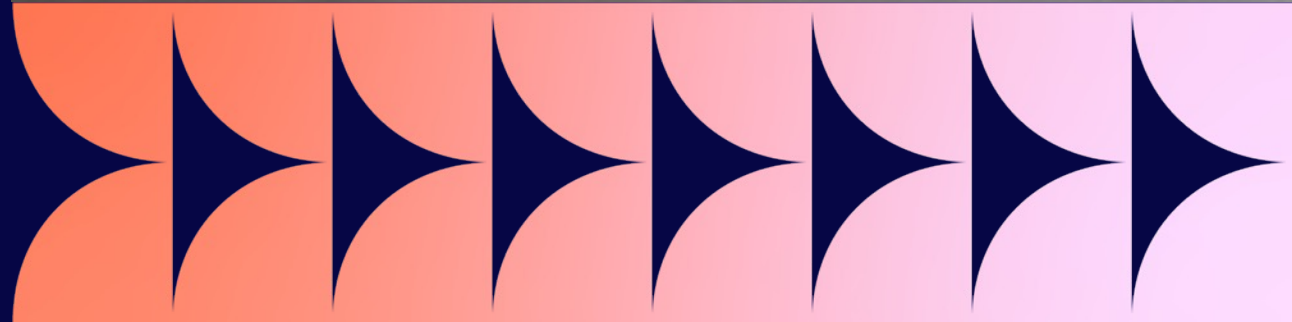


Reaching out to Marginalised Populations in Under-resourced Countries



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Marginalised populations and digital technology

Why this study?



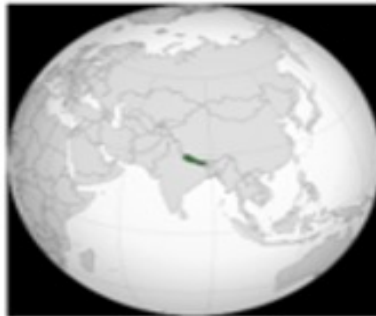
Sudan



Senegal



Bangladesh



Nepal

Reaching out to marginalised populations in under-resourced countries - WHY?

- The use of digital technology in education is deemed to have a largely positive impact on how students learn, and teachers are enabled to achieve pedagogical change. However, there is often differential access to technologies due to limited resources.
- We found there was little research on marginalised children's, and their teachers' and parents' experiences of using technology for student learning.

So, the project aimed to:

- **Collect lived experiences** of marginalised people with respect to use of technology in education, and to give them a voice. (Children aged 13-15, their teachers and parents)
- **Draw out policy, pedagogical and research implications** for use of technology in under-resourced settings.

NOTE: The project also studied the role of English, which we do not report on here.

The research team

The Open University:

Prof Agnes Kukulska-Hulme (Lead), Dr Saraswati Dawadi, Dr Mark Gaved

Monash College, Australia: Dr Ram Ashish Giri



ReMaLiC

Four national partners

- **Tribhuvan University, Nepal:** Dr Kamal Raj Devkota
- **University of Dhaka, Bangladesh:** Prof Rubina Khan
- **Ahfad University for Women, Sudan:** Dr Amna Bedri
- **Regional Centre of Teacher Training, Diourbel, Senegal:** Abdou Niane

Each partner in the 4 fieldwork countries also had their own research team and worked with schools and with local stakeholders



