

A close-up, black and white photograph of a person's eye looking through a chain-link fence. The eye is on the left side of the frame, and the fence is in the foreground, creating a grid pattern over the eye and the background. The background is a textured, blue-grey wall.

**BL Using Mobile
Devices for Inclusive
Educational Practices**
Facilitator Perspective

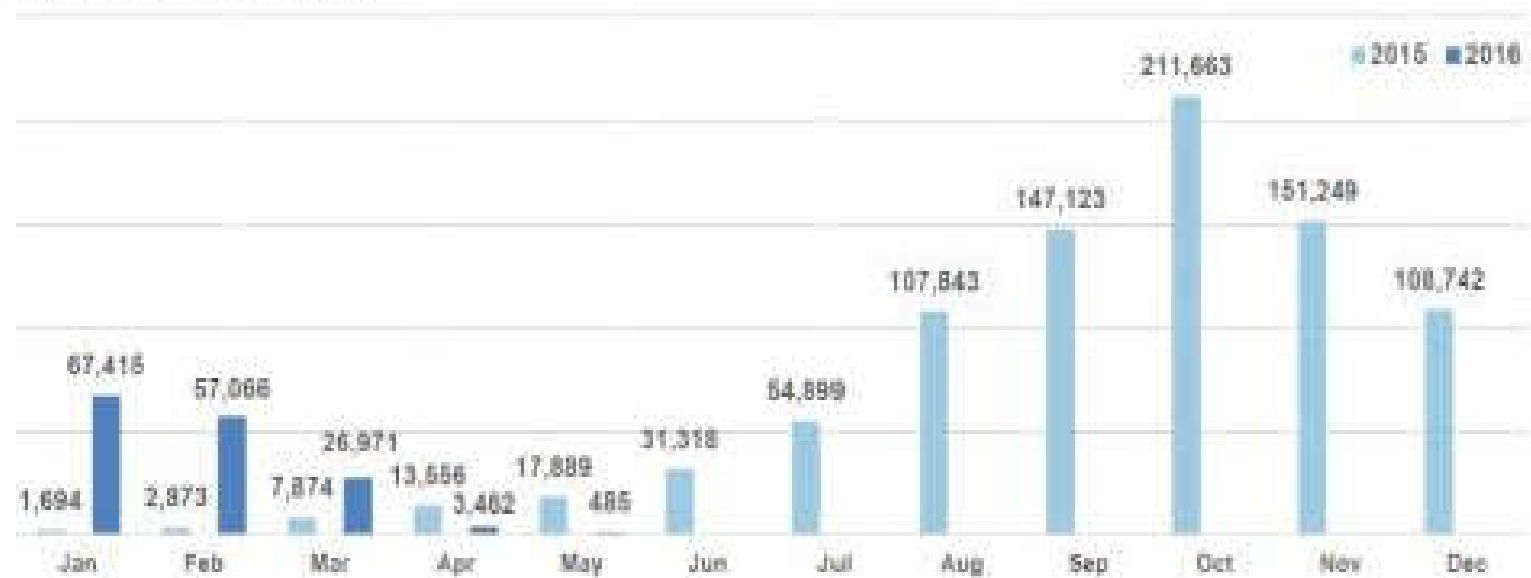
— Chrysoula Lazou
— Maria Psychogiou
— Anna Krassa

