

ETMU Days 2023
University of Jyväskylä
November 29 – December 1, 2023

BOOK OF ABSTRACTS



JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

Presentation types: Presentation as part of a workshop (Integration through adult education - lived experiences and critical perspectives)

Technology-equipped teaching practices, problems, and possibilities in adult migrant basic education in Finland: Pre-pandemic and pandemic experiences and views of practitioners

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Keywords: adult basic education, literacy education and second language learning for adults (LESLLA), educational technology

In this presentation I report on pre-pandemic and pandemic experiences and practices of Finnish language and literacy teachers in adult migrant language and late literacy education in Finland (Malessa, 2023). The role of technology was the focus of my qualitative investigation of teachers' accounts of their lived explorations and expectations of technology-mediated second language and initial literacy learning and teaching practices, problems and possibilities. Based on survey and interview answers, device availability and access were seen as problematic, particularly during the pandemic emergency remote teaching period. Further limited digital skills and inadequate human support resources were described to impact technology-enhanced learning and teaching practices. Reflecting on pre-pandemic and pandemic lived realities, this study reflects on the pedagogical cost of the pandemic for adult migrant literacy education in Finland and invites for discussions on post-pandemic, accessible and inclusive learning and teaching practices in adult migrant basic education. "It would be ideal if they all started at the beginning of the literacy foundation stage to familiarize themselves with computers and routines like logging in and not forgetting the username and password every other day, but really being able to log in without the machine shutting down. If they practice slowly during the first year, this will become a normal procedure, after that it would be a totally different thing to start the literacy phase." (Outa)

Malessa, E. (2023). Technology-enhanced or technology-exhausted learning in adult migrant literacy education in Finland: Exploring teachers' experiences and views in pre-pandemic and pandemic times. *International Journal of Technology in Education and Science (IJTES)*, 7(2), 104–128. <https://doi.org/10.46328/ijtes.437>