

**HOGYAN HATOTTAK A COVID-19 KORLÁTOZÁSOK A
FELSŐOKTATÁSI SZEKTORRA VICTORIA ÁLLAMBAN?
NEMZETKÖZI HALLGATÓK TÁVOKTATÁSÁNAK
TANULSÁGAI MELBOURNE-BEN**

**HOW DID THE COVID-19 RESTRICTIONS IMPACT
HIGHER EDUCATION IN VICTORIA?
WORKING WITH INTERNATIONAL STUDENTS
REMOTEY IN MELBOURNE**

KOLNHOFER-DERECSEI Anita

Kulcsszavak: *felsőoktatás, COVID-19, Ausztrália, önetnográfiai tanulmány*

Keywords: *higher education management, COVID-19, Australia,
autoethnographic self-study*

JEL kód: F01, I21, Z13

<https://doi.org/10.33565/MKSV.2022.01.03>

ÖSSZEFOGLALÓ

Ausztráliában a pandémia előtt a szolgáltatási szektor legnagyobb része a felsőoktatás volt, ami túlnyomó részben a külföldi hallgatók által befizetett tandíjakra támaszkodott. Jelen tanulmány célja annak bemutatása, hogy a COVID-19 megszorítások hogyan hatottak a felsőoktatásra és az oktatók és hallgatók életére. A kvalitatív reflexivitás módszeréhez felhasznált adatok a szerző személyes refleksiói, amelyek a mindennapi élethelyzetek megfigyeléséből származnak. Ezek lehetővé teszik közvetlenül nem megfigyelhető társadalmi és pszichológiai folyamatok módszeres megfigyelését. A kutatás megbízhatóságának és validitásának biztosítása érdekében feldolgoztuk a releváns szakirodalmat és leíró statisztikákat is bevontunk az elemzésbe. A COVID-19 pandémia világszerte átalakította a tanítási és tanulási gyakorlatokat a felsőoktatásban, bár a korlátozásoknak pozitív kimenetele is van. Ezeket legjobb gyakorlatokon, valamint néhány új, a pandémia ideje alatt megjelent készségen keresztül mutatjuk be remélve, hogy érdekes és hasznos ismeretekhez jutnak nem csak a szakemberek, hanem szélesebb körben a társadalom is.

SUMMARY

Before the pandemic, the higher education sector was the largest serviced-based sector in Australia and overly depended on international students' fee income. The paper aims to observe how the Australian COVID-19 restrictions influenced higher education, teachers' and students' lives. Data collection is based on the author's personal reflections, using the qualitative self-observation method which helps to observe everyday life situations and provides systematic access to certain kinds of social and psychological processes that is not directly observable. In order to satisfy the reliability and validity of this research, it is extended with descriptive statistics from secondary databases and broadly studied relevant literature. The COVID-19 pandemic transformed higher education learning and teaching practices globally, but restrictions brought some advantages and positive outcomes, as well. Best practices and new skills (gained during the pandemic) are described that might be not just interesting but also useful for peers and for society.

1. INTRODUCTION

The academic year of 2020 in Australia started as usual with 141703 higher education enrolments of overseas students, mainly students from Asia. However, they did not arrive due to the strict border closure. Travel restrictions were put in place from China from 1 February 2020, and later from other countries worldwide. That heavily affected international students' travel from Asia directly before the start of the new academic year.

Consequently, many institutions have transitioned from campus-based courses to online delivery. Besides, numerous academic lecturers and professional staff have been invited to the expression of interest in a voluntary and, of course, involuntary redundancy program. Most vacant positions have been frozen, and various saving programs have been implied. Owing to the toughest rules and strictest restrictions, Australian borders remained closed for over 600 days. Melbourne was under six lockdowns totaling 281 days since March 2020, which resulted in the author's experience of three semester-long remote teaching at one of the biggest and most prominent universities in Melbourne without any personal contact with international students.

The article is divided into eight main sections. After the introduction of the problem, the methodology and research questions are detailed. The third session provides a deeper understanding of the Australian HE sector's characteristics, where information is partly gathered from the literature and partly from the Australian Bureau of Statistics. Afterwards, it follows with facts about how the COVID-19 restrictions impacted the HE sector. Two subpopulations are investigated, firstly the students, and secondly the staff, where the author belongs. Both parts rely on the introspections of each group. Finally, the main results are concluded, where the author summarizes the positive and negative outcomes of remote teaching. In the discussion, the latest issues are listed and extended with further possible scenarios and implications for the future.

