

LIFEWIDE LEARNING

Transformations and New Connections in Post
digital Societies

ReDlCo

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Challenges Teachers Face and the Need for Digital Resources

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Introduction



- In 2022 the education of refugee children is still a key issue in European countries.
- Prerequisites:
 - ✓ trained teaching staff
 - ✓ acceptance and empathy attitudes
 - ✓ specialized teaching material
 - ✓ organized facilities
 - ✓ appropriate digital tools and sources
- The above do not seem to have been fully achieved yet, while teachers face multiple challenges in teaching refugee children.



Refugee education & Intercultural education

- Refugee populations education is a necessary investment (Bonin, 2017).
- Reception classes (DYEP) and educational priority areas (ZEP) were structured (Zarampouka, 2018).
- A teacher should be equipped with:
 - ✓ intercultural competence (theoretical level)
 - ✓ intercultural readiness (practical level)
- A teacher should reduce stereotypes in the classroom (Banks, 2004).
- Adaptability, communication skills, emotional consciousness, objectivity are needed to achieve intercultural education (Arvaniti, 2016).
- Qualifications of intercultural education along with critical pedagogy allow refugee students make progress at school (Katartzi, 2017).
- Use of digital media as particular types of cultural forms, not as neutral means of delivering information (Mitsikopoulou, 2022).

Theoretical Framework



Challenges in refugee teaching

- Children's limited or non-existent knowledge of the Greek language (Kantzou et al., 2017).
- Constant movement of refugee students to different reception centers (Koehler, 2018).
- Children's emotional and psychological traumas (Sirin and Rogers-Sirin, 2015).

Lack in Intercultural education

- Inability of teachers to respond effectively to the education of refugee students (Karanasiou, 2019; Manou, 2013).
- Lack of teacher training provided by the state (Kordolaimis, 2017).
- Teachers need further equipping in relevant competences (PPMI Report, 2017).

Digital Tools in Education



The digital education system revolutionized the old chalk and board process of learning in classrooms. Learning is now:

- ✓ *Mobile*
- ✓ *Interactive*
- ✓ *Engaging*
- ✓ *Motivating*

ADVANTAGES

1. Learning is personalised
2. Students become smarter
3. Students gain self-motivation
4. Learning opportunities are expanded
5. Accountability in students is developed
6. Higher engagement rate is achieved

Aims and Methodology



● Aims:

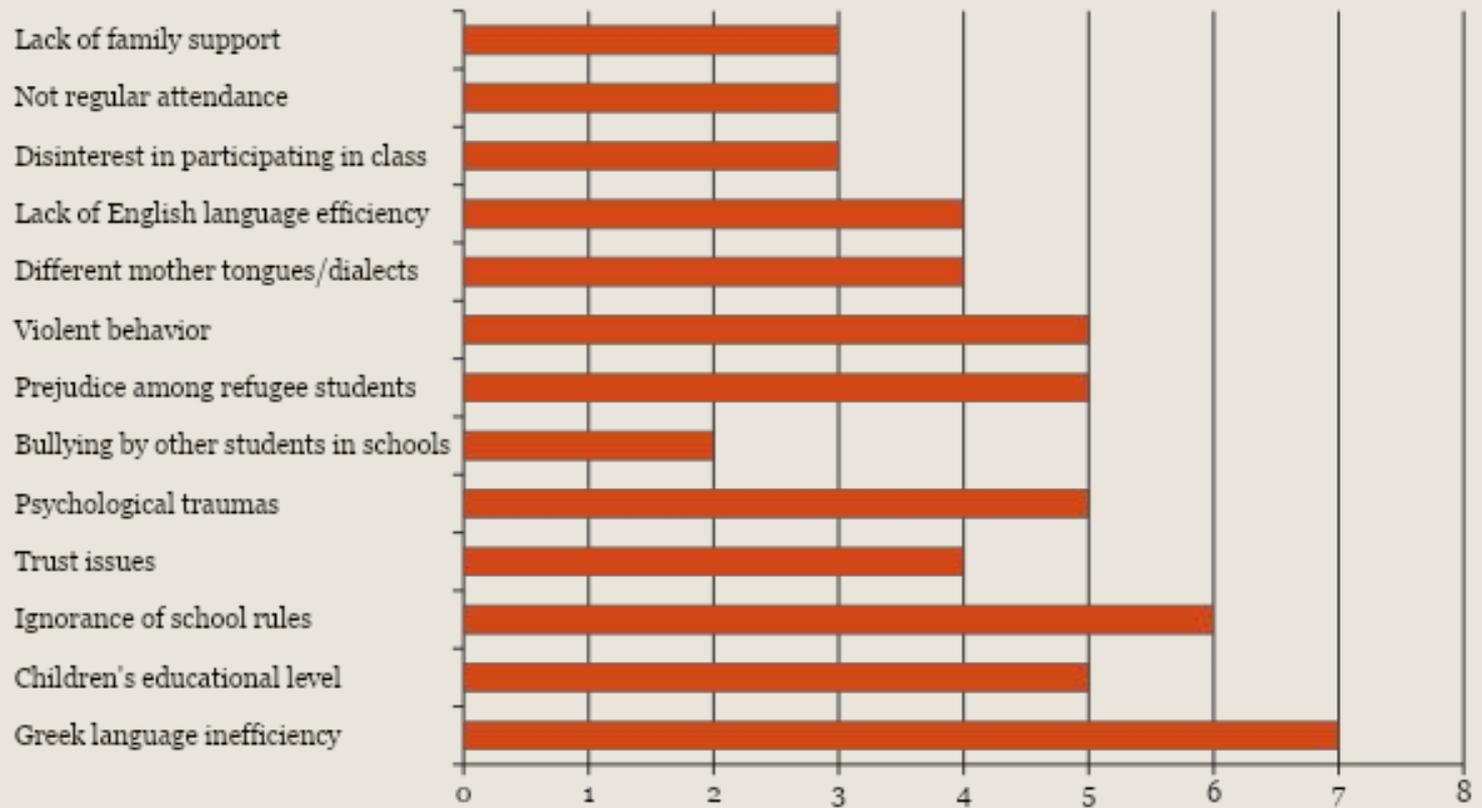
1. challenges teachers face when educating adolescent refugee students
2. intercultural competence and readiness of secondary school teachers
3. importance of digital tools and sources in education

