with supports was reflective of general population trends: "It's just I guess typical help-seeking behaviour that the majority of them are women, so we get far more women students coming through than male students" (David, Student Services). Other staff working in student support concluded that students in all populations eventually sought help, however there was a delay in seeking assistance by people who identify as male: "they both sought support at the end, but the males might have more of a crisis point…" (Carlos, Equity Support Officer). Given that research indicates that university students are a vulnerable population in terms of wellbeing, and that people who identify as male are less likely to seek mental health assistance and are disproportionally impacted by higher suicide rates (Baker & Rice, 2017; Ellis, 2018; Sagar-Ouriaghli et al., 2020; Thorley, 2017), this observation around help-seeking behaviours during the COVID pandemic may indicate an urgent need for institution-wide engagement with tailored and inclusive counselling and support services for men.

Some participants speculated that perhaps gender representation among staff of student support services might influence the propensity for particular groups to engage with these resources:

> *On average, females were [engaging] more than males…I think my team is composed of three ladies, and I'm the only male in the team. I think we had more females seek support because they easily identified with females... I don't know. I would never actually put my head around why and why not…*

> (Todd: Refugee Support Officer)

Also, participants indicated that gender must be considered in the context of a range of intersecting factors. The importance of strong rapport between staff and students in ensuring a safe and inclusive space for counselling was identified as an important element. Participant experiences highlight the importance of institution-wide representation of various cultural and social backgrounds and all gender identities/sexualities in order to ensure inclusive supports are available to all students and staff. More research into the promotion of these services as inclusive spaces is essential to ensuring timely access, with a need to engage with student experiences and perspectives from all populations including those currently less likely to use these resources.

Discussion

The negative impacts of COVID and the shift to emergency remote delivery (ERD) are dominant in all five components of our inquiry, although some positive and unexpected impacts were also noted. From a policy perspective, the narrow focus on providing financial hardship support illustrates how universities attended predominantly, if not exclusively, to meeting students' basic needs (food, accommodation, money). The result of this emphasis on fundamental needs was that teaching and learning issues were left in the background, with very little attention given to academic issues for equity cohorts or CALDMR students and issues specific to their circumstances. For our CALDMR student participants, the problems they faced both mirror and exceed the challenges confronting the wider student body. Intersectional factors—ethnicity, gender, socioeconomic status, non-Anglophone linguistic backgrounds—compounded these challenges, which were further complicated by inadequate hardware and infrastructure to support ERD. For our university staff participants, the challenges—both observed for CALDMR students and experienced by themselves—also impacted on their capacity to teach, support and care for their students.

In what follows, we respond to each of our research questions in turn. In line with our presentation of our findings, our responses draw on the dominant 'shadow' that emerged through our engagement with Appreciative Inquiry (AI), which is representative of the predominantly negative accounts that emerged through our data collection, from students and staff. In the final section, we turn to the strengths-based, positive framing of AI to offer our recommendations and present a research-informed advocacy agenda.

RQ1: What are the equity challenges and opportunities for CALDMR students and university staff navigating the post-COVID remote learning context?

CALDMR students

CALDMR students described several challenges that impacted on their capacity to engage with ERD, which substantiates the findings of the TEQSA (2020) report. Their descriptions of their personal circumstances often foregrounded tensions with home and family responsibilities which affected their learning. While caring responsibilities have been a noted challenge for many equity cohort students to contend with (Brooks, 2012; O'Shea, 2015; Murtagh, 2019), these are often written from dominant/ settler cultural perspectives leaving CALDMR experiences unexplored. The refugee literature attests to the responsibility that young refugees often take on, as primary translators or earners in their family or community units (Couch, 2021; Couch, Liddy & McDougall), and while there is limited literature on CALDMR student-carers, our findings attest to the complexities of balancing study with other duties. Our data substantiate accounts of other home-related challenges, such as inadequate space to study or not having suitable access to their own technology or Wi-Fi (Farrell et al., 2021; Mupenzi, Mude & Baker, 2020).

Compounding the challenges of living in busy homes or having caring responsibilities, the enforced social isolation through lockdown deprived students of a sense of belonging and community, including not being able to access spaces like university libraries and meet peers. There is a clear thread in the scholarly literature that speaks to the importance of belonging and connection for students, and this is arguably particularly important for migrant students who have newer/ weaker connections and networks (Kong et al., 2016; Morrice, 2013; Terry et al., 2016; Whelan et al., 2020). Moreover, our participants gave a clear message about how ERD and studying during lockdown impacted on their mental health. Given the likelihood of many CALDMR students experiencing or having experienced post-traumatic stress resulting from forced migration, the intensification of stress related to study

deadlines and ERD are of particular concern and warrant careful consideration and additional supports.

There were additional challenges from an academic perspective. Not all courses could be shifted successfully online; students who were enrolled in clinical education or those that required placements were clearly at a disadvantage. Moreover, our student and educator participants reported the challenges of not always being confident in knowing how and where to get help with academic learning when it existed only online. This corresponds with accounts in the academic literature relating to support-seeking preferences which suggests that CALDMR students eschew supports that involve online booking systems (Baker et al., 2018; Kong et al., 2016). Moreover, a student's language proficiency and confidence in communicating in English were found to correlate with more effective engagement with support services by articulating the challenges they faced and subsequently connecting with services and resources to assist their needs. This was also supported by observations from student-facing support staff. This finding supports broader research that has found a correlation between refugee and migrants' language proficiency and engagement with services (Cheng et al., 2021; Major et al., 2014).

University staff

University educators identified a range of challenges with navigating the ERD context, such as having insufficient time to prepare for remote learning, particularly in the context of already full workloads for academic staff on ongoing contracts, and instability for casually employed teachers. In particular, navigating the work-home life balance was a significant challenge highlighted by all educators, including the difficulties with being able to separate work from home life, and expectations and pressures to be available outside of 'official' 9–5pm work hours, as also reflected in the TEQSA (2020) report.

The learning and teaching environment was quite challenging for educators to navigate during COVID and involved a lot of immediate 'upskilling' with regard to using different online platforms to engage in synchronous and asynchronous engagement with students. Many of our educator participants described struggling with the sudden shift to ERD and did very little to consider CALDMR students in the online delivery. To acknowledge CALDMR students would have meant implementing different teaching strategies that acknowledge their cultures and support connections with their teaching materials. Moreover, implementing such strategies requires supportive infrastructure and assistance from colleagues who have expertise in educational technology, educational design and CALD education. Such supports were not necessarily available in early 2020, when the shift to ERD first commenced. At that point, as supported by our data from SFSS and educational developers, there were other competing priorities. To shift in terms of mode and approach under such tense conditions arguably requires a collective approach, and this is particularly the case for teaching colleagues who are casually/ precariously employed (Moore et al., 2021).

Despite these challenges and an inability to offer targeted responses for CALDMR students, educators described feeling additional moral and pedagogical responsibility to respond to their needs, including being more accessible for such students given the range of financial, mental health and caring responsibilities they faced. However, this sense of responsibility, coupled with increased workloads and sector-wide job insecurity, added to the educator's stress and workloads, which was already impacted by the broader impacts of COVID on teaching and learning, reported in the Australian (McGaughey et al., 2021), and international literature (for example, Garcia-Morales, Garrido-Moreno & Martin-Rojas, 2021; Händel et al., 2020; Metcalde, 2021; Watermeyer et al., 2021a, 2021b). While our educator participants were acutely aware of the challenges that the CALDMR cohort faced, they were not always able to identify these students in big teaching cohorts, nor were they always able to offer personalised support if needed. The challenges of designing and delivering ERD took

precedence, and there was little sense in the data that there was time and space to consider issues relating to cultural and linguistic diversity, even if there was desire and intention.

In terms of opportunities in navigating the post-COVID remote learning context, the educators suggested that remote learning could be used to increase collaboration and participation between students. Beyond the reactive context of a lockdown environment, educators also highlighted the opportunity for flexibility in their pedagogical approach as well as technological innovation by using different online tools to engage with students. Finally, educators highlighted that the post-COVID remote learning context offers the possibility of collaborating more closely with colleagues as to these innovations. Our optimistic reading of these opportunities is that the conditions might open space to offer more engaged pedagogy to support all students with their studies (Baker et al., 2021). However, the ongoing impacts of COVID, including multiple and ongoing lockdowns, will make this a medium/ long, rather than short-term priority for many colleagues, who are extremely fatigued by the disruption since March 2020. Moreover, as Epps and colleagues (2021) argue, digital literacy needs to be a priority training requirement for students and educators in order to adjust to the ongoing likelihood of remaining online, at least in part.

Substantiating the challenges reported by students, the student-facing staff members identified that collectively students faced multiple and simultaneous challenges related to the move to online learning environments following COVID. Demand for services, support and resources from institutions increased significantly as students encountered financial hardship along with a variety of academic and non-academic stresses. These included limited access to learning resources (both physical and online), limited and varying access to digital resources (including digital hardware and connectivity) and digital skills (with which to navigate learning and access support services). Student-facing staff members noted students from low socio-economic and CALDMR backgrounds were more likely to face compounded stresses due to inadequate access to educational resources and in some instances, language barriers which delayed or prevented access to support and services.

Student-facing staff members identified opportunities in the operational shift to online environments as a possibility to engage more broadly with students. Operational efficiencies became evident as staff adapted to understanding the flows and processes of online engagement and how to best deliver support to students. For students, the opportunities of online learning were more evident only once their immediate needs (financial, digital access, resources, and wellbeing support) were met by both student-facing staff members and allied services they were referred to. Other evident opportunities included the institutional need for clearer identification of the most vulnerable students within the learning community, as well as a broader awareness of the challenges and needs faced by many of these students, to better deliver services, support, and resources to enable and enhance their learning experience.

For educational developers, the shift to online environments highlighted particular issues for CALDMR students. The perceived challenges for this cohort ranged from pedagogical implications to wellbeing concerns and how these would impact educational outcomes. Notably, already existing equity issues were viewed as exacerbated by the complete shift to an online environment due to the pandemic. This seems to have provided a heightened appreciation for exploring inclusive practices. However, practical scope to respond to the challenges was identified as a challenge and this would need to be part of conversations on addressing equity issues for the CALDMR cohort.

RQ2: How has the COVID-induced shift to ERD affected the learning experiences of CALDMR students, the teaching experiences of their educators, and the support experiences of equity practitioners/ student-focused staff?

CALDMR students

Overall, our data show that our CALDMR student participants found it very hard to learn online—particularly for those doing degrees with practical components, such as medicine and teaching. This supports similar accounts of these professions from the recent literature, although we note that these studies have not included specific attention to CALD students. In particular, CALDMR students who were new to Australian higher education needed specific supports to help build the kinds of social bonds and bridges needed for 'resettlement' (Strang & Ager, 2010), especially for young people (de Anstiss, Savelsberg & Ziaian, 2019). The refugee education literature attests to how CALDMR students often rely on their interactions with local students to help them adjust to various aspects of both student life, such as navigating systems/technology, understanding differences between home culture education and Australian systems, as well as life more broadly, such as reducing stress associated with adjusting to life in a new culture, through mechanisms such as language (formal and colloquial) acquisition and understanding customs (Anderson & Guan, 2018; Baker & Stevenson, 2018; Sheikh, Koc & Anderson, 2019).