2. METHODOLOGY AND RESEARCH QUESTION

This study aims to provide an introduction to Australian higher education and focus on what the pandemic caused in this sector. The statistical inductions are selected from the databases of the Australian Bureau of Statistics, so the latest relevant and trusted statistics offer a broader picture about Australian Higher Education (mainly universities). Therefore, a comparison of European and Australian characteristics may be available. The effect that the tough restrictions (reasoned with pandemic) caused are investigated through self-observation, it provides first-hand experiences about the consequences of remote teaching during the pandemic in Australia.

This qualitative method (similarly to the case study as a mixed method) is a valuable research technique in order to gain information about restricted, hidden or subjective actions that happened in extraordinary times (Chaparro, 2002). The author lived and worked in Melbourne during the COVID-19 era, so this study is based on her perspectives and experiences extended with a wide empirical evaluation of secondary data about the Australian academic sector between 2020 and 2021. The advantage of using self-observation over another method is that it is a possible way which can successfully measure thoughts, emotions and other criteria that are not always openly displayed. This method is based on autoethnographic self-study to examine one's own conscious thoughts, feelings and experiences. As for the critiques about subjectivity, this method may lack reliability and validity. The subject must be able to accurately reconstruct his/her observations into useful and objective notes without interfering with the social event. Here, the concrete, specific topic was how the pandemic restrictions affected students' and professors' lives. In this paper, memories and experiences are proved with documentation from the author's IT accounts. Experiences and observations are perceived, recalled, and written up by the subjects.

3. THE AUSTRALIAN HIGHER EDUCATION SYSTEM

One of the crucial characteristics of Australian higher education hides in the international teaching programs. Australia has widely opened its gates to international students; thus, this country is in the world's top three destinations related to higher education. Before the pandemic, international education was Australia's fourth-largest export, contributing 40.4 billion AUD to the Australian economy. International education was worth \$37.6 billion to the Australian economy in 2018–19 (Australian Bureau of Statistics, 2020). The real buyers are the international students because education is freely available for Australian citizens. According to Universities Australia (2020), international education contributed more than \$19.4 billion to the GDP and supported more than 127,300 jobs across Australia in 2018 but the pandemic caused economic contribution to decline by almost a quarter in 2020 alone: from \$40 billion in 2019 to \$31.5 billion. Consequently, Australian universities must reach and keep the highest standard in order to satisfy their clients (students) needs. The question is given, how it can be kept during the strict restrictions.

This country was the first one where the student loan system launched successfully in early 1980. That means a unique system of income-contingent loans, where the provided flexible scheme allows students to pay for their education with a loans scheme that is contingent on their income. Since 1986, Australian universities have been allowed to charge full free also from international students. All these, understandably, resulted in a remarkable growing number of international students (Bairagi, 2020). A complex set of regulations, visa agencies and many possible pathways for potential migration built around higher education (HE). Education and migration are essentially merged and moved together. Consequently, there is a high dependence in the revenue structures of Australian universities on international student tuition fees. The pandemic hit hard the so-called education-migration nexus and caused a

prospected loss of 19 billion AUD in revenue by 2023. All the amount equals missing tuition fees from international students (Tatcher et al., 2020).



Figure 1. Australia's biggest universities

Source: Universities Australia. <https://www.universitiesaustralia.edu.au>

Bairagi and Ranajit (2020) assumed that universities may suffer a cumulative loss of more than 10 billion AUD in the academic year 2021-2023 depending on the scenarios of availability of effective vaccination. Even though the vaccination role out went slowly, in the end over 80% of the adult population is vaccinated now. The state of Victoria has more than 50 university campuses. A quick insight into campus life suggests how fizzy semester days were around the universities before

the pandemic. The academic year runs from January to December. The first semester starts in March and the second one begins in July. There are 12 semester weeks and lectures/tutorials are running in 55-minute-long timeslots. All of these are wrapped in a vibrant cultural diversity as vital parts of communities. According to the PwC (2020) report, the estimated loss of international student income in 2020 was as high as \$4 billion with significant indirect economic impacts (e.g. tourism, consumer spending).

The number of arrivals is aligned with the universities' peak seasons, as Figure 2. shows.



Figure 2. Visitor arrivals and resident returns

On the contrary, in September of 2021, only 20 international students arrived in Victoria, and this number showed an increase of 10 students compared with the corresponding month of the previous year. This decline was due to the impact of COVID-19. As Table 1. proves, visas got withdrawn and the border remained closed for a long period.

