



## ***“Digital Learning: Differentiated Teaching Models using e-Twinning I COMMUNICATE WITH MY NEIGHBOR THROUGH CULTURE AND TRADITION: e - Twinning Project”***

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**Abstract.** One of the main goals of Special Education and E-learning for people with disabilities is the development and improvement of social communication, the interaction with those around them, and the socio-emotional empowerment of students for their inclusion as active and equal members in a privileged society as people - students with disabilities present deficits in the field of social skills. The area of social skills is considered one of the important areas of the individual's development and for its development and improvement, the basic condition is the existence of motivation. Motivations are the driving forces for social contacts and relationships centered on mutual understanding, active participation, and interaction of the individual. The above in Special Education and training is achieved through differentiated teaching models using ICTs and collaboration networks such as e-Twinning.

**Keywords.** *e-communication, interaction, Special Education, Differentiated Teaching Models, e-Twinning.*

### **1. Introduction**

The purpose of this project was the communication and interaction of our students, people with special educational abilities, with students of typical development of our neighboring country, Turkey, through dance, music, song, customs, and traditions of our countries through differentiated teaching and the use of ICTs, models, and methods that support the e-Twinning network. More specifically, by discovering theater, ancient monuments, art, traditionally making things (making dolls and clay vessels, local cuisine, traditional and neighborhood toys (which tend to disappear), and more and exchanging experiences and opinions the students involved were able to develop the skill of communication and interaction.

The specific program had a duration of 6 months and was prepared in the 1st Special Dim. School of Amarousiou and in the general Primary School of Maltepe , Turkey. Our 5 students are people with disabilities (PWDs): autism and mental retardation, while respectively, the students of the e - twinning school with which we developed the program, were 4th-grade students of a standard primary school.



## **2. Differentiated Teaching and Special Education**

### **2.1 Definition**

Differentiated teaching is considered the type of teaching that treats the student as a separate unit inside and outside the school unit [1]. Hence initial learning focuses on understanding key concepts and principles through the acquisition of basic skills. At the next level, learning is achieved through the active participation of the student in the differentiated tasks in the learning process. And finally, the use of many teaching strategies helps learning and knowledge to be acquired through pleasure and creation.[2]

According to the principles of differentiated instruction, students acquire knowledge through active learning and problem solving, while at the same time they are taught how to think and learn, always according to the particularities and needs of the student.

In differentiated teaching, the content of the activity, the plan of the lesson, the process of the activity, and the final result, the product, can be modified or shaped. [3], taking into account the student's readiness, his interests, and his learning profile at each school level. [4]. The principles of differentiated teaching promote the inclusion of all students in a cooperative and quality learning environment [5] with equal participation, and full access to knowledge.

Differentiated instruction is a mix of small group instruction, individualized intervention, and classic whole class instruction as opposed to traditional instruction, which addresses an "average" student with the same material and assessment method. Differentiated instruction uses materials of graded difficulty and teachers take Gardner's multiple intelligences into account when planning activities.

The goal of differentiated instruction is to highlight the value of each student and integrate them into the learning environment. In the climate that is formed in the differentiated classroom, guided by the three dimensions of differentiated teaching: the student's readiness, his interests, and the particular way in which he learns, i.e. his learning profile, differentiated teaching is considered a way of inclusive education, a priority of which is the response to the learning needs of all students and each one individually according to his diversity [6], [7], [8]. This does not mean that lower goals are set for some students but emphasizes the fact that such learning conditions are provided and created that allows all students to reach the mastery of knowledge [9].

In the context of a differentiated class, the assessment must be differentiated, [10], [11] be a continuous process throughout the teaching unit and aim to monitor their progress and study their characteristics to design effective teaching according to the needs of all students. As for the final evaluation, it is recommended to evaluate in a systematic way the result of the teaching process followed and the student's personal effort [9], not the overall evaluation of the student's performance, to strengthen their self-confidence and self-esteem student consistently empowering within the classroom.

According to Tomlinson, there are four areas where teachers can differentiate instruction:

- ◆ Content: Understand what a student needs to learn and what resources will help.
- ◆ Process: Activities that help students understand what they are learning.
- ◆ Projects: Ways for students to 'show what they know.
- ◆ Learning environment: How the class "feels" and how the class works together

### **2.2. Strategies for differentiating teaching [12]**

Differentiated Teaching aims at effective teaching and learning for each student, who necessarily coexists in specific classes with students of approximately the same chronological age but of very different levels of language skills, abilities, motivations, and needs.



