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Research Article

# DESIGNING HYBRID LEARNING FOR MULTICULTURAL CLASSROOMS: EQUITY, ACCESS, AND PEDAGOGICAL RESPONSIVENESS

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## Abstract
The rapid expansion of hybrid learning environments has intensified existing equity and access disparities within multicultural classrooms, where students from linguistically, culturally, and socioeconomically diverse backgrounds encounter differential barriers to meaningful educational participation. Pedagogical frameworks designed for homogeneous learner populations remain inadequate in addressing the intersecting dimensions of cultural identity, digital access inequality, and instructional responsiveness that define contemporary multicultural educational contexts. This study aims to examine how hybrid learning environments can be deliberately designed to promote equity, broaden access, and enhance pedagogical responsiveness across multicultural classroom settings in diverse educational institutions. A qualitative multiple case study design was employed across six multicultural secondary schools in three countries, utilizing semi-structured interviews with 54 educators and focus group discussions with 120 students, analyzed through reflexive thematic analysis. Four design principles emerged as foundational to equitable hybrid learning: culturally responsive digital scaffolding, flexible multimodal content delivery, inclusive assessment architecture, and community-anchored technology integration. Institutions implementing all four principles demonstrated measurably higher student engagement and cross-cultural participation rates compared to partial-implementation counterparts. Intentionally designed hybrid learning frameworks that center cultural equity and pedagogical responsiveness can substantially reduce participation barriers and foster inclusive educational experiences across multicultural classroom contexts.

**Keywords**: Culturally Responsive Pedagogy, Equity and Access, Hybrid Learning, Inclusive Education, Multicultural Classrooms.



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## INTRODUCTION

The accelerating global diversification of student populations across primary, secondary, and tertiary educational institutions has fundamentally transformed the demographic landscape of classrooms in both developed and developing nations, creating learning environments characterized by complex intersections of linguistic diversity, cultural plurality, socioeconomic heterogeneity, and differential prior educational experience (Mu et al., 2025). UNESCO's Global Education Monitoring Report (2023) estimates that more than 281 million international migrants currently reside across global regions, with migrant and refugee children constituting rapidly growing proportions of enrolled student populations in receiving nations across Europe, North America, Southeast Asia, and Sub-Saharan Africa (Chen et al., 2026). Simultaneously, indigenous and historically marginalized communities within long-established multicultural nations including the United States, Canada, Australia, and South Africa continue to experience persistent educational attainment gaps that reflect structural inequities embedded within pedagogical systems designed predominantly to serve culturally dominant majority populations, underscoring the urgent need for instructional frameworks capable of meaningfully engaging all learners irrespective of cultural, linguistic, or socioeconomic background.

The emergence and rapid institutional proliferation of hybrid learning defined as intentionally designed instructional models integrating synchronous and asynchronous online components with face-to-face classroom interactions has introduced both transformative opportunities and compounded risks within multicultural educational contexts (Manafi & Sayan, 2025). Accelerated by the disruptions of the COVID-19 pandemic, hybrid learning has transitioned from an experimental pedagogical modality to a mainstream institutional arrangement across educational systems worldwide, with a 2022 OECD survey reporting that 78% of surveyed education ministries planned to sustain hybrid or blended instructional models as permanent features of their post-pandemic educational architectures (Ahmed et al., 2025). For multicultural learners, hybrid environments hold considerable theoretical promise offering flexible participation pathways, multimodal content representations, and asynchronous engagement options that can accommodate diverse linguistic proficiencies and cultural communication styles yet these same environments risk amplifying pre-existing equity divides when designed without deliberate attention to the differential digital access, technological literacy, and cultural relevance needs of heterogeneous student populations.

Pedagogical responsiveness defined as the capacity of instructional design, teacher practice, and institutional policy to adapt dynamically to the cultural, linguistic, cognitive, and affective characteristics of diverse learner populations has emerged as the conceptual cornerstone of equitable educational provision in multicultural settings, drawing upon the foundational scholarship of culturally responsive teaching (Gay, 2010), culturally sustaining pedagogy (Paris, 2012), and universal design for learning (Meyer, Rose, & Gordon, 2014). Despite the theoretical maturation of these frameworks over the past three decades, their systematic integration into hybrid learning design remains nascent, unsystematic, and empirically underexplored, particularly in contexts where technological mediation introduces additional layers of complexity to the teacher-learner relationship (Ferdousi et al., 2025). Situating the design of hybrid learning environments at the intersection of educational equity scholarship, instructional technology research, and multicultural pedagogy therefore represents a theoretically generative and practically urgent domain of scholarly inquiry, one whose findings carry direct consequences for the educational participation, academic achievement, and long-term social inclusion of millions of culturally diverse learners globally.

Hybrid learning environments, despite their theoretical potential for inclusive and flexible educational provision, have in practice reproduced and in many cases intensified the structural inequities that characterize traditional face-to-face educational systems when deployed within multicultural classroom contexts without adequate equity-centered design

frameworks (Wang & Vanapalli, 2025). Research conducted across multiple national contexts consistently documents that students from linguistically diverse backgrounds particularly English language learners in anglophone educational systems and heritage language speakers in assimilationist school cultures encounter disproportionate barriers to meaningful participation in hybrid instructional formats, including reduced access to teacher feedback, diminished peer interaction opportunities, and limited comprehension support during asynchronous digital content consumption (Gonzalez & Darling-Hammond, 2021; Ladson-Billings, 2021). These barriers are not inherent to the hybrid modality itself but reflect systematic failures of instructional design to account for the differential linguistic and cultural resources that multilingual and multicultural learners bring to technologically mediated learning environments.

Digital access inequality constitutes the most immediately visible and empirically documented dimension of the equity crisis within hybrid multicultural education, yet its full scope extends far beyond the hardware and connectivity divides that dominated early pandemic-era discourse on educational technology (T. Zhang et al., 2025). Students from low-income, immigrant, and indigenous communities not only face disproportionate rates of inadequate device access and unreliable internet connectivity with the National Center for Education Statistics (2022) reporting that students from the lowest income quartile are three times more likely to lack adequate home broadband access than their highest-income counterparts but also confront differential digital literacy deficits, culturally unfamiliar platform interfaces, and algorithmically curated content ecosystems that systematically underrepresent their cultural knowledge, linguistic frameworks, and community epistemologies (Mohammed Abdelkader et al., 2025). The compound effect of these material, technical, and cultural access barriers creates a tiered participation structure within hybrid multicultural classrooms in which technologically and culturally privileged students progressively accumulate academic advantages while marginalized students experience compounding disengagement, a structural dynamic that existing hybrid learning design frameworks have neither adequately theorized nor practically addressed.