Prof Rubina Khan



Dr Kamal Raj Devkota



Dr Amna Bedri

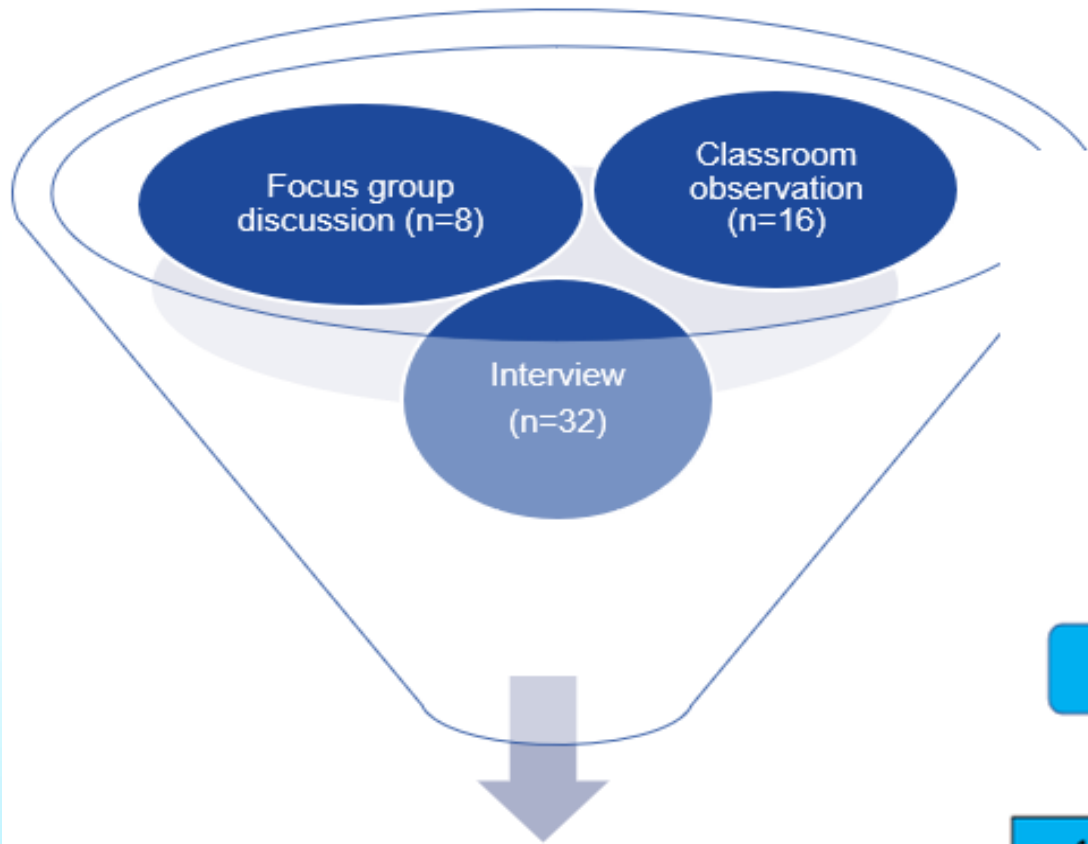


Abdou Niane

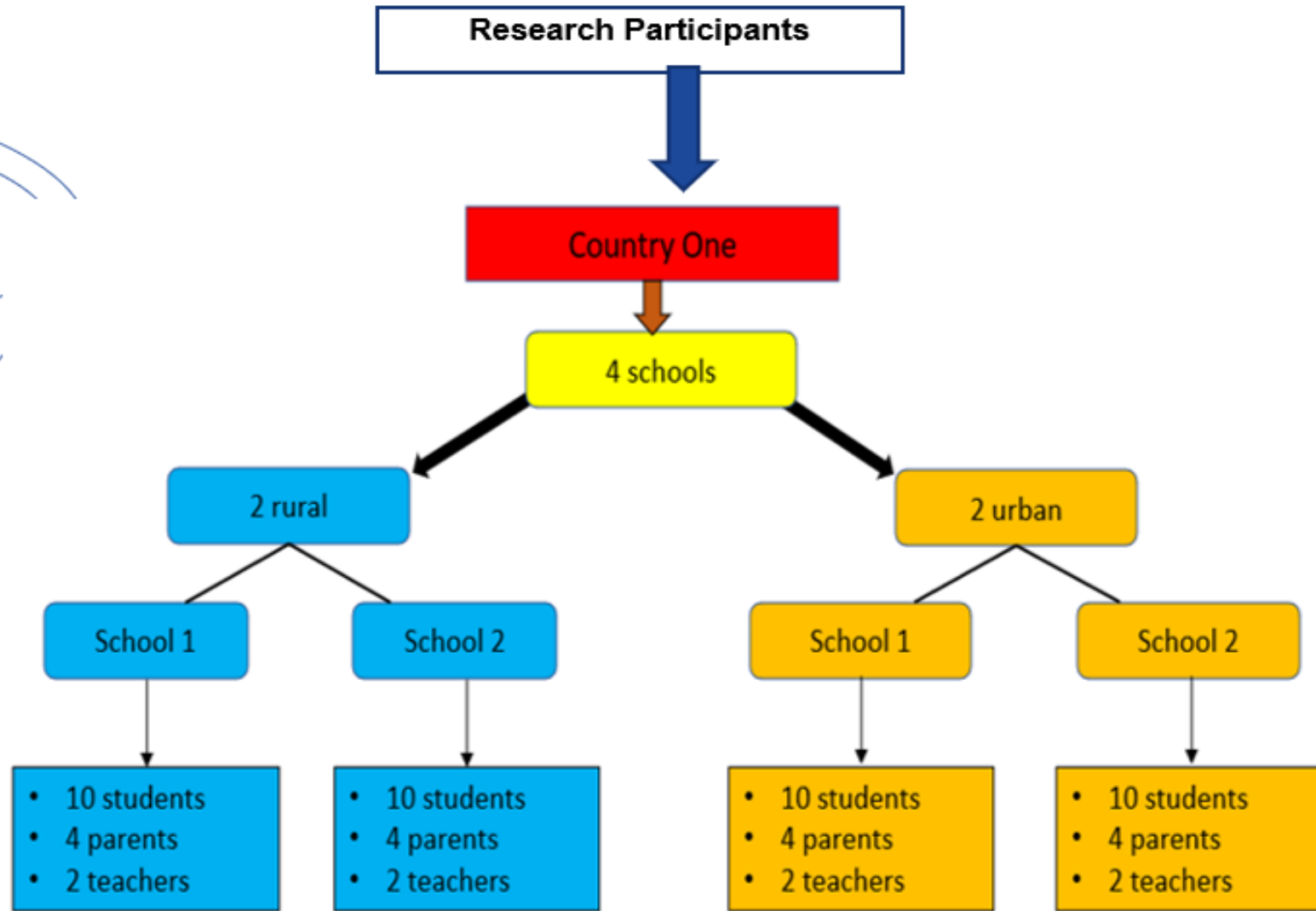
Research Questions - relating to technology