Then the most important strategies for Differentiating Teaching are presented as well as the planning and organization of differentiated courses with the axis around which differentiated courses will be developed which will teach the students and not the class material.

### 1. Learning Centers:

The Learning Centers, or Learning Stations: study and action areas are created in the classroom according to the interests and abilities of the students. They thus give students the opportunity to develop individual and group activities, practice skills, strengthen their understanding, expand the content of learning in new areas of interest or deepen the information they have acquired. The main features of the Learning Centers are: a) **The location:** designated place or space within the classroom, with a clear focus and purpose for the students. b) **The instructions:** clear instructions on tabs about what they need to complete and in how much time. c) **The resources:** the useful material (maps, pencils, cardboard, radios, microphones, computer, photos, etc.).

### 2. Graded Course

The concept taught remains the same for everyone, it does not differ, but the level and difficulty of critical thinking required does [13]. In this way, all students are asked to think critically but at a different level through differentiated questions asking students, some to find causal relationships, others to make basic assumptions, and others to find analogies with the basic principle that all students work in the same concept in complex ways.

### 3. Think – Tac – Toe \_

Think - Tac - Toe strategy uses Gardner's theory of Multiple Intelligences for students to choose for themselves, through a multitude of activities, the way to understand new knowledge. To use this strategy, the student objectives, and outcomes should be determined according to the Curriculum. Then the Think-Tac-Toe is created: a board of nine squares – in the form of a triplet – where each square identifies a task or student product that is associated with one of Gardner's bits of intelligence. All activities refer to the same topic from a different perspective so that students can choose according to the intelligence in which they can perform best. The task is for each student to choose three blocks and commit to the implementation of the project they mention in a certain time. After the activities, the student has done a "triliza".

### 4. Cubing

Cubing is a flexible and easy-to-use differentiation strategy where students examine an idea, a vocabulary, a topic from different perspectives, and individual or group work. Students make a six-sided cube that represents a different question or activity, where each student rolls the cube once and performs the activity shown, with the option of not liking that particular activity. Each student rolls the die 2 to 4 times depending on the number of activities.

### 5. RAFT (Role Audience Format Topic)

RAFT [ 14] is a differentiation strategy that introduces students to the processing of a topic in a fun way and encourages students to produce written texts in the role of the author and based on the target audience, topic, and format of the text.

### 6. (Know, Understand and Do – KUD)

The KUD strategy follows the steps: a) Before each teaching unit it is decided what the students should know, understand, and do taking into account the elements that will differentiate each of these processes. b) Use the chart as a graphic organizer to set goals. c) Present the diagram to the students so that they are aware of what is expected of them to learn, understand, and do during the teaching.

Indicative KUD diagram :

**K:** facts, dates, definitions, rules, people, places, vocabulary, information

**U:** concepts, principles, “bid” ideas, essential understanding theories, the “point” of the topic, transferable

**D:** skills of the discipline, outcomes, what they do after instruction not during class

## 7. Jigsaw

The Cooperative Assembly (Jigsaw) [15], [16] is a popular method of cooperative learning [17] to promote collaboration and discussion among members of a community [18] because, as in a puzzle, each student piece is necessary and necessary for the successful completion and formation of the whole image. It is a strategy that allows each group to get to know one aspect of a topic, concept, or unit in depth. Students are completely interdependent to complete the project or solve the problem.