University staff

There was evidently wide variability in the quality of education experienced by students and offered by educators. While this was often negative, there were clear benefits to moving online. One unintentional consequence of the transition to online teaching during the COVID pandemic has been an increasing awareness among educators that learning can take place anytime and anywhere. Rather than having to attend lectures and tutorials on campus at specified times, the flexibility of online learning permits students to work at their own pace (Shin & Hickey, 2020). Although some educators may have previously been hesitant to try online teaching, the forced transition provided an opportunity for them to discover a range of different strategies and modalities which they may otherwise not have used (Baker et al., 2021; Hopkins, 2021; McGaughey et al., 2021). Some of the educators in this study found that the adoption of different online tools enabled some students to feel more confident about class participation. In addition, the use of online collaborative tools may also help students feel a growing sense of belonging in the class community.

Educators referred to increased 'caring' work for students specifically impacted by financial pressures, caregiving responsibilities and other factors during the lockdown. Rather than merely sharing information, educators also referred to informal opportunities that helped to break down feelings of disconnection between students and educators in the online learning environment. Creating an atmosphere of friendly engagement by bringing pets to Zoom sessions or making time for general conversation, were identified as important opportunities for establishing rapport. It may therefore be concluded that this forced move to online learning has not only exposed issues in the educational system but has also highlighted new ways to stimulate pedagogical innovation and accelerate change (Abu Talib, Bettayeb & Omer, 2021).

Student-facing staff members reported that many CALDMR students were impacted negatively by the initial move to online learning. Student-facing staff confirmed the majority of their institutions did not engage students with an array of information in community languages, which corresponds with nationwide patterns of problematic monolingual strategies for communicating urgent information to plurilingual communities (Jakubowicz, 2021; Seale et al., 2021; Wild et al., 2021). Relatedly, the mode of communication was also

observed as impeding engagement in studies and with the institution more broadly. Student-facing staff noted students' preferences for personalised, face-to-face engagement. This meant support for many specific student groups, including students from CALDMR backgrounds, were often handled by small teams who had greater awareness of the students' specific needs. This prompted concern by student facing staff for the many students they felt did not engage with institution-wide services or support due to perceived and actual barriers of online engagement.

The commitment of educational developers in addressing specific needs of CALDMR students through more inclusive design practices was a clear theme of the study. The appetite for capacity building in this area to enable the exploration of specific needs and strategies was clear, in a sense, highlighting the sense of 'agency' (Caldwell, 2006) that educational developers have in the field of higher education. As pointed out by McGrath (2020) educational developers are often the changemakers in education as they have a unique vision of and interaction with the educational institution. In this study, there seems to be a tension between this and institutional opportunities for in depth exploration of inclusive practices. The value of adopting inclusive practices through universal design principles or other approaches is recognised as having general transferability and value to the wider cohort outside of the scope of equity considerations. This contrasts with the reality of opportunities to enact changes that would result in addressing equity concerns. Scope to further explore and identify both challenges and opportunities would provide further insights into how capacity building might enable the *change* that is often regarded as the role of educational developers.

RQ3: How do the intersectional factors of educational disadvantage impact on CALDMR students' learning?

CALDMR students were heavily impacted across a wide range of factors, but these were most visible—in terms of need and institutional response—regarding their basic needs and factors pertaining to how they live, such as their financial situation and their living arrangements, and their access to technology and/or the internet. More nuanced considerations—relating to cultural and linguistic diversity, mental health, conflicting caring and other responsibilities, access to space to study, isolation and loneliness, unfamiliarity with systems and preference for personalised support—were less visible. Our data speak to the often-pejorative impacts these intersecting factors had on their interactions with their studies and their engagement with and perception of their university.

Student demand for support, services and resources offered by their institutions increased with the initial shift to online learning. Student-facing staff identified students who presented with the most need for support were those from low socio-economic backgrounds, including many CALDMR students. Financial hardship provoked extreme stress, which often presented as wellbeing issues for many students who faced a range of uncertainties as individuals or as members of family groups These uncertainties could potentially extend to include uncertainty of income flows, uncertainty of accommodation, food insecurity or uncertainty of legal and visa status. These personal hardships compounded the stress that accompanied the change of learning environments, with many students ill-equipped with appropriate digital resources and sometimes digital skills, to effect a seamless transition.

With these conditions setting the scene for many CALDMR student experiences, the actuality of them participating and engaging in meaningful learning was compromised. They reported struggling to have meaningful interactions with their educators and classmates in online settings, as well as finding it challenging to have their understanding of content clarified, and to understand feedback. Evidence for this was also provided by student-facing service providers who noted many instances in which students opted to either reduce or opt out of their learning load during the academic session, in direct association with the circumstances they disclosed when seeking support. Not only did many of these students

lack access to learning materials they may have formerly obtained via university libraries, but their access to dedicated learning spaces was also impacted. Engaging with online learning via new modes of communication were believed to have been especially challenging for students whose primary language was different to the learning language; and whose reliance on academic support services were dramatically changed. These are noted examples identified by student-facing staff members to reflect the variety of intersectional factors experienced by students of CALDMR backgrounds and which would serve to accentuate educational disadvantage and disruption to learning that these students likely experienced.

While issues of gender and sexuality were not explicitly foregrounded within the data as a major factor impacting CALDMR student engagement with remote instruction, participant commentary indicated that potential intersections between culture, gender/sexuality, and domestic/family roles and university participation warrant further research. Participant discussion about the shift to remote delivery referred to complex links between cultural understandings of gender roles and responsibilities, learner participation, and the need for more diverse models of engagement in higher education. Relatedly, the findings suggest a requirement for greater diversity in representation of gender and sexuality across university structures, and increased institution-wide attention to issues of gender and sexuality as intersectional factors that may impact student experiences of domestic and other forms of violence, cultural safety and inclusion, and access to and engagement with education and institutional support services. Finally, the current reliance on student disclosure regarding carer responsibilities and the related impact on learning suggests the need for greater institutional attention to issues of care along with exploration of the social and cultural factors that may intersect to impact student and staff experiences of these responsibilities (see also Andrewartha & Harvey, 2021).

RQ4: To what extent have educational developers considered CALDMR in their guidance to inform online delivery?

The short answer to this question is that the immediate objective of ensuring transfer to online delivery was at the forefront of educational development work during the pandemic. Scope to review and deliver more nuanced practices and approaches were, it would seem, not possible other than to address immediate practical concerns - nor were these necessarily an institutional focus. It should be noted, as already stated, there is no sense of lack of engagement on the part of educational developers in the question of addressing CALDMR student learning experiences in the move to an online environment during COVID. Rather, the need for capacity building and scope to explore the implications of the online environment was, it would seem, relegated to marginal considerations. Ironically, there is a tension between what happens in practice – and what is understood as reflecting good practice. For instance, whilst universal design principles are regarded as being valuable to the broader student cohort, these seemed to not necessarily characterise the move to online to address CALDMR student needs. Thus, for example, whilst group work was viewed as a way of creating a social experience to combat experiences of isolation, the opportunity to harness the rich intellectual-social knowledges in multicultural groups was not prevalent in the considerations (Poort, Jansen & Hofman, 2020).

A specific issue that was highlighted in part was the potential that teacher presence was not readily available to monitor and address any 'prejudices' inherent in student group work interactions. Whilst this aspect was mentioned briefly, it is important to note in this study as an opportunity to ensure an equitable learning and teaching culture is created to then be able to attend to educational design strategies.

RQ5: How has COVID impacted on equity policy responses targeting CALDMR students?

Following the crisis induced by the pandemic, the Federal Government, State and Territory governments, and higher education institutions have put in place a range of COVID-related emergency student support packages. Even so, the response to the COVID disruption focuses mainly on financial assistance— academic challenges of disadvantaged students gain little attention. This is a significant omission given empirical evidence internationally (OECD, 2020) and within Australia (O'Shea et al., 2021) show that the pandemic has exacerbated existing inequalities. Left unaddressed, the pandemic is more likely to exacerbate the problem of inequality in Australian higher education. A sectoral response to the challenges of CALDMR students is necessary. As these groups of students are not recognised as an equity group in the Higher Education Participation and Partnership Program, universities have not had an incentive to target them for special consideration before and during the pandemic.

The pandemic has exacerbated existing inequalities—the link between socio-economic background and educational disadvantage had deepened during remote learning (Barber, 2021; Masters et al., 2020; OECD, 2021). In the UK, a survey of the shift towards online learning in HE due to the pandemic shows that for a significant portion of respondents (30%) access to a 'good enough internet' was a challenge. Likewise, 30% of respondents reported that they lacked an 'adequate study space' (Barber, 2021). This supports the claim that the hasty shift to online teaching and learning presents a range of challenges to those students with disadvantaged backgrounds. Rarely do the COVID responses mention the importance of tailoring academic support to disadvantaged students, including CALDMR. Some universities (e.g., the University of Melbourne and UTS) provided financial support that could be used for study expenses such as textbooks, internet access, computers, and software.

Conclusion

This moment in history may well be defined by a fundamental split: carefree, maskless 'BC' (Before Covid) and wary, lockdown-ready PC (Post-Covid). We have all been changed by the experience.

(Passantino, 2021, p. 6)

Ultimately, while we might want to discuss our findings in terms of 'post-COVID' responses, the ongoing challenges of community transmission and state and local-level lockdowns means that these will be concerns for the medium, if not the longer-term. The shifts in our relationship to the future, in terms of what we can plan for and what we can assume, have been profound. These shifts also likely contributed to a lower-than-anticipated take up of the invitation to participate in this research; we were and remain mindful of the fatigue that the higher education sector is feeling after deep and painful job cuts, intensified workloads, and a challenging political landscape.

While the negative impacts of COVID and the shift to emergency remote delivery (ERD) are apparent in our findings, this project has also highlighted the potential for change to the status quo, especially in terms of how we engage in teaching and learning. There are opportunities for continuing and building on supports that were successfully introduced during the pandemic, including financial assistance for CALDMR learners experiencing economic hardship, greater flexibility regarding assessment due dates and requirements, and the provision of dedicated workspaces on campus and online learning options for students with carer responsibilities. There are also many opportunities to develop new practices, including more time and support for staff knowledge exchange regarding enriching teaching materials and instructional approaches to better engage with CALDMR student experiences, and more institutional attention to intersectional factors that may shape student participation and success.

Recommendations

The recommendations included here have been derived from the strengths-focused component of the Appreciative Inquiry process. As we have analysed and discussed the 'shadow work' of negative experiences and critique in the Findings, we here turn to the future-focused and positive appraisal that AI permits. In line with the multi-scalar and plurivocal research design, we have created a research-informed advocacy agenda for better responses to Emergency Remote Delivery, working on the notion that design that explicitly considers CALDMR students is beneficial to *all* students.