4th World Conference On Blended Learning 2019

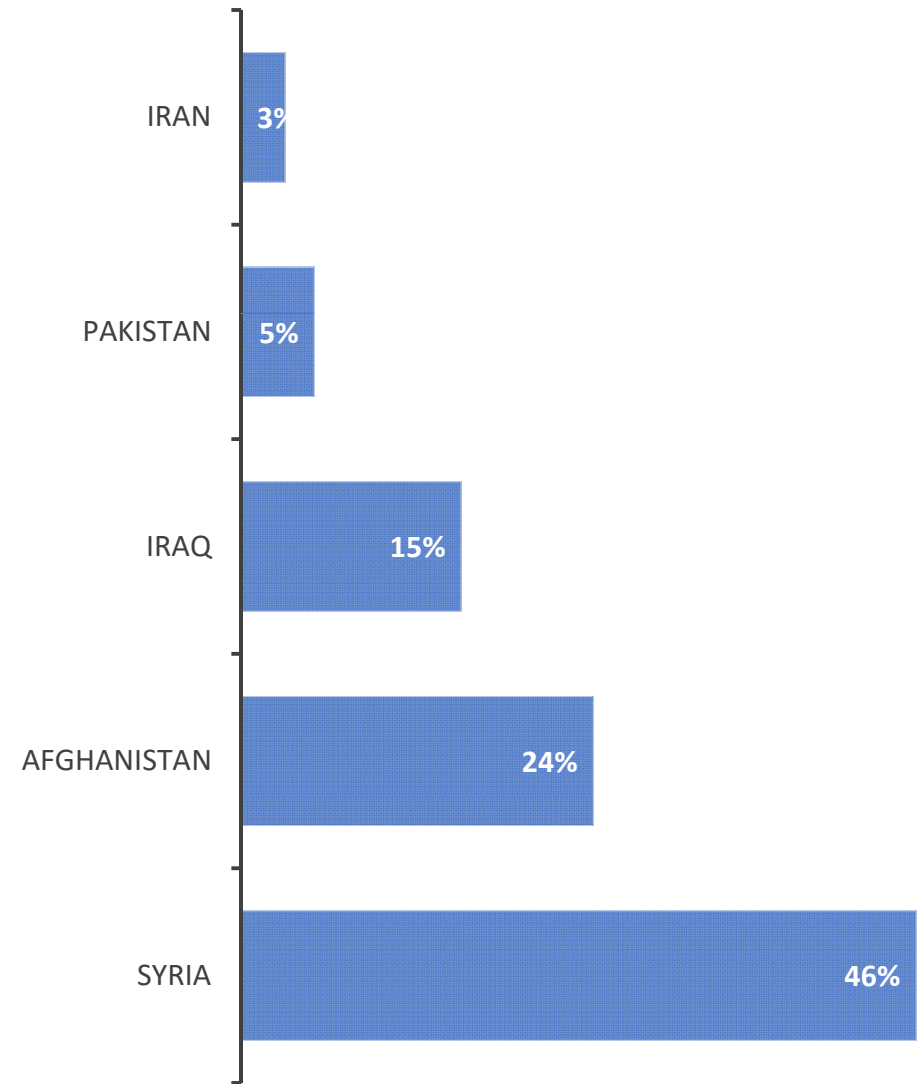
The new reality in Greece



Arrivals per month



Source: UNHCR Data Portal, Greece- Greece data snapshot, 08 May 2016, 08.05.2016.



Source: General Secretariat for Media and Communication on refugee arrivals

IVLP - Bronx International School



* Students' profile

Effects of war, violence, trauma and refugee experience

- Be easily distracted
- Have difficulty sustaining attention
- Show fear of new situations
- Show lack of trust
- Exhibit lack of emotion
- Have a heightened sensitivity to issues of fairness
- Experience strong and sometimes uncontrollable emotions





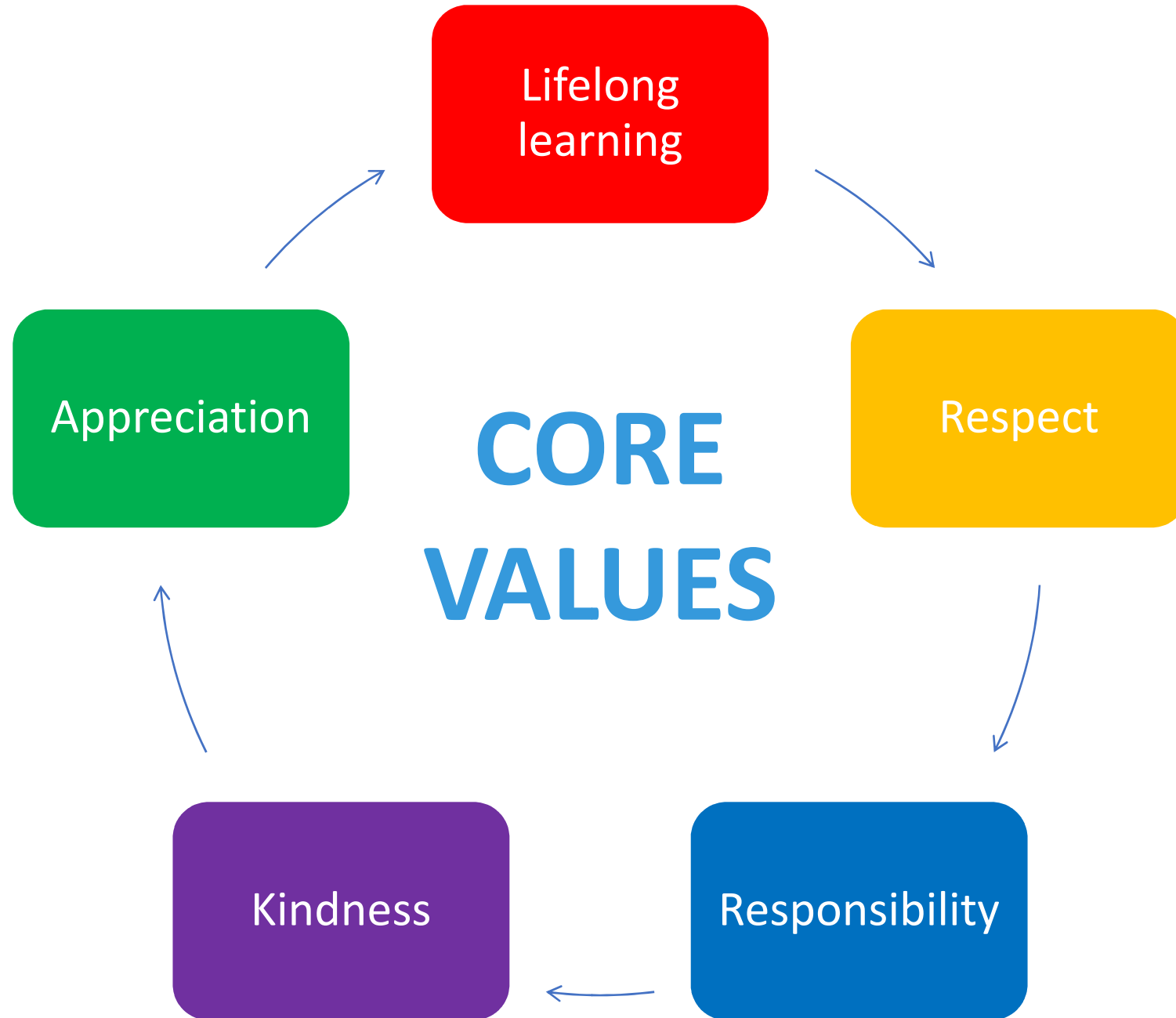
Effects of refugee experience on their education