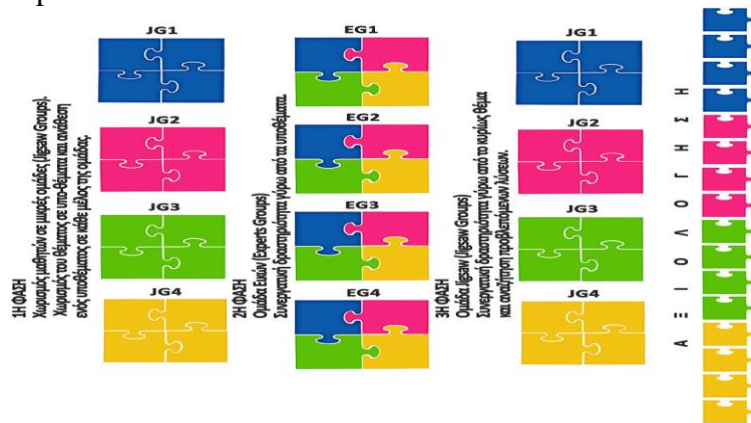


Fig. 1: Schematic Illustration of Cooperative Assembly ( Jigsaw )

## 8. Frayer Model

The purpose of the Frayer model [19] is to analyze and identify words and concepts by enabling children to describe a word in four different ways. The Frayer graphic organizer includes four boxes of the central word/concept/idea: a) Definition, b) Characteristics, c) Examples, and d) Non-Examples.

## 9. Think - Pair - Share

Pair - The shared strategy [20] provides students with the time and context to understand and connect with a text, think about the concepts it presents, develops their prior knowledge, shapes their ideas, discuss them with a classmate and therefore expand on them and then share them with the rest of the class. Think - Pair - Share can be used as an assessment tool as the teacher can monitor the dyad's discussions and intervene accordingly.

## 10. Find - Someone - Who

Students try to find other students in their class who fit a description or know some information. Students hold a list in their hands and walk around the classroom trying to find a person who has a certain characteristic. When they find it they write its name next to the attribute that matches it and moves on to the next one. The aim is to meet and talk to as many of their classmates as possible within a time given by the teacher to write a name next to each feature on their list.

## 11. KWL (Know–Want to know–Learned)

An instructional reading strategy is KWL and is used to guide students through a text by starting with brainstorming about what they know about a topic. This information is recorded in column K of a KWL graphic organizer. Students then create a list of questions about what they want to know about the topic that they record in the W column. They study a text or other informational material and finally record in column L what they finally learned.

In summary the Diasporized Teaching in Figure 2.



**DIFFERENTIATED TEACHING**  
**The advanced design of instruction meets the different learning needs of children.**

|   |  |   |  |
|---|--|---|--|
| <b>A) GUIDED BY GENERAL PRINCIPLES OF DIFFERENTIATION</b>   |  |   |  |
| <b>ACCEPTANCE OF STUDENT DIVERSITY</b>  | <b>COLLABORATIVE LEARNING PROCESSES</b>  | <b>LINKING NEW KNOWLEDGE TO STUDENTS' EXPERIENCES</b>   | <b>MULTIPLE APPROACHES TO LEARNING</b> |
| The ability for students to choose what and how of their learning   | Communication and interaction in the target  | I'm learning how to learn   | Openness/ Investigation Collectivity   |
|   |  |   | Variety of evaluation methods          |
| <b>B) TEACHERS MAY DIFFER</b>   |  |   |  |
| <b>THE CONTENT</b>  | <b>THE PROCEDURE</b>   | <b>PRODUCTS</b>   | <b>LEARNING ENVIRONMENT</b>            |
| The information and ideas are provided to students to achieve the learning objectives.  | The activities student participates in to understand or master in which the information.   | Tasks of graded difficulty in which the student demonstrates what he knows have understood and can do.          | Classroom climate and organization.    |
| <b>C) ACCORDING TO THE STUDENTS</b>   |  |   |  |
| <b>READINESS</b>  | <b>INTERESTS</b>   | <b>THE LEARNING PROFILE</b>   |  |
| The student's knowledge and ability to meet specific learning objectives.   | A student's attraction, curiosity, passion, preferences for a particular subject, or fluency in a skill motivates them to learn. | The way a student learns can be shaped by intelligence type, gender, learning style, cultural environment, etc. |  |
| <b>D) THROUGH A VARIETY OF TEACHING STRATEGIES</b>  |  |   |  |
| <ul style="list-style-type: none"> <li>• <b>Cubing • Jigsaws • RAFT • KUD • TPRS • Graphic Organizers • Frayer Model • Think – Pair - Share • Find Someone Who • KWL • Graded Courses • Think Tac Toe • Learning Centers</b></li> </ul> |  |   |  |

**Fig 2: In summary the Diasporized Teaching [12]**

**2.3. Digital Differentiated Teaching**

ICTs [21] are tools that can help adapt teaching to the learning style, interests, and readiness of the student, giving teachers the possibility to use tools, ways, and means to adapt them to the contents, activities, and learning processes so that to create the best learning environment to achieve the best approach to knowledge by students [22]. That is why they are considered the appropriate means to differentiate teaching. Students with special needs can benefit from assistive technology that allows them to keep up with their classmates. [ 23] summarizes the contribution of ICT in 6 characteristics that support differentiated instruction: • Privacy • Collaborative and communication skills • Organization • Supporting learning styles and sensory learning • Providing choices • Authentic learning.