- ❖ **RQ1:** What **access** do marginalised students, teachers and parents have to technology that may be used for educational purposes?
- ❖ **RQ2:** What are marginalised students', teachers' and parents' **attitudes** towards the role of technology?
- ❖ **RQ3:** What are the **experiences** of students, teachers, and parents in **using technology** for student learning?

Data collection in each country



Methods of data collection



Experiences of using technology in schools

Teachers:

Sometimes I have used it for demonstrating students how to search vocabulary items. Such as for learning vocabulary, I did a demo of [www.wordhippo](http://www.wordhippo.com). I taught students how to search new words using it. I used my mobile for that (NP).

The only way I use my mobile phone ---errr—yeah I use it but to prepare my lessons, I use it to make the lesson plan , but I don't use it inside the classroom (SD).

Students:

We have a computer lab but we did not use it during the time of pandemic. Before the pandemic, our teachers would take us to the lab. He used to demonstrate us different things in the Computer subject (NP).



Experiences of using technology at home

Students:

Home assignments: *He [brother] allows me to use mobile phone for preparing assignments (BD).*

Learning improvement: *I use google search. To improve the English language I search for 'how to learn the English language' on YouTube. For solving maths I downloaded apps (NP).*

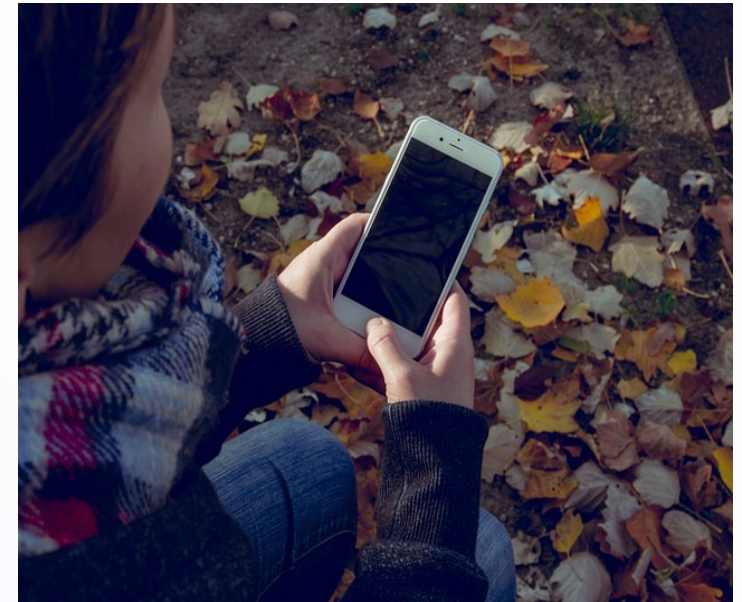
Online classes from home: *I use it in an online class. (NP).*

Other uses: listening to English songs/music, social media (Facebook, TikTok, YouTube)

Challenges: sharing technology, connectivity

Parent:

Groupwork: *They work together. Students, for example, have WhatsApp groups through which they carry out work together. I noticed that (SN).*



Challenges: technology access and use

- lack of, or problems with, connectivity
- digital divide
- costs of using technology
- sharing technology, family dynamics
- low proficiency in English
- low digital literacy/skills

I have a phone that I rarely use at home because I can't afford a data connection (SN).

I can't touch the phone at home. Brother always stays outside (BD).

We face difficulties because of the network connectivity (SD).

We come here and we use our mobile phones as we have free WIFI for students. If don't have a class we can get connected to do research (SN)

Gender differences

Students:

Boys get phone but girls are deprived. At present, many girls get to use phone but the number is less comparing to boys. They don't give the phone to girls. What if we do bad things (BD).

Basically, we do not allow them, girls, to share technology with us (SD).

Parents:

The environment for women has changed now. So the prevailing discrimination has been eliminated to a great extent. In this case, my son and daughter both are equal (BD).

Teachers:

In the case of girls, usually guardians do not want to give mobile phones. Mobiles have negative contents. About all of the boys use mobile phones (BD).

It's the girls who are more interested in new technologies. And I think they have more opportunities to get the technology tools (SN).

Thank you!

Latest publication from our project

Kukulska-Hulme, A., Dawadi, S., Giri, R. A., Devkota, K. R., Khan, R., & Gaved, M. (2023). **Roles of Languages and Technology in Teaching in Marginalised Communities: Perspectives and Practices**. *Prima Educatione*, 7, 103-121.

<https://oro.open.ac.uk/94430/>

Project blog: <https://www.open.ac.uk/blogs/REMALIC/>