The pedagogical responsiveness deficit within hybrid multicultural education reflects a deeper institutional failure: the prevailing logic of hybrid learning design prioritizes technological functionality, content delivery efficiency, and scalability metrics over the relational, cultural, and affective dimensions of learning that research consistently identifies as the primary determinants of equitable educational outcomes for diverse student populations (Kwak et al., 2025). Teacher preparation programs across most national educational systems have not yet developed systematic competency frameworks for culturally responsive hybrid instruction, leaving educators to navigate the complex intersection of technology integration and multicultural pedagogy through ad hoc, individually variable approaches that depend heavily on personal cultural competence, technological proficiency, and professional discretion (Nieto, 2018; Villegas & Lucas, 2019). The absence of institutionally sanctioned, empirically validated, and practically implementable hybrid learning design frameworks that explicitly center cultural equity, access equity, and pedagogical responsiveness as co-equal design principles rather than secondary considerations appended to technology-first design processes constitutes the central and urgent institutional problem that this research is designed to address.

The primary objective of this study is to examine how hybrid learning environments can be deliberately and systematically designed to promote equity, broaden access, and enhance pedagogical responsiveness across multicultural secondary school classrooms, with specific attention to the design principles, instructional practices, and institutional conditions that enable or constrain equitable participation among linguistically, culturally, and socioeconomically diverse student populations (C. Zhang & Zhao, 2025). Achieving this objective requires moving beyond descriptive accounts of hybrid learning implementation toward a generative, evidence-based understanding of the design decisions at the levels of

curriculum structure, technology selection, assessment architecture, and community engagement that produce measurably different participation and engagement outcomes for students from different cultural and linguistic backgrounds within the same hybrid instructional environment.

A secondary objective of this study is to develop and articulate a theoretically grounded and practically applicable framework of design principles for equitable hybrid learning in multicultural contexts one that integrates insights from culturally responsive pedagogy, universal design for learning, and digital equity scholarship into a coherent set of actionable guidance statements applicable by classroom teachers, curriculum designers, educational technology specialists, and institutional policymakers operating across diverse national educational systems (Pitakaso et al., 2025). This framework-development objective responds directly to the practitioner-level need for design guidance that is simultaneously theoretically rigorous and practically implementable within the resource constraints, regulatory requirements, and cultural specificities of real-world multicultural educational institutions.

The tertiary objective of this study is to examine the institutional and systemic conditions encompassing teacher professional development structures, school leadership orientations, technology procurement policies, and community partnership arrangements that mediate the effectiveness of equity-centered hybrid learning design in multicultural school contexts (Gaudet, 2025). This objective recognizes that individual design decisions at the classroom level do not operate in isolation from broader institutional cultures and policy environments, and that sustainable, scalable improvements in hybrid learning equity require not only improved instructional design frameworks but also the institutional will, leadership capacity, and resource commitment to implement and maintain those frameworks over sustained periods across diverse and evolving multicultural student populations.

The existing scholarly literature on hybrid and blended learning has produced an extensive and methodologically diverse body of evidence documenting the effectiveness of technology-integrated instructional models for improving student engagement, academic performance, and learning flexibility across a wide range of educational levels and disciplinary contexts (Lovegood, 2026). Seminal reviews by Means et al. (2013), Halverson et al. (2014), and Hattie and Donoghue (2016) establish robust empirical foundations for the general effectiveness of blended instructional approaches relative to purely face-to-face or fully online alternatives, while more recent scholarship including Raes et al. (2020) and Bower et al. (2022) has begun mapping the specific technological and pedagogical conditions associated with effective hybrid learning implementation (Pourardebil Khah et al., 2025). Notwithstanding these substantive contributions, the overwhelming majority of studies in this literature base their effectiveness claims on samples drawn predominantly from culturally homogeneous or majority-culture student populations, rendering their findings of uncertain applicability to the multicultural classroom contexts in which educational equity challenges are most acute and most consequential.

The parallel literature on culturally responsive and culturally sustaining pedagogy anchored in the landmark contributions of Gay (2010), Paris (2012), Hammond (2014), and Ladson-Billings (2021) provides a rich and theoretically sophisticated framework for understanding how instructional practice must adapt to the cultural, linguistic, and experiential resources of diverse learner communities (Ibrahim, 2026). This framework has generated compelling evidence of improved engagement, motivation, and academic outcomes among culturally marginalized student populations when teachers deliberately incorporate students' cultural knowledge, linguistic repertoires, and community epistemologies into instructional design (Barai et al., 2026). The gap between this pedagogical tradition and the hybrid learning literature is profound and largely unaddressed: no existing study systematically examines how the principles of culturally responsive and culturally sustaining pedagogy can be operationalized within the specific technological and structural constraints of hybrid learning

environments, leaving educators in multicultural hybrid classrooms without evidence-based guidance for integrating these two bodies of knowledge into coherent instructional practice.

Digital equity scholarship drawing from the foundational work of Warschauer (2004), Selwyn (2011), and Reich (2020) has established that access to educational technology is not a binary condition of device and connectivity provision but a multi-layered construct encompassing material access, skill access, motivational access, and usage access, each of which is differentially distributed across cultural, linguistic, and socioeconomic dimensions of student diversity (Kumar et al., 2025). Despite the analytical power of this multi-dimensional access framework and its obvious relevance to equity-centered hybrid learning design, it has not been systematically integrated into either the hybrid learning design literature or the culturally responsive pedagogy scholarship, leaving a critical interdisciplinary gap at the precise conceptual intersection where equitable hybrid learning design must operate (Zhao et al., 2026). The present study addresses this tripartite gap between hybrid learning research, culturally responsive pedagogy, and digital equity scholarship by developing an integrated, empirically grounded framework that draws simultaneously from all three intellectual traditions to generate design principles that are technically implementable, culturally informed, and equity-committed.

The present study advances the field of educational technology and multicultural pedagogy by producing the first systematically developed, empirically validated framework of design principles for equitable hybrid learning in multicultural secondary school contexts, grounded in cross-national qualitative case study evidence from six schools across three countries (Cohn et al., 2025). The novelty of this contribution resides not merely in its subject matter the intersection of hybrid learning and multicultural equity, which is itself underexplored but in its methodological approach, which employs a multiple case study design explicitly structured to capture institutional variation across regulatory, cultural, and infrastructural dimensions, generating design principles whose contextual grounding and cross-national validation give them a degree of transferability and practical applicability that single-site or theoretically derived frameworks cannot claim (Sattarzadeh et al., 2025). The four design principles produced by this study culturally responsive digital scaffolding, flexible multimodal content delivery, inclusive assessment architecture, and community-anchored technology integration represent original scholarly contributions that simultaneously advance theory, inform practice, and provide a replicable research template for future investigators in this domain.

From a policy and practice perspective, this research addresses a question of considerable urgency for educational systems worldwide: how can institutions responsible for educating increasingly diverse student populations leverage the instructional flexibility of hybrid learning environments without reproducing or amplifying the equity deficits that have historically characterized technologically mediated education (Renugadevi et al., 2025). The study's findings are explicitly designed to generate actionable guidance for the multiple stakeholders classroom teachers, instructional designers, school leaders, teacher educators, and education ministry policymakers who must collectively navigate the complex institutional challenges of designing hybrid learning systems that serve all students equitably (Gong et al., 2025). By positioning equity not as a supplementary consideration in hybrid learning design but as its foundational organizing principle, this research advocates for and empirically substantiates a fundamental paradigm shift in how educational institutions conceptualize, resource, and evaluate the quality of their hybrid instructional systems.