- Limited or interrupted formal education-SLIFE
- Illiteracy in native language
- Age / grade misplacement
- Difficulty balancing school / family life
- Emotional adjustment to new country, language, environment and school

A young girl with dark hair, wearing a pink hooded sweatshirt, is hugging a brown teddy bear. She is looking directly at the camera with a serious expression. The background is a weathered, light-colored wall with some dark spots. The text is overlaid on the image in a bold, black, serif font.

In teaching, “You can’t do the Bloom stuff until you take care of the Maslow stuff.”

Alan E. Beck



* Kavala's Project

The project objectives

- Introduce students to education and the new reality
- Enhance language learning opportunities
- Support their everyday needs for communication and social inclusion
- Promote bonds of trust among the diverse population of the LTAC





Implementation

The implementation of the program...

- welcome celebration
- introductory lesson
- English lessons
- social inclusion activities and
- experience dissemination.



* The context

Voluntary lessons of English

Context

- 80 refugee children
- diversity in demographics
- cognitive mismatch
- cultural barriers
- distrust and meta-war trauma

Means to facilitate the process

- Teachers' laptops and smartphones
- Students' smartphones--BYOD trend
- Internet access





There is always a theory to rely on...

- inclusive education-
UDL principles
- mobile learning
- blended learning



* Facilitating means

Teachers' laptops and smartphones used for:

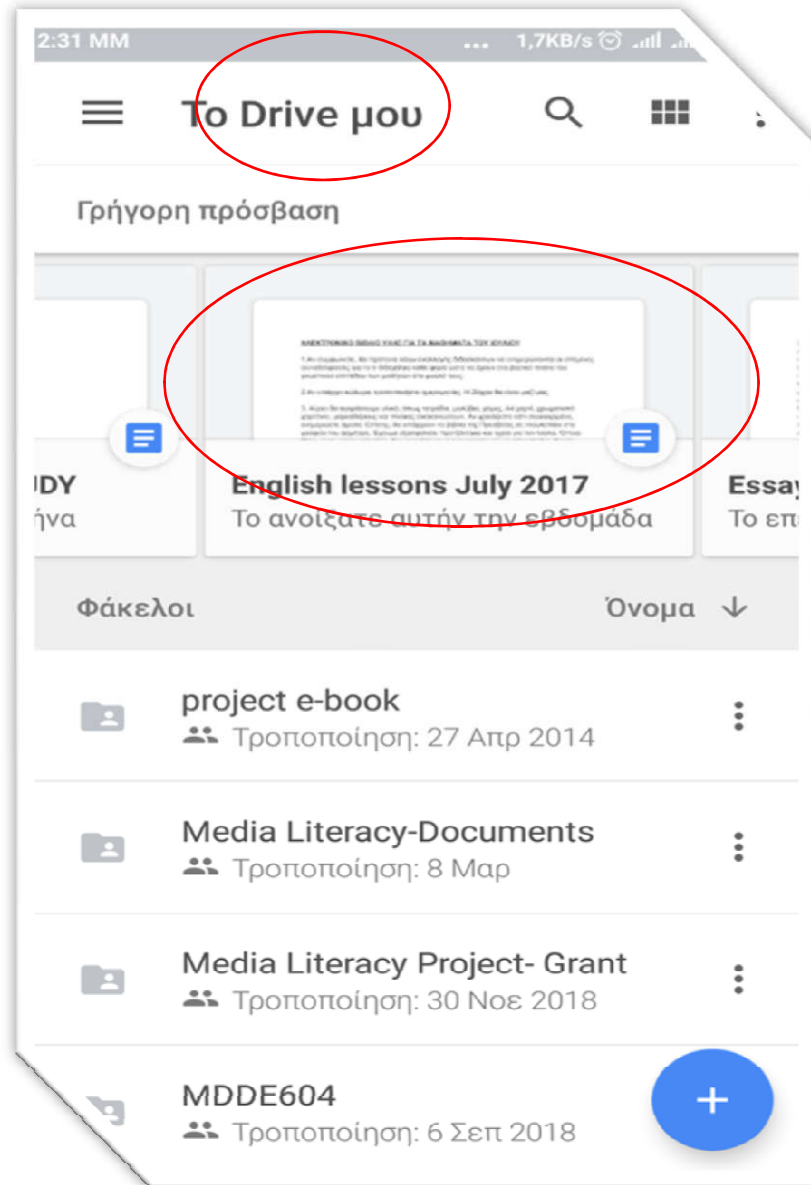
- Teachers' collaboration
- Reporting to the authorities
- Dissemination of the teaching experience