Federal government

- **Recognise** students from refugee backgrounds and asylum seekers who have been in Australia for less than 10 years **as equity groups** because doing so can provide additional support to compensate for the education disruptions experienced.
- **Provide** institutions with **emergency equity funding** that targets CALDMR students to recognise that creating responsive and enriching learning experiences can be resource intensive.

Institutions

- **Develop institutional systems of identification and data intelligence systems** to better assist staff to locate and support CALDMR students in their courses and programs. This will enhance the delivery of targeted services, support, and intervention strategies for the full life cycle of their higher education experience from participation to achievement and post-study employment.
- **Affirm the importance of care and advocacy** and the need for institution-wide valuing of student and staff wellbeing as essential to engagement, inclusion, and success for CALDMR students.
- **Address the intersecting disadvantages** likely to be experienced by CALD students through services tailored to specific community and cultural perspectives and informed by students and staff from CALDMR backgrounds.
- **Employ CALDMR liaison staff** to provide targeted support.
- Revisit policies to **proactively plan for flexible arrangements to support CALDMR student learning** in extraordinary circumstances, underpinned by a commitment to social responsibility.
- **Provide structural support for CALDMR students** as they adjust to online or hybrid teaching delivery, such as access to emergency funding, digital resources and equipment, and person-centred guidance with navigating policies, procedures, and practices.
- **Build institutional capacity** for providing a flexible and blended approach to service provision in both online and in-person capacity which considers the particular needs of CALDMR students.
- **Invest in opportunities for staff**—including colleagues on casual contracts—**to access cultural awareness/ intersectionality and implicit bias training** that includes strategies and case studies with critical CALDMR examples.

University community

- **Develop teaching and learning resources that are fit for purpose for CALDMR and equity students** that do not assume students have equal access to linguistic and cultural resources (including institutional/ system knowledge).
- **Devise teaching and learning strategies** that integrate accessible, inclusive, and engaging digital technologies.

- **Provide support to university educators** to ensure teaching is student-centred, engaging, considers diverse learner experiences, and reflects an ethic of care.
- **Enhance institutional engagement with CALDMR students** and foster a greater sense of belonging by incorporating the use of community languages in the distribution of institutional communications, particularly around the access and availability of student services and support.

Reflections on beneficial consequences of Emergency Remote Delivery that should be preserved

Taking advantage of the flexibility of online teaching

- Flexible learning options may also enhance the potential for higher education to be more accessible to a broader student population, such as those with work or caring responsibilities.
- Changing to online teaching encouraged educators to reflect on what they considered to be important for the students to learn. The shift to online teaching reinforces the need for educators to focus on approaches that 'facilitate' student learning outcomes, so that students are offered different learning experiences to enhance the development of their higher-order cognitive skills (Bryson & Andres 2020, p.609).
- The forced transition provided an opportunity for them to discover a range of different skills which they may otherwise not have used. As well as technological skills, such as using e-learning platforms, recording videos, and creating online assessments, there has also been a need for university educators to develop their pedagogical and communicative skills so that they could effectively present and moderate in an online environment.

Extending options for class interaction

- Although shifting to online learning resulted in less physical contact in the classroom, this change may have inadvertently offered fresh insights into how to encourage broader classroom interaction.
- Some of the educators in this study found that the adoption of different online tools enabled some students to feel more confident about class participation. If some students who may have previously been reticent to contribute to class discussions feel more confident to ask questions or make comments using for instance the chat function, it will not only strengthen their self-confidence, but it will also benefit other students by learning from the views of students who may typically feel silenced.
- In addition, the use of online collaborative tools may also help students feel a growing sense of belonging in the class community.

Partnering in learning

- The experience of learning to teach online may have also offered insights for educators about how students may feel when learning something new, such as adjusting to learning online.
- An awareness of mutual vulnerability may also foster the desire to partner in learning. When there is an openness by the educator to learn from the students, it can positively influence the asymmetrical positions of privilege and power in the classroom.
- Although educators may have expertise in their field of teaching, a recognition that everyone brings experiential knowledge to the classroom can enhance the learning experience.
- This has the potential to break down the invisible barrier that is sometimes erected between educators and students. An acknowledgement by educators and students that they are both learners together have the potential to deconstruct the traditional power relations in the classroom.

Providing support

- For instance, students appreciated that educators made time available online for discussion groups or to answer questions. In the present study, educators also emphasised the importance of being available for students.
- Many educators referred to spending time at the beginning or end of each session for an informal chat to see how students were, or to answer any questions.
- Other educators referred to being accessible for students to contact them through emails, chat rooms, or phone calls. Most universities introduced a more lenient approach regarding policies for extensions and marks.
- In addition, many universities also offered financial assistance for students who were struggling to support themselves.
- Educators in this study advised that they were able to refer students to services available through the university, such as student services, English language support, Study Smart, library resources, and counselling.
- In addition to academic support provided by their universities, such as videos or workshops to assist students as they adapted to online learning, educators in this study referred to online activities they created which provided additional guidance to support students as they learnt.
- Maintaining open channels of communication between colleagues at a time when it was not possible to meet physically, provided not only academic but also emotional support for educators.
- Productive collaboration between colleagues facilitates a conducive work environment, with a focus on strengthening each other in order to best support student learning.

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Appendices

Appendix A: Advocacy agendas derived from Appreciative Inquiry process

Table A1. Federal government and higher education institutions

DISCOVER	DREAM	DESIGN	DELIVER
The HE sector put in place equity arrangements; some universities had employees in charge of supporting and identifying and responding to CALDMR students' needs, who could be termed 'caseworkers' or 'liaison officers'. They offered targeted/ personalised support (but there were only a few). The caseworkers were part of the structure and their role articulated formally so supporting CALDMR students was a shared responsibility. One of the caseworkers has lived experience of forced migration.	Refugee caseworker in every university, ideally from a CALDMR background, that is articulated in particular ways in the institution to avoid ad-hoc/ good will/ OCBs. End of temporary protection visas. Add CALDMR students to formally identified equity cohorts within HEPPP. Gather data on CALDMR students by institution and make monitoring mandatory	Advocacy to federal government for end to TPV; for adding CALDMR to equity cohorts. Advocacy to Universities Australia to pressure universities to monitor/ identify CALDMR students. Advocacy for operational funding used to employ equity caseworker role who can provide tailored services to refugee and other CALDM students	
Universities were able to 'pivot' quickly to do things that had been considered impossible for ages, such as moving teaching online (but little support given; very reactionary)	Develop protocols for post-pandemic remote learning that explicitly include CALDMR considerations. Develop sector-wide training to build on lessons from emergency remote teaching and learning (ERTL). Pay all casual staff to attend	Teaching policies that explicitly include a need to consider CALD issues. Training for educators, frontline supports and educational designers for hybrid/ online teaching for CALDMR students	
Universities acted quickly to support marginalised students through…. (but nothing specific for CALDMR cohort)	Include CALDMR in design of future support packages. Offer CALDMR-specific supports	Creation of Student with Lived Experience Advisory Groups, with students paid for their time and employed by central unit to support whole university	
Assumptions about who our students are (and what they bring, can do, their resources, networks) have been challenged	Enhanced awareness of the challenges faced by CALDMR students through university-wide training that is meaningful, longitudinal, and regularly evaluated. Pay all casual staff to attend	Advocacy through Welcoming Universities scheme. Widespread uptake of training that challenges assumptions about who our students are (perhaps Faculty-based?) by including descriptive information and case studies of CALDMR students. Such training should be evaluated to measure long-term impact on understandings, attitudes, and behaviours	

Table A2. Students

DISCOVER	DREAM	DESIGN	DELIVER
Flexibility Some students indicated that the move to online instruction provided them with more time to attend lectures and events. Specifically, some students lived far away from where they would be required to travel to for physical attendance, and online learning saved them time In addition, online instruction was often recorded, which increased the flexibility of when they could engage with their learning. This allowed for these students to be able to be flexible with increased work and caring commitments that resulted from COVID-19, which included more time spent caring for younger and elderly family members and needing to work more to compensate for parent loss of income. Some students also indicated that flexibility meant that they could use their studying space at times when it was better suited to their learning. Many were sharing their learning space with others in their home who were studying or working, and so this flexibility improved their chances of finding times when their learning space was quiet.	The continuation of some flexible learning options for all students - including online lecture recordings and live tutorial sessions - will likely be beneficial for all students, but particularly for CALMR students. Resources to support or establish student-led networks and social support groups could provide an important means of connection for CALDMR-background learners during the pandemic, and during any continued online learning. This might involve employing advocates to help students navigate support services. Certain processes and procedures would benefit from revisions, with flexibility of use in the re-design (e.g., special consideration requests, applications for extensions, etc.).	Advocacy through Welcoming Universities scheme Assessments that have considered access of resourcing, and do not rely on students having their own resources in order to be able to participate. A re-design of teaching and learning with CALDMR-specific needs (after consulting with students first to identify and clarify their needs).	

DISCOVER	DREAM	DESIGN	DELIVER
Gentle kindness Some of the HDR students identified the supportive nature of their supervisors. This extended beyond academic support to include emotional and psychological support during a time where their students reported feeling isolated, lonely, and abandoned.	The specific and explicit identification of the value of 'kindness work' should be considered critical to institutional strategies for inclusion. Moreover, there should be allocations of time and money for staff to continue this kindness work.	Creating employment opportunities by paying the HDR CALDMR students to consult on relevant components of staff training, including how to engage in culturally sensitive supervision and the management of online learning and online classes.	
Enhanced tech-skills Students noted that their familiarity with technological platforms had improved out of necessity during the unexpected online instruction. Similarly, these students reported increases in their confidence with accessing virtual support,	With students learning from home during restrictions, there's also the potential for CALDMR student to temporarily access digital equipment (loans of computers, recycling of out-of-lease hardware, home Wi-Fi assistance, etc.).	The ongoing provision of technological guidance to support learner engagement with digital learning spaces (such as recordings showing how to enrol in online groups, how to engage in collaborative activities etc.) would facilitate the continued development of technology skills, as well as self-efficacy more broadly.	
Connection Some students mentioned the positive experience of getting to know their peers online, in a way that they didn't feel happened organically during face-to-face modes of learning.	Maintaining ways of connecting online that facilitate social connections could translate maintained social connection during the return to face-to-face classes.	Universities could embed and regularise the reaching out to students, through peer support or 'trusted' staff. This could include peer-to-peer mentoring, or other forms of academic mentoring programs.	