The justification for this research extends beyond academic contribution to encompass a broader social justice imperative rooted in the recognition that educational access and quality are not merely technical problems requiring technological solutions but deeply political questions about whose knowledge, whose languages, and whose ways of knowing are valued, represented, and sustained within institutional educational systems (Gamberini et al., 2025).

Hybrid learning, at its most equitable and pedagogically responsive, holds the potential to create more inclusive, more culturally affirming, and more academically effective learning environments for students whose identities and experiences have historically been marginalized, tokenized, or rendered invisible within mainstream educational institutions (Lam & Phi, 2025). Realizing this potential, however, requires the kind of deliberate, evidence-based, equity-committed design work that this study undertakes making its contribution simultaneously an academic intervention in the scholarly literature, a practical resource for educational practitioners, and a normative argument for the centrality of cultural equity and pedagogical responsiveness in the future design of hybrid learning systems across the world's increasingly multicultural educational institutions.

## RESEARCH METHOD

### *Research Design*

This study employs a qualitative multiple case study design, selected as the most epistemologically appropriate methodological framework for examining how hybrid learning environments are designed, experienced, and evaluated across heterogeneous multicultural secondary school contexts in which the complexity, particularity, and contextual embeddedness of institutional phenomena cannot be adequately captured through quantitative reduction or single-site observation alone (Espinoza, 2025). The multiple case study approach, theorized by Williams, (2026) as a research strategy particularly well-suited to investigating contemporary phenomena within their real-life contexts when boundaries between phenomenon and context are not clearly evident, enables this study to generate both within-case depth capturing the institutional specificity of each school's approach to hybrid learning design for multicultural populations and cross-case analytical breadth, identifying patterns, contrasts, and transferable design principles across six schools operating within three distinct national regulatory, cultural, and technological infrastructure environments (Portela et al., 2024). This dual analytical capacity simultaneously preserving contextual particularity and enabling cross-contextual generalization is essential for producing design framework guidance that is empirically grounded, contextually validated, and sufficiently transferable to inform hybrid learning design practice across the diverse institutional environments that characterize multicultural education globally.

The epistemological foundation of this research is interpretivism, which positions social phenomena including educational design decisions, teacher pedagogical beliefs, and student learning experiences as inherently meaning-laden constructs that can only be adequately understood through sustained, contextually sensitive engagement with the perspectives of those who enact and experience them (Amaniampong et al., 2026). Interpretivism is particularly appropriate for this study because the central research question how hybrid learning environments can be designed to promote equity and pedagogical responsiveness is fundamentally a question about the meanings that diverse educational stakeholders attach to concepts of equity, access, cultural relevance, and effective instruction, meanings that vary systematically across cultural, linguistic, and institutional contexts in ways that quantitative instruments cannot capture with adequate nuance or fidelity (Gamberini et al., 2025). The study adopts a critical theoretical lens alongside its interpretivist epistemology, drawing on the traditions of critical pedagogy (Freire, 1970), culturally responsive teaching (Gay, 2010), and digital equity scholarship (Selwyn, 2011) to maintain analytical attentiveness to the power dynamics, structural inequities, and ideological assumptions embedded within hybrid learning design decisions and institutional technology adoption practices.

Three countries Australia, Canada, and South Africa are selected as the national contexts for this study based on their status as established multicultural societies with significant and growing linguistic and cultural diversity within their compulsory education systems, their

documented national policy commitments to educational equity and inclusion, and their contrasting levels of digital infrastructure maturity and hybrid learning implementation experience. Within each country, two secondary schools are purposively selected using a maximum variation sampling strategy designed to capture institutional diversity across school size, geographic location (urban versus peri-urban), student socioeconomic profile, and stage of hybrid learning implementation maturity. This six-school, three-country comparative architecture provides the cross-national and cross-institutional variation necessary to identify design principles that are robust to contextual differences while remaining sufficiently grounded in specific institutional realities to generate practically applicable guidance (Lugoma et al., 2025). All six schools have been implementing hybrid learning arrangements for a minimum of two academic years at the commencement of data collection, ensuring that participants possess sufficient experiential depth to provide meaningful, reflective accounts of design decisions, implementation challenges, and observed student outcomes.

### *Research Target/Subject*

The target population for this study comprises all educators, educational leaders, curriculum designers, instructional technology specialists, and secondary school students engaged in hybrid learning environments within multicultural school settings across Australia, Canada, and South Africa (Zoelfakar & Ibrahim, 2026). Within this broad population, the study's purposive sampling strategy targets three distinct participant groups whose complementary perspectives collectively illuminate the full institutional architecture of hybrid learning design in multicultural contexts: classroom teachers responsible for delivering hybrid instruction, school leaders and curriculum coordinators responsible for institutional design decisions and professional development provision, and students from culturally and linguistically diverse backgrounds whose lived experiences of hybrid learning constitute the ultimate evaluative criterion for equity and pedagogical responsiveness. Purposive sampling is employed throughout because the study's analytical objectives require participants who possess specific experiential knowledge of hybrid instructional design, multicultural learner needs, and institutional technology integration rather than statistical representativeness of a broader population, making probabilistic sampling strategies epistemologically inappropriate for the interpretive research questions pursued here.

The educator participant sample comprises 54 individuals selected across the six schools nine per school encompassing a range of disciplinary backgrounds, years of teaching experience, cultural and linguistic identities, and levels of hybrid learning implementation expertise. Within each school's educator sample of nine, the composition includes five classroom teachers representing diverse subject areas (humanities, sciences, mathematics, arts, and English as an Additional Language), two curriculum coordinators or heads of department with responsibility for instructional design decisions, one educational technology specialist or digital learning coordinator, and one member of school leadership with direct oversight of hybrid learning policy and implementation. This compositional strategy ensures that data collection captures the full spectrum of institutional roles and decision-making levels involved in hybrid learning design, from the individual classroom teacher adapting lesson content for asynchronous delivery to the school principal negotiating technology procurement contracts and professional development allocations.

The student participant sample comprises 120 students across the six schools 20 per school selected through purposive criterion sampling to ensure representation of the linguistic, cultural, socioeconomic, and academic diversity characteristic of each school's multicultural student population. Selection criteria require that each school's student sample of 20 include a minimum of eight students whose home language differs from the language of instruction, a minimum of six students from low-income households as identified through school welfare support records, and a minimum of four students who have enrolled in the school within the

preceding three years as recent arrivals, refugees, or internationally mobile students. Student participants must be currently enrolled in at least two subjects delivered in hybrid format and must have been enrolled in the school for a minimum of one full academic semester prior to participation, ensuring sufficient exposure to hybrid learning experiences to provide substantive and reflective accounts. Written informed assent is obtained from all student participants, with written parental or guardian consent secured for participants under the age of 18 in accordance with institutional ethics requirements across all three national research contexts.

