

## RE.MA.C.'s Educational Material and Digital Tools: *Teachers' Take in Diverse Classrooms*

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# Structure

- Context
- The RE.MA.C. Project
- Theoretical Background
- Methodological Design
- Findings and Discussion



## Current situation

Increasing number of migrant students in mainstream classrooms as a strategy for cutting educational costs & to provide equitable access and opportunities.

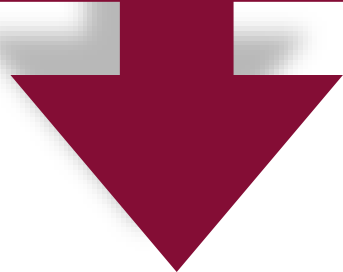
(Wang, Many & Krumenaker, 2008)

Migrant students face many educational challenges by attempting to catch up to a moving target (Cummins, 2011; Cummins, 2015; Cummins, Mirza & Stille, 2012) → Is the application of inclusionary strategies and differentiated instruction enough?

Despite the high density of bi-/multilingual student populations around the world (UNICEF, 2023), education standards have not declined in host communities.

However migrant students have consistently outperformed native-born students in most countries. (Mashhad, 2021; Schleicher, 2019)

It has also been observed that teachers' lack of teaching confidence in instructing migrant students, allows them to shift the responsibility to their SL colleagues making little or no effort in teaching these students. (Villegas, 2018; Hutchinson, 2012)



# What is our current situation?

## Potential

Mainstream teachers are a significant factor determining migrant students' academic success.

(Guler, 2018)



## Capabilities

Mainstream teachers have little knowledge of SLL and intercultural education.

(Pettit, 2011; Rodríguez-Izquierdo et al., 2020)



## Influencing factors

Mainstream teachers have difficulties dealing with students who speak languages other than the language(s) of instruction (Mitsiaki et al., 2021; Rodríguez-Izquierdo et al., 2020; Villegas, 2018; Pettit, 2011), mainly because most teacher preparation programs have yet to catch up with this mainstreaming trend (Villegas et al., 2018).

# What is RE.MA.C. (REinventing MAinstream Classrooms?)

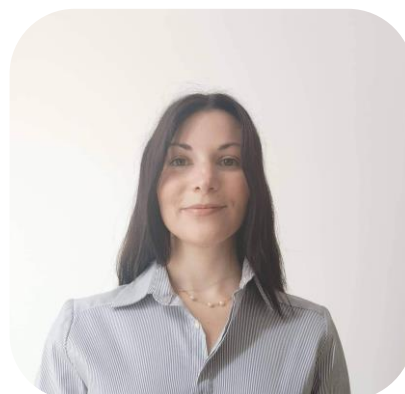
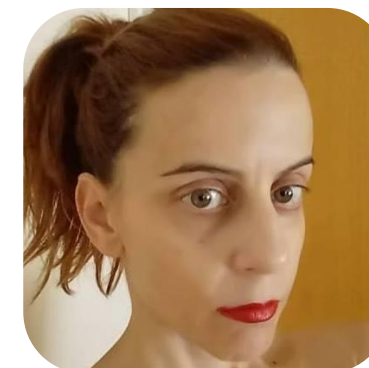
## Overview

RE.MA.C. brings together native language students, migrant students and mainstream (language) teachers to collaboratively engage in common intercultural, language learning and teaching tasks using new and emergent technologies and digital tools by applying a blended learning model. The main purpose of this objective is to create learning and teaching material on the basis of thematic topics found in textbooks of the corresponding countries to form a mainstream classroom that will provide fair learning opportunities to all students, and at the same time create a class and, eventually, a school, where students, and teachers are able to understand, respect and accept everyone, regardless of any form of diversity.