Students' smartphones used for:

- Word translation
- Access to educational resources
- Social networking



* Teachers' laptops and smartphones



2:31 MM ... 1,7KB/s

☰ To Drive μου 🔍 📑 ⋮

12:13 ΠΜ 138KB/s

← English lesso... 👤 💬 ⋮

ΠΕ 6/7 : Λία, Κατερίνα Κ., Χρύσα
(6-7): (δεν καταφέραμε να προχωρήσουμε παρακάτω, κάναμε επανάληψη, τα παιδιά ήταν υπερβολικά πολλά και ιδιαίτερα ατίθασα)
(8-9): γνωριμία, διερεύνηση επιπέδου, The Very Hungry Caterpillar (video, ερωτήσεις/απαντήσεις)
(10-11): introducing ourselves, role play, numbers, poster of the class
(12-13): introducing ourselves, numbers, sing a song, poster of the class
They learnt how to greet, write their name, age-numbers 10-20

TP 11/7 : Κατερίνα Κ- Κατερίνα Α., Χρύσα
(6-7): hello, I'm, g-h, επανάληψη, song (abc)
(8-9): personal pronouns, song (hello)
Τα παιδιά ήρθαν μπερδεμένα και στις 2 τάξεις. Δεν επεχείρησα να τα χωρίσω λόγω χρόνου. Στα υποτιθέμενα μικρά κάναμε ότι προαναφέρεται. Στη 2η ώρα με τα μεγάλα δουλέψαμε τις προσωπικές αντωνυμίες και ταυτόχρονα γραμματάκια με τα μικρότερα (δεν είχαν ξανάρθει οπότε τους δώσαμε πάλι το a - b). Προβλήματα ιδιαίτερα δεν υπήρξαν, τα πήγαμε καλά. Σε κάποια φάση είχαμε την Αμερικανίδα πρόξενο που είχε έρθει για ...
...εση.