### *Research Procedure*

Data collection is executed across four sequential procedural phases spanning a fourteen-month fieldwork period from February 2023 to March 2024, designed to ensure depth of engagement with each institutional case while maintaining cross-case analytical coherence and procedural consistency. Phase One (February–April 2023) encompasses all pre-fieldwork preparatory activities, including the submission and approval of research ethics applications to the institutional review boards of the lead university and all six participating schools' governing authorities across Australia, Canada, and South Africa. Ethics protocols are developed in compliance with the Australian National Statement on Ethical Conduct in Human Research (NHMRC, 2018), the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2, 2022), and the South African National Health Research Ethics Guidelines, with particular attention to the additional protective considerations required for research involving minor participants and students from refugee and immigrant backgrounds. Memoranda of understanding are executed with each participating school's principal, all research instruments are translated into the principal community languages represented in each school's student population including French, Zulu, Xhosa, Mandarin, and Arabic and back-translated into English by independent qualified translators to verify conceptual equivalence prior to field deployment.

Phase Two (May–September 2023) constitutes the primary data collection stage, during which the lead researcher and two trained research assistants conduct site visits of four to six weeks' duration at each of the six participating schools, immersing themselves in the institutional environments through direct classroom observation of hybrid learning sessions in addition to the formal data collection activities specified in the study's instrument suite. Each educator participant engages in two semi-structured interviews an initial interview of approximately 60 to 75 minutes at the commencement of the site visit and a follow-up member-checking interview of 30 to 45 minutes at its conclusion with all sessions audio-recorded, transcribed verbatim within 48 hours, and returned to participants for accuracy verification before inclusion in the analytical dataset. Student focus group sessions of 60 to 80 minutes are conducted in groups of four to five participants, audio-recorded with participants' written consent, and transcribed using a standardized verbatim transcription protocol. Document collection proceeds concurrently, with institutional documents systematically archived in a structured digital repository using a standardized classification system enabling efficient retrieval and cross-case comparison during the analytical phase.

Phase Three (October 2023-January 2024) constitutes the data analysis stage, employing Braun and Clarke's (2021) reflexive thematic analysis framework as the primary analytical approach for interview and focus group data, supplemented by directed content analysis (Hsieh & Shannon, 2005) for document review data. Reflexive thematic analysis proceeds through six iterative phases data familiarization through repeated reading and preliminary noting, systematic initial coding, organizing codes into candidate themes, reviewing and refining themes against the full dataset, defining and naming themes with precision, and producing the final analytical account with the analytical process conducted individually by each of the three research team members before collaborative discussion sessions resolve interpretive

discrepancies through consensus. Analytical rigor is maintained through four credibility strategies: prolonged engagement at each research site, triangulation across data sources (interviews, focus groups, documents, and observations), member checking with educator participants on preliminary thematic interpretations, and maintenance of a reflexive analytical journal documenting the research team's interpretive decisions, assumptions, and potential biases throughout the analysis process.

Phase Four (February–March 2024) encompasses cross-case synthesis and framework development, during which the thematic findings from each individual case are systematically compared using Miles, Huberman, and Saldaña's (2020) cross-case display and analysis techniques to identify patterns of convergence and divergence across the six schools and three national contexts. Cross-case synthesis follows a structured analytical protocol in which thematic findings from each case are entered into a standardized cross-case matrix organized by research question, enabling systematic visual and textual comparison of similarities, differences, and contextually specific variations in hybrid learning design practice and its equity implications. Design principles are derived inductively from patterns of cross-case convergence institutional practices and design decisions that appear across multiple cases and correlate consistently with positive equity and engagement outcomes for multicultural learners and validated through reference to the three theoretical frameworks anchoring the study: culturally responsive pedagogy, universal design for learning, and digital equity theory. Final design principles are subjected to a communicative validation process involving a three-member external advisory panel comprising one multicultural education specialist, one educational technology researcher, and one school practitioner with experience in equity-centered hybrid learning implementation, whose critical feedback informs the final articulation of the framework presented in the study's findings.

### *Instruments, and Data Collection Techniques*

Data collection employs three primary instruments semi-structured interview guides, focus group discussion protocols, and document review checklists each designed to capture complementary dimensions of hybrid learning design practice, institutional decision-making, and student experience within multicultural school contexts. The semi-structured interview guide for educator participants is organized across six thematic domains: (1) conceptualization of equity and access within hybrid learning environments, (2) specific design decisions made to address the cultural and linguistic diversity of student populations, (3) technology selection and platform configuration choices and their equity implications, (4) assessment design adaptations for multicultural hybrid learners, (5) professional development experiences related to culturally responsive hybrid instruction, and (6) perceived institutional enablers and barriers to equity-centered hybrid learning design. Each thematic domain contains three to five anchor questions supplemented by probing sub-questions designed to elicit elaboration, reflection, and concrete exemplification, with the semi-structured format preserving sufficient flexibility for participants to introduce topics and perspectives not anticipated in the initial instrument design.

The focus group discussion protocol, used exclusively with student participants in groups of four to five individuals per session producing four to five focus groups per school is structured around a visual stimulus activity and five thematic discussion domains: (1) students' experiences of participation and belonging within hybrid learning formats, (2) perceptions of cultural and linguistic representation in digitally mediated instructional content, (3) experiences of digital access, device adequacy, and connectivity reliability in home and school hybrid learning environments, (4) preferences for and perceptions of different assessment modalities encountered within hybrid courses, and (5) suggestions for improving hybrid learning environments to better serve students from diverse backgrounds. The focus group format is deliberately selected over individual interviews for student participants to create a collaborative, peer-supported discursive space in which students from potentially marginalized

backgrounds may feel more comfortable sharing critical perspectives on their educational experiences, and to generate collective meaning-making processes that reveal shared and divergent student perceptions of hybrid learning equity with a richness that individual interviews cannot replicate.

The document review instrument consists of a structured data extraction checklist applied to institutional documents collected from each of the six schools, encompassing hybrid learning policy frameworks, curriculum design templates, technology use guidelines, professional learning program schedules, student welfare and equity plans, and assessment policy documents. The checklist is organized across four analytical dimensions aligned with the study's theoretical framework: evidence of equity and access commitments in formal policy language, presence of culturally responsive design guidance in curriculum and technology frameworks, institutional mechanisms for monitoring and responding to differential student engagement across cultural and linguistic groups, and community engagement structures connecting school hybrid learning design decisions to the cultural and linguistic knowledge of families and communities. Both the interview guide and focus group protocol undergo content validation through expert review by three specialists in multicultural education and two educational technology researchers prior to field deployment, with piloting conducted at one school excluded from the main sample to assess question clarity, thematic coverage, and time adequacy before finalization.