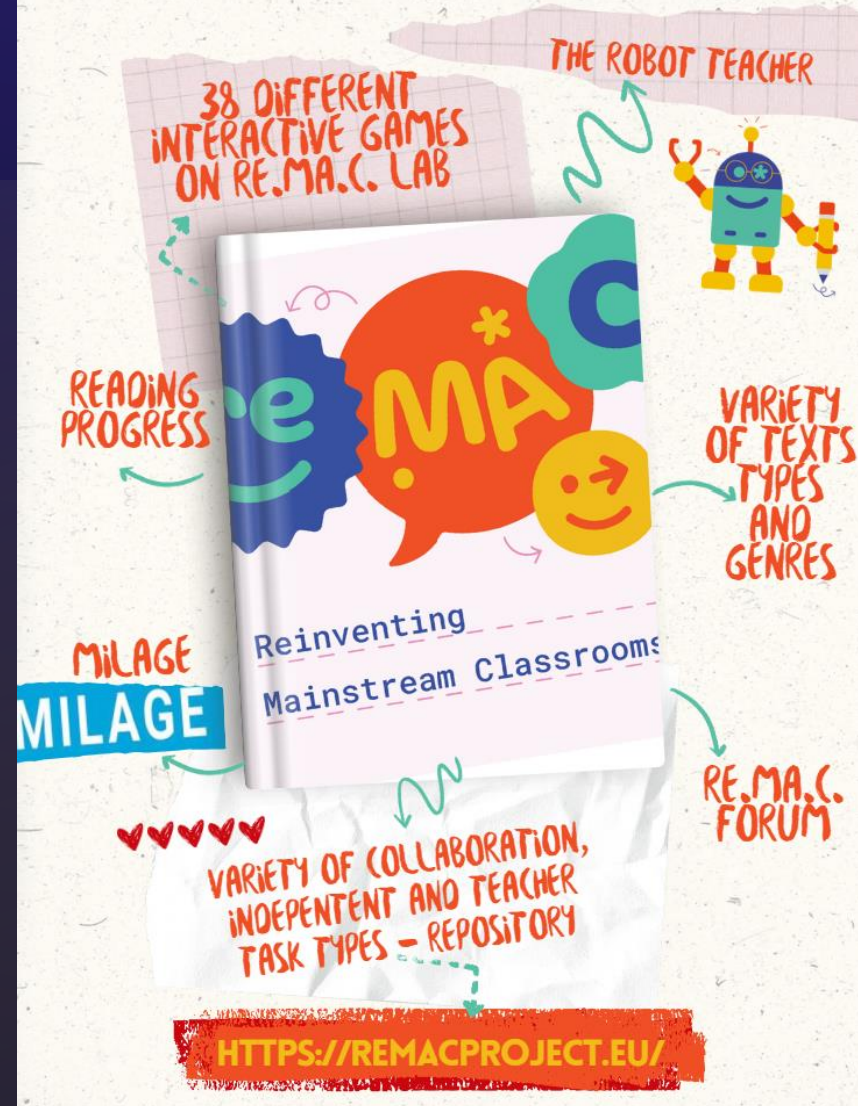




# Who is RE.MA.C.?



# RE.MA.C. 'S EDUCATIONAL MATERIAL & DIGITAL TOOLS



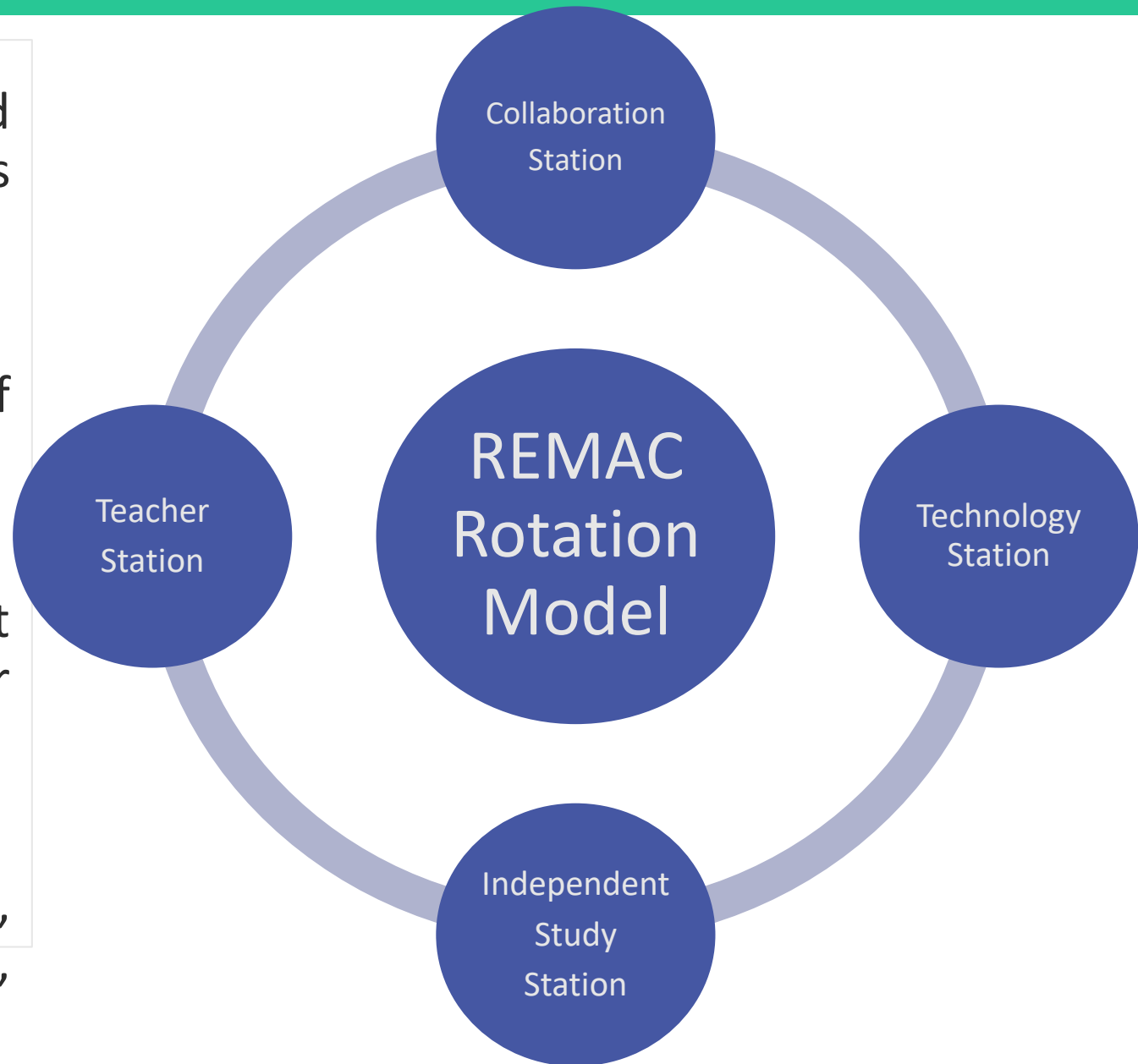
# Rotation Model for RE.MA.C.