☰

Φάκελοι

proj

Mec

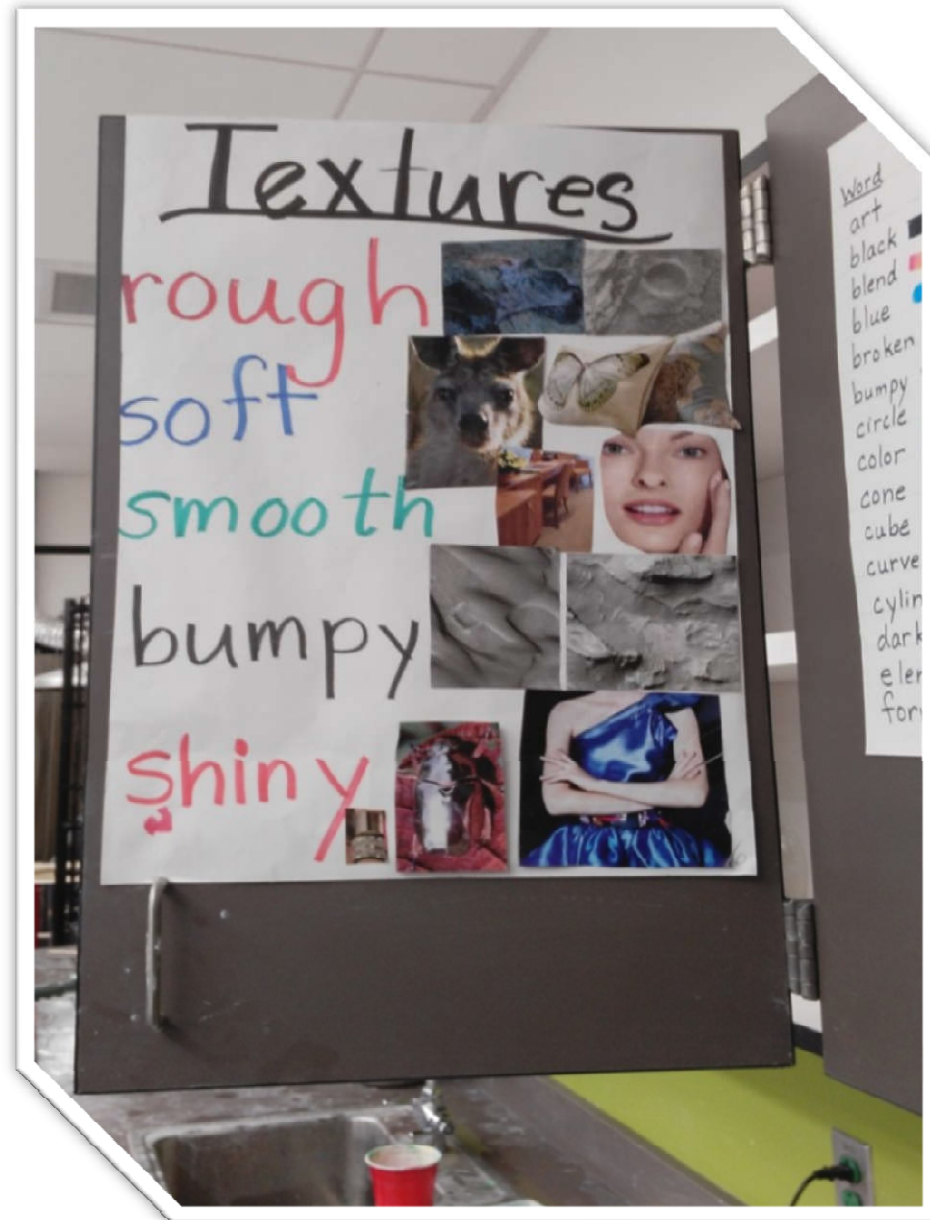
Mec

MD

✎



* Smartphones and Visual Cues



* Smartphones for accessing resources



* Smartphones for social inclusion



	Greek	English	Arabic	Farsi
		sky	السما	
		School	الدراسة	
		Mother	والد	
		Father	والد	
		Kids	اطفال	بچه ها

Είμαι ο Τόνι ο ταχυδρόμος και γράφωτα κειμενάκια
 Ο ήλιος τον έστειλε ένα γράμμα, όπως σου ξέρω να
 διαβάσω. Μπορείς να με βοηθήσεις;

