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

Research with Refugees and Displaced communities

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What does it mean to conduct research in forcibly displaced communities?

Taking some steps towards addressing epistemic injustice; by developing and using approaches that centre on relationship building; and by shifting to "new forms of scholarship that make visible the agentic potential and critical role [forcibly displaced people] can have in the transformation of their own social futures" (Gutiérrez et al., 2016: 275).

Connected learning in crisis contexts: Educators' perspectives on needs and support in the context of refugee tertiary education

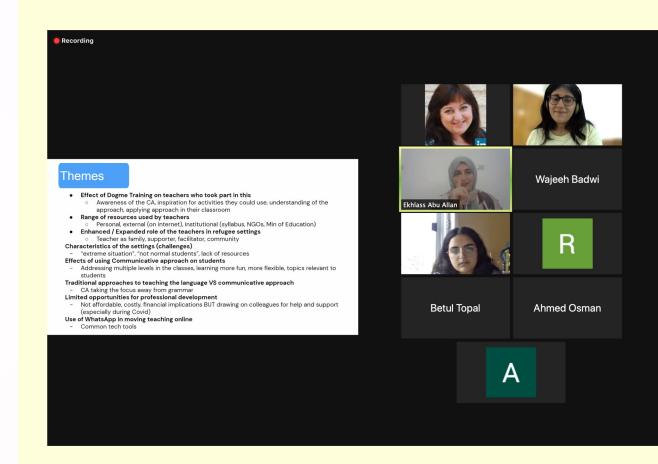
To understand ways of working and learning of language teachers in refugee contexts (incl. practice, pedagogies, Covid impact)

With Mosaik Education, Centreity, and English language teachers in refugee settings in Jordan

Phase 1: April 2021 – July 2021; Phase 2: October 2021 – February 2022

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Participatory Ethnographic Evaluation and Research (PEER)

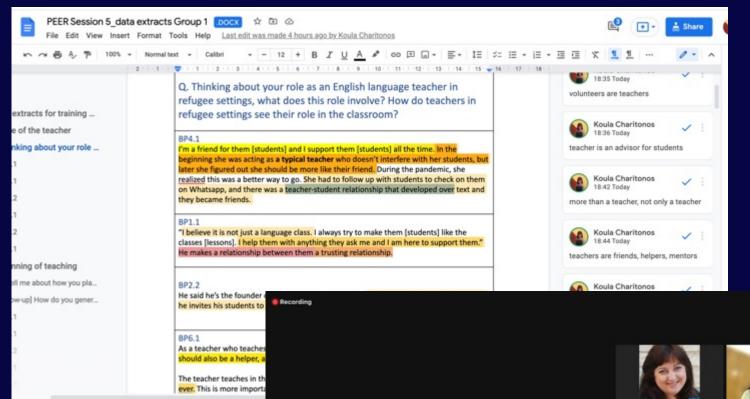
PEER is an innovative approach that provides a rapid and effective way of gaining an in-depth understanding of the social world of specific communities and groups.

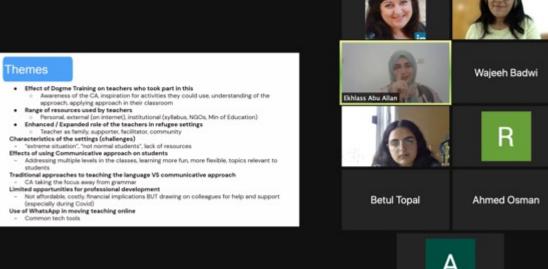
PEER uses community members to conduct detailed interviews with others in their social network and taps into established relationships of trust (Price and Hawkins, 2002).

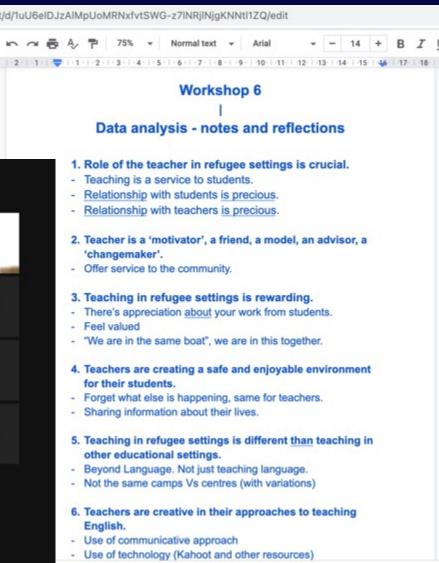
PEER generates rich data of narratives and stories that gives a depth of insight into how people view their world, conceptualize their behaviour and experiences and make decisions on key issues (Brown, Grellier and Hawkins, p. 206).

In PEER approach, participants are included in various stages of the research (Elmusharaf et al., 2017).









Bushra lives in an urban environment north of Amman. She is an experienced university teacher who in 2023 is celebrating her 30th year in the field. [...]