**Collaboration Station:** Including board games, bingo cards, dominoes, quiz games with dice etc.

**Technology station:** The application of MILAGE Learn+, RE.MA.C. lab.

**Independent study:** Students have support using their personal lexicon and their vocabulary and grammar cards etc.

**Teacher station:** Form of a brainstorm, lecture, content explanation, directions, asking questions etc.






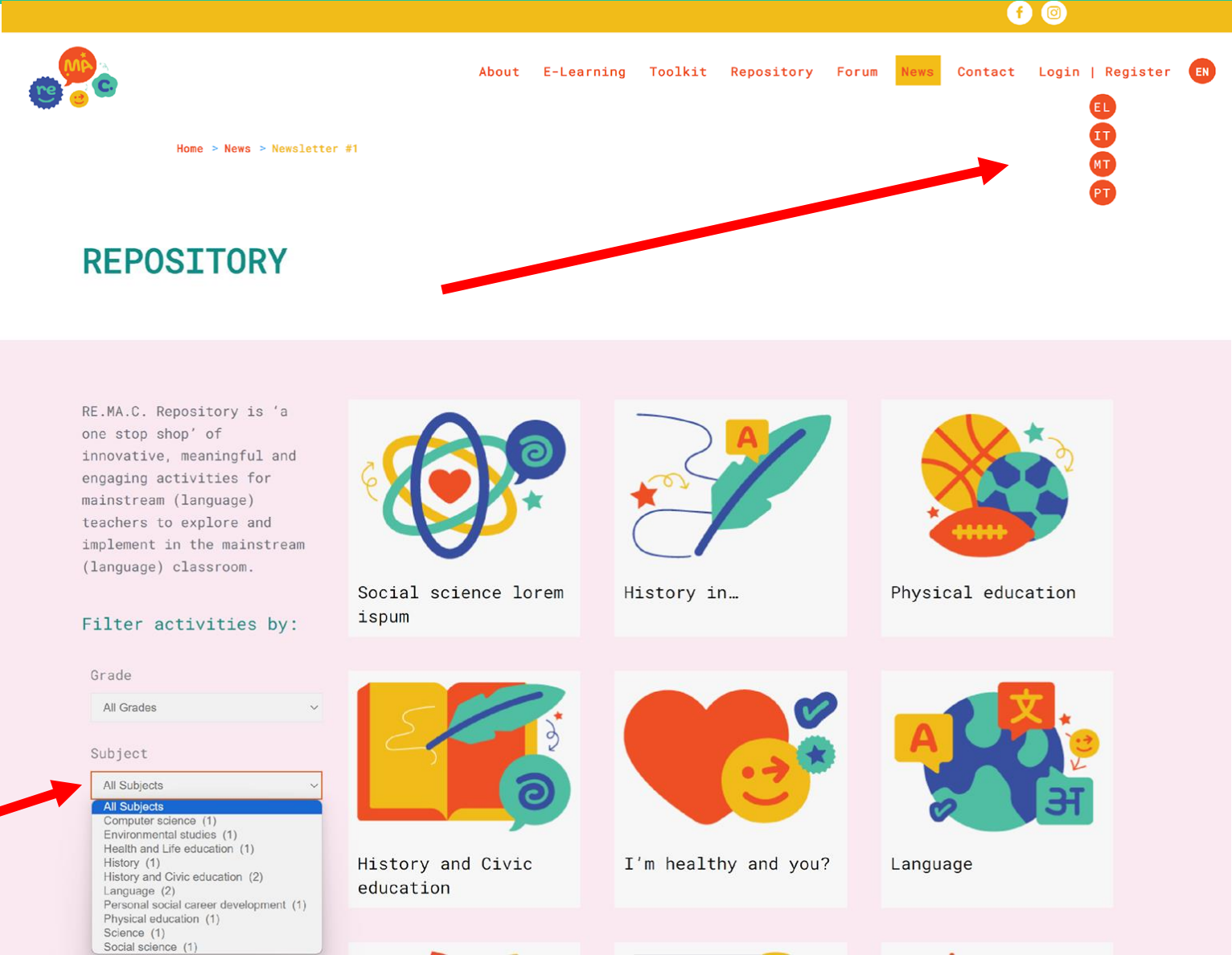
# REMAC's unit template

Time/ Order	Independent Station	Teacher station	Collaboration station	Technology station
10' 1 <sup>st</sup> task		NS, A1, A2		
2 <sup>nd</sup> task	NS		A2	A1
3 <sup>rd</sup> task		A1	NS	A2
4 <sup>th</sup> task		NS	A1, A2	
5 <sup>th</sup> task	A1, A2	NS		
6 <sup>th</sup> task		NS		A1, A2
7 <sup>th</sup> task		A1	NS	A2
8 <sup>th</sup> task		NS, A1, A2		
9 <sup>th</sup> task				NS, A1, A2
10 <sup>th</sup> task	NS, A1, A2			

# Task's descriptive table

XXX <sup>st</sup> task, XX'	
<div><div>Description</div><div></div></div>	XXXX
<div><div>Language skill</div></div>	XXX
<div><div>Competences for democratic culture</div></div>	XXX
<div><div>Type of learning Activity</div></div>	XXX
<div><div>Learning Outcome</div></div>	XXX
<div><div>Objective (Link to Curriculum and/or European frameworks)</div></div>	XXXX

# The Website



[Tasks](#)[Reading Progress](#)[Website](#)[AI](#)[English](#) ▼

W E L C O M E   T O   R E . M A . C   L A B

# Reinventing Mainstream Classrooms

The best toolkit for teachers and students around the world

[Explore Tasks](#)



# MILAGE Learn+ Platform

Google Play Games Apps Movies Kids



## MILAGE LEARN+ 2.0

Universidade do Algarve

2.2★  
66 reviews ⓘ

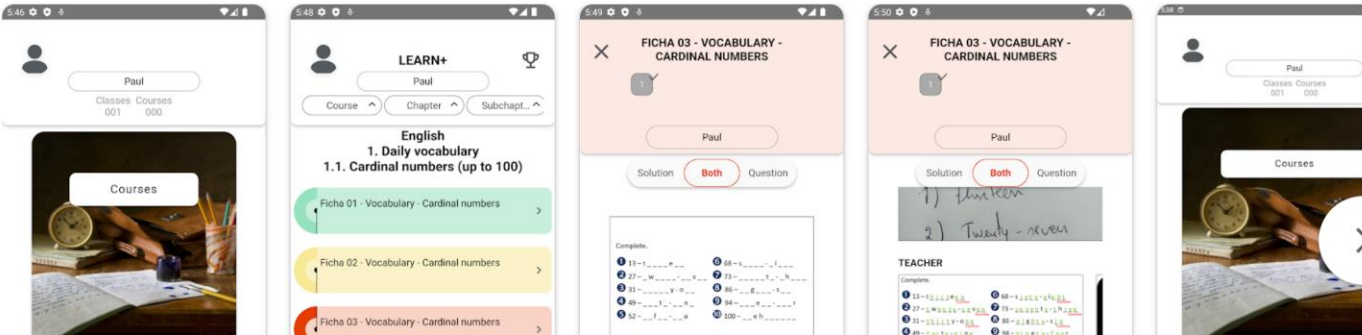
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This app is available for your device You can share this with your family. [Learn more about Family Library.](#)