According to the report of Education and Training Statistics (ABS, 2020), while 4,030,717 students were enrolled in school in 2021, 23,743 more than in 2020, the growth rate of 0.6 per cent was the lowest in more than a decade. Full-fee paying

overseas students fell by almost a quarter in 2021 (5,480 fewer students) as Figure 3. shows. Moreover, these numbers contain both primary and secondary schools.

Net overseas migration, Arrivals, departures and net, Major groupings and visas - Calendar years, from 2015 onwards						
Type of Visa	2015	2016	2017	2018	2019	2020
Temporary visa - Vocational Education and Training sector	13330	15870	16260	24130	18740	3180
Temporary visa - Student other	27240	28380	32730	30380	30010	9100
Temporary visa - Higher education sector	85420	93620	102960	112140	101910	30920
Permanent visa - Total	89750	103730	94480	85100	91240	38280
Temporary visa - Total	270650	295760	321110	337920	385850	120930
Total	473250	519650	531370	534400	607870	243500

Source: Data extracted on 21 Nov 2021 21:19 UTC (GMT) from ABS.Stat © Commonwealth of Australia. Creative Commons Attribution 2.5 Australia (<https://creativecommons.org/licenses/by/2.5/au>)

Table 1. Net overseas migrations in Australia

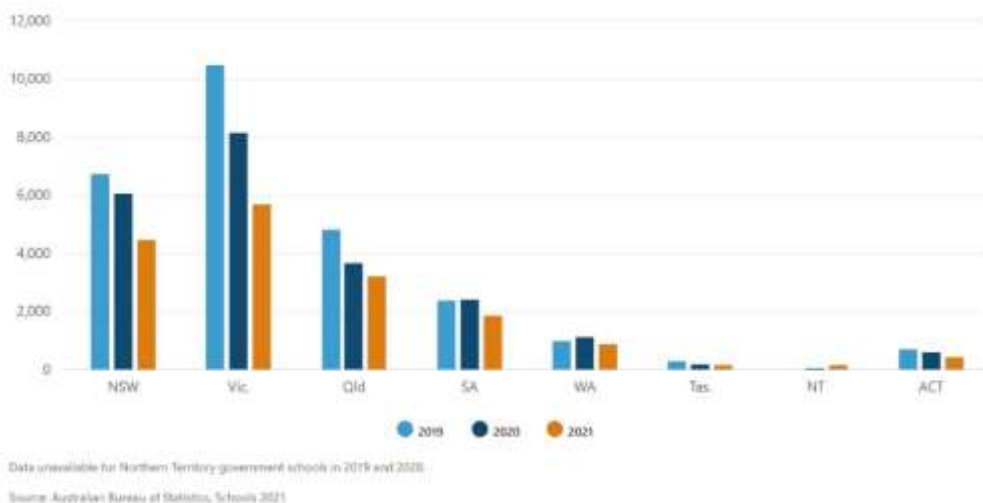


Figure 3. Full-fee paying overseas students' enrolments by state and territory, 2019-2021

4. WHAT PANDEMIC CAUSED IN THE HE

If we liked to draw quick statistics about how Australia responds to the pandemic: we would find more than 600 days long border closure, several extremely strict lockdowns, for example Melbourne has been under six lockdowns totaling 281 days since March 2020. Restrictions are tough such as the 5 reasons to leave home, the 5 km limit for essential shopping, and exercise activities. Hospitality was takeaway only, most retail stores closed and the primary schooling system was juggling between onsite and online. Sporting venues, skate parks, playgrounds, and outdoor exercise equipment were all closed. Construction state-wide was reduced to a 25 per cent capacity limit. Monthly long (from 9 pm to 5 am) curfews were taken place in metropolitan Melbourne. Every tourist and short-term visa was withdrawn. Most main events were cancelled in 2020 and 2021 (Sport, Footy, Festivals, Shows). As for the HE, almost 4 semester-long remote teachings and learning appeared without any international students.

Mainly the Chinese students were affected in 2019, a few did manage to enter Australia by the time the semester started, though, a lot remained in China. Some online, some in passive status hoping for a mid-year return. Australian education “industry” has been forced to rapidly respond to the outbreak of the pandemic. The universities worked hard in order to meet the needs of their “clients”. They provided fee refunds or delayed the starting day of the semester, and supported visas, accommodations or employment arrangements. Finally, plenty of in-person courses had to be switched to online or remote form.