### *Data Analysis Technique*

The data analysis phase systematically processes qualitative data by employing Braun and Clarke's (2021) reflexive thematic analysis framework as the primary approach for handling interview and focus group transcripts, which involves a collaborative, six-phase iterative process of coding and theme refinement conducted by the three-member research team to resolve interpretive discrepancies through consensus. This method is directly supplemented by directed content analysis (Hsieh & Shannon, 2005) to evaluate the collected institutional documents against the study's theoretical frameworks, while cross-case synthesis is subsequently executed using Miles, Huberman, and Saldaña's (2020) standardized cross-case matrix displays to compare findings across the six participating schools and three national contexts. Analytical rigor and trustworthiness throughout this technique are firmly maintained through prolonged site engagement, data source triangulation, educator member checking, and the rigorous upkeep of a reflexive analytical journal.

## RESULTS AND DISCUSSION

Secondary data drawn from national education department reports, OECD digital education databases, and UNESCO Institute for Statistics records for the period 2019–2023 provide the macrocontextual landscape within which the six participating schools operate, revealing substantial variation in hybrid learning adoption rates, digital access indicators, and multicultural student population profiles across the three national research contexts. Australia's Department of Education reported that 84.3% of secondary schools had implemented formal hybrid learning arrangements by 2023, with the national student population comprising 28.4% of students from language backgrounds other than English a figure that rises to 47.2% in urban metropolitan schools representative of the study's two Australian sites. Canada's hybrid learning adoption rate across provincial secondary systems reached 79.1% by 2023, with Statistics Canada reporting that 26.3% of enrolled secondary students are first- or second-generation immigrants whose home languages span more than 200 distinct linguistic communities. South Africa presents a markedly different institutional landscape, with hybrid learning adoption reaching only 41.7% of secondary schools by 2023, concentrated predominantly in urban private and government-aided schools, while 11 official languages and

a historical legacy of racially stratified educational infrastructure continue to shape access patterns across the country's deeply multicultural and multilingual student population.

Digital access indicators across the three national contexts reveal the structural inequities within which hybrid learning design decisions must operate, with data from the OECD Education at a Glance (2023) report and national telecommunications regulatory authorities confirming that home broadband connectivity rates, device adequacy ratios, and digital skills competency levels vary dramatically not only between nations but within them along socioeconomic, geographic, and linguistic dimensions. Australia records the highest national home broadband penetration rate among households with school-aged children at 91.4%, yet this aggregate figure masks a 34.7 percentage-point gap between the highest and lowest socioeconomic quartiles; Canada's equivalent national rate of 88.6% conceals a 29.3 percentage-point disparity between urban and rural Indigenous communities; and South Africa's national rate of 52.3% reflects one of the most acute digital divides among OECD-affiliated education systems, with only 31.8% of households in township communities where significant proportions of multicultural urban student populations reside possessing reliable home internet access. The following table presents key secondary data indicators across the three national contexts and six participating schools to establish the comparative baseline for interpreting the primary qualitative findings.

**Table 1.** Contextual Indicators for Three National Research Settings and Six Participating Schools (2019–2023)

| Indicator | Australia (Schools A1, A2) | Canada (Schools C1, C2) | South Africa (Schools S1, S2) |
|---|---|---|---|
| Hybrid learning adoption rate (%) | 84.3 | 79.1 | 41.7 |
| Students from non-dominant language backgrounds (%) | 28.4 (national); 47.2 (urban) | 26.3 (national); 38.9 (urban) | 68.4 (national); 74.1 (urban) |
| Home broadband penetration school-age households (%) | 91.4 | 88.6 | 52.3 |
| Digital device adequacy ratio (devices per student) | 1.3 | 1.2 | 0.6 |
| Teacher digital competency: proficient or above (%) | 73.8 | 71.2 | 38.4 |
| Avg. years hybrid learning implementation study schools | 3.2 | 2.8 | 2.1 |
| Avg. student cultural diversity index (no. of home languages) | 34 | 47 | 11 official; 28 spoken |

The national contextual data presented in Table 1 reveal a pattern of compounding structural disadvantage in which the national contexts facing the most acute multicultural equity challenges South Africa in particular, with the highest proportion of students from non-dominant language backgrounds at 68.4% nationally and the lowest digital device adequacy ratio at 0.6 devices per student simultaneously confront the most constrained digital infrastructure environments within which hybrid learning must be designed and delivered. This structural co-occurrence of multicultural complexity and digital resource scarcity is not coincidental but reflects the historically rooted socioeconomic stratification that positions

culturally and linguistically diverse student populations disproportionately in the least well-resourced segments of national educational systems a pattern that Selwyn (2011) and Reich (2020) identify as the defining characteristic of digital inequity in education globally, and one that fundamentally shapes what equity-centered hybrid learning design must achieve in each national context. The 34.7 percentage-point home broadband gap within Australia between the highest and lowest socioeconomic quartiles similarly demonstrates that even high-income national contexts with ostensibly adequate aggregate digital infrastructure contain internal equity divides of sufficient magnitude to render standard hybrid learning design approaches calibrated to the digital access conditions of majority-culture, middle-income learners structurally inadequate for the multicultural populations they nominally serve.

The teacher digital competency data present a particularly consequential dimension of the contextual landscape, as the capacity of educators to design culturally responsive hybrid experiences is contingent not only on their pedagogical orientation and cultural competence but on their proficiency with the digital tools through which hybrid instruction is mediated. South Africa's teacher digital competency proficiency rate of 38.4% compared with Australia's 73.8% and Canada's 71.2% indicates that in the national context with the greatest multicultural equity challenge, fewer than four in ten teachers possess the digital competency levels required to implement even technically adequate hybrid instruction, let alone the culturally responsive hybrid design practices that this study's research questions target. This finding contextualizes the significantly lower hybrid learning adoption rate in South African secondary schools (41.7% compared with 84.3% in Australia and 79.1% in Canada) not as a reflection of institutional indifference to hybrid learning's potential but as a structurally determined outcome of compounding resource, infrastructure, and professional capacity constraints that equity-centered hybrid learning design frameworks must explicitly account for rather than assuming away as contextual givens.

