Water, Food, Shelter and a Mobile Phone *Mobile Learning Despite Crises Syrian Refugees' Case Study*

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Mobile Learning Despite Crises
Syrian Refugees' Case Study

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Context

This panel describes the refugees' crisis and its impact on school age children. The focus is on the Syrian children refugees in Mount Lebanon, an area that is usually forgotten.

The United Nations offers schooling to primary school children in this remote region, but lack of resources in Mount Lebanon schools is evident, access to technologies and applications integration is very limited, and teachers' frustration is obvious.

There are a quarter of a million Syrian refugees in the country who still do not have access to formal education in the Lebanese school system. The country is looking to integrate and develop better educational opportunities to provide better access to education via technologies. Quality education is the key to achieve sustainable development in all aspects, especially if this continues in emergency and crises, this was the topic of discussion at the UNESCO headquarter in Paris during the Mobile Learning Week 2017, and the presented case study is to deal with the refugee crises and how to better provide teaching and learning opportunities via mobile.

Purpose/ Goals

The main purpose of this panel is to describe the current situation, with a focus on **teachers**, **students** and the **system.** These are considered the three pillar of education, and then draw a method/approach that uses mobile technologies and applications in particular native mobile applications to simplify access to learning content via a mobile device.

Then problems and limitations are identified, and solutions to these problems will be presented, with a main focus on how these applications can be integrated to teach students in-class (formal) and at home or play

(informal), a show case of two existing apps that are being used in schools will be presented (app4syria) project, and also a prototype of a sample mobile app that is currently being developed by a group of research students will be shown during the presentation.

the motivation behind this study is find out the followings:

1. To what extent do mobile phones via Native Apps have the potential for increasing literacy and numeracy amongst the refugees' children?

2. What are the implications/advantages/disadvantages of bridging formal and informal learning via native applications for the Syrian refugees?

3. Assessing and testing existing Native Apps that were designed and developed to cater for the refugees, and if they can bridge the gap between formal and informal education.

4.Can current teachers cater for this method of teaching and learning?

Approach & Anticipated Outcomes

Two applications are being designed and developed for refugees' education in a formal and informal environment, are now undergoing testing. New innovative methods and applications are currently being tested at schools with students and data is being collected and analysed. This is an ongoing study in an attempt to find easy ways to cater for the school age children refugees in some rural areas in mount Lebanon who have limited access to formal school setting and to proper systems and technologies.

Conclusions/Recommendations/Summary

The benefits of native mobile applications in catering for the Syrian refugees' educational needs along with case studies will be presented, and how the integration of native mobile applications can bridge the gap between formal and formal settings and how this method is capable of changing the three pillar of education: teachers students and the system. This is an ongoing research and this panel will be only an introduction to what has been done so far in order for us to get feedback and explain the situation from all different perspectives.

Introducing the Panelists:

Dr Ferial M. Khaddage PhD is an international scholar and experienced lecturer, author, researcher and presenter in the field of mobile technologies and applications in education. Currently a lecture in Computer Science at the University of Balamand in Lebanon, a researcher at Deakin University Australia and a visiting scholar at Casa Grande University in Ecuador. She holds a PhD in Computer Science, Master of Information Tech. in Ed., Honours degree in Computing and a Bachelor Degree of Multimedia Technology, all from Deakin University Melbourne Australia. She has presented here research globally), she is involved with the UNESCO Paris and get invited to present and participates in the Mobile Learning Week, & she has over 100 publications in the field of Information Technology and education.

Dr Helen Crompton PhD is a highly experienced presenter, author, and educator in the field of educational technology. Crompton draws from over 20 years in education, with 16 of those years as a full time classroom teacher in grades K-10 and as a technology coordinator. With a PhD in Educational Technology and Mathematics Education, she holds the position of Assistant Professor of Instructional Technology at Old Dominion University, VA. Crompton has presented at national and international conferences on the topic of educational technology and published articles, book chapters, and white papers in this field. During the past decade, Crompton has also worked with the International Society for Technology in Education (ISTE). As an ISTE faculty member and Instructional Consultant, she has designed the self-paced ISTE Mobile Learning Academy and was lead designer on the Verizon Mobile Learning Academy. She has also worked with district leaders, principals, technology coaches, teachers, and parents across the U.S., conducting presentations, workshops, and mentorship via face-to-face and virtual workshops.