

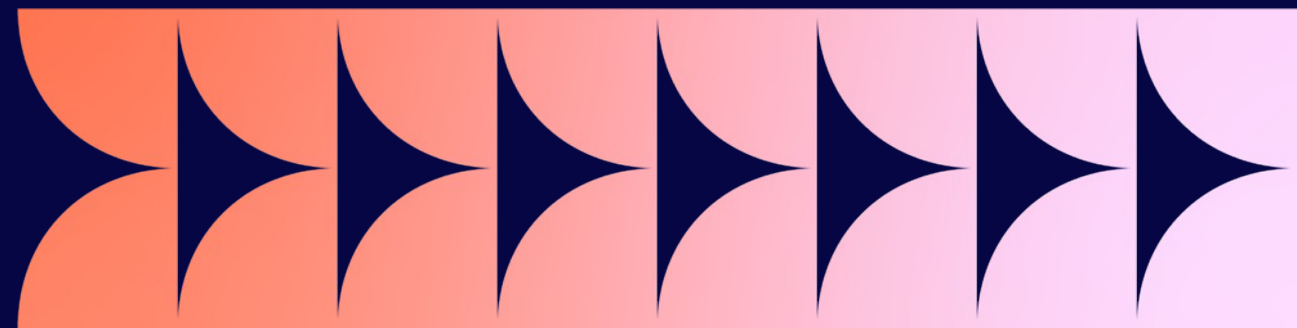
Insights on technology-supported teaching, learning and teacher development in contexts of low resources and marginalisation

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CENTRE FOR THE
STUDY OF GLOBAL
DEVELOPMENT – CSGD



Several of our research projects focus on equality of opportunity to access and use digital technology in education



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WHERE?

- low-resource settings/ low-income countries
- in classroom teaching and learning AND in other spaces out of class, e.g. *computer lab, internet cafe, outdoors, at home, in neighbour's home, on online/mobile platforms*
- in teacher professional development

WHO?

Displaced people/ migrants
Marginalised communities
Hard-to-reach populations

WHAT?

motivations

experiences

practices

Literature

CONTEXTS

Reid, J. A. (2017). **Rural education practice and policy** in marginalised communities: Teaching and learning on the edge. *Australian and International Journal of Rural Education*, 27(1), 88-103.

TECHNOLOGY

Walsh, C., Woodward, C., & Sarkar, B. C. (2019). **The Role of Mobile Technologies** in Transforming Teacher Professional Development (TPD) at Scale in Bangladesh. In: *Sustainable English Language Teacher Development at Scale: Lessons from Bangladesh*. Eyres, Ian, McCormick, Robert and Power, Tom, eds. Bloomsbury Academic, pp. 79-95.

METHODS

Shevlin, M., & Rose, R. (2022). **Respecting the voices** of individuals from marginalised communities in research—“Who is listening and who isn’t?”. *Education Sciences*, 12(5), 304.

KNOWLEDGE

Singharoy, D. K. (2002). Empowerment of the marginalised through open learning: **Quest for an alternative body of knowledge**. *Indian Journal of Open Learning*, 11(1), 127-134.