Farsi

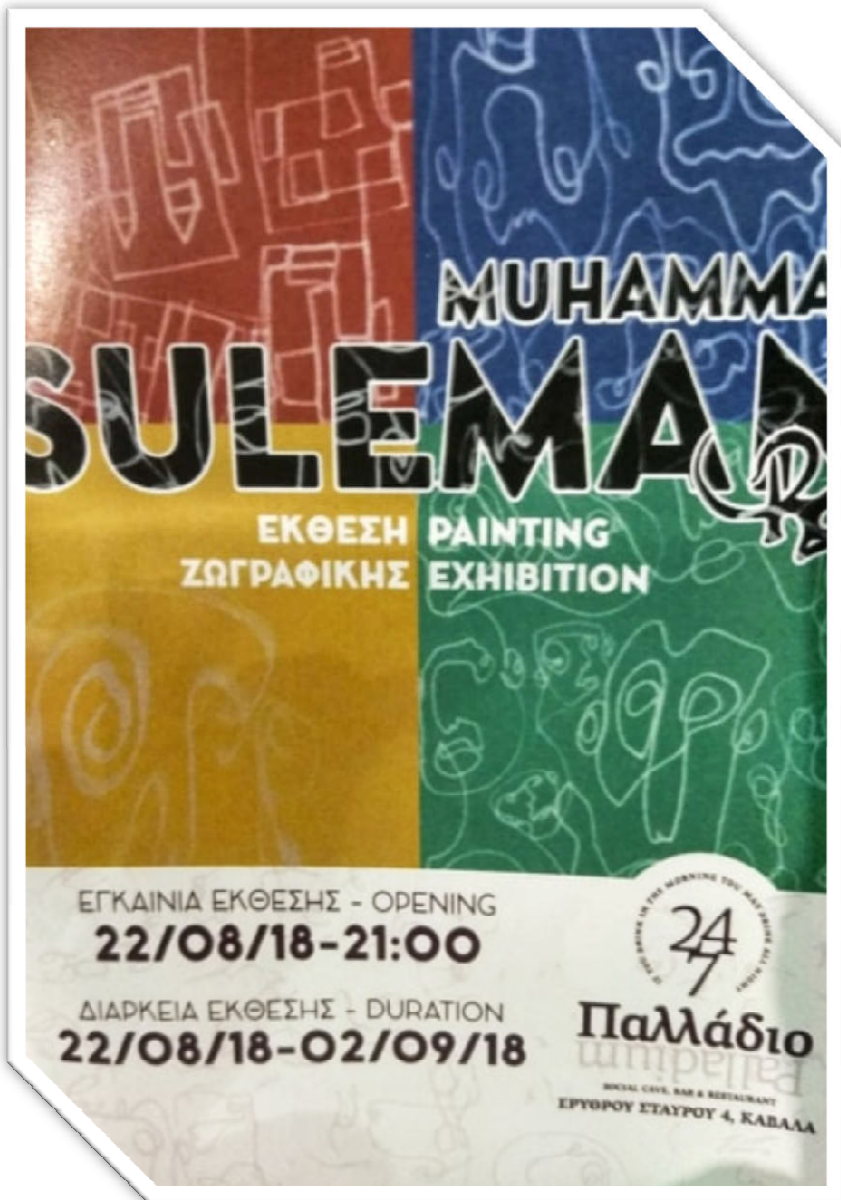
Καλημέρα
 Good morning
 Καλημέρα

Ο ήλιος
 Έχω εμένα ο
 και όταν βρισκόμασταν
 Τα παιδιά χαμογελάνε
 και τρέχουν να πιάσει στο
 έλεε ΚΑΝΗΜΕΡΑ 6η
 χύσει το μπροσάκι
 τους
 να χητάν