App support ▾

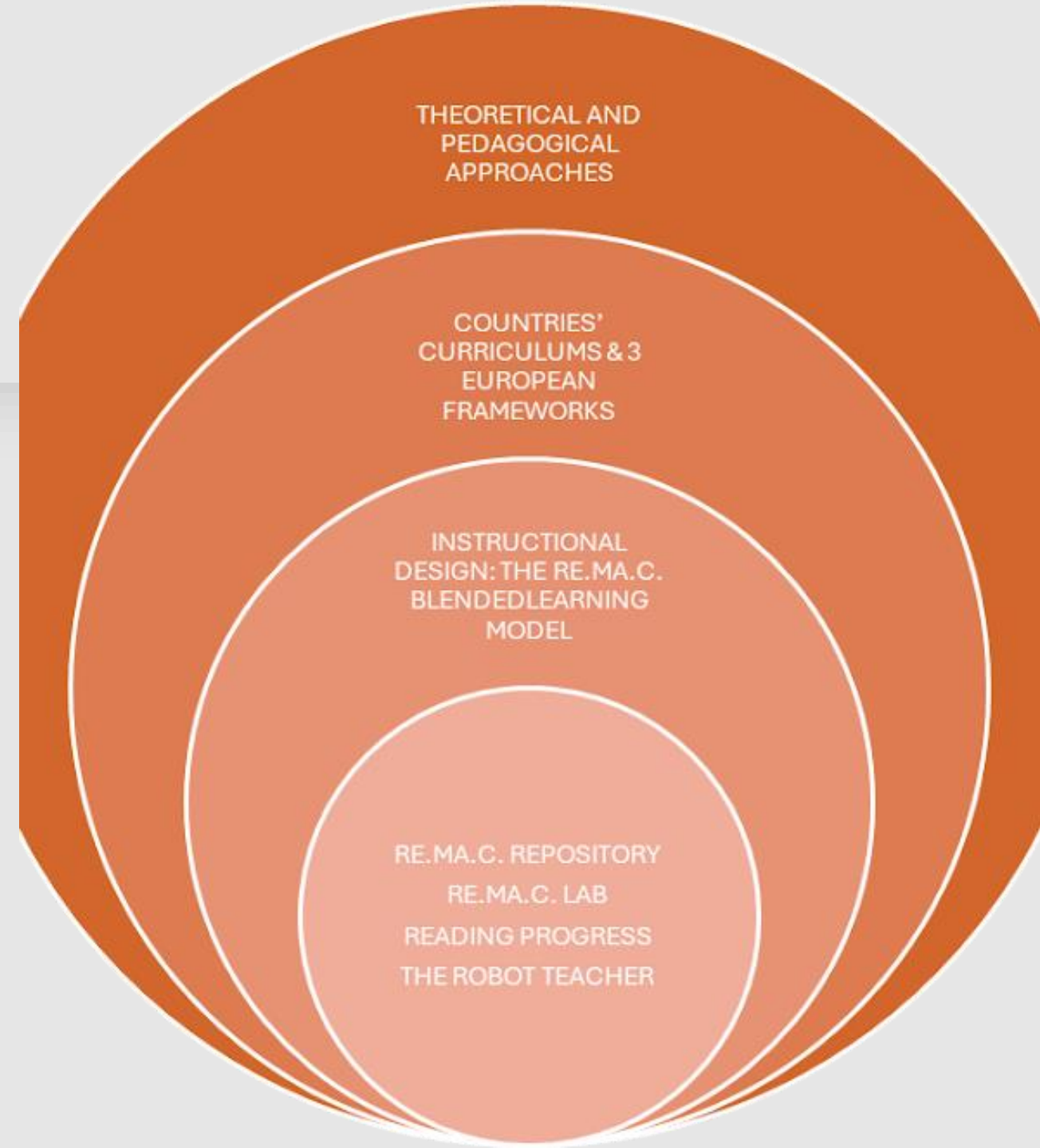
More apps to try →

Microsoft Outlook Lite: Email

Microsoft Corporation

4.6★

The theoretical framework and the pedagogical approaches that guided the development and conceptualization of RE.MA.C.'s educational material

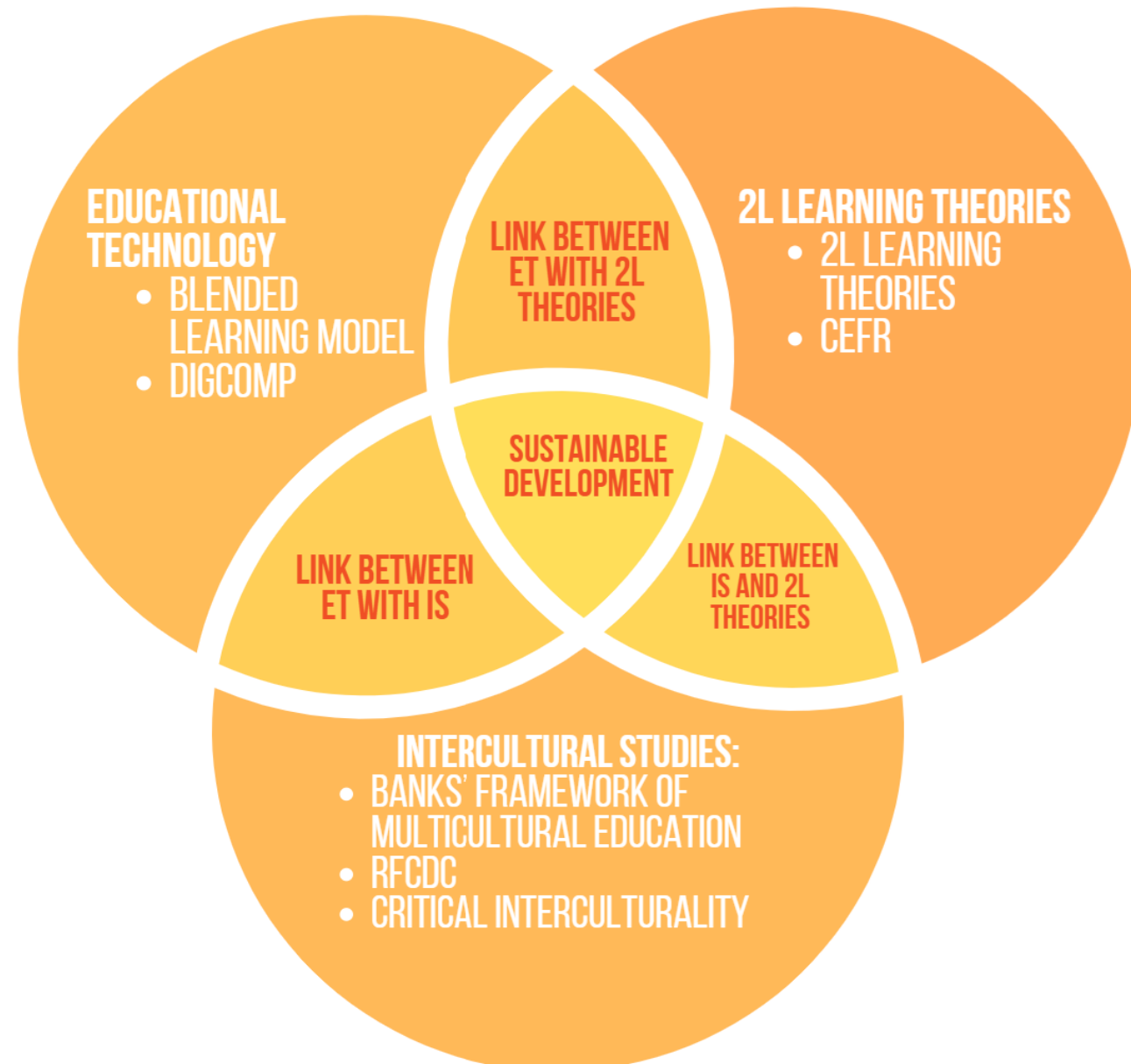


# Theoretical Framework & Pedagogical Approaches

**Context:** Education must address diversity and complexity (Faas et al., 2014).

**European Focus:** Social cohesion via migrant integration (Tarbutton, 2018)

**Technology:** Key to fostering inclusive classroom cultures (López-Rocha, 2021).



# Theoretical Framework & Pedagogical Approaches

## 1. Educational Technology

**Blended Learning:**  
Combines digital and face-to-face methods (Ou et al., 2023).

**DigComp Framework:**  
Linked to digital competence development.

## 2. Intercultural Studies

**From Multiculturality to Transculturality:** Beyond fixed cultural boundaries (Welsch, 1999; Zhang et al., 2022).

**Critical Intercultural Education:** Challenges power dynamics (Dervin, 2017; Granados-Beltrán, 2016).

**Banks & Banks' Framework:** Five dimensions for fostering intercultural competence (Banks & Banks, 2019).

## 3. Second Language Learning Theories

**CEFR Framework:** Guides language proficiency (Council of Europe, 2020).

**Critical Approach:** Merges language learning with cultural understanding (Liddicoat, 2019).

**Translanguage:** Beyond language-to-language relations → multimodality, multilingualism, and spatiality (Ou et al., 2023). **AND MORE!**



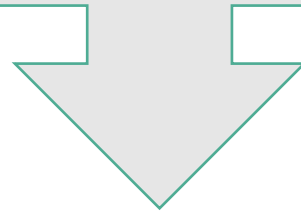
# Intersections: Sustainable Development Goals

## *Towards a Holistic Approach*

**Educational Technology & Intercultural Studies:** Digital tools enhance cultural exchange and learning (Baker, 2022; Wulf, 2010).