Accordingly, revenue from international students attending Australian universities drove the largest drop in education revenue as Figure 4. proves and it caused major disruption to students' study, accommodation, part-time employment, and life plans, as well as mental wellbeing.

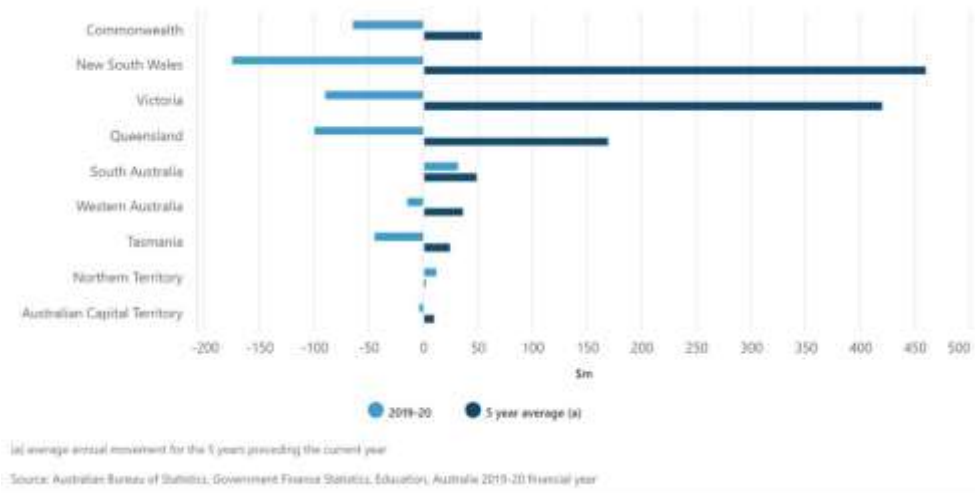


Figure 4. Australian education sector, education sales of goods and services, change in AUD million

In addition, Scott Morrison, the then prime minister of Australia announced that if non-permanent visa holders or foreign citizens would not be in a position to support themselves there is alternative for them to return home. As Welch (2022) summarized, the pandemic caused and left behind severe problems, like the gap between rich and poor has widened further, aid to education has been cut, and abrupt changes introduced to pedagogy, international student and staff mobility, research laboratories, and institutional bottom lines.

5. HOW STUDENTS' LIVES WERE AFFECTED

International students in Australia found themselves isolated and dropped into a new way of study. Some returned to their home country, some stayed if did not lose the part-time work that ensured their income for renting and buying food. According to Eri et al. (2021), although, 50 per cent of the respondents across Australia and Asia were confident in using digital technology for their study a large number of tertiary students gave their vote to face-to-face teaching-learning as the most preferred mode of learning. Dodd et al (2021) investigated the

psychological well-being of domestic and international university students during the COVID-19 pandemic around Australia. According to them, altogether 87% of the respondents reported that COVID-19 had significantly impacted their studies. Overall, more than two third of students reported low or very low well-being. Subpopulations, that were affected more, can be characterised as female, with low subjective social status, and negative overall learning experience. Respondents experienced that COVID-19 had a huge impact on their study.

Lin and Nguyen (2021) were one of these students. Their article is a critical reflection on remote learning. This autoethnographic self-study shows that while the participant could engage with the curriculum to some extent, there are signs of disconnection, isolation and emotional instability associated with the establishment and development of the e-learning environment. What they felt during this period are insecurity, lack of confidence and loneliness, and fear of expressing themselves in an unfamiliar space. The article mentioned also the Zoom fatigue problem when subjects “experienced an information overload that directly led to certain negative emotions, such as anxiety and frustration”. They were “overwhelmed by the myriad of e-learning sources and struggling with some technical problems” ...” because of the ineffective emotional consumption and interactions, i.e., e-learning engagement, cultural conflicts and the sense of control”. (*Directly cited from the paper.*)

6. HOW STAFF AND PROFESSORS' LIVES WERE AFFECTED

There has been a rapid downsizing in the scale of universities' operations. Aligned with the decreased number of international students, the Australian higher education had to reduce its workforce. Fixed term contract and casual employees lost their jobs, early career academics left the sector and involuntary and voluntary redundancy programs were forced. The government was faced with serious problems about where and how to allocate resources in a time of significant

uncertainty. Finally, the government announced a coronavirus relief package for higher education but that focused only on domestic students and staff.