ICTs in the context of differentiated teaching are the tools that help to adapt specific teaching and learning strategies to the learning profile, interest, and/or level of readiness of a student with the basic principle of their integration in the achievement of the goals set by the teachers based on the learning profile of their students [22] applying the TPACK (Technological Pedagogical Content Knowledge) approach, of the three components: content (material), pedagogy and technology [24].

**2.3.1. Regarding the differentiation of the content**, the use of ICTs can be achieved by: a) the use of different content in teaching the same subject to students with different needs and b) the adaptation/extension of the content, so that it is accessible/ understandable to all the students.

Applying/following two strategies:

**a. Identification of different content:** teachers make use of a multitude of sources in their teaching: digitized books, virtual environments, simulations, visualization, videos, etc. for the understanding and approach of concepts, ideas, terms, etc. of teaching and learning. Students can interact with learning materials and choose what suits their learning styles and interests.

**b. content adaptation/extension:** ICTs with various applications and tools make the teaching content accessible to all students.

Such handy tools as:

a) Conceptual mapping software, Software (Kidspiration, Inspiration), and conceptual mapping applications of Web2.0 (Cmap, Webspiration, etc.) facilitate the teaching of concepts and relationships, and belong to the easy-to-use and accessible tools in the strategies for differentiated teaching and are often exploited (Drapeau, 2009).

b) Screen reader software: the use of screen reader software supports students with reading difficulties.

c) Digital books, eBooks, and Audiobooks, digital books on CD that have additional features, such as punctuation instructions, vocabulary support, text-to-speech, etc.

d) The text editor-Microsoft Word where smaller texts, words, paragraphs, and texts can be created to emphasize the elements that require the students' attention, e.g., keywords or key points of a paragraph, etc. [21]

**2.3.2. Regarding the differentiation of the process**, ICTs support teachers and students in ways to investigate, study and evaluate concepts and goals of the AP. as to :

**a. Processing, manipulation, and recording of information:**

**1) Students:** ICT is used and supports both individually and as a group the students of a class mastering each new learning subject through software and applications that support a structured approach to remove difficulties: closed, guidance, practice and practice software. Virtual manipulatives respond to the difficulties faced by students with reduced processing abilities or kinesthetic types. Also, open software, collaborative learning environments, and interactive tools of Web.2.0 spark the interests of advanced students, while E-books, Podcasts, Blogs, Social Networks, Forums, Online magazines and newspapers, YouTube, etc. allow students to learn by leveraging their learning styles and interests.

**2) Educators:** Educators, to differentiate the process to enrich, extend and personalize their teaching [24], use: a Blog listing instructions, appropriate prompts and support to their students, Web explorations, Simulations, Wiki, and LMS (e.g. Moodle) or recommend supporting tools to the students for their work: text editor, presentation, creation and expression software, Voice Thread, Movie Maker, Web-Comics, etc.

**b. Extending learning time:** Students with difficulties and those who need extra processing time benefit from access to learning content with online tools, and platforms: shared Google docs, podcasts, lessons stored on an interactive whiteboard, Moodle. Also, materials

such as videos, tutorials, presentations, etc. improve their understanding and provide a valuable choice/assistance for teaching materials to teachers or parents. The above gives the students the opportunity and the possibility to follow the teaching as many times as needed at their own pace to achieve the best results in approaching knowledge. [21]

