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Complement to the Classroom (C2L): First language based e-materials platform for effective learning for multi-lingual young learners

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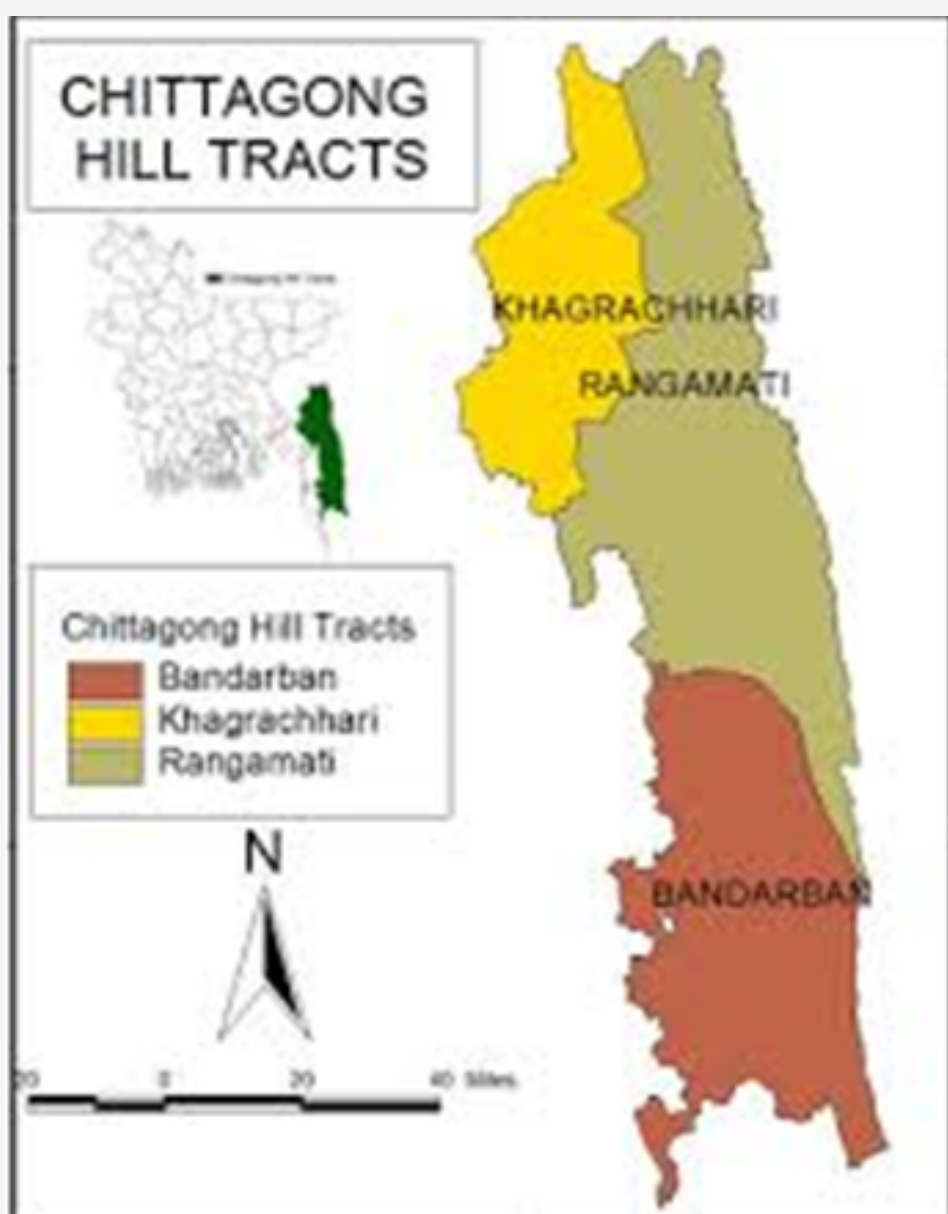
First language based e-materials platform for effective learning for multi-lingual young learners

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Abstract

This study will address the impactful and scalable solution to the challenges of multi-lingual communities facing access to education in Chittagong Hill Tracts (CHT), a southeastern region in Bangladesh. As a probable remedy for learning gap, this study will introduce a low-cost but accessible semi-online platform “Complement to Classroom (C2C)” to develop, upload, and utilize academic content in different mother languages to call for “no more language barrier” in education in CHT.