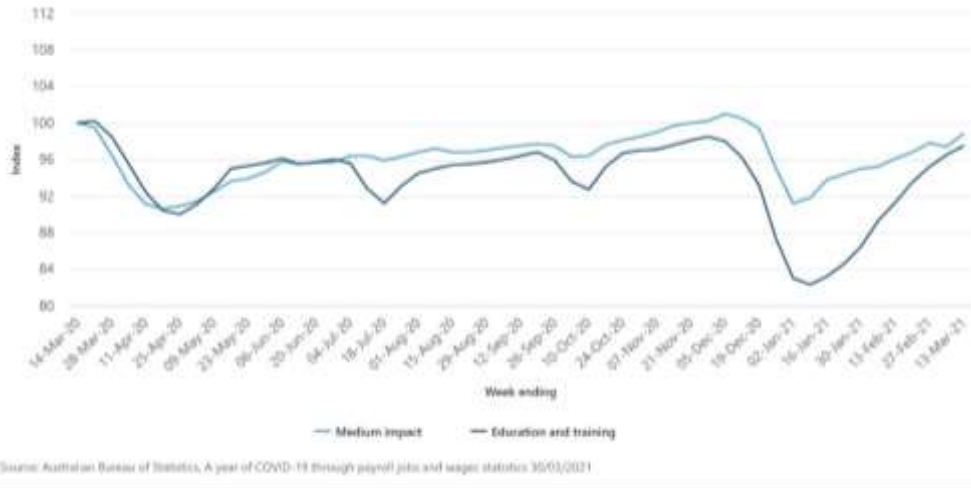


Figure 5. Payroll jobs by Australian education sector

While teachers had to face relentless and challenging working conditions they had to take on new roles and responsibilities and embrace new ways of working. University employees faced enormous pressure like high levels of workplace stress, with the perception that it is increasing, due to less autonomy, increased student numbers, excessive administrative work and role ambiguity and income dissatisfaction. As a result, they reported exhaustion due to the additional workload that remote learning created. As the Australian Education Survey found, teachers were concerned about their health and well-being while working from home, due to social isolation, physical workspace limitations, excessive screen time, and stress. Some teachers – especially women – were hit harder than others. Then the teachers must look after themselves and their families at the same time. The media labelled this issue as the “pink pandemic”. Nash and Churchill (2020) called for emerging evidence that academic women with caring

responsibilities were crucially impacted which widened the gender gap in the academic sector.

According to Riley et al. (2021) the following problems were reported by the teachers in the HE sector (1) Burnout (2) Sleeping Troubles (3) Stress (4) Depressive Symptoms, and (5) Somatic Stress. As Beames et al. (2021) highlighted teachers are the forgotten frontline workers who are left behind. Albeit, huge sums of health, social and employment well-being programs, as well as other measures, arrived too late and they were behind time offered. There are available numerous workshops now about the importance of emotionally engaging with learners who may be facing social and academic isolation. However, academic staff must be motivated, too.

The nature of academic work was restructured and changed. Teaching, educational technology, and learning design came into focus and the academics engaged in research had to step back. That may impact the future of this sector, as Croucher, G. & Locke (2021) wrote “There is the risk that, as Australian higher education reduces its workforce, the next generation of academics and researchers are lost to other careers and that they will need to be replaced at a later date to avoid a permanently reduced capacity.”

6.1. PERSONAL STORY

This section shortly introduces what the author personally experienced. In the early 2019, she was back on the moon, when the Williams Centre for Learning Advancement (WCLA) welcomed all as new colleagues to the Faculty of Business and Economics. The teaching period usually has been started with a mandatory program developed to support new lecturers in their teaching style and method; and to equip them with the necessary skills, knowledge and confidence to be effective *in the classroom*. Only three occasions happened at the campus. Meanwhile, Asia faced the first outbreak and after the first shock, more than enough information arrived and landed in her accounts. One is in Figure 4.

directly from the subject coordinator. From that moment, everything moved from the classroom to the online platforms. Lectures and tutorials were delivered online in less than two weeks. Laboratories and campuses were immediately closed. It was only allowed to attend campus for permitted reasons. That is why, lecturers had to figure out in a limited, very short time which communication channels and styles may fit the students' and lecturers' needs.



Dear Students,

Please note that as of this afternoon I must stop delivering QM2 lectures live. Till further notice, I'll record the lectures in my office and make them available on LMS.

This 'emergency' period starts right now, so please do not come to the afternoon lecture today. The morning lecture has been recorded and it is already available under 'Lecture Capture'.