Table A3. University educators

DISCOVER	DREAM	DESIGN	DELIVER
Flexibility University educators suggested that some CALDMR-background students feel more comfortable in the online environment if time and pace are considered, specifically allowing: - more time for CALDMR-background students to read and understand tasks	Ensuring educators have sufficient information about students– both through information-sharing and getting to know students Build educator awareness of how to work around polices and structures to create the time and space for learning and to enable kind spaces	Develop a teaching and learning resources that are fit for purpose for CALDMR and equity students Institute formal processes and professional development experiences for educators to exchange knowledge about useful 'work arounds' to ensure more caring approaches to supporting equitable engagement	
Digital enhancement University educators noted increasing awareness of the availability of existing tools that support diverse students.	Teaching that is student-centred, engaging, considers diverse learner experiences and reflects an ethics of care	Use strategies and tools that engage students in their learning	
Approachability/ humanising of staff Some University educators noted the realisation of the challenges and solutions to appearing approachable and 'human' online.	Training and establishing networks that includes peer observations and reflections on teaching that humanises interactions with students and develops teachers' capacity and confidence to navigate and respond to students' needs.	Teaching practices that bring educators and learners closer together Providing a friendly online space for students to attend classes	

DISCOVER	DREAM	DESIGN	DELIVER
Awareness of equity/ inclusion University educators were hopeful that the pandemic had raised awareness of the specific needs of CALDMR-background learners and accessibility and inclusion more broadly.	Compulsory cultural awareness/ intersectionality + implicit bias training that includes strategies and case studies with critical CALDMR examples. Should be made a requirement to complete during a teacher's first contract. Use paid students to consult with in the design of the above training	A university and sector wide policy that prioritises inclusion in its learning/service delivery model/practices	
Accessibility University educators discussed additional supports they provided to assist learners – particularly those from CALDMR-backgrounds – to engage with digital learning spaces and guide learning, such as recordings and tutorial guidelines on how to read an article.	Inclusive, meaningful, and interesting assessments and content	Design learning activities that are accessible, inclusive, and engaging for different student cohorts	

Table A4. Student-facing Support Staff (SFSS)

DISCOVER	DREAM	DESIGN	DELIVER
Collaboration SFSS are actively consulted in the collaborative design of services aimed at engaging CALDMR and equity students with targeted support, including connection with service provided in the wider community	- A whole of institution approach towards framing, understanding, and approaching educational equity for all student cohorts - SFSS provide respectful and ongoing consultations, intersectoral services and support for CALDMR students, designed carefully around Champions and Discomfort models. - . Community- engaged CALDMR students are actively involved in creating spaces of compassion and care, to enhance their sense of belonging - CALDMR students can engage with ongoing and easy-to-access support services at their educational institution and across the sector, delivered by SFSS	- SFSS are instrumentally engaged in the design of services and support for students and are also critical leads in the dissemination of information relating to the needs of equity cohorts, to grow institutional awareness and promote equitable and inclusive practice - Key institutional communications to be delivered in a range of CALDMR student community languages to enhance the level of engagement and connection with these students - Meaningful consultations that involve CALDMR students in the development of support service programs targeted to engage them - Modes of support with intersectional collaboration to enhance the provision of services delivered by SFSS to CALDMR and equity students. - Support services that connect CALDMR and equity students with community for greater holistic impact and nurture	

DISCOVER	DREAM	DESIGN	DELIVER
Additional supports SFSS are equipped with appropriate levels of training, information, and resources to deliver enhanced and pragmatic support to CALDMR and equity students	- SFSS engage and support CALDMR and equity students with necessary educational resources, where needed. - SFSS engage with an integrated network of data intelligence and services to deliver enhanced and holistic support to CALDMR and equity students.	- Ample provision of resources for SFSS to provide practical and pragmatic support for CALDMR and equity students to ensure their continued participation in learning. - Streamlined SFSS information resources created through collaborative input to promote practice and awareness of the needs of CALDMR and equity students along with the range of integrated services available across the institution, sector, and community network. - Training modules for SFSS to leverage the benefits of partnerships, collaboration, and service integration.	
Confidence/ Capacity to adjust Enhance the professional capacity of SFSS by enabling their access to training, research and learning resources	- Institutional support for SFSS to feel confident in discharging their duties - Enable SFSS to participate in ongoing training and professional learning opportunities to promote awareness, confidence, networking, and practice	- Training and professional learning opportunities in emerging technologies as well as access to relevant research and community practice information to enhance SFSS confidence to effectively engage and support CALDMR and equity students	

DISCOVER	DREAM	DESIGN	DELIVER
Use of online tools Blended modes of online and face to face service delivery for SFSS to connect with students, increasing the breadth and flexibility of capacity.	- SFSS are equipped with digital skills and resources to deliver services to students in a blended, face to face and online capacity. - SFSS have access to institutional data intelligence that enables the identification of vulnerable students, including CALDMR and equity students to ensure targeted resourcing and delivery of services and support - CALDMR students are equipped with digital skills, resources, and information on where and how to access services via SFSS	- Blended modes of practice of online and face to face engagement for SFSS to connect with students from CALDMR and equity backgrounds - Data intelligence systems that are accessible by SFSS to make informed and effective decisions when engaging CALDMR and equity students - Workplace flexibility with adequate resourcing to enable blended modes of engagement for SFSS to deliver services in equal capacity via either mode	

Table A5. Educational designers

DISCOVER	DREAM	DESIGN	DELIVER
Awareness of need for PD Intercultural training and viewing educational development as a learning opportunity	Leadership to make resources available to (a) develop training and (b) ensure all staff attend Sharing outcomes with others across the institution and the sector during regular showcases within local and national settings	Incorporate intercultural training into staff training plans, e.g., in orientation packages as well as ongoing support eg. a yearly or bi-annual PD training This training would feed input from students back to educational developers and address the core question: how culturally safe are our units and teaching?	
Increased opportunities to support disciplinary academics Educational developers were hopeful that the pandemic had raised awareness of the specific needs of CALDMR-background learners the need to attend to this cohort more meaningfully	Tangible commitment to support collaborative interdisciplinary academic work. Institutional policies that provide specific strategic work in addressing CALDMR student needs as part of equity work	Commit resources towards meaningful practices that evidence equity policies through the work of educational developers	

Appendix B: Detail of the Methodology and Project Design

Managing a large team

This project was designed to capture a multiplicity of experiences: different states and territories; different types of institutions; different experiences according to participant groups and roles. As such, we were a large team (11 co-investigators + research assistants) and were guided by a steering committee of five experts in refugee education and advocacy (see **Table B1)**. The project was managed by Dr Sally Baker (University of New South Wales) with project support from Anna Xavier. An advisory group was created to steer the project at three strategic points through the life of the project to offer feedback on the research design, on the interim findings, and on the outcomes of the Appreciative Inquiry process

Table B1. An overview of the advisory group

NAME	ORGANISATION	AREA OF EXPERTISE
Annabella Niyomwungere	Asylum Seeker Resource Centre	Asylum seeker advocacy
Evonne Irwin	University of Newcastle	Refugee education scholar
Jude Stoddart	Asylum Seekers Centre	Asylum seeker advocacy
Phillipa Bellemore	Macquarie University	Refugee mentoring scholar
Vihara Madhubashini	University of South Australia	Refugee education PhD student

Recruitment

Quantitative surveys for university educators, students, and SFSS were distributed using the Qualtrics software platform. Passive and snowball sampling modes were employed via nationwide, university and higher education industry professional networks. Surveys included an array of open and closed questions. On completion of the survey, participants were invited to participate in a follow-up interview with a member of the research team. Consenting participants were directed to a secondary survey to ensure their primary survey responses remained anonymised. Qualitative follow-up interviews were conducted via online teleconferencing platforms (Zoom) employing semi-structured, open-ended questions. Interview feedback was recorded for professional transcription.

A broad distribution of nearly 30 higher education providers was represented in the quantitative and qualitative data gathering methods, and may have included more, as many participants did not identify their institutions. Two in three identified institutions represented by participants were located in eastern states of Australia (VIC, NSW, QLD) and over half of the institutions were located in NSW and VIC. Contextually, the high level of participant representation from NSW or VIC enabled researchers to identify the geographical experiences of stakeholders, institutions and community impacted by the concentrated spread of COVID-19 inflection during 2020 and early 2021. Yet, the distribution of student and educator participants included high numbers from institutions located in the south central and western states of WA and SA, who collectively represented 20% of nominated institutions. The participation of non-eastern states thus strengthens the importance of the findings that demonstrate the experiences captured through the data were representative of nation-wide circumstances.

Participants

We sought input from four participant groups who all had a specific set of experiences to share regarding emergency remote learning during the initial stages of the COVID pandemic in 2020: CALDMR students, university educators, student-facing supports, and educational designers.

CALDMR students

These are students from Culturally and Linguistically Diverse (CALD) migrant backgrounds (including international and refugee/ asylum seeker students) who are currently enrolled in a program of study at an Australian university (enabling, undergraduate or postgraduate).

Quantitative data were gathered via an online survey of CALDMR students, focusing on the notion of on the interplay between acculturation and a successful transition to online learning, managed by Dr Joel Anderson (Australian Catholic University, La Trobe University) with the research assistance of Christine Deslandes. Qualitative data were collected through Photovoice interviews with students (n=10) by Dr Clemence Due (University of Adelaide) with the research assistance of Dr Charlotte Young. Students were recruited to participate in the online survey through advertisements circulated directly to relevant student-run associations, by university departments associated with admissions, learning and teaching, and international student offices, and through social media campaigns.

A total of 113 CALDMR university students participated in the student survey, although due to incomplete survey responses data from 87 participants were analysed (**Table B2**); these students were enrolled in 29 universities in the six states and territories: 36 in NSW, 30 in Victoria, 14 in Queensland, three in the Australian Capital Territory, two in South Australia, and one in Tasmania. A sub-set of participants agreed to participate in a Photovoice exercise following the survey (**Table B3**). Students consenting to participate in self-recorded photo-voice and photo-mediated interviews were selected via a screening process to ensure their candidacy and diminish associated risks to participants. In honouring our ethical commitment to ensuring confidentiality of the relatively small participant population of CALDMR students, it is not possible to provide detailed demographic information that, taken together, could risk identification of individual students in the PhotoVoice component. As such, we have provided only a broad overview of the student characteristics which are considered the most relevant to the study aims.

Table B2. An overview of the characteristics of CALDMR students who participated in the survey

SAMPLE CHARACTERISTICS	OVERALL *n*	*M* (SD)	n (%)
Age	87	25.03 (5.84)	
Gender	87		
Men			44 (50.6%)
Women			41 (47.1%)
Gender diverse			2 (2.3%)
Visa status	76		
Permanent			33 (37.9%)
Temporary			43 (49.4%)
First language	87		
English			26 (29.9%)
Other			61 (70.1%)
Region of birth	76		
Africa			6 (6.9%)
Americas			4 (4.6%)
Asia			41 (47.1%)
Europe			12 (13.8%)
Middle East			5 (5.7%)
Oceania			8 (9.2%)
Time at university	87	2.57 (1.91)	
University enrolment status	87		
Full-time			73 (83.9%)
Part-time			12 (13.8%)
Deferred due to COVID			2 (2.3%)

Table B3. An overview of Photovoice student participants

PSEUDONYM	DISCIPLINE	LEVEL OF STUDY	BACKGROUND	AGE	IDENTIFIES AS
Zain	Medicine	Postgraduate	Pakistani	23	M
Omar	English as an Additional Language	Certificate 3 (in dual-sector university)	Iranian	24	M
Lily	Migration Studies	PhD	Chinese	33	W
Brene	Education	PhD	Indian	31	W
Jason	Social Work	Masters	Nepali	26	M
Michael	Exercise and Sports Science	Undergraduate	Vietnamese	27	M
Bluebird	Biology	Undergraduate	Chinese	19	W
Anne	Early Education	Masters	Indonesian	21	W
Angela	Primary Education	Undergraduate	Sri-Lankan	24	W
James	Mechanical Engineering	Masters	Vietnamese	25	M

Participants read a summary of the study before providing their consent to participate in the survey. The survey was conducted online and included demographic questions, the academic engagement scale (Anderson, 2016), factors of educational disadvantage scale (bespoke for the project), and adjustment to online learning scale (Garrison et al., 2004). A sub-set of participants agreed to participate in a Photovoice exercise following the survey. Photovoice is a visual research method that involves using participant-generated photographs to explore participants' perspectives in relation to a given topic (Wang & Burris, 1997). The precise process varies; however, it typically involves steps that include instructions, taking photographs, choosing meaningful images, and discussing those images in one-on-one interviews and (Due et al., 2016). In this study, the Photovoice process involved asking participants to take photographs which represented their experiences of learning during COVID. These were then sent to the research team, and a photo-mediated interview was conducted where participants were asked to share details about the photos as well as respond to semi-structured interview questions.