Background

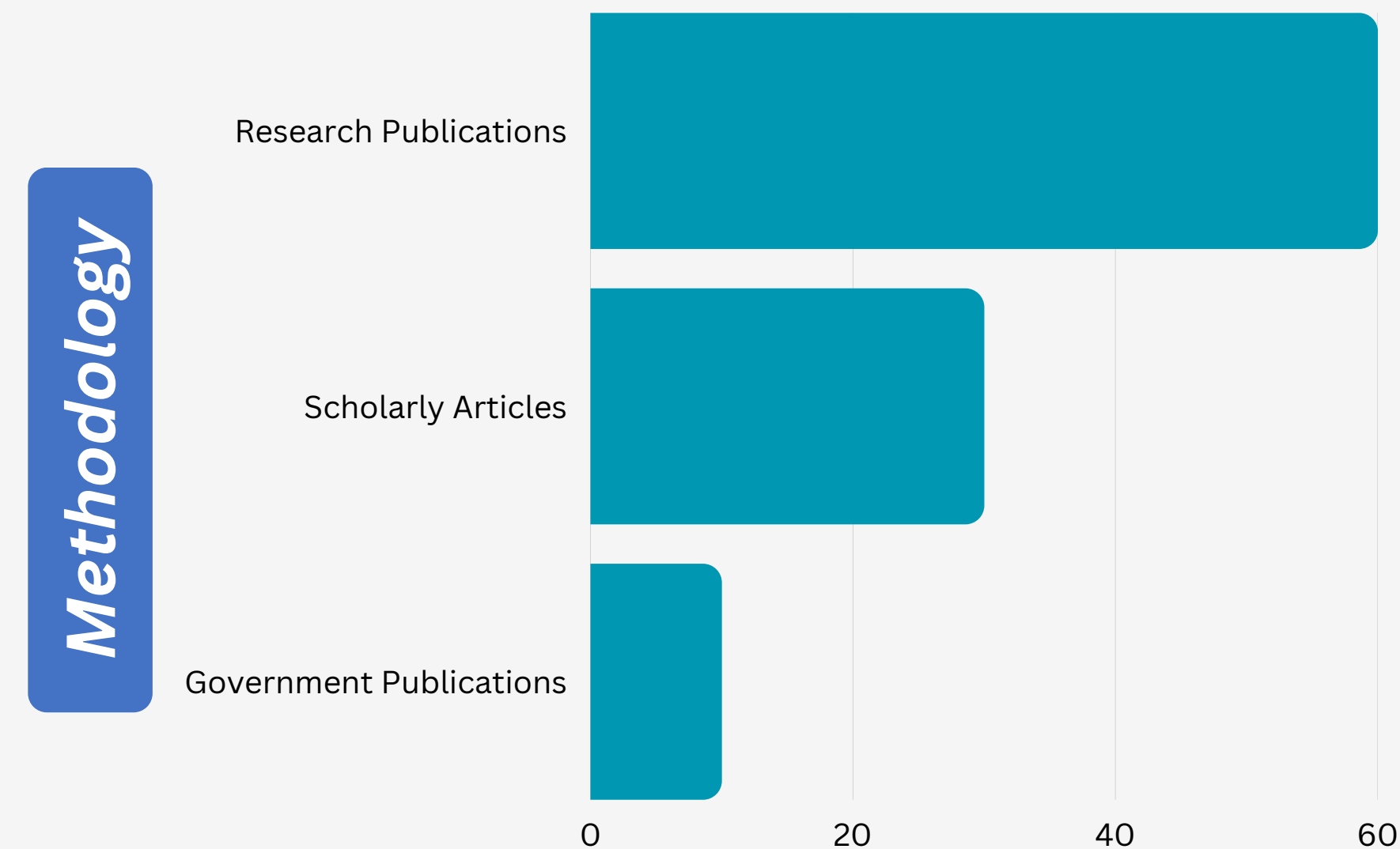


- Literacy rate: 37.28%
- Ethnic population: 49.94%

Challenges

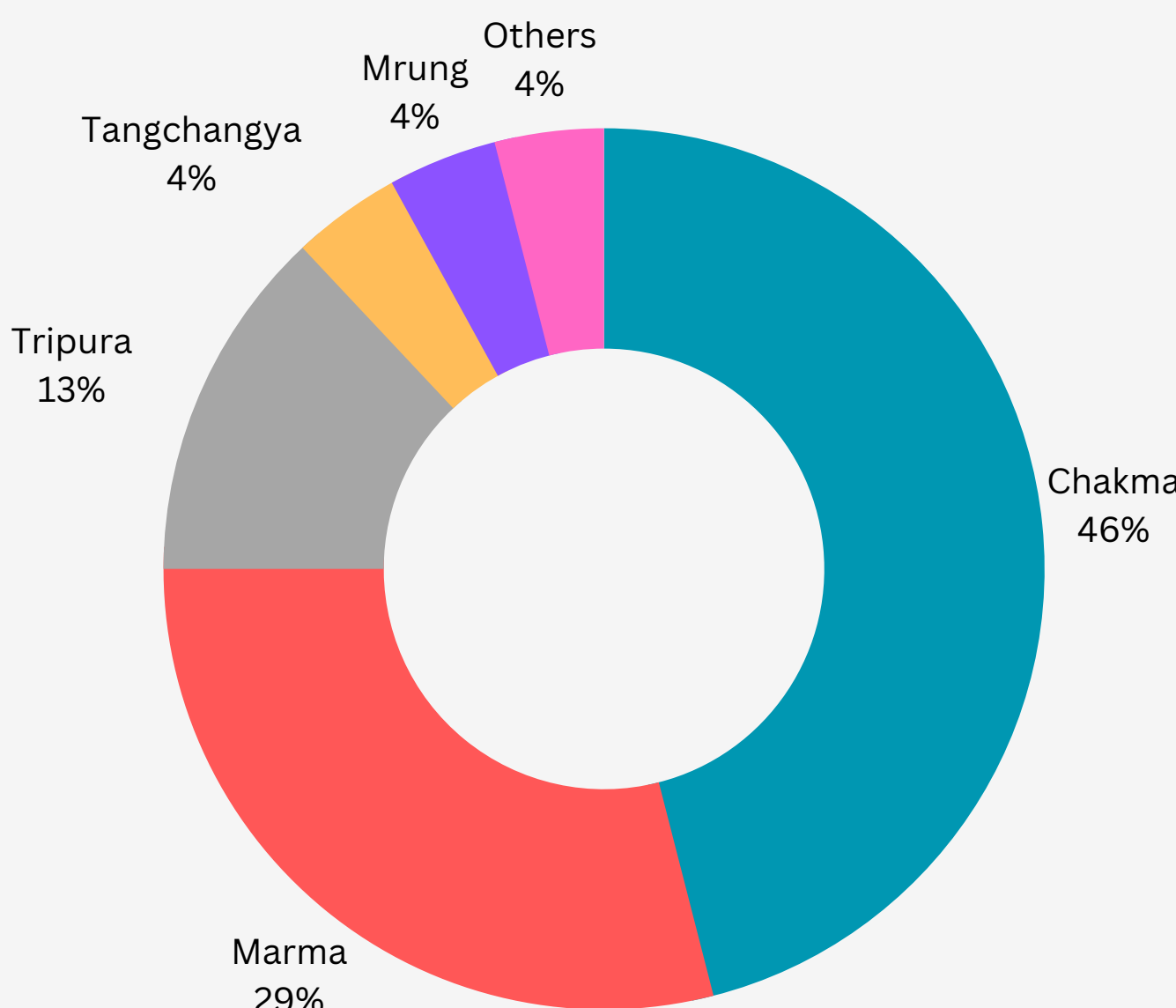
- Language barriers between teachers and school-aged children
- Geographic adversity
- Teachers’ absenteeism
- Teachers' ineffective assignment
- Inadequate teaching and learning resources
- Communication gap between teachers and parents

Source: PCJSS Half-Yearly Report on Human Rights Situation of CHT, January-June 2020



Scan me for References

Findings



Source: Research gate (Ronju Ahammad)



Modality

- Multimedia Based Classroom
- Tablet Based Classroom
- Tablet out of the classroom

(Bandarban Sandbox, EdTech Hub,2022)



Pedagogy

- Self-Learning Modality
- Teacher Guided Modality

(Cost-Effective Approaches to Improve Global Learning Levels,2020)

Recommendations(3Ps)

Platform

- Semi-Online Platform
- Complement to Classroom (C2C)
- Audio-Visual Content
- Electronic Version of Textbook
- Assessment and Feedback

Partnrship

- Government-NGO and Youth Organization
- Teachers' Professional Development (TPD)
- Capacity Development of Youth Groups
- Strengthen Community Engagement

Performance

- Data Management
- Short Message Service



Photo Credit: Joy Chakma



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Conclusion

To make quality education equitable, accessible, and affordable and reduce the learning gap, a community specific education intervention is likely to improve learning outcomes. By recognizing the needs of diverse ethnic and marginalized children in CHT, technology-oriented teaching and learning materials should be first-language- focused.