**2.3.3. Regarding the differentiation of the result/final product:** The way students express the knowledge they have acquired reveals who they are as individuals, as creators, and as students. Differentiating the product/outcome means giving a list of ways and means for students to choose from in expressing/imprinting the achievement of their goals. The scientific community supports that encouraging students to choose their way of learning through various suggestions leads to the empowerment of students as they are motivated to learn, resulting in their involvement and improvement in learning [25]. The ICT tools "offered" are: presentation software, Inspiration concept map, Comics creation software, Web 2.0 tools such as Podcasts, Blogs, Wikis, online social bookmarking services: Delicious), digital storytelling applications, shared/collaborative presentations ( e.g. Prezi), Youtube and social networks, the use of Blog, Wiki and other similar platforms allow students to show what they have learned [26] while at the same time revealing their creativity [27]. Finally, with the use of multimedia, students manage to organize their thinking and respond to difficult and laborious tasks. Such applications are: Digital Storytelling, Digital Posters, VoiceThread, etc. [21].

Fig. 3 : Overview of ICT strategies and tools for differentiating instruction. [21]

| <b>Dimensions in Differentiated Teaching</b> | <b>Strategies for differentiating teaching</b>  | <b>ICT tools/applications</b>   |
|--|---|---|
| Content                                      | Program Condensation.<br>Learning contracts.<br>Using a variety of sources.<br>Graded activities.<br><b>Conceptual teaching.</b><br>Differentiated questions.<br>Complex teaching.  | Cognitive objects, screen reading, concept mapping, general purpose, visualization software Websites. Video. Audio and video files. Digital books. E-Books. Audiobooks. Virtual manipulations. Simulations. Web explorations.                                   |
| Procedure                                    | Flexible grouping.<br>Learning & Interest Centers.<br>Graded Activities<br>Choice Tables.<br>Daily arrangements.<br>Journals of learning records.<br><b>Group investigations.</b><br>Independent studies.<br>Using graphic organizers | Interactive Sites and Software. Podcasts, Ebooks, Blogs, Wiki and LMS, Social Networks, Forums, YouTube, and other Web2.0 tools. Web explorations. Simulations. General purpose, creation, and expression, concept mapping software. Screen recording programs. |
| Product/result                               | <b>End product options.</b><br><b>Task presentation options.</b><br><b>Original creations.</b><br><b>Initial, Formative, and Final assessment.</b><br>✓ <b>Rubrics</b>  | <b>Digital collaborative tools for creating and sharing information (Publisher, Google docs, Paint, Powerpoint, Slideshare, Prezi, Wikis, Blogs, Srorbird, Voicethread, e-book applications, Movie Maker, WebComics,</b>  |

- ✓ **Alternative assessment (self-assessment, peer assessment, portfolios)**
- Podcasts, Vodcasts, YouTube).**
- Social networks (Twitter, Facebook).**
- Online social bookmarking services (eg Delicious).**
- General purpose software. Rubric creation tools.**
- Hot Potatoes. Digital Storytelling Applications**

### 3. E-Twinning ( <https://www.etwinning.net/el/pub/index.htm> )



eTwinning is the community for schools in Europe and offers a secure platform for staff (teachers, principals, librarians, etc.) working in schools in participating European countries to communicate, collaborate, develop plans, share and in short, feel part of the most exciting learning community in Europe. eTwinning is co-financed by Erasmus+ , the European program for

Education, Training, Youth, and Sports.

The eTwinning action is an initiative of the European Commission that aims to encourage European schools to work together using Information and Communication Technologies by providing the necessary infrastructure.

The eTwinning community counts 233,905 schools, hundreds of thousands of teachers: 1,058,876, who learn from each other, exchange practices and ideas, completed projects: 139,193, and do eTwinning the largest teacher network in the world.



## 4. Project Description

### 4.1 Pedagogical Innovation - Creativity

The serious difficulties of students with special educational needs, as mentioned and above, in the field of social skills, an area of primary importance for their development, dictates the existence of an analytical program with specialized objectives and activities and the existence of education such as be based on flexible teaching strategies and individualized programs. The basic condition for the development of social skills is the existence of motivation for social contacts and relationships that are meaningful for the child, since [28] it is true that:



a) social communication is a dynamic and reciprocal relationship based on mutual understanding, pleasure and benefits b) the student's active participation-involvement in everyday-natural social situations promotes social interaction and c) every moment is an opportunity to develop social and communication skills.