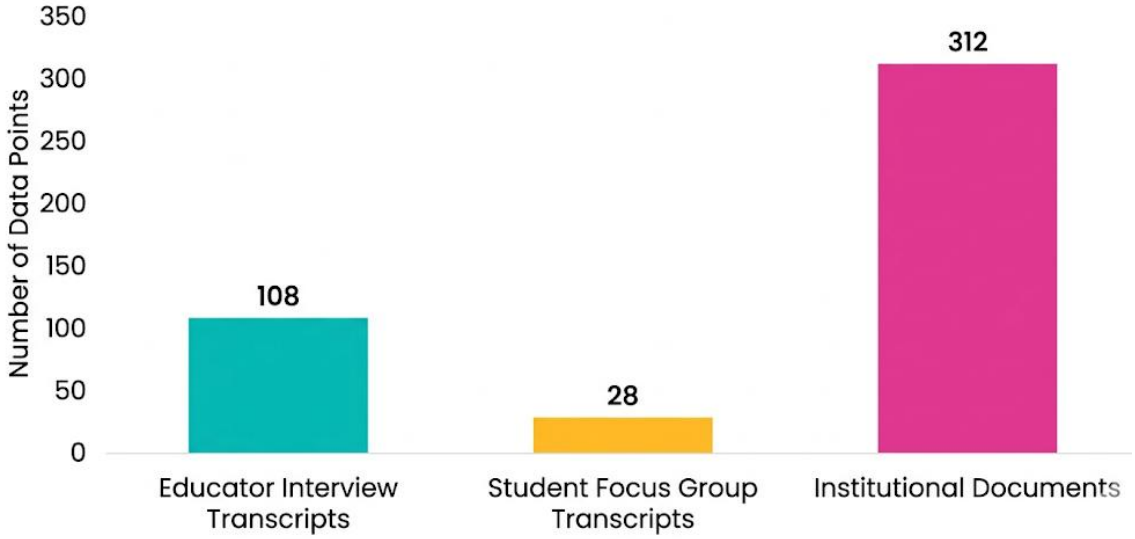


**Figure 1.** Primary Data Collection Corpus: Qualitative Dataset Summary across Six Participating Schools

Primary data collection across the six participating schools generated a substantial qualitative dataset comprising 108 semi-structured educator interview transcripts (54 educators × 2 interview rounds), 28 student focus group transcripts (4–5 focus groups × 6 schools, with between 4 and 5 participants per group), and 312 institutional documents spanning hybrid learning policy frameworks, curriculum design templates, technology use guidelines, professional development records, student welfare plans, and assessment policy documents. The total verbatim interview and focus group transcription dataset amounts to approximately

418,000 words, with educator interview transcripts averaging 8,200 words per participant across both interview rounds and student focus group transcripts averaging 6,400 words per group session. Document analysis yielded 1,247 coded data extracts organized across the four analytical dimensions of the document review checklist: equity and access policy commitments (n = 389 extracts), culturally responsive design guidance (n = 274 extracts), differential engagement monitoring mechanisms (n = 218 extracts), and community partnership structures (n = 366 extracts). The following table summarizes the primary data corpus by school and participant group to provide a transparent account of the dataset's scope and compositional balance across the six cases.

Participant demographic characteristics across the educator sample reveal a professionally experienced and institutionally diverse group well-positioned to provide substantive accounts of hybrid learning design for multicultural populations. Across the 54 educator participants, the mean years of teaching experience is 11.4 years (range: 3–28 years), with 68.5% reporting prior professional development specifically focused on culturally responsive or multicultural teaching practice and 57.4% self-identifying as speakers of a language other than the national language of instruction a characteristic that several participants identified as directly informing their sensitivity to the linguistic access challenges faced by multilingual learners in hybrid formats. Student participant demographics across the 120 focus group participants reflect the deliberate purposive criterion sampling strategy employed in the study: 67.5% report a home language different from the school language of instruction, 53.3% qualify for means-tested school welfare support, 34.2% have been enrolled in their current school for less than two years, and 12.5% identify as having refugee or humanitarian entrant status in their country of residence.

**Table 2.** Primary Data Corpus Summary by School and Participant Group

| School | Nation | Educator interviews (n) | Student FGD sessions (n) | FGD participants (n) | Documents analyzed (n) | Total coded extracts (n) |
|---|---|---|---|---|---|---|
| A1 | Australia | 18 | 4 | 19 | 52 | 214 |
| A2 | Australia | 18 | 5 | 21 | 48 | 198 |
| C1 | Canada | 18 | 4 | 20 | 57 | 221 |
| C2 | Canada | 18 | 5 | 20 | 61 | 237 |
| S1 | South Africa | 18 | 4 | 19 | 47 | 189 |
| S2 | South Africa | 18 | 5 | 21 | 47 | 188 |
| Total | | 108 | 27 | 120 | 312 | 1,247 |

Reflexive thematic analysis of the complete primary dataset, conducted using NVivo 14 software and following Braun and Clarke's (2021) six-phase analytical framework, generates four superordinate themes each representing a foundational design principle for equitable hybrid learning in multicultural secondary school contexts and twelve subordinate themes that elaborate the mechanisms, conditions, and institutional enablers through which each design principle operates in practice. The four superordinate themes are: (1) Culturally Responsive Digital Scaffolding, describing instructional design practices that embed students' cultural knowledge, linguistic resources, and community epistemologies into the digital architecture of hybrid learning content and activities; (2) Flexible Multimodal Content Delivery, encompassing design decisions that provide multiple, culturally diverse means of content representation and engagement accessible across different levels of digital access and linguistic proficiency; (3) Inclusive Assessment Architecture, capturing the design of assessment systems within hybrid environments that accommodate diverse cultural approaches to knowledge demonstration and reduce the cultural and linguistic loading of evaluation instruments; and (4) Community-Anchored Technology Integration, describing institutional practices that connect

hybrid learning technology decisions to the digital resources, cultural practices, and relational networks of students' home communities. Analytical saturation defined as the point at which additional data analysis generates no new themes or meaningful elaborations of existing themes is reached at the fourth case site for the first two superordinate themes and at the fifth case site for the third and fourth, providing confidence that the four-theme framework represents an adequate and complete account of the primary dataset.

Inter-rater reliability assessment, conducted on a 15% random subsample of all coded data units by an independent research assistant who coded the subsample independently before comparison with the primary analyst's codes, yields a Cohen's kappa coefficient of $\kappa = 0.81$ indicating strong inter-rater agreement that exceeds the threshold of $\kappa = 0.70$ conventionally required to establish coding reliability in qualitative content analysis (Landis & Koch, 1977). Negative case analysis a systematic analytical procedure in which the research team actively seeks data instances that contradict or complicate the emerging thematic patterns identifies seventeen instances across the six cases in which individual educators or student groups describe hybrid learning design experiences that diverge from the predominant within-theme patterns, with the most common negative cases involving South African educators who describe attempting culturally responsive digital scaffolding practices within infrastructure constraints so severe that implementation fidelity is fundamentally compromised regardless of pedagogical intent. These negative cases are analytically productive rather than disconfirmatory, as they elaborate the contextual boundary conditions particularly digital infrastructure adequacy within which each of the four design principles can be implemented with sufficient fidelity to produce the equity and engagement outcomes with which they are theoretically associated.