University educators

These are educators employed to teach in the higher education context of universities in either a full-time, part-time, contract or casual capacity. They are engaged in the education of university students enrolled at any level in a formal, institutionalised program. The roles and responsibilities of university educators are closely tied to the central functions of higher education. Typically, university educators undertake research, teaching, and service to the profession to carry out the academic work of their respective institutions. However, the roles and responsibilities differ widely across institutions and are based on the educators' level of appointment.

An online survey was distributed to university educators (e.g., course convenors, lecturers), inviting them to participate. The survey was distributed over numerous campaigns via multiple media of online networks. The survey focused on gauging educators' awareness of CALDMR student needs in the online context. This was managed by Dr Lisa Hartley (Curtin University) with the research assistance from Meagan Roberts. Qualitative data were collected with follow-up interviews, which focused on educators' experiences of remote teaching with CALDMR students. This was managed by Associate Professor Loshini Naidoo (Western Sydney University) with the research assistance of Sharon Wagner.

A total of 29 university educators completed the survey with 86% identifying as female (n=25) and 14% identified as male (n=4). Most participants identified as being Australian/ Anglo-Australian (41%) or White/Caucasian (13%) and primarily lived with family (96%). The majority were employed in a permanent position (65%), primarily in lecturer or senior lecturer roles (65%) and were teaching in Social Sciences (38%) or Arts and Humanities (31%). Just under half had been working as a university academic staff member responsible for teaching students for less than 10 years (48%), while 34% had been working between 10-19 years, and the remaining over 20 year (17%). Under half of the participants were employed at a Western Australian university (41%), with the remaining in NSW (24%), VIC (17%), and QLD (18%).

Following their participation in the survey, eight university educators elected to participate in a follow-up individual interview (see **Table B4**). The study did not seek to find a representative sample of participants across geographical areas, universities, faculties, or subjects taught. Interviews lasting 30-45 mins were conducted during March-May 2021. The corpus of data analysed for this article entailed transcripts of eight semi-structured interviews with university educators, four full-time continuing staff and four sessional staff. Questions focused on perceptions, experiences of moving to remote teaching, specifically on teaching and learning with CALDMR students, and awareness of CALDMR students' needs in the online context. Seven participants were female, and one was male. Participants were from New South Wales, Victoria, and Queensland. Their teaching backgrounds spanned Social

Sciences, Education, Career Education, IT, Arts and Humanities and Biomedical sciences. At least two of the participants held course/subject coordinator roles.

Table B4. An overview of the university educators who participated in semi-structured interviews

PSEUDONYM	GENDER	DISCIPLINE	TEACHING ROLE
Steve	M	Career education	Tutor Learning Designer
Liz	F	Education, Sociology, Anthropology	Tutor
Sarah	F	Development Studies Program	Sessional Lecturer
Julie	F	Education	Unit Co-Ordinator Tutor
Lucy	F	Creative Arts, Education	Lecturer
Tracy	F	Education	Lecturer
Ebony	F	Internet studies	Lecturer
Edwina	F	Biomedical	Senior Lecturer Faculty Co-Ordinator

Student-facing staff members

University support staff were identified as key stakeholders to the research inquiry into the experiences of students from CALDMR backgrounds, transitioning to and functioning within the online remote learning environments created during 2020 in the initial response to the COVID pandemic. University professional staff engaging students in the provision of wrap around services aimed at enhancing their learning participation and support for academic learning and student wellbeing were categorised as 'student-facing' support staff.

Quantitative data were collected via an online survey of SFSS (equity practitioners, student advisors, learning advisors), exploring the services accessed by CALDMR students. This was managed by Carolina Morison (Macquarie University) with the research assistance of Jindri De Silva. Qualitative data was collected with follow-up interviews, which focused on their perceptions of social, cultural, and learning needs and capabilities of CALDMR students. This was managed by Associate Professor Ravinder Sidhu (University of Queensland) with the research assistance of Dr Daeul Jeong.

A national online survey was distributed to higher education providers, inviting student-facing service professionals to participate. The survey was distributed over numerous campaigns via professional associations and online networks. Despite the campaigns, survey participation was low, leaving researchers with a survey sample too small (*n*=15) to be of statistical value or broadly representative. Co-researchers considered prevailing environmental and sector stresses to be contributing factors to the low survey response. While the survey data does not enable expansive conclusions to be drawn, it provides researchers with insights that are commonly reflected across other stakeholder groups involved in the research inquiry, gauged from alternate data collection methods. Due to the modest sample size, researchers chose to not represent survey information for student-facing services providers in graphical or numerical contexts, focusing instead on describing the themes and providing supportive text extracted from the survey responses.

Although the survey was distributed via national networks and sought to capture a broad snapshot of institutional responses, survey participants were noted to geographically represent institutions located in eastern states of Queensland, New South Wales, Victoria, and Tasmania. Owing to disproportionate representation from institutions located in New South Wales (3/7) and Victoria (2/7), the results of the survey are unable to provide

conclusive sector wide experiences. Over half of the survey participants were female and most of the participants identified as being of Anglo, European or white background.

A total of nine (9) interviews approximately one hour long were conducted with student-facing staff working in accommodation and settlement, learning support, counselling, refugee transition and welfare support services (see **Table B5**).

Table B5. An overview of the student-facing support staff who participated in semi-structured interviews

PSEUDONYM	GENDER	ROLE
Angela	F	Learning Advisor
David	M	Student Services
Iris	F	Learning Advisor
Lewis	M	Student Counsellor
Dayna	F	Learning Advisor
Grace	F	Student Counsellor
Peter	M	Settlement Officer
Penny	F	Refugee Support Officer
Lucas	M	Settlement Officer
Todd	M	Refugee Support Officer
Delia	F	Refugee Support Officer
Carlos	M	Equity Project Officer
Maeve	F	Language Support Advisor

Educational developers

A national online survey was distributed to higher education providers, inviting educational developers to participate. The survey was distributed over numerous campaigns via multiple professional associations and online networks. Quantitative data were gathered via an online survey of educational designers exploring what guidance is offered for supporting CALDMR learners with online teaching and learning. This was managed by Dr Teresa De Fazio (Victoria University) and her research assistant Natasa Ciabatti.

In total, 19 educational developers completed the survey. Most of the respondents (*n*=14, 74%) had been employed in educational development for over six years. The qualifications of the respondents mainly indicated postgraduate level studies with 73% (*n*=14) indicating PhD level studies and 26% (n=5%) holding a Master-level qualification. Many of the respondents were plurilingual with the following languages represented in addition to English: Mandarin, Bahasa Indonesian, Arabic, Maltese, Spanish, Cantonese, French, Afrikaans, Swedish, Hungarian, Xhosa, indicating a strong level of linguistic and cultural richness.

Policy Review and Gender-specific analysis

Dr Tebeje Molla (Deakin University) led the project's engagement with the higher education policyscape and sector-wide supports for CALDMR student participation, while Dr Rachel Burke (University of Newcastle) led the analysis of intersectional factors of gender/sexuality, culture, expectations regarding domestic/family commitments, and university participation.

Appendix C: Appreciative Inquiry Explainer for team AI analysis meeting

NCSEHE RESIG: Appreciative Inquiry

Background: What is Appreciative Inquiry all about?

Rooted in the ontological position of social constructionism and positive psychology, and acknowledging the relational nature of processes, Appreciative Inquiry (AI) is a collaborative and participatory approach to action research that emphasises strengths rather than problems. Shifting the focus from a negative, problem-based, and solution-focused approach to a strength-based and asset-based mindset, it enables a positive vision and rejuvenation (Giles & Kung, 2009; Harrison & Hasan, 2013). It has been used with under-represented and oppressed groups to enable them to contribute to changing practices and policies that affect them (Frerich & Murphey-Nugan 2019). Similarly, it has been used effectively in contexts of managerialism, compartmentalisation, competition, and austerity (Bellinger & Elliott 2011). By focusing on ways to build on what is working, AI seeks to challenge deficit models and the dominant discourse of negativity that are particularly pertinent in secondary and higher education (HE) contexts (Harrison & Hasan 2013; He & Oxendine 2019). As Fileborn, Wood and Loughnan argue, "viewed from an AI perspective, to achieve 'best practice' in teaching, we need to make elements of our pedagogical practices visible without fomenting hopelessness" (2020, p. 5).

Even though researchers have employed different terms for the process, AI typically involves four stages (He & Oxendine, 2018; Jones & Masika, 2021):

- Discover (what are the strengths and assets?)
  - "[V]aluing the best of what there is" (Grant & Humphries 2006)
  - Considering different perspectives
- Dream (what might be the ideal?)
- Design (what are ways to create the ideal? what should we do?)
- Deliver or Destiny (how to empower, learn and sustain?)
  - Provides for reflections on actions, practice, vision, and critical dialogue (Jones & Masika, 2021)

While there are four core stages, as Bergmark & Kostenius (2018) emphasise, moulding AI to the specific context is important. This involves:

- Telling and recording illuminating positive stories (Giles & Kung, 2009).
- Informing personalised action plan leading to positive change (Giles & Kung, 2009).
- Leveraging individual and collective community assets and strengths (He & Oxendine, 2018).
- Documenting the institutional cultural shift from reactive to proactive culture and employing a bottom-up approach in developing institutional vision and directions (He & Oxendine, 2018).
- Assessing cultural competence both at institutional and individual professional level (He, 2013).
- Identifying areas and topics that could be actioned and developed into plans or strategies for the future.