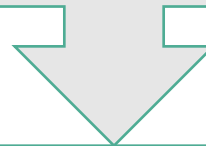
**Educational Technology & Language Learning:** Supports personalized learning in multilingual contexts (Ou et al., 2023).

**Language Learning & Intercultural Studies:** Transcultural communication bridges cultural and linguistic borders (García & Li, 2014; López-Rocha, 2021).



**Goal 4: Quality Education:** Inclusive, equitable education for all, promoting lifelong learning (UN, 2023).

**Goal 10: Reduce Inequalities:** Addressing educational inequalities through blended learning, transculturality, and critical pedagogy (Hua & Wei, 2020; Catarci, 2021).



**Holistic Approach:** RE.MA.C.'s framework integrates education technology, intercultural studies, and language learning to foster sustainable, inclusive development

# Research Questions

1. How does the application of the RE.MA.C.'s blended learning model affect the educational practice of teachers in multicultural settings?
2. What factors influence teachers' adaptation to intercultural and linguistic pedagogy through the RE.MA.C.'s blended learning model in mainstream classrooms?

# Methodology

## Participants:

- Nine teachers were involved in the study.

## Sampling Method:

- The snowballing technique was used.

## Data collection:

- Interviews were conducted either individually or in groups.

## Interview Process:

- Via Zoom using a protocol. Facilitated by two researchers. Recorded and transcribed. Interviews were conducted in Modern Greek and Greek Cypriot linguistic varieties.

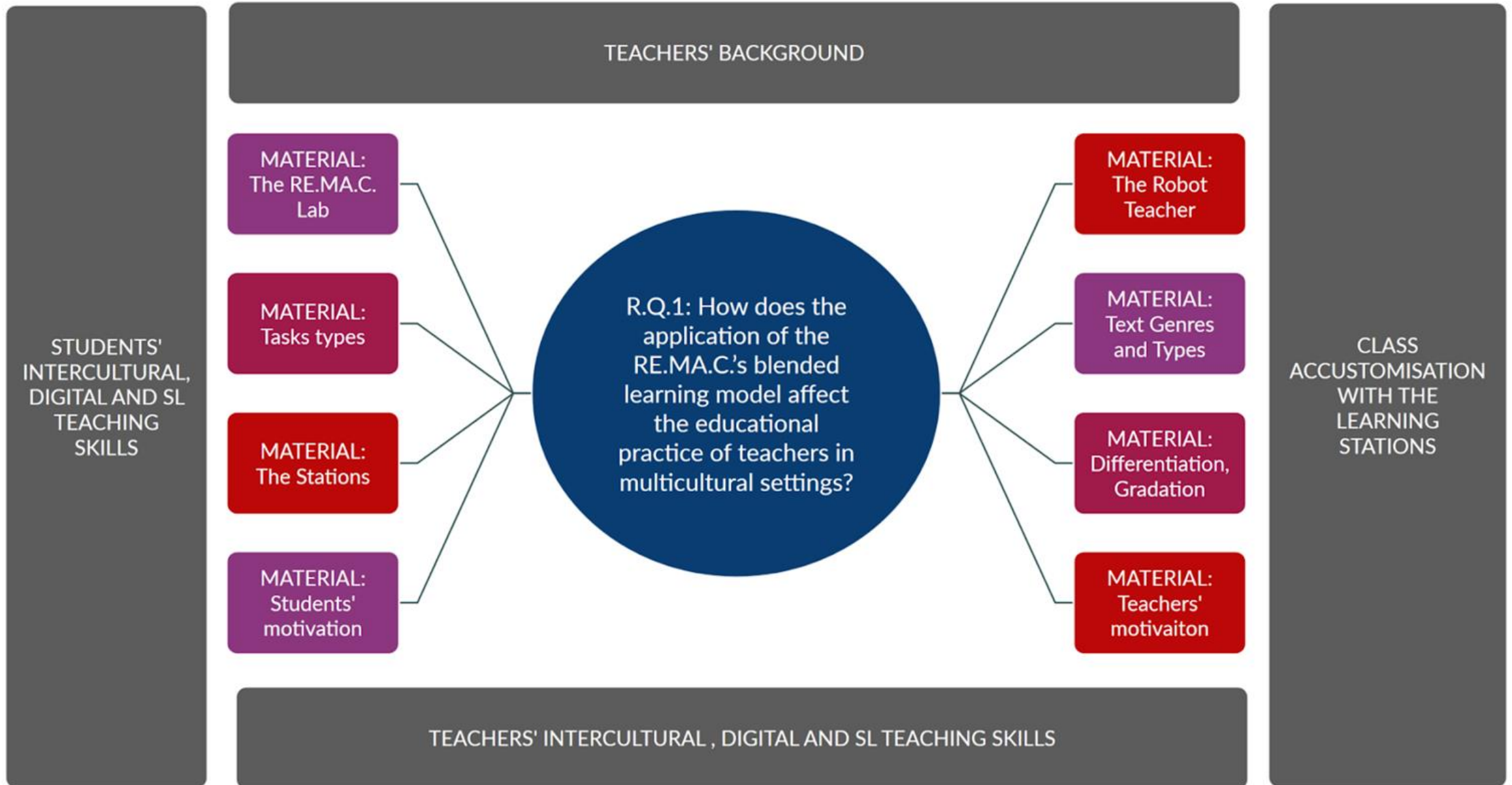
## Data Analysis-Software Used:

- NVivo for qualitative data analysis. Exploring relationships between codes. Creating Mind Maps for visualization.

## Thematic Analysis:

- Influenced by Braun and Clarke (2006).