Kind regards,

Figure 6. A letter shared by the subject coordinator via Canvas platform

Video messages and emails became more than regular, even the Vice-Chancellor launched a special YouTube channel. Mental and methodological supports, peer mentoring programs and research trainings were offered. Telling the truth those were further behind the problem and were available only for that staff who could extend their stay. In September an implementation plan, the so-called Pandemic Reset Program was announced which offered involuntary and voluntary redundancy (e.g. Senior Academic Enhanced Retirement Scheme) programs for academic and professional staff calling to apply to those who take redundancy. In order to optimize professional services like finance, HR, Health and Safety, IT, etc., the entire strategy and organizational structure were redesigned. The management froze all vacant positions as a crucial part of the 10-year capital plan, they cut the expenditures and forced non-salary savings.



Figure 7. Overloaded information caused fatigue

Source: own elaboration

During the three semester long remote teaching period, there were several challenges like cultural and time differences and geographical distances among the participants. In sum, a subjective timeline is suggested where associations serve to describe each semester.

- 1. semester *cut the habits, freezing*
- 2. semester *confusion, survive, accept and adapt*
- 3. semester *delays help, new routines, see the bright side of the lockdown*

7. CONCLUSION

COVID-19 has transformed higher education learning and teaching practices globally. In Australia, it was more special. The ongoing travel restrictions, together with the slow pace of vaccination, unfolding lockdown, a shift to online teaching, and collapse of part-time work hit the education sector hard.

This article aims to summarize Australian statistics and literature about this period, extended with the author's experiences in Australian higher education.

The author spent one and a half years (three semesters) at the University of Melbourne as a guest lecturer and almost the whole teaching period was remote due to one of the strictest restrictions of COVID-19 in the entire world. Looking back, this article is written in the post-pandemic time far away from Melbourne, and seeing the summarized reports about the restrictions, the author must realize that the COVID-19 era hides many conclusions by learning from the past and being ready for the future.

Positive outcome	Negative outcome
<ul style="list-style-type: none"> - Innovative pedagogies. It occurred flexible access for learners to access higher education as they need it when they need it. - Newly invented online courses and sophisticated modes of delivering online programs. - Novel way of partnerships and internalization (e.g. MOOC or Coursera) may allow international brands and leading universities to offer courses without the need for residence. - Financial support and new payment methods, and flexible loans could help ease the transition. - A new generation appeared, whose tech-savviness and preparedness supported to adapt (and survive) to different digital environments. - The HE should prepare for the expected boom in the number of young adults looking to enter university in the forthcoming semesters. - New strategies were defined that can influence and restructure the whole HE sector. 	<ul style="list-style-type: none"> - Challenges in implementing entire courses in a short time may end in “unwanted bad habits” - Students and peers miss out on the possibility to extend their social capital through personal meets. - Time differences (non-time synchronized) communication, service and support result in a new work-life balance. - Much casual staff and those on short-term contracts may be forced to seek employment outside the sector. - Without skilled people to keep pace with evolving technologies and the changing nature of work, the country risks falling behind the rest of the world. - All these strongly influence both education and research collaborations. - Digital resilience and gender inequality appeared. - This new way and form of teaching do not fit every science (e.g. arts or STEM) so students cannot perceive the professional. - Matured students who are used and engaged in face-to-face teaching may struggle to adapt to the changing online environment.

Table 2. Positive and negative, long-term impacts of the pandemic on the Australian higher education sector. Source: own elaboration.

Although universities tried the transition to online operations quite seamlessly, that might bring longer methodological and cultural change into this sector with advantages and more disadvantages, detailed in Table 2.

Ewing (2021) carried out email interviews to contact twenty senior academic leaders (including seven Vice-Chancellors) in Australia, Bangladesh, Hong Kong, India, Macau, New Zealand, Singapore, Sri Lanka and Thailand. Respondents saw the bright side of online teaching and mentioned numerous benefits sourced from online learning that might be overcome in the future. According to her the middle of the spectrum between full blended and fully online teaching cannot fit many universities' strategies, so it makes worried about costs and duplication of online and offline. The last section of the paper offers further solutions and scenarios for the future, that are sourced from the latest reports and studies.

8. DISCUSSION

There are several suggestions that aim at how the HE sector could be recovered. Some of them target the government. Coucher and Locke (2021) provided a guideline for the Australian government on how to recover the educational sector after the disruption caused by the coronavirus pandemic. The authors used PESTEL in order to discover student capacity and preference for travel to undertake international education. According to them, the incentive for studying abroad will be much diminished because of the perceived risks, mainly in the case of the practice-based disciplines. Australia should be better positioned to attract students than the two other large destination countries, the UK and the USA. Contrary, many countries will have less capacity to invest in higher education.