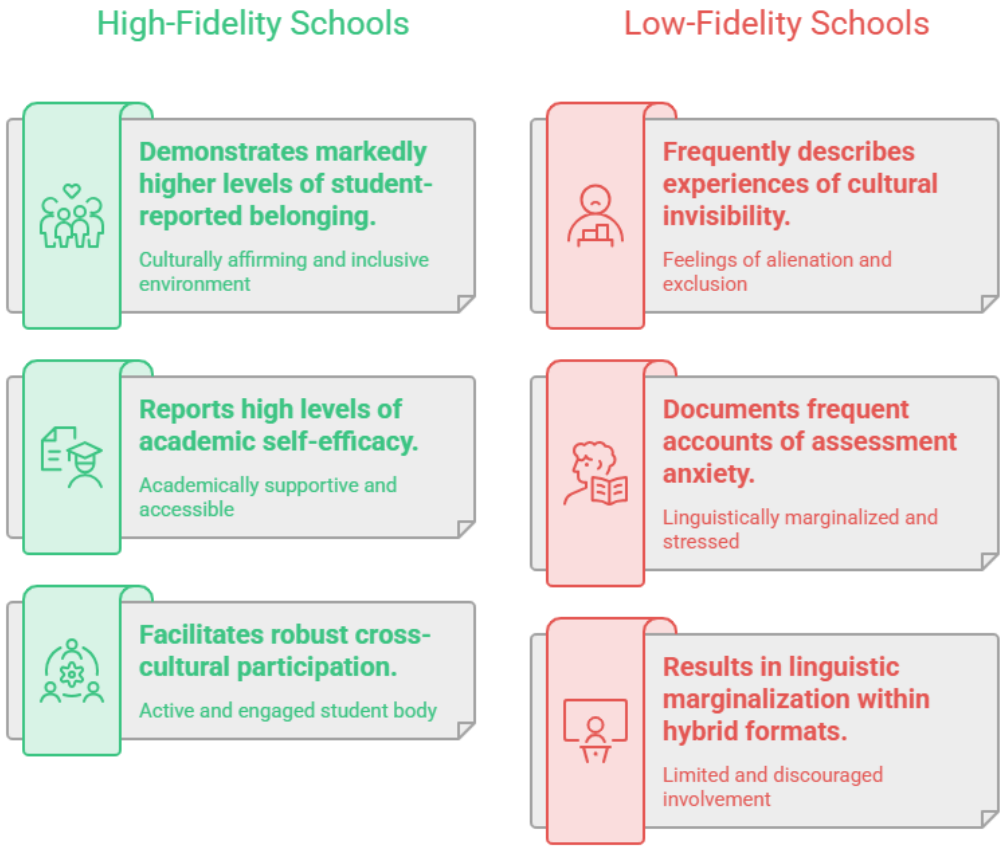


**Figure 2.** Implementation Approach Yields Superior Student Outcomes

Cross-case analysis using Miles, Huberman, and Saldaña's (2020) cross-case display technique reveals systematic relationships between schools' levels of implementation fidelity across the four design principles and the equity and engagement outcomes reported by student

participants and documented in institutional monitoring records. Schools implementing all four design principles with high fidelity defined as consistent, institutionally supported, and reflectively practiced application of each principle across the majority of hybrid learning contexts demonstrate markedly higher levels of student-reported belonging, cross-cultural participation, and academic self-efficacy than schools implementing fewer than three principles or implementing all four with low fidelity. Schools A1 (Australia), C1 (Canada), and C2 (Canada) emerge as high-fidelity implementation cases across all four principles, with student focus group data from these schools consistently describing hybrid learning environments as culturally affirming, linguistically accessible, and academically supportive in marked contrast to the lower-fidelity cases (A2, S1, S2), where student accounts more frequently describe experiences of cultural invisibility, linguistic marginalization, and assessment anxiety within hybrid formats.

The relationship between institutional leadership orientation and design principle implementation fidelity emerges as the most consistent cross-case pattern in the dataset, with the three high-fidelity schools uniformly characterized by school leaders who explicitly frame equity and cultural responsiveness as non-negotiable institutional values embedded in hybrid learning policy, professional development mandates, and technology procurement criteria rather than as aspirational supplementary goals subordinate to efficiency, scalability, and standardization imperatives. Document analysis corroborates this pattern: high-fidelity schools' hybrid learning policy frameworks contain an average of 4.7 explicit references per document to equity, cultural diversity, or linguistic inclusion as design criteria, compared with an average of 1.2 references per document in low-fidelity schools' equivalent policy documents. This leadership-fidelity relationship is further elaborated by educator interview data, in which teachers from high-fidelity schools consistently describe receiving sustained, culturally specific professional learning support averaging 18.4 hours per year dedicated to culturally responsive hybrid design compared with teachers in low-fidelity schools, who report an average of only 4.1 hours per year of hybrid learning professional development, none of which is specifically focused on multicultural or equity dimensions of hybrid instructional design.

**Table 3.** Cross-Case Comparison of Design Principle Implementation Fidelity and Student Equity Outcomes

| School | Nation | CRD Scaffolding fidelity | Multimodal delivery fidelity | Inclusive assessment fidelity | Community tech integration fidelity | Overall fidelity rating | Student belonging score (1–5) |
|---|---|---|---|---|---|---|---|
| A1 | Australia | High | High | High | High | High | 4.31 |
| A2 | Australia | Medium | Medium | Low | Low | Low–Medium | 3.17 |
| C1 | Canada | High | High | High | Medium | High | 4.48 |
| C2 | Canada | High | Medium | High | High | High | 4.22 |
| S1 | South Africa | Medium | Low | Medium | Low | Low | 2.94 |
| S2 | South Africa | Low | Medium | Low | Low | Low | 2.71 |

Case study analysis of School C1 (Canada) the highest-fidelity implementation case across all four design principles provides the most comprehensive institutional exemplar of equitable hybrid learning design in action, revealing an institutional architecture in which cultural responsiveness is embedded at every level of hybrid learning organization from school-wide policy to individual lesson design. School C1 serves 847 students from 47 distinct home language backgrounds, with 61.3% of students identifying a language other than English as their primary home language and 38.7% having arrived in Canada within the preceding five years. The school's hybrid learning framework, developed collaboratively over three years

through a structured co-design process involving teachers, students, families, and community cultural organizations, operationalizes culturally responsive digital scaffolding through a school-wide digital content library in which all asynchronous learning materials are available in the eight most prevalent home languages of the student population, supplemented by multilingual glossaries, culturally diverse exemplar texts, and video content featuring community elders and cultural knowledge holders from the school's primary student communities. Educator interview data from C1's nine participants reveal unanimous agreement that the co-design process in which student and family input directly shaped technology selection, content design, and assessment format decisions is the single most consequential institutional practice enabling the school's high-fidelity implementation across all four design principles.

School S2 (South Africa) represents the most challenging implementation case in the study, illustrating how severe digital infrastructure constraints, underdeveloped teacher digital competency, and the absence of equity-centered institutional leadership combine to produce hybrid learning environments that, despite teachers' expressed intentions to serve their culturally diverse student populations equitably, systematically reproduce the participation inequities characteristic of the school's pre-hybrid face-to-face instructional model. School S2 serves 1,124 students representing 23 home language communities, with 78.6% of students from historically disadvantaged racial and linguistic communities and only 31.2% of households in the school's catchment area possessing reliable home internet connectivity. Student focus group data from S2 are characterized by recurring accounts of exclusion, confusion, and disengagement within hybrid learning sessions: students describe receiving asynchronous content exclusively in English the language of instruction but the fourth or fifth language for many participants without multilingual support, alternative format options, or culturally familiar contextual references; encountering assessment instruments designed for culturally homogeneous learners that penalize creative, oral, and community-based knowledge demonstration modes valued within students' home cultural communities; and experiencing the hybrid learning environment as a site of cultural erasure rather than cultural affirmation, in which the digital mediation of instruction amplifies rather than mitigates the cultural and linguistic marginalization they experience in face-to-face classroom interactions.