Application in educational research:

Appreciative Inquiry has been used in a multitude of ways in educational studies and contexts, including (to):

- Facilitate student voice in school processes (Bergmark & Kostenius, 2018)
- Understand the experiences of women in postsecondary correctional education (Frerich & Murphey-Nugen, 2019)
- Improve the teaching peer review process so that it is generative rather than evaluative or punitive (Fileborn, Wood & Loughnan, 2020)
- Improve strategic planning in institutions (He & Oxendine 2019) and students' learning experience (Jones & Masika, 2021)
- Review a school within a HE context (Collington & Fook, 2016)
- Use as an empowerment tool (positive reinforcement) to help students succeed (Harrison & Hasan, 2013)
- Reflect on own practice, actions, visions and encourage critical dialogue with self and others in ESL teacher education (He, 2013)
- Influence policy that affects people with disabilities in HE (Clouder & King, 2015)

Critiques and challenges:

- Potentially ignores the 'shadow', that is, the challenging aspects of experience (Reason, 2000 cited in Grant & Humphries, 2006)
- Masks oppression, power imbalances and distorts experience (Frerich & Murphey-Nugan, 2019; Grant & Humphries, 2006)
- Encourages unrealistic perceptions or dysfunctional expectations, attitudes, and behaviour (Grant & Humphries, 2006)
- Polarises experience into dualism of positive/negative (Bergmark & Kostenius, 2018)
- Assumes participation yet not all voices may be heard (Bergmark & Kostenius, 2018)
- Lacks sufficient evidence of evaluation as an approach (Grant & Humphries, 2006)
- Encounters strong resistance from participants.

To address these critiques, we will allow space to discuss the 'shadow' of human experiences to enhance pedagogy (Jones & Masika, 2021), drawing on both positive and challenging aspects of human experience, use strategies to encourage discussion from all participants, evaluate the approach, and discuss AI (the pros and cons).

Considerations for the AI process in this project

As all the co-investigators' areas are research, teaching, service provision and organisation, this AI emphasised the strengths of students, support groups, teachers, educational developers and the research process itself. The facilitators asked, what worked? How can higher educational sector build on what has worked to improve the quality of teaching, learning and support for CALDMR students? The facilitators created a collaborative, participatory procedure for AI over three stages: pre-work, a meeting to discuss the data, and creating a document to present to the steering committee.

Another aim for the AI activity was to use positive elements of the data to create a research-informed advocacy agenda. Attending to the criticisms of AI and the predominance of the problem-solving paradigm in higher education sector, the facilitators began by consolidating their goals and co-constructing their intentions for the process. The process began by designing a two-page introduction or explainer on AI (see Appendix B). This explainer covered what the approach was about, described the four stages, summarised how the approach had been applied in educational discourse, listed the critiques and challenges of the approach, and mentioned the areas that the co-investigators would apply this to in their work. The facilitators then asked the co-investigators to do three things: first, to select the most interesting quotations from the surveys or interviews; second, to think about and note down how these quotations might fit into the categories of the 4Ds (discover, dream, design, deliver) with all co-investigators encouraged to refer to the pre-reading pack with the description of these stages; and, finally, to take note of any patterns that came up regularly when familiarising themselves with the data that might allow setting goals to action. The third aim of the AI activity was for all the co-investigators involved in the project to notice what worked or was valued in the data and to describe these in the form of goals. Drawing upon definitions of the 4Ds and questions used in other AI studies (Frerich & Murphey-Nugen, 2019, p. 23-24), the facilitators developed a series of questions to help co-investigators identify these aspects of the data:

- What important things did students or staff mention as a success or something they valued?
- What important things did others do that contributed to the success?
- What is unique or special about the way that students and staff responded in this time?
- Imagine higher education for CALDMR-background students during COVID without these successes. What would be different for the students?

The co-investigators were sub-divided into three groups. All co-investigators were asked to send their quotations and responses (2-3 pages each) to the AI team, who then compiled these into a document and distributed to everyone to read before a group meeting. The group meeting was designed with Jones and Masika's work (2021) on how incorporating the 'shadow' of human experiences enriches the AI process. To this end, we have focused on the shadow in the Findings section, as it was the dominant data gathered from all four participant groups. During the meeting, everyone discussed the first three stages in one of the three facilitated groups and reported back to the combined group. The facilitators attempted to keep the spirit of the session positive and return to the positive framing, suggesting co-investigators consider and discuss broader concerns about AI as a process, in view of the criticisms of the literature. Most of the time was spent covering the first two stages of *discover* and *dream* with some time noting down initial ideas for design and ways to best support CALDMR students. These stages were discussed at greater length because the co-investigating team sees this research as needing to lead to long-term change, views investment in how findings are implemented as critical, and approaches the process of AI with a willingness to adjust approaches as later stages unfold.

Appendix D

D1: Survey instrument for CALDMR students

- Demographics

- What is your gender?
    - Male
    - Female
    - Prefer to self-describe as_____
    - Prefer not to state

- How do you define your cultural background and/or ethnicity? _____

- What is your first language? [open response]

- Do you speak any other languages? [open response]

- What is your living situation? Please select those categories that apply.
    - Living alone
    - Living with family
    - Living with others (non-family related)
    - Other – please describe

- Do you have caring responsibilities / dependents? Please select those categories that apply.
    - Children
    - Other relatives
    - Friends
    - Others (please describe)
    - Not applicable

- Country of birth?

- How would you describe your residency status in Australia?
    - Country of origin
    - Permanent resident (migrant background)
    - Humanitarian Visa holder (Refugee/Asylum Seeker)
    - Temporary Visa holder (International)
    - Other (please specify)

- Length of time in Australia (Shown only to those born outside of Australia)?

- How long have you been studying at university? _____

- What are you studying?

- University – please state which university you are currently studying at_____

- Describe the nature of your enrolment status

    o Full-time

    o Part-time

    o I have deferred this semester

Academic Adjustment Scale

This question will be asked twice:

- First time: Please respond to these items as they apply to you at the moment, during the pandemic, on a scale ranging from:

- Second time: Please respond to how you were hoping you would be able to answer them, if the pandemic had not occurred, on a scale ranging from:

7-point Likert scale (strongly agree to strongly disagree).

Strongly agree	Agree	Slightly agree	Unsure	Slightly disagree	Disagree	Strongly disagree

Academic Lifestyle:

1) I am enjoying the lifestyle of being a university student.

2) I sometimes feel as though my education is not worth time away from my work or my family. (R)

3) I sometimes worry I do not have the academic skills needed to enjoy being a student. (R)

Academic Achievement:

4) I am satisfied with the level of my academic performance to date.

5) I think I am as academically able as any other student.

6) I am satisfied with my ability to learn at university.

Academic Motivation:

7) I expect to successfully complete my degree in the usual allocated timeframe.

8) The reason I am studying is to lead to a better life style.

9) I will be disappointed if my studies don't' lead me to the career I want.

Academic Engagement

We are about to ask you a series of questions regarding how you feel about studying at the moment. Please answer these in comparison to at the start of the year (prior to the impact of the pandemic).

How engaged do you feel with the content and teaching at university at the moment?

(not at all engaged) 1----2----3----4----5----6----7 (very engaged)

How confident do you feel about your abilities to successfully study at the moment?

(not at all confident) 1----2----3----4----5----6----7 (very confident)

How prepared do you feel to study at the moment?

(not at all prepared) 1----2----3----4----5----6----7 (very prepared)

How much do you enjoy learning at the moment?

(not at all engaged) 1----2----3----4----5----6----7 (very engaged)

Adjustment to Online Learning

This question will be asked twice:

- First time: Compared to previous face-to-face learning experiences, how would you rate your online learning experiences with the following areas, on the scale below?
- Second time: How much do you think the average student would rate their online learning experiences with the following areas, on the scale below?

7- point Likert scale (strongly agree to strongly disagree).

Strongly agree	Agree	Slightly agree	Unsure	Slightly disagree	Disagree	Strongly disagree

- Understanding the issues and problems being presented?
- Stimulating your curiosity?
- Identifying relevant new information?
- Engaging in exchange of ideas?
- Synthesizing ideas?
- Generating tentative solutions or resolution to problems?
- Confirming understanding of concepts?
- Applying ideas or concepts?
- Expressing your emotions?
- Being open? (i.e. disclosing your personality)
- Asking questions?
- Responding to others' comments?
- Sustaining discussion?
- Feeling part of the class community?

- Referring to others by name?

- Understanding expectations?

- Knowing how to participate?

- Taking responsibility for your studies?

- Adjusting to the online context?

- Adjusting to the learning climate?

- Feeling comfortable engaging in discussion?

- Feeling comfortable with teaching methods?

- Understanding organization of the class?

- Feeling satisfied with teacher interaction (questions, comments, facilitation)?

- Receiving teacher assistance in reaching consensus?

- Receiving teaching intervention?

- Accepting teacher assessment grades?

- Accepting teacher feedback?

Factors of Educational Disadvantage

(This measure is bespoke for this project).

We are also interested in knowing other aspects of your life that might impact your ability to study during the pandemic (including the switch to online learning). To what extent would you say the following impact your ability to study successfully, on the scale below?

7- point Likert scale (strongly agree to strongly disagree).

Strongly agree	Agree	Slightly agree	Unsure	Slightly disagree	Disagree	Strongly disagree

(or indicate N/A if not applicable)

- Your gender?

- Your parent's education?

- Your language skills?

- Your financial situation?

- Your living situation?

- Your physical health?

- Your mental health?

- If relevant, your disability status?

- Your levels of computer skills?

- Your ease of access to the internet?

- Your ease of access to a computer?

Cultural Adjustment

How much do you currently maintain the culture of your country of origin in each of the following domains, on the scale below:

7- point Likert scale (strongly agree to strongly disagree).

Strongly agree	Agree	Slightly agree	Unsure	Slightly disagree	Disagree	Strongly disagree

(or indicate N/A if not applicable)

- Work
- Economics (e.g., consumer habits, family economy)
- Social relations and friendships
- Family relations
- Religious beliefs and customs
- Ways of thinking (e.g., principles and values)

How much have you adopted mainstream Australian culture in each of the following domains, on the scale below:

7- point Likert scale (strongly agree to strongly disagree).

Strongly agree	Agree	Slightly agree	Unsure	Slightly disagree	Disagree	Strongly disagree

(or indicate N/A if not applicable)

- Work
- Economics (e.g., consumer habits, family economy)
- Social relations and friendships
- Family relations
- Religious beliefs and customs
- Ways of thinking (e.g., principles and values)

English Fluency

1. 'What is your present level of English fluency?'

(not at all fluent) 1----2----3----4----5----6----7 (very fluent)

2. 'How comfortable are you communicating in written English?

(not at all comfortable) 1----2----3----4----5----6----7 (very comfortable)

3.. 'How comfortable are you communicating in spoken English?

(not at all comfortable) 1----2----3----4----5----6----7 (very comfortable)

4. 'How often do you communicate in English?'

(not at all often) 1----2----3----4----5----6----7 (very often)

5. 'How much do you think that changes to education during COVID-19 has impacted your confidence in communicating in English?'

(not at all) 1----2----3----4----5----6----7 (very much)

Life satisfaction

Below are five statements that you may agree or disagree with.
Using the scale below, indicate your agreement with each item by selecting the appropriate response.

7- point Likert scale (strongly agree to strongly disagree).

Strongly agree	Agree	Slightly agree	Unsure	Slightly disagree	Disagree	Strongly disagree

1. In most ways my life is close to my ideal.

2. The conditions of my life are excellent.

3. I am satisfied with my life.

4. So far I have gotten the important things I want in life.

5. If I could live my life over, I would change almost nothing.

Loneliness – During COVID

Please read the following statements and indicate how often you feel the way (during the COVID-19 pandemic) described in each statement, using the following response scale:

3- point Likert scale.