● Methodology:

- Research method: qualitative
- Participants: eight secondary school teachers in a region of Central Macedonia, Greece
- Research tool: Interview
- Data analysis: coding and categorizing (use of figures and tables)

Results:

Challenges due to children's characteristics



Results:

Challenges due to external factors

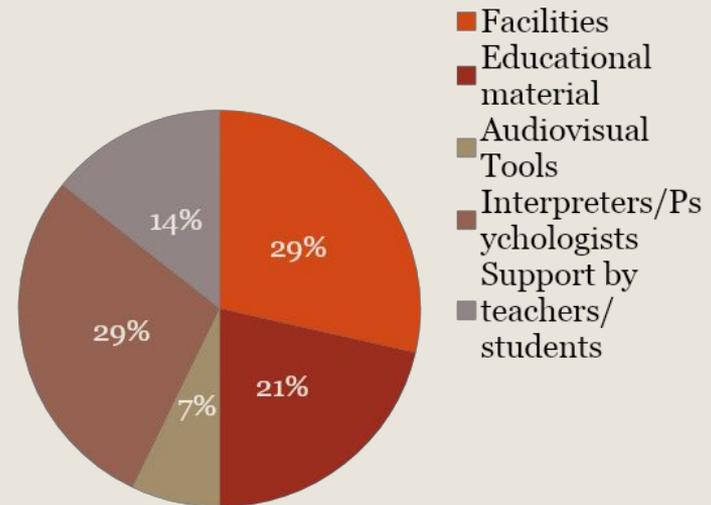


Schools and organizations provided as much help as possible.

- “Geia Sas” book (by the Ministry of Education)
- Access to Internet
- Toolkits
- Informative talks or short seminars

Still, help was not always enough or appropriate, since there was lack of necessary factors.

Challenges caused by lack of external factors



Results:

teachers' competence and readiness



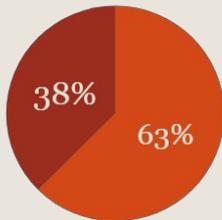
Research Sample Statistics:

Average teaching experience: 13 years (4-22 years).

Average experience in refugee teaching: 2,4 years (1-4 years).

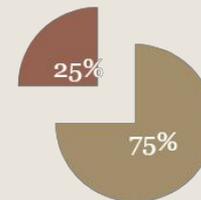
An impressive
ascertainment

Educators' self- assessment in refugee teaching



■ sufficient
■ not
sufficient

Level of teachers' confidence in refugee teaching



■ not
confident
■ confident

*There was no previous education.
Through experience I get improved.
I feel I'm getting better as time goes by. There's still way.*

Results:

Challenges due to teachers' low training and readiness



T1: you need to respect these children

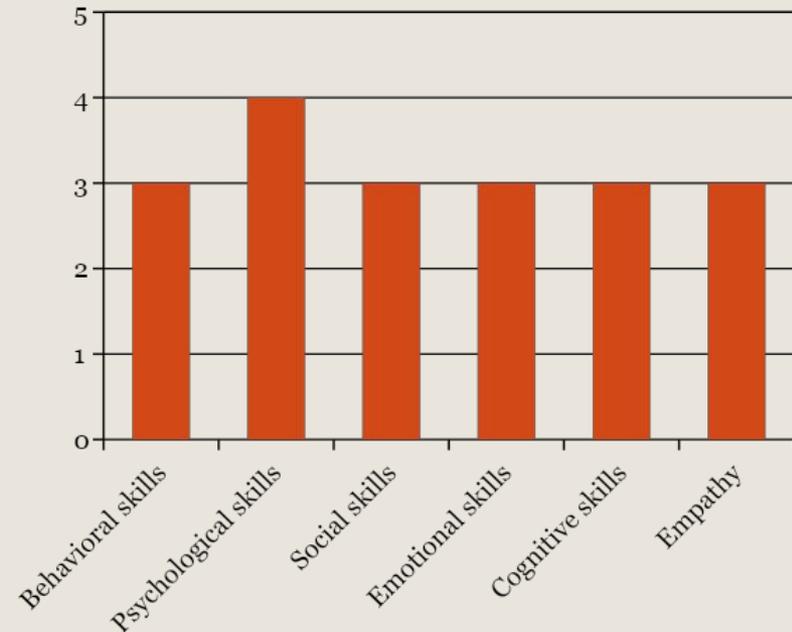
T3: Among others you are a psychologist

T4: It requires social skills

T6: What helped me was my nature as a mother. They need a mum-teacher

T7: understand them, listen to them

T8: I think we need further competence. It's still something new.



Results:

Attempts and means to educate refugee children



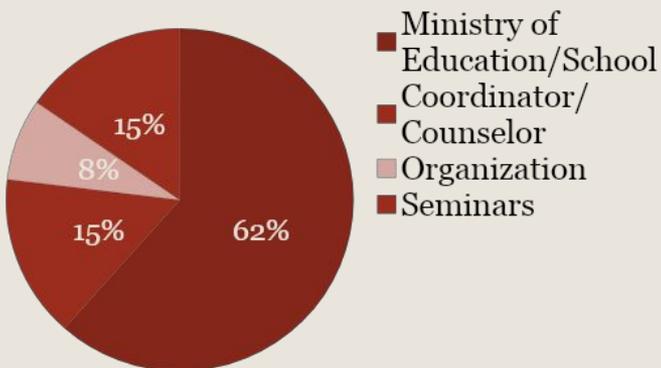
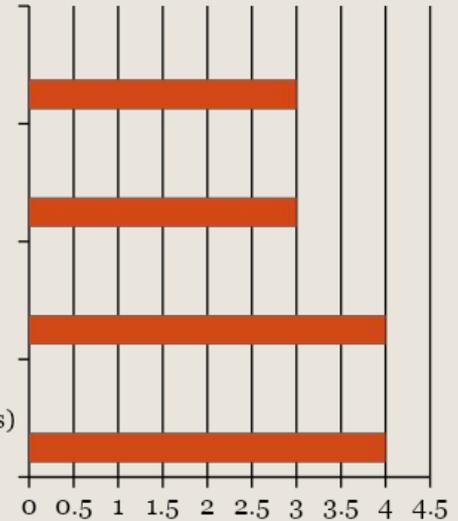
Teachers had to use multiple tools and methods like:

- audiovisual material
- body language
- theatrical activities
- role-playing games
- peer-to-peer work
- painting and sketching
- use of children's mother tongue

text books

magazines

material (exercises/tasks/activities)



They might have help by other institutions, but they had to make extra personal work.

Conclusions



- The research confirms many data of other studies and research:
 - the barriers to understanding because of low language efficiency (Batsalia and Sella, 2016)
 - children's negative feelings hinder the educational process (Choleva, 2017)
 - cultural and political differences create problems and conflicts (Taskin and Erdemli, 2018)
 - there is no specific curriculum about refugee teaching (Asimaki et al., 2018)
 - teachers lack experience and awareness in diverse schooling environments (PPMI' Report, 2017)
 - lack of reception facilities / tools and lack of provided training for the educators (Mogli et al., 2020)
- It is evident that more should be done to develop refugee teaching, enrich teachers' intercultural education and allow refugees' smoother integration.



Pedagogical implications and Suggestions

- Improvement of refugee children education through well-organised practices.
- Learning refugees' mother tongue, seminars, psychological support
- Books, toolkits, guides
- Multimedia and computer equipment: projectors, smartboards, visual presenters
- Digital sources: applications, games, social media, audiovisual material

Indicative Bibliography



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