# NVINO's Mind Map: codes and categories used for 1<sup>st</sup> R.Q.





# 1st research question: Impact of RE.MA.C.'s Blended Learning Model on Teachers in Multicultural Settings

## Innovation in Teaching Practices

- **Adoption of Modern Techniques:** Experienced teachers are shifting from traditional methods to innovative approaches such as RE.MA.C.'s model, which aligns better with students' realities.

*“Νιώθω ότι εμείς τους κρατάμε πίσω, με ένα πιο απαρχαιωμένο τρόπο διδασκαλίας. Οπότε αν εμένα το βασικό που μου κινείσαι και την περιέργεια και πάντα δουλεύω σε έτσι προγράμματα, είναι αυτό το καινοτόμο, το καινούργιο και το σύγχρονο, που είναι πιο κοντά στη πραγματικότητα των σημερινών των παιδιών.”*

**"I feel that we are holding them back with a more outdated way of teaching. So, for me, what mainly piques my curiosity, and I always work on such programs, is this innovative, new, and modern approach that is closer to the reality of today's children."**

- **Enhanced Engagement:** The use of digital tools and AI (e.g., Robot Teacher) promotes interactive, self-paced learning, especially for students with learning difficulties.



1) Ετοιμάζω μία ανάρτηση (post) για το βίντεο που παρακολούθησα στην προσωπική μου σελίδα στο Facebook, στην οποία γράφω στους φίλους και στις φίλες μου:

- Για ποιο λόγο αναρτώ το βίντεο.
- Εάν μου έκανε κάτι εντύπωση και γιατί.

Μπορώ να φτιάξω την ανάρτηση στη σελίδα εδώ  
<https://www.classtools.net/FB/home-page>

ή να τη γράψω παρακάτω:

Κωδικός  
F.SL.13.

Σταθμός  
Τεχνολογίας

<https://www.youtube.com/watch?v=tiaITTNy0wc>

Add to your post



Post

\*μπορώ να χρησιμοποιήσω Ελληνικά Κυπριακά, Αγγλικά,

Greekenglish ή/και hashtags



Κυπριακοί σπόροι στην στρατόσφαιρα από τους μαθητές του Pascal



AlphaNews Live  
113K subscribers

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5



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Βλέπω την εικόνα με γυαλιά VR.

*I look at the picture with VR goggles.*



Ετικετοποιημένο [1stgrade](#)



# 1st research question: Impact of RE.MA.C.'s Blended Learning Model on Teachers in Multicultural Settings

## Variety in Learning Activities

- **Diverse Educational Materials:** Teachers incorporated a mix of audio, visual, and interactive tasks to cater to various learning styles and maintain student interest.
- **Cultural Relevance:** Activities in the Greek Cypriot variety and multilingual texts (English, Russian) engaged students from different linguistic backgrounds.

## Enhanced, Multilingual, and Diverse Learning Materials

- **Improved Content Relevance:** RE.MA.C. materials were found superior to traditional textbooks, providing more relevant and engaging content that resonates with students' realities.



*"Έκανε μου και εμένα εντύπωση, γιατί έλεγε έμαθα να μιλώ Κυπριακά και του απάντησα αφού μιλάς Κυπριακά έτσι και αλλιώς."*

**"It impressed me as well because he said he learned to speak Cypriot, and I responded, 'Since you speak Cypriot anyway.'"**



# 1st research question: Impact of RE.MA.C.'s Blended Learning Model on Teachers in Multicultural Settings

## Flexible Classroom Setup

- **Adaptable Learning Stations:** Teachers restructured classrooms to support the blended learning model, facilitating effective use of space and resources.

## Collaboration Between Teachers

- **Collaborative Teaching:** Teachers found that working together improved classroom effectiveness, allowing for better student engagement.

*“Μπορέσαμε και φτιάξαμε την αίθουσα με τέτοιο τρόπο που βοήθησε τους σταθμούς. Λόγω των υποδομών του σχολείου, αυτό είναι εύκολο για εμάς”*

**"We were able to set up the classroom in such a way that it helped with the stations. Due to the school's infrastructure, this is easy for us."**



# 1st research question: Impact of RE.MA.C.'s Blended Learning Model on Teachers in Multicultural Settings

## Differentiation and Gradation

- **Tailored Learning:** Differentiated activities and gradual task progression helped address the needs of diverse student levels, ensuring equitable learning opportunities.

*Μια ανησυχία που έχουν γενικά και μια παρανόηση μάλλον, πολλοί γονείς μπορεί να εφησυχάσουν γιατί έχουν την έγνοια ότι μένουν τα δικά μας μωρά πίσω, γιατί με αυτό το τρόπο μπορεί να δουν ότι είναι διαφοροποιημένο και κάνουν εκείνο που πραγματικά είναι, δεν έχουν έγνοια ότι, θα σου πει ο δικός μου πάει σε αυτό το σχολείο και έχει πολλά ξένα μωρά και θα μείνει πίσω.*

**"A concern that many parents generally have, and perhaps a misunderstanding, is that many might become complacent because they worry that our children are being left behind. They might think this way because they see that it is differentiated, and they do what it truly is. They don't worry that someone will say, 'my child goes to this school with many foreign children, and they will fall behind.'"**

# 1st research question: Impact of RE.MA.C.'s Blended Learning Model on Teachers in Multicultural Settings

## Students' Motivation and Enthusiasm

- **Increased Student Engagement:** Teachers reported higher motivation and enthusiasm among students due to the use of technology and interactive learning methods.

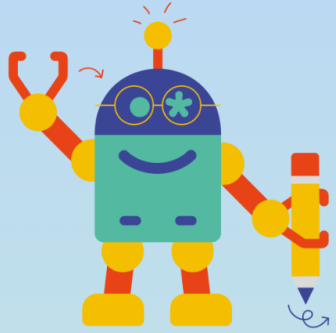
## Teachers' Motivation and Enthusiasm

- **Positive Reception:** Teachers expressed satisfaction with the innovative teaching methods, recognizing the need to adapt to the changing educational landscape.

*... γιατί του Χ μαθητή του έγραψε σε κάποια στιγμή «Εξαιρετική ιστορία». Μόνο και μόνο εκείνη η ανατροφοδότηση που είχε πίσω ο μαθητής, του άρεσε το ότι μιλούσε με αυτό το εργαλείο και του έλεγε για την ιστορία του ότι του άρεσε.*

**“...Because at some point, it wrote to student X, 'Excellent story.' Just that feedback the student received made him happy, as he liked the fact that this tool was talking to him and telling him that it liked his story.”**

# The Roboteacher



Hi Robot teacher, what can you do?



Hello! As a Roboteacher AI assistant, I can help you with a variety of educational tasks such as providing information, answering questions, explaining concepts, assisting with homework or assignments, and offering guidance on learning strategies. I can also provide feedback on writing, correct spelling and grammar mistakes, and suggest ways to improve your academic performance. Feel free to ask me any questions related to education, and I'll do my best to assist you!