Hardly ever	Some of the time	Often

1. How often do you feel that you lack companionship during the COVID-19 pandemic?

2. How often do you feel left out during the COVID-19 pandemic?

3. How often do you feel isolated from others during the COVID-19 pandemic?

Please tick the answer that is correct for you:

[response categories: All of the time (score 5) Most of the time (score 4) Some of the time (score 3) A little of the time (score 2) None of the time (score 1)]

1. In the past 4 weeks, about how often did you feel tired out for no good reason?

2. In the past 4 weeks, about how often did you feel nervous?

3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down?

4. In the past 4 weeks, about how often did you feel hopeless?

5. In the past 4 weeks, about how often did you feel restless or fidgety?

6. In the past 4 weeks, about how often did you feel so restless you could not sit still?

7. In the past 4 weeks, about how often did you feel depressed?

8. In the past 4 weeks, about how often did you feel that everything was an effort?

9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up?

10. In the past 4 weeks, about how often did you feel worthless?

Interview

Would you be interested in being involved in a photo-mediated interview to follow up on your responses to this survey? This involves you taking photographs, and then discussing these with a researcher in an interview of around 60 minutes. Please note that if you agree, you will be re-directed to a new website where you can leave your contact details (in this way, your responses to this survey will remain anonymous).

YES

NO

 If yes, direct to separate survey to protect anonymity and show the following text

Please provide your name and email or phone number below. A researcher may contact you in a few months to see if you are still interested and send you an information sheet. People who take part in an interview will receive a $30 gift voucher.

Lottery Incentive

You have now finished participating in this survey. As a gesture of thanks, we would like to offer you a chance to enter your name into a raffle to win a gift voucher. Would you like to enter the raffle? Please note that if you agree, you will be re-directed to a new website where you can leave your contact details (in this way, your responses to this survey will remain anonymous).

YES

NO

If yes, direct to separate survey to protect anonymity and show the following text

Please provide your name and email or phone number below. A researcher will contact you in a few months if you have won.

D2: Survey instrument for university educators

Demographics

1. What is your gender?

    a) Male

    b) Female

    c) Prefer to self-describe_____

    d) Prefer not to state

2. How do you define your cultural background and/or ethnicity? _____

3. What is your living situation? *Please select those categories that apply.*

    a) Living alone

    b) Living with family

    c) Living with others (non-family related)

    d) Other – please describe

4. Do you have caring responsibilities / dependents? *Please select those categories that apply.*

    a) Children

    b) Other relatives

    c) Friends

    d) Others (please describe)

    e) Not applicable

5. University – *please state which university you are currently employed*_____

6. Describe the nature of your employment

    a) Permanent (open-ended contract, tenured)

    b) Temporary (fixed-term contract)

    c) Casual/Occasional/Adjunct/Sessional

    d) Other (please describe) _____

7. What is your academic role?

    a) Lecturer

    b) Senior lecturer

    c) Associate Professor

    d) Professor

    e) Teaching only staff (e.g., Teaching fellow or equivalent)

f) Doctoral student

g) Other (please state) _____

8. What is your disciplinary/teaching area? If your role is inter-disciplinary, please select the categories that apply:

a) Arts and Humanities

b) Social Sciences

c) Science, Technology, Engineering, Mathematics, Medicine (STEMM)

d) Professional (e.g., Law, Management, Business)

e) Other / please specify _____

9. How many years in total have you worked as a university academic staff responsible for teaching students? _____

Impact on COVID-19 and enforced transition to online teaching on teaching experiences

Please answer each question when thinking about your role as a university academic staff responsible for teaching students, including CALDMR students.

1. Has your university provided support for the use of digital technologies for online teaching (including for learning, teaching and assessment purposes) during the COVID-19 pandemic?

   a) Yes (if yes, was this support adequate?)

   b) No

   c) Don't know

2. Which of the following statements best describes your use of digital technologies since the onset of the COVID-19 crisis and enforced transition to online teaching?

   a) I've been using digital technologies a lot more

   b) I've been using digital technologies a bit more

   c) I've been using digital technologies about the same

   d) I've been using digital technologies a bit less

   e) I've been using digital technologies a lot less

   f) Other (please explain)

3. In the enforced transition to online teaching, did your school/faculty provide advice as to how to consider the needs of CALDMR students in your online delivery?

   a) Yes, (if yes, what was this advice?)

   b) No

4. Does your faculty/school have an equity/diversity strategy?

    a) Yes (if yes, has advice about how to enact this strategy changed since COVID-19?)

    b) No

Please answer each statement using the scale provided that closest meets your experience as a university academic staff responsible for teaching students, including CALDMR students

(7 point Likert scale: strongly agree to strongly disagree).

Strongly agree	Agree	Slightly agree	Neither agree or disagree	Slightly disagree	Disagree	Strongly disagree

5. The transition to online learning, teaching and assessment has had a positive impact on my ability to deliver content to students.

6. The transition to online learning, teaching and assessment has had a positive impact on my ability to create assessments that adequately assess my students' learning.

7. The shift to online learning has enhanced opportunities for equity, diversity and inclusion in my learning, teaching and assessment.

8. The transition to online learning, teaching and assessment has had a positive impact on my health and wellbeing.

9. The transition to online learning, teaching and assessment has had a positive impact on my work-life balance.

10. The transition to online learning, teaching and assessment has increased the scope of teaching opportunities (e.g., freedom to choose learning content and modes of delivery etc)

11. The transition to online learning, teaching and assessment has impacted my ability to effectively engage with the learning needs of CALDMR students (e.g., the provision of technical and information literacy-related skills and resources).

Impact on students (equity challenges and opportunities for CALDMR students)

Please answer each statement using the scale provided that closest meets your experience as a university academic staff responsible for teaching students, including CALDMR students.

7 point Likert scale (strongly agree to strongly disagree).

Strongly agree	Agree	Slightly agree	Neither agree or disagree	Slightly disagree	Disagree	Strongly disagree

1. The transition to online learning, teaching and assessment has had a positve impact on the health and wellbeing of my students from CALDMR backgrounds.

2. The COVID-19 crisis has caused an increase in the numbers of CALDMR students disclosing health and wellbeing problems, compared to other students

3. The transition to online learning, teaching and assessment has positively impacted the ability of CALDMR students to learn and engage with teaching content.

4. The transition to online learning, teaching and assessment has impacted the ability of CALDMR students to learn and engage with teaching content, more so than other students.

5. The transition to online learning, teaching and assessment has positively impacted the ability of CALDMR students to successfully complete assessments.

6. The transition to online learning, teaching and assessment has impacted on the ability of CALDMR students to successfully complete assessments, more so than other students.

7. The *continuation* of online learning, teaching and assessment in universities, even if only partial, will positively impact the learning outcomes of CALDMR *students.*

8. Have you referred CALDMR students to other university support services:

    a. Yes (if yes, which services?)
    b. No

In light of your answers above, what do you think the COVID-19 induced move to online teaching will change most for CALDMR students in terms of their specific needs (open ended).

D3: Survey instrument for SFSS

Demographics

Q1 - What is your gender? (multiple choice)

- Male
- Female
- Prefer to self-describe _____
- Prefer to not say

Q2 – How would you define your cultural background and/or ethnicity? (open form question)

Q3 – Do you have responsibilities/dependents? Please select those categories that apply (multiple choice)

- Children
- Other relatives
- Friends
- Other (please describe) _____
- Not applicable

University

Q4 – Please state which university you are currently employed at (open form question)

Q5 – Describe the nature of your employment (multiple choice)

- Permanent (open-ended contract, tenured)
- Temporary (fixed-term contract)
- Casual/Occasional/Adjunct/Seasonal
- Other (please describe) _____

Q6 – What is your disciplinary/teaching area? If your role is inter-disciplinary, please select the categories that apply: (multiple choice)

- Arts and Humanities
- Social Sciences
- Science, Technology, Engineering, Mathematics, Medicine (STEMM)
- Professional (eg, Law, Management, Business)
- Other (please specify) _____

Institutional Response to COVID-19 move to online learning

NB – Students refers to students from CALDMR backgrounds, including international students

Q7 – Did your institution make adaptations to services, information and/or support to students following the COVID-19 move to online learning? (multiple choice and open form question)

- Yes → Please share some of the amendments _____
- No
- Unsure

Q8 – Did your institution form collaborations with partners within or external to the university to better engage and support students following the COVID-19 move to online learning? (This may include possibly TAFE or other NGO service providers) (multiple choice and open form question)

- Yes → Please share some of the collaborations _____
- No
- Unsure

Q9 – Please answer each of the following statements using the scale provided that closest meets your experience as a frontline support staff to students from CALDMR backgrounds, including international students: (Likert statement matrix)

Likert scale: Strongly Agree / Agree / Somewhat Agree / Neither Agree nor Disagree / Somewhat Disagree / Disagree / Strongly Disagree

- The institutional response to the COVID-19 move to online learning met the needs of students
- Frontline professional service providers were provided with relevant institutional support to meet student needs, following the COVID-19 move to online learning
- There was sufficient consultation between the institution and my department about supporting students' needs following the COVID-19 move to online learning

Q10 – Can you share further information on any of the above? (open form question)

Student access and use of institutional services, information and or support following COVID-19 move to online learning

NB – Students refers to students from CALDMR backgrounds, including international students

Q11 – Please let us know what areas of student service or support you mostly engage students with (select all that apply) (multiple choice)

- Student admissions, Enrolments, Pre-University Student inquiries
- Student Wellness and Wellbeing
- Academic Advisory, Academic support
- Scholarships/grants and financial support
- Chaplaincy/pastoral care
- Student Accommodation
- Widening Participation/Equity/Diversity
- Disability
- Other (please share) _____

Q12 - Please answer each of the following statements using the scale provided that closest meets your experience as a frontline support staff to students from CALDMR backgrounds, including international students: (Likert statement matrix)

Likert scale: Strongly Agree / Agree / Somewhat Agree / Neither Agree nor Disagree / Somewhat Disagree / Disagree / Strongly Disagree

- Students were equipped with information to participate in online learning following the COVID-19 move to online learning
- Students were offered access to services, information and support in a variety of community languages

- Translators and/or interpreters were available to provide students with access to services, information and support in a variety of community languages
- Uptake of student support services increased following the COVID-19 move to online learning
- Students were provided with ongoing connection to ensure they remained engaged following the COVID-19 move to online learning

Q13 – Can you share further information on any of the above? (open form question)

Q14 – Following the COVID-19 move to online learning, students sought services, information and/or support in the following areas (select all that apply) (multiple choice)

- Academic guidance
- Financial support
- Accommodation needs
- Wellbeing
- Chaplaincy/Pastoral
- Other (please state) _____

Q15 – Can you share further information on any of the above? (open form question)

Q16 – From your engagement with students, do you believe they experienced challenges with accessing services, information and/or support, following the COVID-19 move to online learning? (multiple choice and open form question)

- Yes → Please share some of these challenges _____
- No
- Unsure

Q17 – Did you as a frontline service provider, experience challenges engaging students with services, information and/or support following the COVID-19 move to online learning? (multiple choice and open form question)

- Yes → Please share some of these challenges _____
- No
- Unsure

Q18 – Were there opportunities to improve the delivery of services, information and/or support to students following the COVID-19 move to online learning? (multiple choice and open form question)

- Yes → Please share some of these opportunities _____
- No
- Unsure

Q19 – Do you have recommendations for changes to how frontline professional support staff are supported by their institution to deliver services, information and/or support to students moving forward? (multiple choice and open form question)

- Yes → Please share some recommendations) _____
- No
- Unsure

Thank you for taking time to complete the survey.