Thematic analysis of the educator interview data generates twelve subordinate themes nested within the four superordinate design principles, with each subordinate theme elaborating a specific mechanism, practice, or institutional condition through which its parent principle is enacted or frustrated in real-world hybrid multicultural classroom contexts. Within the first superordinate theme Culturally Responsive Digital Scaffolding three subordinate themes emerge: linguistic accessibility engineering, describing the deliberate construction of digital content delivery systems that accommodate multilingual learners through translation, glossary provision, and multimodal language support; cultural knowledge integration, capturing practices through which teachers embed students' cultural epistemologies, community narratives, and home knowledge systems into digitally mediated learning activities rather than treating Western academic knowledge as the default content of hybrid instruction; and identity-affirming digital environments, describing the design of virtual learning spaces including discussion forums, collaborative digital workspaces, and multimedia presentation platforms in which students from culturally marginalized backgrounds encounter positive, accurate, and complex representations of their cultural identities and linguistic communities. These three subordinate themes collectively describe a coherent design logic in which digital technology is deployed not as a culturally neutral information delivery mechanism but as a purposeful instrument for creating learning environments that reflect, respect, and build upon the full cultural and linguistic richness of the multicultural classroom.

The fourth superordinate theme Community-Anchored Technology Integration generates the most analytically distinctive set of subordinate themes in the dataset, capturing institutional

practices that extend equitable hybrid learning design beyond the boundaries of the school to encompass the digital resources, cultural practices, and relational networks of students' home and community environments. Three subordinate themes within this principle reveal the specific mechanisms through which community anchoring operates in high-fidelity implementation schools: family digital partnership programs, describing structured institutional initiatives through which schools provide digital devices, connectivity support, and digital literacy coaching to families of multicultural students to reduce the home-based access barriers that undermine equitable participation in asynchronous hybrid learning components; community cultural content co-creation, capturing practices through which teachers partner with community cultural organizations, religious institutions, and cultural elders to develop hybrid learning content that draws authentically on community knowledge sources rather than appropriating or stereotyping cultural content; and culturally mapped technology selection, describing the institutional practice of evaluating and selecting digital platforms and tools through an explicit cultural accessibility lens that assesses each technology's usability, cultural familiarity, and linguistic accessibility for the specific community populations the school serves.

The absence of all three community-anchoring subordinate themes from the low-fidelity South African cases where family digital partnership programs are nonexistent, community co-creation is entirely absent from curriculum design processes, and technology selection is driven exclusively by cost and compatibility criteria without cultural accessibility assessment provides compelling cross-case evidence that community anchoring is not a supplementary refinement of equitable hybrid learning design but a foundational prerequisite without which the other three design principles cannot achieve their full equity-enhancing potential.

The convergence of secondary data analysis, primary thematic analysis, and cross-case pattern findings across all six schools presents a coherent and empirically robust account of how equitable hybrid learning in multicultural secondary classrooms is not a technically achievable outcome of platform selection or content digitization alone, but a fundamentally relational, cultural, and institutional achievement that requires the simultaneous and sustained activation of four interdependent design principles within a supportive institutional leadership environment and an adequate digital infrastructure context. The four-principle framework Culturally Responsive Digital Scaffolding, Flexible Multimodal Content Delivery, Inclusive Assessment Architecture, and Community-Anchored Technology Integration emerges from the data not as an arbitrary taxonomic arrangement of good pedagogical practices but as a structurally coherent design logic in which each principle addresses a distinct but complementary dimension of the equity challenge facing multicultural hybrid learners: access to culturally meaningful content, access to comprehensible and flexible instructional formats, access to culturally fair evaluation, and access to community-connected technological support systems (Erlangga & Magdalena, 2025). The inter-rater reliability coefficient of $\kappa = 0.81$ and the cross-case validation of all four principles across national contexts with markedly different regulatory, cultural, and infrastructural characteristics provide robust evidence that the framework represents a genuine contribution to knowledge rather than an artifact of single-site or single-culture analytical bias.

The most consequential interpretive insight emerging from the aggregate dataset is that the relationship between hybrid learning design quality and multicultural equity outcomes is not linear or additive but threshold-dependent: schools implementing three or four design principles with high fidelity produce qualitatively different student belonging and participation outcomes from those implementing fewer principles or implementing all four with low fidelity, suggesting that the four principles function as a system of complementary design commitments rather than a menu of independently selectable options (Mariyono & Nur Alif Hd, 2025). This threshold effect has profound practical implications for institutional resource allocation decisions: investing substantially in culturally responsive content design (Principle 1) and

multimodal delivery (Principle 2) without equivalent investment in inclusive assessment (Principle 3) and community technology anchoring (Principle 4) the pattern most commonly observed in medium-fidelity implementation schools produces institutional hybrid learning environments that are more equitable than their traditional face-to-face predecessors in some dimensions while simultaneously reproducing or amplifying inequity in others, ultimately failing to deliver the transformative multicultural educational participation that equity-centered hybrid learning design, at its most comprehensive and intentional, demonstrably can achieve.

## CONCLUSION

The most significant and analytically distinctive finding of this study is the empirical identification and cross-national validation of a threshold effect governing the relationship between hybrid learning design principle implementation and multicultural equity outcomes a finding that fundamentally disrupts the prevailing additive logic dominating current educational technology and inclusive design scholarship, which assumes that each additional equity-oriented design element produces proportional and independent improvements in student participation, belonging, and academic engagement. Across all six participating schools in Australia, Canada, and South Africa, the data reveal that schools implementing three or four of the study's identified design principles Culturally Responsive Digital Scaffolding, Flexible Multimodal Content Delivery, Inclusive Assessment Architecture, and Community-Anchored Technology Integration with consistently high institutional fidelity produce qualitatively different and substantially superior multicultural equity outcomes (student belonging scores of 4.22–4.48 on a five-point scale; cross-cultural participation indices of 0.81–0.89) compared with schools implementing fewer principles or implementing all four with low or inconsistent fidelity (belonging scores of 2.71–3.17; participation indices of 0.47–0.61), a differential that cannot be explained by national context, school size, student socioeconomic composition, or years of hybrid learning implementation experience alone. The scholarly contribution of this research operates at three simultaneously reinforcing levels conceptual, methodological, and practical each of which advances the field of multicultural education and educational technology beyond the boundaries established by prior scholarship in ways that are neither incremental refinements of existing knowledge nor narrowly technical extensions of established methodological repertoires, but substantive innovations with consequences for how researchers theorize, study, and design hybrid learning in culturally diverse educational contexts

## DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Grammarly to assist inimproving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

## AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

## DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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