Type message..



[Tasks](#)

[Reading Progress](#)

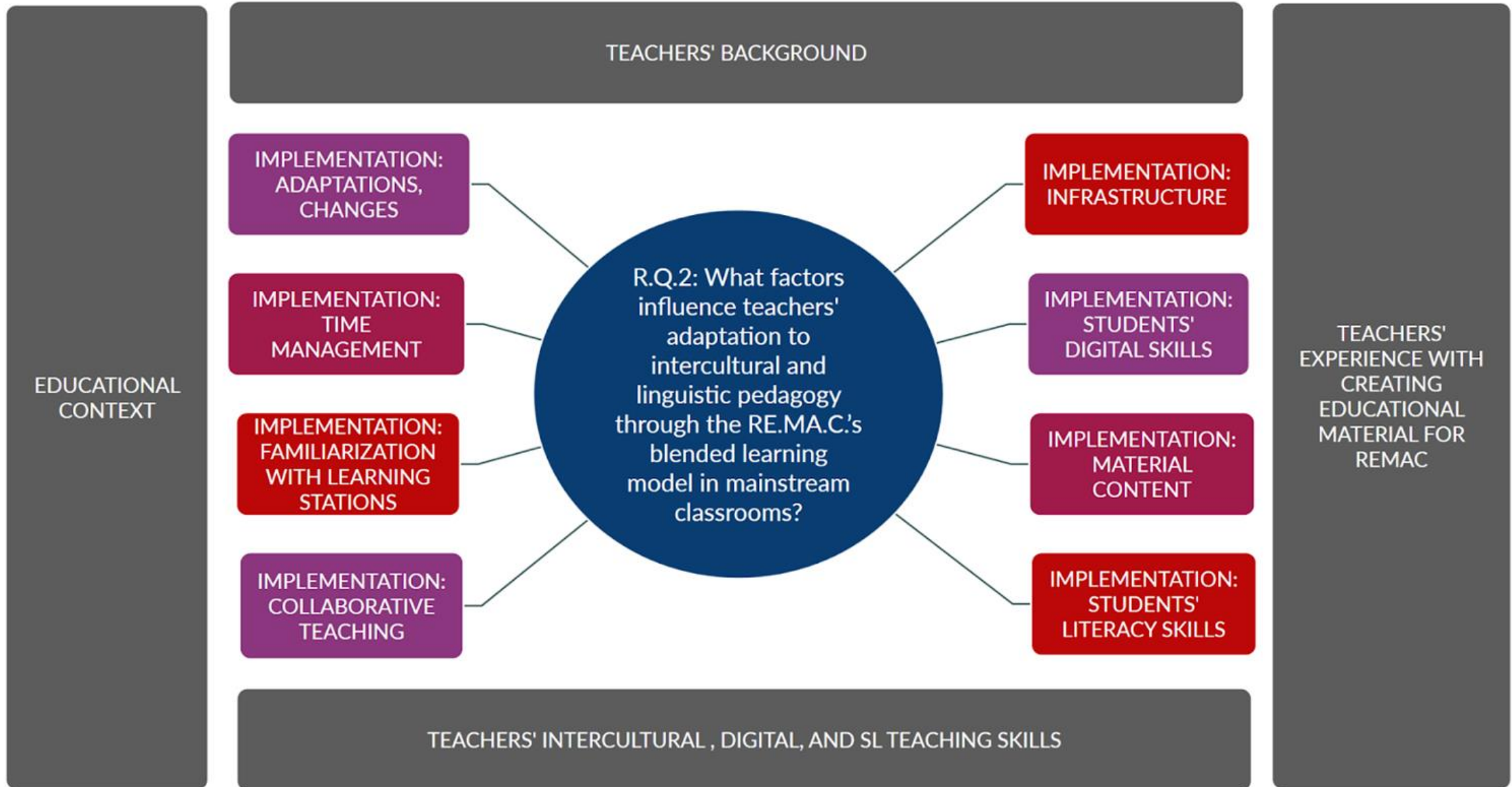
[Website](#)

[AI](#)

 [English](#) ▼

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# NVINO's Mind Map: codes and categories used for 2<sup>nd</sup> R.Q.





# 2<sup>nd</sup> Research Question: Factors Influencing Teachers' Adaptation to Intercultural and Linguistic Pedagogy

## Technology Integration and Infrastructure

- **Digital Tool Challenges:** While digital tools offer flexibility, issues like inadequate infrastructure and unfamiliarity with platforms hinder effective implementation.

## Classroom Management

- **Flexible Grouping:** Differentiation by linguistic proficiency and mixed-ability groupings were used to foster balanced learning and peer support.

*“Οι ομάδες που κάναμε γιατί εμείς δουλεύουμε σε ομάδες αλλά εδώ δουλέψαμε σε ομάδες εργασίας που ήταν κάτι τελείως ξένο για τα παιδιά και παρ' όλ' αυτά το δέχθηκαν πολύ θετικά και λειτούργησε πολύ καλά. Οπότε αφήνει μια θετική εικόνα όλο αυτό. Τους άρεσαν πάρα πολύ τα παιχνίδια στο tablet, ακόμη και τα παιδιά που δεν δούλευαν στο tablet τους άρεσε πολύ το παιχνίδι με τα ζάρια.”*

**"The groups we formed, because we usually work in groups, but here we worked in working groups, which was something completely unfamiliar to the children, and yet they accepted it very positively, and it worked very well. So, the whole experience leaves a positive impression. They really enjoyed the games on the tablet, and even the children who weren't working on the tablet liked the dice game a lot."**

## 2<sup>nd</sup> Research Question: Factors Influencing Teachers' Adaptation to Intercultural and Linguistic Pedagogy

- **Students' digital literacy**

*“μέχρι να υπάρχει αυτή η μετάβαση στον τεχνολογικό αλφαριθμητισμό, δηλαδή ακόμα και τα μωρά θεωρώ ότι κάνανε λάθος στην Word που δεν θα τα κάνανε εάν τα γράφανε με μολύβι. Το να μην ξεκινούν με κεφαλαίο, επειδή δεν ξέρουν ακόμα να χειρίζονται, τους τόνους, να μην αφήνουν παραγράφους. Εάν γινόταν αυτά σε κόλλα δεν θα κάναν λάθος”*

