

## EDUCATION IN EMERGENCIES

# THE EFFECT OF COLLABORATIVE TEACHING ON TEACHER DIGITAL SKILLS DEVELOPMENT

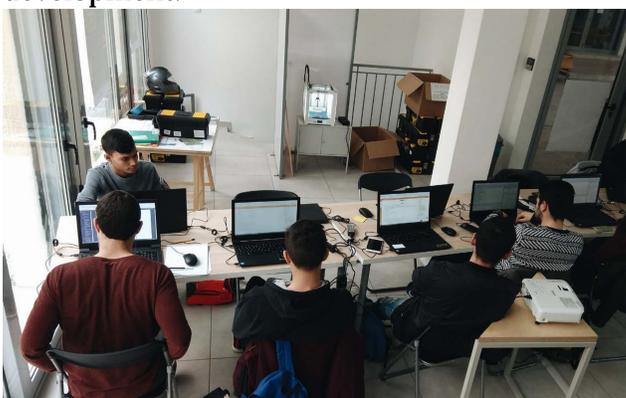
LAURI PYNNÖNEN  
PHD CANDIDATE

[lauri.pynnonen@helsinki.fi](mailto:lauri.pynnonen@helsinki.fi)

+358 40 7277 343

## COLLABORATIVE TEACHING

This research aims to study the effect of collaborative teaching (co-teaching) on the professional development of teachers' information and communication technologies (ICT) skills in the context of education in emergencies. The proposed co-teaching method is based on a "one teach – one support" -model, where the teaching pair consists of a specialized ICT teacher and a more novice subject teacher. The teachers plan, organize, instruct and make assessments on the same group of students sharing the same classroom with equal responsibility. The teachers alternate between the leading and supporting roles. In addition to being able to offer the students more personal instruction, according to recent studies collaborative teaching offers an excellent peer learning environment for teacher professional development.

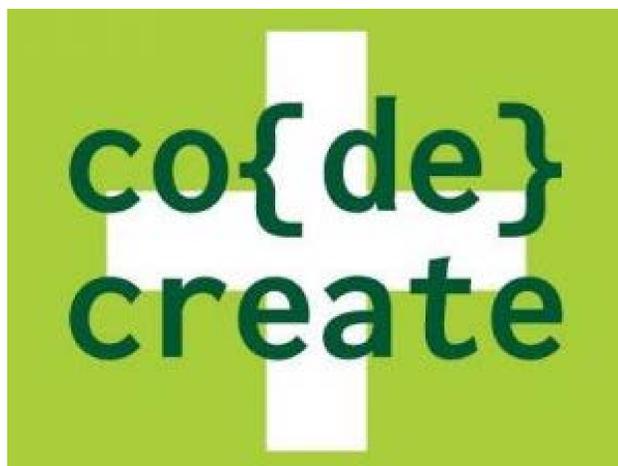


An ICT class offered to mixed groups in Athens, Greece

## RESOURCES EXIST IN EMERGENCIES

In emergency situations education provides physical, psychosocial, and cognitive protection that can sustain and save lives. In such situations traditional teaching resources available for young students can be extremely limited. However, alternative educational resources can be made available through information and communication technologies.

When teaching and learning are jeopardized or interrupted, ICTs present unique opportunities for accessing learning materials, for administrative support and for creating social networks that can foster pathways to higher education and employment.



The studies focus on the implementations of the Code+Create program

## TEACHERS' LIMITED ICT SKILLS

Crucial actors often lack the technical capacity for enabling these potentially useful resources. Most of the young students have had very limited exposure to ICTs, and many novice teachers working in emergency situations are equally new to the possibilities of digital learning. These teachers hold the key to unlocking enhanced learning experiences through technology.

During crisis, understanding and supporting local responses and building on the capacity of local actors are absolute priorities. In these situations the strong sense of solidarity supports beneficial collaboration. Harnessing the sense of unity can bring insights to the way online-, or e-learning, should be implemented and how teachers could better be trained in using e-learning environments. This, in turn, can increase the sustainability of education projects in emergency settings. In wider contexts it could increase the resilience of the education sector in general.



Students testing their Edison-robots

## CONTEXT OF APPLICATION

This research is implemented through three studies. The first focuses on a comprehensive literature review regarding education in emergencies and collaborative teaching. The study also examines the teacher experiences of the project "Code+Create" in the light of the literature review. Code+Create offers free courses to mixed classes of refugees and Greek youth and implements basic co-teaching elements. The project started in mid 2016 and has received overwhelmingly positive feedback from the students.

The second and third studies focus on a future reiteration of the program in Zaatari camp in Jordan, where the proposed co-teaching model will be fully implemented. The second study concentrates more on the planning and implementation of the collaborative teaching program, whereas the third study observes the teacher experiences of the effect of collaborative teaching to their ICT skills development.



In Code+Create, ICTs are approached through motivating tasks like robotics and 3D-printing

## METHODOLOGY

Through reviewing existing literature, conducting open and semi-structured interviews with key actors and participating in conferences, three multidisciplinary studies will be implemented in the context of application. Rather than becoming a comprehensive list of activities related to collaborative teaching, the studies will form an initial mapping of what will be identified as the most relevant methods for teacher peer learning in collaborative teaching environments by describing the personal experiences of the teachers working in emergency situations. The research is expected to finish before the end of 2021.