Primarily, the goal of the project being developed was, at once, the communication of students, and on the other hand the information and awareness of students of typical development of the neighbor-partner in the diversity of individuals. It was a very important collaboration-partnership as there had to be both ways of mutual acceptance of the presentation of disability and diversity to students and parents of the Maptepe school, as the school belonged to an area where even today some non-modern perceptions of disability prevailed. Also, the cooperation was expanded for the definition of friendship, the creation of the bridge of reconciliation, and also for the flags that the students had to hold both: Greek and Turkish.

The cooperation-communication with the partners - e - twidders was done through modern and asynchronous means of communication, both for organizational issues and for practical implementation issues of the project. The electronic communication via mail, Skype, and TwinSpace were done for the exchange of opinions, ideas, documents, images, announcements, video posting, and in general for anything deemed necessary for the smooth progress of our project. Of course, the communication between the students of the two schools was quite difficult to achieve due to the particularities of students with disabilities, so from their side (1st Special School of Amarousi), usually, the planning was done by the teachers for joint actions such as :

- a) -construction of flag and bridge of reconciliation
- b) -greeting in the language of each nationality: günaydın= good morning  
Merhaba- hello –
- C )- vocabulary : çok güzel=very beautiful  
teşekker ederim=thank you  
anne=mother
- d) -painting on the theme of Christmas
- e) -post video and material on the day of the disability (3-12-2014)
- f) - recipes of traditional dishes.

#### **4.2 Teaching-Student Communication using Technology**

It is generally known that learning through the use of visual material becomes more accessible to students with disabilities. Therefore the use of technology and digital material, which was used, helped our collaboration with the students to achieve our goals. Having access to computers and the ability to use digital media and materials, the teaching and learning process became easier as shown below:

##### **A) Teaching**

Each new activity was presented to the students through images and videos on the interactive whiteboard. Students could actively participate, use the computer themselves, and see and re-see what interested them. For example, with the help of the computer, they got to know the historical center of Athens, "following" the digital-electronic route of the Happy Train on the PC, and "discovered" - got to know all the historical monuments, before the excursion-educational visit to the center took place Athena's.

##### **B) Communication of the students:**

Through Skype, the students involved, from the neighboring school of typical development and our students (A.M.E.A.), managed to make eye contact with their etwinners and the conversation became more enticing and interesting... Through Skype, then, students communicated, collaborated, and met.

**C) The use of Google maps** helped the students to understand where the school of our partners in Maltepe and Maroussi is located respectively, to see it, and to chat simultaneously via Skype with both the students and their teachers during their visit there.

**D) Using Youtube** helped in understanding the songs.

**E) Finally**, the printing of assignments and other useful forms, such as the story of Erotokritos with pictures before the theatrical performance, by the students themselves created a pleasant learning climate.

The interest of the students was kept undiminished:

a) with the help of New Technologies: PC, Interactive Board, Video, Skype, Television, as well as by using appropriate digital material they were informed in detail and small steps about the upcoming activities.

b) with the supervisory material: images, photocopies, worksheets, painting, and printing works

c) with activities and events: theater, pottery workshop, visits to the school municipality, educational excursion to archaeological monuments,

d) with their involvement in the learning-communication-collaboration process with the elderly.

### 5. Method - Tools

The most common and efficient method indicated and used in process of teaching, learning, and training students with special educational needs is personalized teaching adapted to the abilities and peculiarities of each student. Therefore, many activities were individual, but an effort was made to make many of the activities group-based so that students could develop social communication and cooperation.


Group-cooperative teaching and the discovery method were the pedagogies principles we tried to govern the project, provided that the activities were broken down into small steps adapted to the needs of the students.

Also, the use of audio-visual media contributed to the successful implementation and project completion.

Finally, the project creation of the work being developed was another pedagogical way to activate our students' abilities for creative development of communication, cooperation, and interaction.

Keeping a journal also helped us organize and maintain a timetable for the implementation of our target activities.