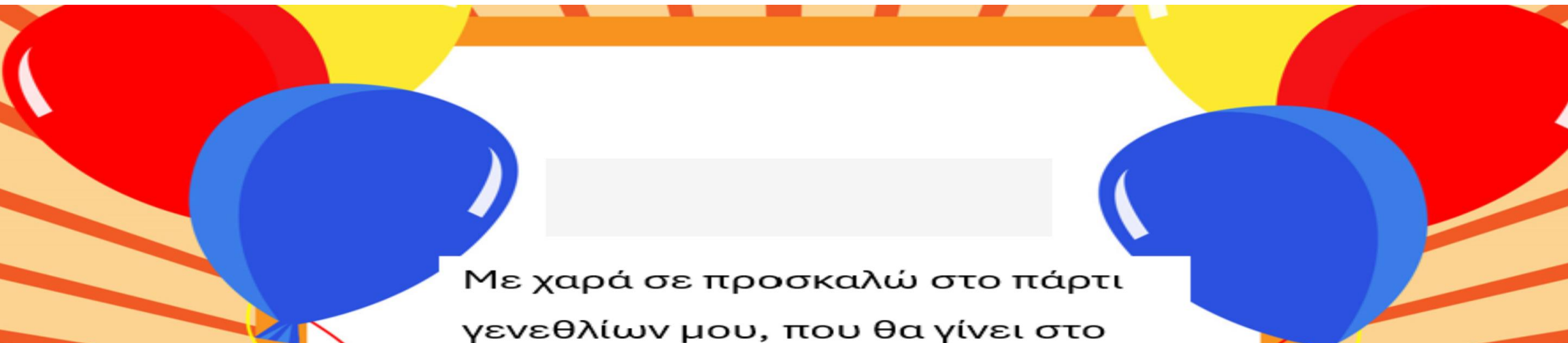
**“Until there is this transition to technological literacy, I believe even the children made mistakes in Word that they wouldn't have made if they were writing with a pencil. Like not starting with a capital letter because they don't yet know how to handle accents, not leaving paragraphs. If these were done on paper, they wouldn't have made these mistakes.”**

- **Material Suitability**

- **Relevance and Applicability:** Teachers preferred RE.MA.C. materials over outdated textbooks for their relevance and practical applicability, particularly in diverse classrooms.

- **Collaborative Teaching and Individualized Support**

- **Need for Support:** Large class sizes and diverse student capabilities highlighted the necessity of a second teacher for effective implementation of the model.



\_\_\_\_\_

Με χαρά σε προσκαλώ στο πάρτι  
γενεθλίων μου, που θα γίνει στο

— \_\_\_\_\_ — μου.

Γίνομαι \_\_\_\_\_ χρονών!

Το πάρτι θα γίνει στις 03


— \_\_\_\_\_, ημέρα \_\_\_\_\_,

η ώρα \_\_\_\_\_.

Τηλέφωνο: \_\_\_\_\_

Ο φίλος σου

\_\_\_\_\_







# Τέχνη (D.SL.2)

Παίζω το παιχνίδι μνήμης! Πώς λένε την τέχνη;

?

?

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# 2<sup>nd</sup> Research Question: Factors Influencing Teachers' Adaptation to Intercultural and Linguistic Pedagogy

## Activity Time Management

- **Time Allocation Concerns:** Teachers noted that some activities required more time than allotted, suggesting a need for better alignment with student capabilities.

## Familiarization with Blended Learning Model

- **Steep Learning Curve:** Initial challenges in transitioning to the blended model were mitigated over time with increased student and teacher familiarity.

*Λέω σου είναι η 1η χρονιά που είμαι στο Δημόσιο, είναι ένα σύστημα πολύ διαφορετικό από αυτό που (ήμουν) μέχρι τώρα. Εγώ ας πούμε στην 2η τάξη που είχα (πέρυσι στο ιδιωτικό σχολείο) ήταν να διαβάσουμε τις οδηγίες όλοι μαζί στην αρχή και μετά τα μωρά να δουλέψουν μόνοι τους. Δεν ξέρω εάν φταίνει οι εκπαιδευτικοί οι εκάστοτε, οι δυσκολίες που αντιμετωπίζουν. Γιατί αν έχεις 5 διαφορετικά επίπεδα, 25 παιδιά στη τάξη και 1 εκπαιδευτικός είναι πολύ δύσκολο να πάεις και να βοηθήσεις του πάντες, υπάρχει πολύ έντονο το γράφω και αντιγράφεται.*

**" I'm telling you, this is my first year in public school, and it's a system very different from what I've experienced until now. For example, last year in second grade (at the private school), we would read the instructions together at the beginning, and then the children would work on their own. I don't know if it's the teachers or the challenges they face that are to blame. Because if you have 5 different levels, 25 children in the class, and only one teacher, it's very difficult to go around and help everyone. There's a strong tendency for 'I write, and it's copied.'"**

# Discussion



RE.MA.C. Blended Learning Model Overview



Teacher Adaptation of RE.MA.C. Materials



Challenges with Strict Adherence to Pathways



Collaborative Teaching in Greek and Cypriot Classrooms



Technological Infrastructure and Adaptability



Bridging Theory and Practice

# Implications for Teaching Practice and Educational Policy



**Project reached over 150 teachers from Cyprus and Greece**



**Majority of early adopters were A-grade teachers with expertise in:**

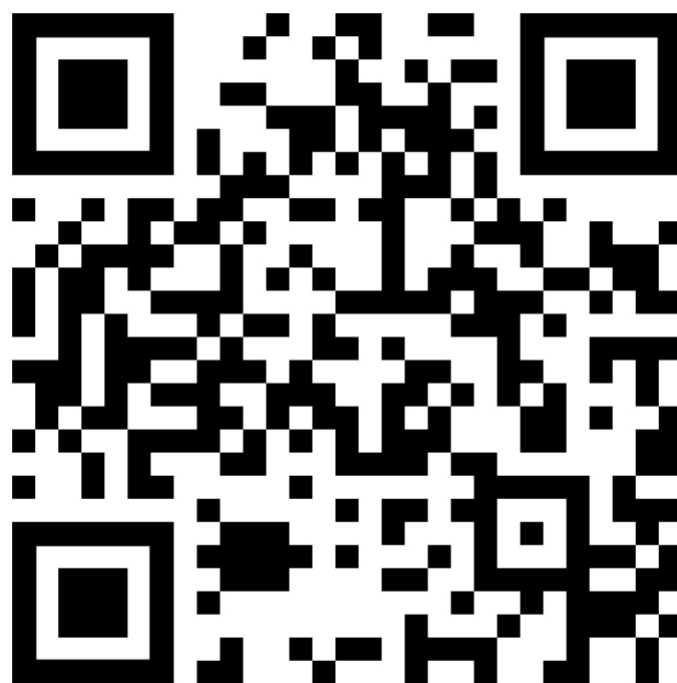
Digital technology  
Special education  
Second language teaching



**Lower adoption among teachers from other grades or educational backgrounds**



**Potential biases due to self-selection and context-specific findings**



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