The main problem roots in the political aspects of restrictions, like travel restrictions, which were put in place from China from 1 February 2020. Therefore, education suffered severe issues. China was the first country which was put on the banned list, this combined with other issues bothered the fragility of the interconnected political economies of Australia and China. As a final drop,

Australia joined the call for an international inquiry into the origins of the virus. Moreover, racist elements were also reported at that time in Australia (some directly against international students) so China advised their citizens “think twice before studying” in Australia. Despite the worsening China–Australia relations, it was somehow surprising, that applications from China declined less than it was expected (Eri et al, 2021). Around 125 thousand students, a lot from China, enrolled on the 2021 academic year. Although previously this number was over half a million. Meanwhile, some Asian institutions have become more prestigious in local terms and defined new visions how being more ‘world-class institutions’. On the other hand, universities that have a high dependence financially on international students, are enforced to engage local students – even the globalization paradox in higher education.

While Mursitama et al. (2021) stated that international cooperation gets higher importance, additionally, it cannot be taken for granted. Limited mobilizations, restrictions and social distancing diminished any chance for international cooperation. ASEAN might be able to balance and strengthen bonding between China and not just the USA even more with Australia again because there are still increasing numbers of international students from that region. In sum, it must be examined which sector should be targeted and whether the number of national or international students must be increased.

Additionally, further money allocations and benefits are needed. For example, Universities Australia Association (2020 & 2021) urged the Australian government to lift up investment in higher education research and development. According to them only one per cent increment, would lift productivity and increase the size of Australia’s economy by \$24 billion over 10 years. Among others, they advised extending the Higher Education Loan Program to Australians who wish to undertake micro-credentials and creating new funds and grant programs. According to them, over the next five years, the National Skills

Commission predicts more than 500,000 new jobs will be created that will require a bachelor's degree or higher.

In summary, the PwC (2020) published a report with nine forces of change that may shape the post-COVID-19 recovery phase of the Australian economy and the tertiary education sector's response. The nine forces of this HE market are (1) government involvement (2) student or consumers behaviour (3) Accelerated digitisation (4) Productive, flexible and distributed working (5) Debt and capital (6) Resilient supply chains (7) Industry consolidation (8) Migration (9) Tax reform. Each force has its challenges and implications. According to this report, the future of Australia's economy will ultimately depend on government, business, and community actions. The PwC suggested two scenarios (I) Fortress Australia: Characterised by insular decision-making, strong border restrictions and high levels of government intervention in the industry or (II) Enterprise Australia: Globally connected Australia where private industry carries the burden of driving growth out of the crisis. The first one hides high levels of government interventions, while the second one bases more on competitive market principles. In the 'Enterprise' scenario, Australia's education sector could result in an additional ~\$0.5bn of activity till 2025, as opposed to the 'Fortress' scenario which would cause a loss of ~\$1.7bn against the base case (or -\$2.2bn against Enterprise). As for the long-term strategy, the following timeline (Fig. 8) plan was recommended.

Now Australia offers a so-called International Student Arrivals Plan, and the country is welcoming fully-vaccinated international students back to Victoria. As the government promoted „international students make an invaluable contribution to its state's culture, community, and economy". Mainly for the last one, but the question is how the overseas students and lecturers will accept this kind of heritage.

Prepare, respond and emerge stronger



Figure 8. Recommendations for the universities for the post COVID era

Source: PwC (2020) Where next for tertiary education? p. 10

As the author of this paper sees, there was a two year-long-transition from the “awesome” society to the “resilience” through the “devastating”. There were several freezing and a numerous melting point. Hopefully not the next freezing is coming because being back to the onsite teaching caused a sort of “culture shock” for her, when she arrived home and relocated back to classroom teaching with real voices, faces and two-way communication wrapped in real-time reactions. Slowly adaptability and well-prepared roadmaps must be carefully planned. The recovery will not be immediate but there is an opportunity for growth and to reframe the role of tertiary education. Meanwhile, the newly gained skills and habits should be well maintained and carried out because a new “lock down” generation was born.