### 5.1 Project Analysis

| <b>CALENDAR PRESENTATION: INDICATIVE ACTIVITIES</b>  |
|--|
| NOVEMBER   |
| <p>Visit the historical center of Athens with the HAPPY TRAIN. Preceded by the preparation of the students at school, the most important attractions of the historical center of Athens</p>  |
| <p>"EROTOKRITOS" by B. Kornaros. Our students watched the theatrical performance (adapted for the disabled), an important work of the Greek folk tradition.</p>  |



|  |
|--|
| <b>DECEMBER</b>  |
| <p>Christmas customs and manners<br/>Christmas workshop, making Christmas ornaments and traditional Christmas desserts (cakes, melomakarona, kourabiedes). Decoration with works of the students of the Christmas tree.</p> <p>Visit Amarousi Town Hall, where the students of the program sing Christmas carols to the Mayor.</p>   |
| <b>FEBRUARY / MARCH</b>  |
| <p>The teachers of the Special School visit the e - twinning partner school in Maltepe , Istanbul.</p> <p>Students and teachers talk via Skype. The students made flags of the two countries and placed them on the bridge of reconciliation while exchanging greetings in their respective languages.</p> <p>There is a tour of the Greek teachers at the school, as well as an introduction and exchange of know-how and educational approaches. More specifically, the structures, staff, and programs of the specific school were presented. Co-teaching took place via Skype, between the e-twinners, where the students of Maptepe presented dances and songs of their homeland, while our students "staged" a "Karagiozi" performance with the help of the teachers.</p> <p>An introduction was made to the inclusion department operating in their school, consisting of 5 students with mental retardation and ASD, and then a discussion and exchange of views followed with the teacher in charge.</p> <p>In the context of getting to know the tradition and culture, the teachers of the Turkish school, in collaboration with the children's parents, offered a rich buffet of their local cuisine and talked to us about their eating habits.</p> |
| <b>MARCH</b>   |
| <p>Briefing the school staff about the trip to Istanbul and our experience with the partner school.</p> <p>Visit the traditional clay workshop in Marousi. Making clay pots with the children.</p> <p>A group of elderly people from KAPI NIKAI A, visited our school to make traditional Lambriat rolls and lamps.</p> <p>Celebration of the National Anniversary with a celebration at the school and the participation of all students: poems, songs, traditional dances</p> <p>Laying a wreath at the Monument to the Unknown Soldier.</p>   |
| <b>MAY</b>   |
| <p>Participation in the celebrations for the 10 years of e-Twinning. In the schoolyard, the children wearing T-shirts painted by themselves with the e-twinning logo danced sang, and released red balloons into the sky. Also, the children, with the help of e - twinning teachers, made a large panel with the central theme of e - twinning cooperation. This panel today adorns the entrance of our school.</p>   |
| <b>JUNE</b>  |
| <p>On the occasion of the school holiday, we were allowed to present our work to children, teachers, and parents. The children who participated in it were given souvenirs. A presentation was made using PowerPoint, photos, and videos related to the project and composition activities. A poster was posted on the school premises.</p>  |

## 6. Results

The social, pedagogical, and cultural benefits obtained by both the students and teachers from their participation in this program were important. More specifically, the benefit of our school unit had a double meaning as it is a special education school and therefore does not have the opportunities and possibilities for social and pedagogical participation with standard schools.

Our students were allowed to interact both with each other and with the children of the neighboring school. Also, they had the opportunity and the possibility to systematically use the new technologies, thus improving the pedagogical activity on many levels:

- ✓ Contact, cooperation, and exchange of educational views of both participating teachers, Greek and Turkish.
- ✓ Potential for social networking opportunities.
- ✓ Application of innovative teaching methods.
- ✓ Monitoring hardware upgrade.

The final products of e - twinning cooperation were surprising, given the difficulties of students with disabilities. The students of the e-Twinning school approached our students with discretion and patience for the completion of the joint activities of our project. They were talking to each other with sign language and body language. The collaboration was flawless and the resulting works were works of understanding, acceptance, patience, cooperation, and communication. As for the final products of the project achieved only by our students with the guidance of the teachers they had the expected results.

## 7. Conclusion

The incorporation of digital technologies in the education domain is very productive and successful, facilitating and improving educational procedures via Mobiles [29-38], various ICTs applications [39-72], AI & STEM [73-83], and games [84 -90]. Additionally, the combination of ICTs with theories and models of metacognition, mindfulness, meditation, and emotional intelligence cultivation [91-120] as well as with environmental factors and nutrition [121-124], accelerates and improves more over the educational practices and results.

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