Refugee Students Volunteering in EDL Celebration



* Cultural Inclusion



ΜΟΥΧΑΜΜΑ
SULEMA

ΕΚΘΕΣΗ ΠΑΙΝΤΙΝΓ
ΖΩΓΡΑΦΙΚΗΣ EXHIBITION

ΕΓΚΑΙΝΙΑ ΕΚΘΕΣΗΣ - OPENING
22/08/18-21:00

ΔΙΑΡΚΕΙΑ ΕΚΘΕΣΗΣ - DURATION
22/08/18-02/09/18

24

Παλλάδιο
Palladium
SOCIAL CLUB, BAR & RESTAURANT
ΕΡΥΘΡΟΥ ΣΤΑΥΡΟΥ 4, ΚΑΒΑΛΑ



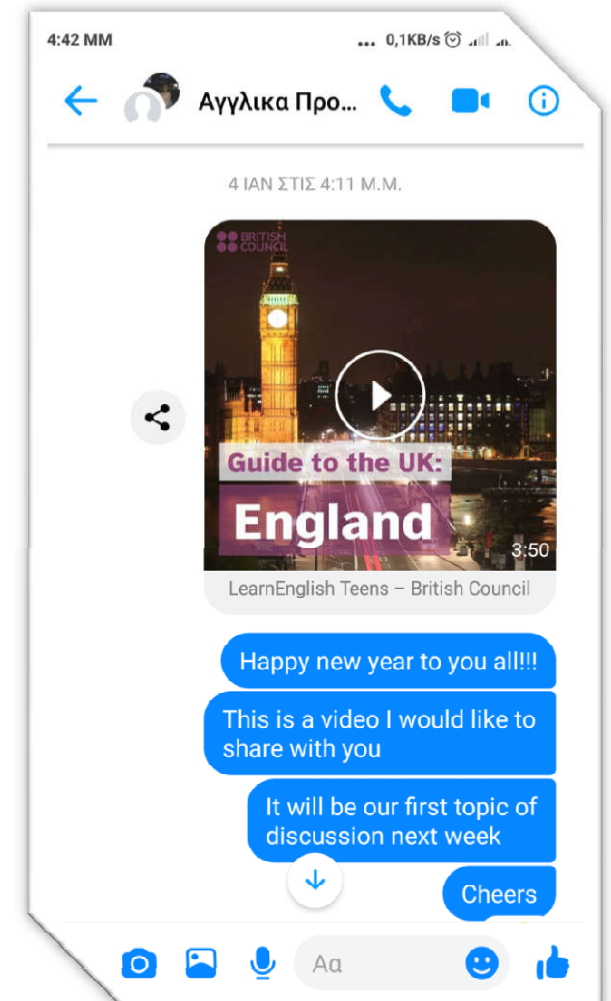
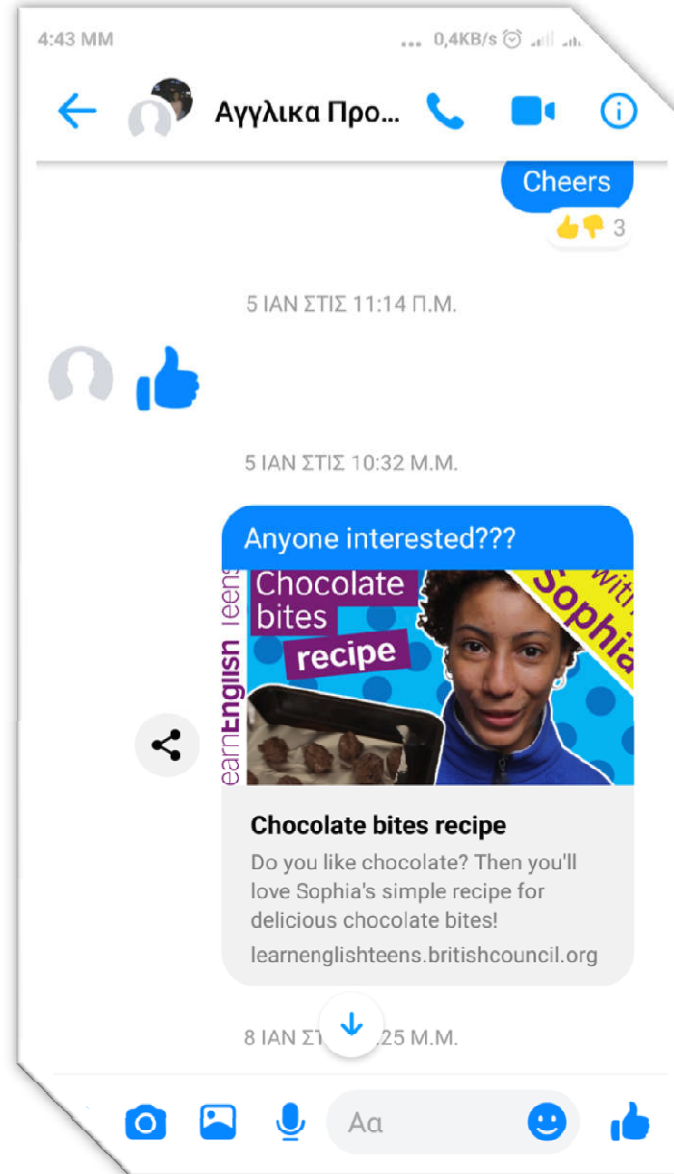
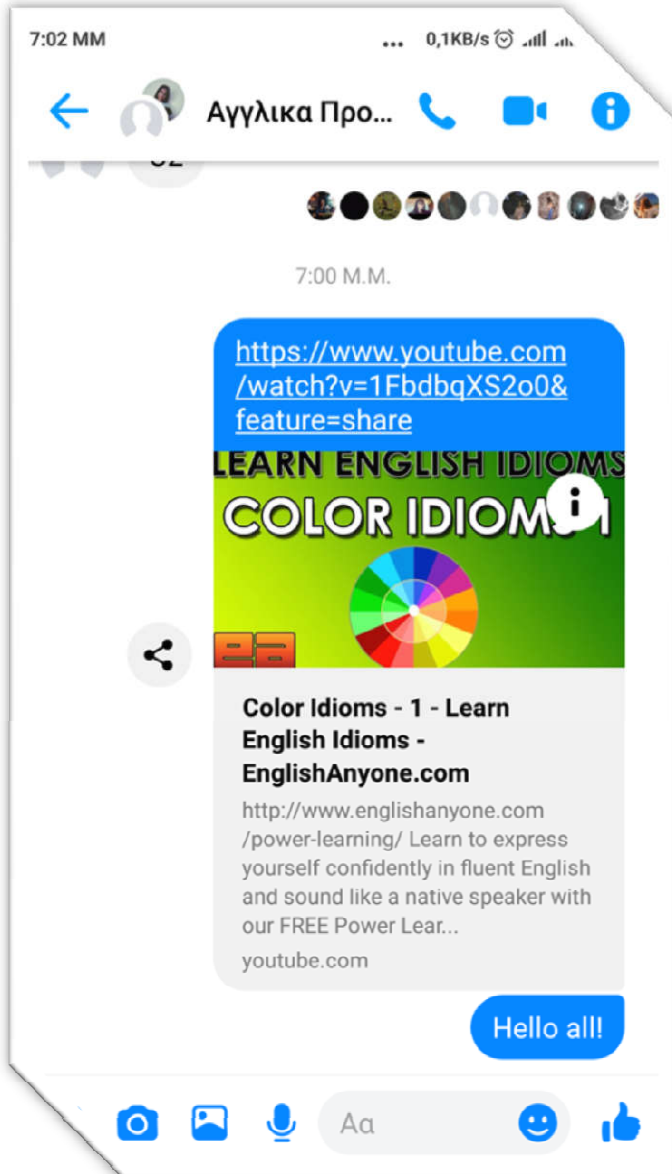