REFERENCES

1. ABS, Australian Bureau of Statistics, 2020. Catalogue Number 5368.0.55.003
2. Bairagi, R. K., 2020. Impacts of COVID-19 on Australian Higher Education Export-A Discussion. *Journal of Economics and Sustainable Development*, 11(18), 26-28. <https://doi.org/10.7176/JESD/11-18-03>.
3. Beames, J. R., Christensen, H., & Werner-Seidler, A., 2021. School teachers: the forgotten frontline workers of Covid-19. *Australasian Psychiatry*. 29(4), 420-422. <https://doi.org/10.1177/10398562211006145>
4. Chaparro, Hernán, 2002. Review: Noelie Rodríguez & Alan Ryave (2002). Systematic Self-Observation [20 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 3(4), Art. 53, <http://nbn-resolving.de/urn:nbn:de:0114-fqs0204532>
5. Croucher, G. & Locke, W., 2021. A post-coronavirus pandemic world: some possible trends and their implications for Australian higher education. MELBOURNE CSHE DISCUSSION PAPER. https://melbourne-cshe.unimelb.edu.au/_data/assets/pdf_file/0010/3371941/a-post-coronavirus-world-for-higher-education_final.pdf
6. Dodd, R. H., Dadaczynski, K., Okan, O., McCaffery, K. J., & Pickles, K., 2021. Psychological Wellbeing and Academic Experience of University Students in Australia during COVID-19. *International Journal of Environmental Research and Public Health*, 18(3), 866. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/ijerph18030866>
7. Doidge, S. & Doyle, J., 2020. Australian universities in the age of Covid, *Educational Philosophy and Theory*, 54(6), 668-674. <https://doi.org/10.1080/00131857.2020.1804343>
8. Eri, R., Gudimetla, P., Star, S., Rowlands, J., Girgla, A., To, L., Li, F., Sochea, N., & Bindal, U., 2021. Digital resilience in higher education in response to COVID-19 pandemic: Student Perceptions from Asia and Australia. *Journal of*

9. Ewing, L.A., 2021. Rethinking Higher Education Post COVID-19. In: Lee, J., Han, S.H. (eds) *The Future of Service Post-COVID-19 Pandemic*, Volume 1. The ICT and Evolution of Work. Springer, Singapore.
https://doi.org/10.1007/978-981-33-4126-5_3
10. Leask, B. & Ziguras, C., 2020. The Impact of COVID-19 on Australian Higher Education. *International Higher Education*. Number 102_Special issue.
<https://www.internationalhighereducation.net/api-v1/article/!/action/getPdfOfArticle/articleID/2914/productID/29/filename/article-id-2914.pdf>
11. Lin, Y & Nguyen, H., 2021. International Students' Perspectives on e-Learning During COVID-19 in Higher Education in Australia: A Study of an available online at www.ejel.org
12. Mursitama, T. N., Karim, M. F., & Arnakim, L.Y., 2021. ASEAN and Its Relevance amidst Pandemic. *Journal of ASEAN Studies*, 9(1),
<https://doi.org/10.21512/jas.v9i1.7648>
13. Nash, M, Churchill, B., 2020. Caring during COVID-19: A gendered analysis of Australian university responses to managing remote working and caring responsibilities. *Gender Work Organ.* 27: 833–846.
<https://doi.org/10.1111/gwao.12484>
14. PwC, 2020. Where next for tertiary education? August 2020. How the COVID-19 crisis can be the catalyst to reboot towards a stronger sector.
<https://www.pwc.com.au/government/where-next-for-tertiary-education.pdf>
15. Riley, P., See, S-M., Marsh, H., & Dicke, T., 2021. The Australian Principal Occupational Health, Safety and Wellbeing Survey (IPPE Report). Sydney: Institute for Positive Psychology and Education, Australian Catholic University.

16. Ross, J., 2020. Economic ramifications of the COVID-19 pandemic for higher education: a circuit breaker in Australian universities' business model?, *Higher Education Research & Development*, 39(7), 1351-1356, <https://doi.org/10.1080/07294360.2020.1825350>
17. Universities Australia, 2020. Built on bright ideas. <https://www.universitiesaustralia.edu.au/stats-publications/>
18. Universities Australia, 2021. Investment in Australia's universities = investment in a more productive future. <https://www.universitiesaustralia.edu.au/stats-publications/>
19. Thatcher, A., Zhang, M., Todoroski, H., Chau, A., Wang, J., & Liang, G., 2020. Predicting the Impact of COVID-19 on Australian Universities. *Journal of Risk and Financial Management*, 13(9), 188. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/jrfm13090188>
20. Welch, A., 2022. COVID Crisis, Culture Wars and Australian Higher Education. *High Educ Policy*. <https://doi.org/10.1057/s41307-022-00265-1>