We would like to follow up with a short interview to gain further insights on this theme – would you be willing to be contacted by a member of the project team for a 45-minute interview?

If you agree the link below will redirect you to a new page where you can leave your contact details (so that your responses to this survey remain anonymous)

D4: Survey instrument for educational developers

Demographics

1. What is your gender?

    a. Male
    b. Female
    c. Prefer to self-describe as_____
    d. Prefer not to state

2. How do you define your cultural background and/or ethnicity? _____

3. Please indicate your first language?

4. Please indicate any other languages

5. Please list your qualifications and discipline areas:

6. Country of birth?

7. How would you describe your residency status in Australia?

    a. Country of origin
    b. Permanent resident (migrant background)
    c. Humanitarian Visa holder (Refugee/Asylum Seeker)
    d. Temporary Visa holder (International)
    e. Other?

8. Do you have caring responsibilities / dependents? *Please select those categories that apply.*

    a. Children
    b. Other relatives
    c. Friends
    d. Others (please describe)
    e. Not applicable

9. How long have you been working as an educational developer? *(leave as drop down so that I can triangulate against other data in qualtrics cannot do this easily if open ended]*

    a. 0-2 years
    b. 3-5 years
    c. 6-8 years
    d. 9-12 years
    e. Over 13 years

10. University – *please state which university you are currently employed*_____

11. Describe the nature of your employment

    a. Permanent (open-ended contract, tenured)
    b. Temporary (fixed-term contract)
    c. Casual/Occasional/Adjunct/Sessional
    d. Other (please describe) _____

12. What is your employment status?

    a. Professional staff
    b. Academic
    c. Student as staff
    d. Other (please state) _____

13. How would you describe your work? I work:

    a. Across the university
    b. With a specific disciplinary/teaching area. Please select the categories that apply:
        i. Arts and Humanities
        ii. Social Sciences
        iii. Science, Technology,
        iv. Engineering, Mathematics,
        v. Medicine (STEMM)
        vi. Law
        vii. Management, Business)
        viii. Other / please specify _____

14. How would you describe your key duties as an educational developer?
    _____

15. Please indicate which statement best applies in regard to CALDMR students during your work history as an educational developer?

7 point Likert scale (strongly agree to strongly disagree).

Strongly agree	Agree	Slightly agree	Unsure	Slightly disagree	Disagree	Strongly disagree

    a. My university provides training/support this area in a way that supports my work
    b. I would like to learn more about supporting a. CALDMR / b. International students
    c. I feel I have adequate knowledge to support a. CALDMR / b. International students
    d. I do not feel that in my role there is a need to differentiate between a. CALDMR / b. International students and other student cohorts
    e. Staff involved in teaching are open to learning about learning and teaching strategies and approaches that relate to working with a. CALDMR/ b. International students
        i. Please feel free to comment on these aspects

Sub-question A: If you have had training/ support in your role as an educational developer please indicate as many as apply (for each cohort) :

        i. Training in educational strategies
        ii. Training in understanding intercultural perspectives
        iii. Reading resources to support understandings
        iv. Support to attend training (conferences, PDs etc.) on this theme
        v. Other? _____

Impact on COVID-19 and enforced transition to online teaching on teaching experiences

Please answer each statement using the scale provided that closest meets your experience as an educational developer responsible for supporting the teaching students, including CALDMR students during this pandemic

16. In the enforced transition to online teaching, did your school/faculty provide advice as to how to consider the needs of CALDMR students in your online delivery during this time?
    a. Yes, (if yes, what was this advice?)
    b. No

17. Does your University/faculty/school have an equity/diversity strategy that provides specific objectives around the educational experience of CALDMR students?
    a. Yes (if yes, has advice about how to enact this strategy changed since COVID-19? In what ways?)
    b. No
    c. Don't know

Please answer each statement using the scale provided that closest meets your experience as an educational developer responsible for supporting staff and the teaching students, including CALDMR and international students during COVID-19 in particular

(7-point Likert scale: strongly agree to strongly disagree).

Strongly agree	Agree	Slightly agree	Neither agree or disagree	Slightly disagree	Disagree	Strongly disagree

18. The transition to online learning, teaching and assessment has had a negative impact on my ability to support the delivery of educational programs.

19. The shift to online learning has enhanced opportunities for equity, diversity and inclusion in my work.

20. The transition to online learning, teaching and assessment has impacted my ability to effectively integrate the learning needs of CALDMR students as part of my usual educational development work (e.g., the provision of technical and information literacy-related skills and resources).

21. The transition to online learning, teaching and assessment has negatively impacted the ability of CALDMR students to learn and engage with teaching content.

22. The transition to online learning, teaching and assessment has impacted the ability of teaching staff to engage with CALDMR students as part of their teaching, more so than other students.

23. The transition to online learning, teaching and assessment has negatively impacted the ability of teaching staff to successfully engage with professional development opportunities to support CALDMR students

24. The *continuation* of online learning, teaching and assessment in universities, even if only partial, will negatively impact the learning outcomes of CALDMR *students.*

In light of your answers above, what do you think the COVID-19 prompted move to online teaching will change most for the delivery of courses to CALDMR students in terms of their specific needs (open ended).

Please feel free to make any comments on this theme:

We would like to follow up with a short interview to gain further insights on this theme – would you be willing to be contacted by a member of the project team for a 20 minute interview?

YES – * redirect to separate survey for participant to leave email contact details

NO, thank you.

Appendix E

E1: Photovoice schedule for CALDMR students

Instructions

Please take photographs (using your phone or any device available) that represent your experiences of online learning during COVID 19. These photographs can be of anything you want – you do not have to take any photos of yourself unless you want to. For example, you may wish to photograph spaces, or other things, which symbolically represent your experiences of learning during COVID 19. Please make sure that your photographs do not include other people or any information you do not want to share with the researchers. When you are finished, please email these photographs to <insert email> and we will organise a time to have a 60-minute discussion with you about these photographs, as well as ask you some other questions about your experiences, including in relation to mental health and wellbeing. Your photographs may also be included in a paper or report, however these will be anonymised (e.g., not photographs with **any** identifiable information will be used).

Semi-structured interview questions

NOTE: these questions will be asked as they come up in terms of photographs, or as they appear below if they have not been covered by the end of the photo-elicited component of the interview.

1. Could you tell us a bit about yourself in terms of your background and what you are studying?
   a. PROMPTS: cultural background, refugee/migrant status, language, family in AUS?
2. Could you tell us a bit more about your living arrangements at the start of coronavirus in AUS?
   a. Are they the same arrangements you have now?
3. Were there any challenges for your to moving online when your university did this when coronavirus started in AUS? What were they?
   a. Can you give me an example of one?
   b. Did you ask for / were you offered any help with these? If so, from where? Was it helpful?
   c. Are those challenges still there now?
   d. What was the impact of these challenges for you personally?
      i. … PROMPTS: on your learning/mental health
4. Were there any benefits to you to moving online when your university did this when coronavirus started in AUS? What are they?
   a. Are they still there now?
   b. What was the impact of these challenges?
      i. … PROMPTS: on your learning/mental health
5. Please tell us some more about your experiences of online learning in general and during coronavirus.
   a. PROMPTS: what do you like/dislike about it/is it easier or harder that f2f?
6. What could the university have done to support you more during this time?
   a. PROMPTS: on your learning/mental health
7. Is there anything else you would like to share with me?

E2: Interview schedule for university educators

1. Can you tell us a bit about what you teach and your background in teaching?
2. How would you describe your philosophy to teaching?
   a. Has this changed since COVID-19?
3. Does your faculty/school have an equity/ diversity strategy?
   a. Has advice about how to enact this strategy changed since COVID-19?
4. Has it been challenging moving your classes online? If so, tell me more about that.
   a. Do you feel well-equipped to teach online? How about back in March 2020?
5. Did your role change as classes went online? If so, how?
6. How do you think your students have adapted to learning online?
   a. What about CALDMR students in particular?
   b. Did you notice any differences between different groups (e.g. students identifying as particular genders, different language backgrounds, caring backgrounds)?
   c. What technical and information literacy-related skills and resources do you think your students need in order to study effectively online?
7. How have you supported your students:
   a. During the transition to online delivery at the start of the pandemic in March/ April 2020?
   b. Until now?
   c. What about with their wellbeing and feelings about the shift?
8. Have you referred students to any other university support services:
   a. Which ones?
   b. Did you get any feedback from the students about this support?
9. Have you found any teaching strategies particularly useful?
   a. How do you know these have been useful?
   b. What about for CALDMR students?
   c. Was there a gendered dimension to the effectiveness?
10. What are the challenges with the changes you have had to make to your teaching?
11. Has your university produced any specific policies or provisions to support students during COVID?
    a. If so, do any these specifically target CALDMR students?
12. If you knew what you know now, would you have done anything differently (with regard to teaching)?
    a. Would you have wanted any additional/different resources or support?
13. Are there any positive unexpected educational outcomes as a result of the changes?

What are some innovations that should be kept?

14. In light of the various changes you've outlined, what were the likely impacts of learning at home during COVID-19 for CALDMR students?

E3: Interview schedule for SFSS

1. Tell me about your role at the university and your involvement with CALDMR students
2. When you are working with a student are you able to identify their CALDMR status (for example, citizen/ with PR with a migrant background/ forced migration background/ international)?
   a. If not, who collects this information?
3. As a professional on the front-line, how has the closure of the university campus affected you?
   a. What were the biggest challenges you faced?
4. How has the closure of the university campus affected CALDMR students?
   a. Can you describe the kinds of issues you were dealing with?
5. Can you describe a critical incident involving a CALDMR student during the remote learning period?
6. What have you learnt about the needs of CALDMR students?
   a. Have you noticed any gendered differences?
7. What have you learnt about the capabilities/strengths of CALDMR students?
8. If you knew what you know now, would you have done anything differently (with regard to supporting CALDMR students)?
9. What have you learnt about your institution's capacity to support CALDMR students?
10. Which areas of the university do you work closely with regard to supporting students?
    a. Have these changed since the lockdown?
11. Have you felt the need to seek/ been the recipient of any additional support since the lockdown?
12. What are the longer-term changes that are likely to affect your work/position as a result of the shift to online learning?
13. Are you aware of any particular ethical issues relating to CALDMR students that became prominent during the response to COVID 19?
    a. If so, how have these issues been dealt with?
    b. Who has taken responsibility?
14. Are there any positive unexpected innovations or outcomes for servicing students as a result of the changes to remote learning?
15. Do you have any questions for me about the project?