Educational Inclusion





Lifelong Learning





Beyond Project Implementation Conclusions

- Educational inclusion
- Social inclusion
- Cultural inclusion
- Teacher training & dissemination
- Lifelong learning



Contact Information: clazou1@athabasca.edu



REFERENCES

1. CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author
2. Celebration of the European Day of Languages. (2017). Retrieved from <https://greece.iom.int/el/celebration-european-day-languages>
3. Coleman, M. (2012). Leadership and Diversity. *Educational Management, Administration & Leadership*, 40(5), 592-609.
4. Doveston, M., & Keenaghan, M. (2006). Growing Talent for Inclusion: using an appreciative inquiry approach into investigating classroom dynamics. *Journal Of Research In Special Educational Needs*, 6(3), 153-165. doi: 10.1111/j.1471-3802.2006.00073.x
5. Fisher, L.B., Shumaker, J.B., Deshler, D.D. (1995) Searching for validated inclusive practices: A review of literature. *Focus on exceptional children*, 28(4), 1-20
6. Goleman, D. (1995). *Emotional intelligence*. New York, NY, England: Bantam Books, Inc.
7. IABL. (n.d.). *About IABL*. Retrieved 23 January 2018, from <http://iabl.teiemt.gr/aboutus>
8. Koroleva, D. (2015). Always Online: Mobile Technology and Social Media Usage by Modern Teenagers at Home and at School. DOI:10.17323/1814-9545-2016-1-205-224
9. Lazou, C. (2015). Does a teacher possess the power to make a child's life miserable or joyous?. In E. Gkantidou, *ELT Teachers' Personal Philosophy Statements on Classroom Discipline* (pp. 58-66). Kavala: Directorate of Secondary Education of Regional Unity of Kavala Office of Secondary Education School Advisor. Retrieved from http://uploads.worldlibrary.net/uploads/pdf/20150427085032elt_teachers__personal_philosophy_statements_on_classroom_discipline.pdf

REFERENCES

10. Lazou, C. (2017). Multicultural classroom: From the English Language Teacher's perspective - Tutorial tips. In Two-day Event Multiculturalism in Education with Emphasis on the Education of Refugee Children, 20-21 October 2017. Kavala.
11. Lumby, J. (2013). *Leading for equality in a changing Europe*, EPNoS
12. Mayer, R. H. (1999). Designing instruction for constructivist learning. In C. M. Reigeluth, (Ed), *Instructional-design theories and models: A new paradigm of instructional theory*, Volume II. pp.141-160. Mahwah, NJ: Lawrence Erlbaum Associates
13. National Center on Educational Restructuring and Inclusion. (1995). *National study on inclusive education*. New York: City University of New York.
14. New American Pathways. *Refugee Resettlement & After School Orientation*. Presentation, Atlanta.
15. Palalas, A. (2013). M-Learning Pedagogy. [Powerpoint slides]. Retrieved from: <https://www.youtube.com/watch?v=ZMQ5nFV5ecA>
16. Palalas, A. (2013). The Mobile Learning Ecosystem. [Powerpoint slides]. Retrieved from <https://www.youtube.com/watch?v=KnOecJu4BjQ&feature=youtu.be>
17. Palalas, A., & Ally, M. (Eds.) (2016). *The International Handbook of Mobile-Assisted Language Learning* Beijing, China: China Central Radio & TV University Press.
18. Ryan, J. (2006). *Inclusive Leadership*. San Francisco, CA: Jossey-Bass.
19. Schunk, D.H. (2012). *Learning theories: an educational perspective*. Pearson Education Inc., Boston, M.A.
20. Scientific Committee in Support of Refugee Children. (2017). *Refugee Education Project*. Athens: Ministry of Education Research & Religious Affairs.
21. Villa, R.A. & Thousand, J.S. (2003). Making inclusive education work. *Educational Leadership*, 61(2), 19-23.

ACKNOWLEDGEMENTS

We would like to express our very great appreciation to:

- Dr Susan Bainbridge, Professor at Athabasca University
- Dr Agnieska Palalas, Professor at Athabasca University
- U.S. Embassy, Athens-Bureau of Educational and Cultural Affairs
- Ms Markella Karagiorga, English Language Program Specialist
- Dr Evangelia Gkantidou, ESL school advisor
- Dr Georgios Mavrommatis, Professor in Democritus University of Thrace
- The members of the Association of State School Teachers of English in Kavala
- IOM Greece
- Directorate of Primary and Secondary Education of Kavala
- Amygdaleonas High School, Kavala