Flexible learning communities: lessons from teaching refugee learners

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CASE STUDY: SKY SCHOOL

WHY?

23% of refugees
Have access to high school education

WHAT?

A GLOBAL HIGH SCHOOL FOR REFUGEES
Pilot course: Social Entrepreneurship
Challenges

Providing education that is:

- High quality
- Low-cost
- Engaging
- Flexible

Sound familiar?
Sky School’s Blended Learning Approach

Each Week
6 hours in-person
4 hours online
10 weeks

Locations
Kakuma Camp
Athens
Amman

1. ‘Digital campus’: Aula Education
2. Flipped classroom
3. Intentionality
   → High student engagement
1. ‘Digital campus’: Aula Education

**Key functionalities**

- **Class Feed**
  - discussion
  - reflection
  - peer feedback
  - facilitator feedback

- **Class Materials**
  - simple overview
  - accessible

- **Mobile compatibility**
  - learning ‘on the go’

“*I enjoyed the ways we interacted with one another on the Aula platform. I benefited a lot from my peers and facilitators.*” - Mofti, Sky School graduate in Kakuma Camp

**Finding:** With Aula, students were able to engage with the learning material and with each other, creating a strong sense of community and high engagement.
2. Flipped classroom

Online and independent study
→ Introduction to concepts
→ Completion of activities and sharing
→ Engaging with responses of others

In person study
→ Improving understanding through discussion
→ Practicing of concepts

Finding: Flipped classroom approach both maximised class time and facilitator resource and improved student learning and engagement
3. Intentionality

**Curriculum design**
→ Online and in-person exercises intentionally planned

**Cultural integration**
→ Setting of expectations - Aula as the virtual classroom
→ Integrating Aula into the classroom

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<tr>
<th>Question - 15 mins</th>
<th>Check Out</th>
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<td>All students and facilitators to stand in a circle, and everyone “checks out” of the week, by saying how they have felt about the week’s session, or perhaps what they have learnt.</td>
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<tr>
<th>SUNDAY 10TH DECEMBER</th>
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<tr>
<td>Learning Goals:</td>
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<td>- Practice presenting the project to others</td>
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<td>- Understand how failure can help creative processes</td>
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| ONLINE EXERCISES TO BE POSTED ON AULA BY POLLY AND MIA: |
| Activity 1 (Compulsory) - Preparing the project presentation |
| a. Continue to work with your group members to prepare a presentation of your project. This should include: |
| - Why you are doing it |
| - A story about how your project will have an impact on someone |
| - How it is going to work |
| - Who it will affect |
| - What difference will it make |
| - How is it different from other ideas |

**Finding:** Intentionally designing the course with Aula as a ‘virtual classroom’ ensured that the Aula platform was part of the Sky School culture was key to engagement.
Conclusions

Blended learning can:
→ Increase engagement
→ Optimise in-person time
→ Help create community

To do this:
→ Online platforms need to facilitate engagement
→ Flipped classroom approach can improve engagement
→ Intentionality in curriculum design and integration of technology as virtual classroom is essential

“The course taught me how to deliver what I want to change in society.”

SAMIRA, 17 - JORDAN
QUESTIONS?

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