At the onset of COVID-19, her university organised a workshop on online teaching which offered some support, but she thought it was inadequate [...]

She was worried when the pandemic broke out because some of her students were very poor and they struggled the most. She said that 'some of them did not have laptops and had to use their mobile phones. One student had to walk 40 minutes to his uncle's house to use the internet'.

Issues with the quality of web connectivity and technical difficulties were not easily addressed. Bushra described feeling powerless: 'Sometimes the internet would just stop and I could not do anything about it [...]



Omar, a Sudanese English teacher in Amman, has worked with refugees of different nationalities, backgrounds, and ages, including adults, since 2019.

[...] The transition to online education was rapid, and in Omar's words, 'everyone was new in this role'.

Together with his colleagues, he initiated a pilot conversation class in the beginning. He had 15-16 students in each class, but this soon proved too difficult to manage [...]

Omar found the background noises and engaging students online challenging. Some of his students did not have a good space for online meetings, as most of the family members shared one bedroom or a living room [...] They would now keep cameras off to save internet bandwidth or protect family privacy.



Hira, a Jordanian public school English teacher with five years of experience, provides support classes to Syrian refugees in the afternoons and evenings [...]

Most of her students have experienced trauma, hence Hira describes her role as 'sensitive': 'I should not be a teacher. I should be a facilitator. [I need to] motivate them, talk to them more, to make them feel comfortable to do the exams'.

A typical day for Hira before COVID-19 was already challenging [...] She often brought the needed materials from her home or spent her own money to buy them. She did not have access to a personal computer or internet connection at school, so **she had [...]** to use her mobile phone. When she was asked about the transition to online teaching during the COVID-19 pandemic, Hira said: 'We have dealt with this situation randomly' [...]

'I worked late, it was not organised, students responded on the time they preferred, even at 12 am, and they sent...images or photos by WhatsApp at [that] late time'.



What does it mean to conduct research with technology in forcibly displaced communities?

An environment with significant barriers and systemic disadvantages.

Digital poverty

Dependencies – on formal and informal networks, on devices, infrastructures.

Digital Inequalities are embedded in and interact with wider types of disadvantage that exist offline – 'amplified disadvantage'

Human-technology relationships

"To be on the worse end of the digital divide [...] less agency in the digital era" (Jandrić et al., 2019: 166).



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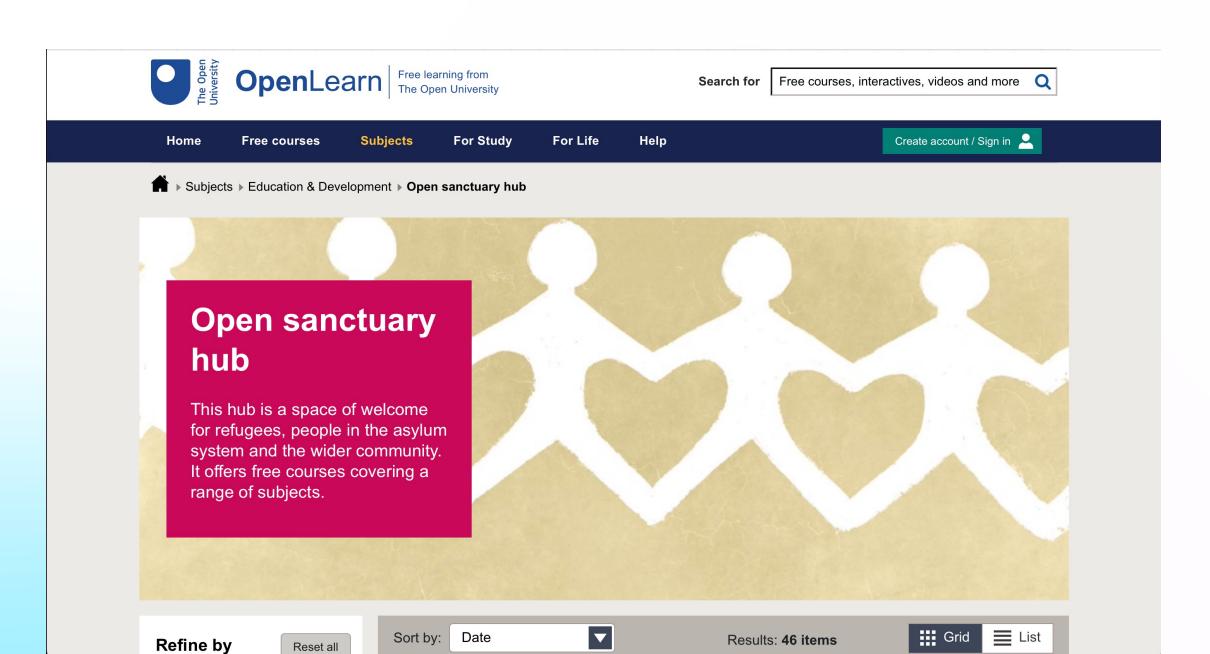












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