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A new decade for social changes
Digital games & special education

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Abstract. Educators define three factors of interaction or as they refer to the 3 C's in education: Children (children), Community (communication), and Computer (computers) [1]. Information and Communication Technologies are an integral tool of the educational process for modern educational systems, helping the learning process to turn from passive to active, pushing each student to learn independence and autonomy. In recent years, the sciences of education have turned their attention and have already recognized the importance of games and even digital games as a learning tool, emphasizing the benefits for students with or without educational needs.

Keywords. ICT, Digital game, Special Education

1. Introduction

Information and Communication Technologies are an integral tool of the educational process for modern educational systems. They act as catalysts, influence the structure of the school, and essentially contribute to the modification and reformation of the educational system [2].

Technology helps the learning process to turn from passive to active because it can make each student more independent and autonomous. The modern school aims to form complete people, to cultivate and develop their abilities so that they are led to their completion and contribute to society and even though much depends on the personality of the student, Information and Communication Technologies open a new path to learning based on personal discovery and experience that seems to offer interesting and entirely new perspectives.

As far as people with special educational needs are concerned, technology can largely replace elements of disadvantage or disability and bring the student closer to knowledge and social reality since it enables him to communicate with his environment and interact with this [2]. Computers give students with special needs what they need: step-by-step work. This strategy of breaking it down into small steps has proven to be a successful way of teaching, particularly with students with autism.

A very basic factor that affects the correct use of the computer is the human presence. In the school, the teacher is the one who plans and chooses the tasks that the students will deal with on the computer, helps to understand the task, explains its educational goal, guides the process, and animates the students when necessary. Like any other educational activity, work
on the computer must be individualized, i.e. based on the needs of the student and have a specific goal.

In recent years, as the researchers of the project "EPINOISI" [3] argue, the educational sciences have turned their attention and have already recognized that play is a paradigm for excellence context for learning and socialization, egalitarian in terms of differences, motivating through challenge and non-punitive to mistakes.

As the researchers of the project "EPINOISI" [3] argue, learning based on digital games (digital game-based learning) is one of the most modern directions appearing in educational technology. Modern digital games are additionally characterized by elements such as the easy simulation of real-world and everyday life situations, but also their distinct ability to gain and maintain interest through mechanisms of rich interaction and balanced challenge. Based on these findings, the use of digital games for learning purposes has now begun to be tested internationally, in a variety of situations, and at multiple levels of formal and informal education in both general and special education. The game, therefore, displays virtues that are at the same time basic requirements of the integration approach for people with special needs.

Special Education can benefit from the use of digital games as they offer the possibility of repetition, practice, learning of multiple subject areas, and adaptation to the needs of the user. They can also be adapted according to the mental and emotional capabilities of the student and offer a separation of information into small sequential steps that can be digested by the user. People with special learning abilities are no different in their need for digital entertainment.

The educational value of digital games in Special Education lies in the fact that they offer: economy of attention and learning, an increase in satisfaction, persistence, personal involvement in the educational process, reduction of anxiety, an increase in the initiative, the value of participation and sense of inclusion in the society, development of socialization as well as the encouragement of students with reduced interest and motivation to learn. The use of digital games in the educational process promotes interactivity and de-escalation of tensions, promotes active educational models, and offers new possibilities for communication/collaboration.

It is worth emphasizing that the teacher should make sure that the use of the computer does not turn into an obsession. For this purpose, it should have clear time margins and turn-taking in use by other students. Also, the teacher can use the computer as a means of rewarding the desired behavior of students with autism. [4].

2. ICT and education


"Seeing the child and getting a lot of information and images, does not constitute wisdom, although the wise man knows a lot. And the role of the school is not to teach children a whole science but rather to help them learn to think, to learn. To the extent that this is not achieved, the abundance of ultimately non-organic knowledge is useless. [5]

The rapid development of Information and Communication Technologies offers countless new possibilities to the citizens of the knowledge society, as well as the spread of computer and network technologies in almost all areas of human activity significantly, affects social data and shapes new trends. The continuous increase in the use of computing and network technologies poses very important issues related to the status of the organization and management of information, the mediation of digital ways of transmitting knowledge, the organization, and division of work, communication at a distance, identity of the subjects, etc. This fact, combined with the constant increase in the amount of knowledge and its rapid aging,
inevitably leads to the perception that every young person, in the context of his general education, must acquire basic knowledge as well as skills in the use of these technologies as well as the necessary critical and social skills to understand the things happening around him. The computer and the media that accompany it, apart from their usefulness as tools for carrying out daily tasks, overturn the current situation in the educational process and contribute both to the cultivation of a new pedagogical concept (facilitating new active ways of learning) and to the development of new attitudes and skills. The computer, under this prism, becomes an interdisciplinary tool for approaching knowledge.[4]

Education in Informatics and ICT, through the critical processing of received information, is a valuable tool for acquiring rich cultural and scientific knowledge, ensuring lifelong education, and promoting personalized education. It also contributes to the improvement of the education provided to people with special educational needs in the regular school classroom or in appropriately organized and staffed integration departments. At the same time, the foundations are laid for the essential connection of education with the labor market, which education will lead in the future, among other things, to development at an individual and social level. [4]

The use of new Information and Communication Technologies in almost all areas of human activity gives a particularity and strengthens, among others: the development of the student's ability to create, the participative-collaborative character of learning, the possibility of analytical and synthetic thinking, the cultivation of a climate of mutual respect.

Within a perspective of technological literacy and recognition of Information and Communication Technologies, broader skills of critical thinking, ethics, social behavior, and a willingness to activate and create both on an individual level and in collaboration with other people or as members of a group are simultaneously developed.

Thus, by acquiring the ability to apply the basic principles that govern the use of computing technology in important human pursuits (such as information and its processing, communication, entertainment, and new possibilities of approaching knowledge), the necessary conditions that favor a pedagogical and teaching methodology centered on the student, the differentiation and personalization of learning opportunities are facilitated and,

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1 In the present text, as well and in all the about, we accept her performance of terms Informatics, Informatics technology and Information technology such as they are attributed in: Informatics for secondary education – A curriculum for schools, UNESCO, Paris 1994 (Produced by a working party of the International Federation for Information Processing (IFIP) under the auspices of UNESCO 1994). http://super.education.googlepages.com/er4_gr.doc

Informatics: The science that deals with the design, implementation, evaluation, use, and management of information processing systems, taking into account hardware, software, the views of individuals and organizations, and the consequences in industry, commerce, politics, and governance.

Informatics Technology (PT): The applications of Informatics.

The combination of PT with other related technologies. {The term Information and Communication Technology, which is used recently, we render as Information and Communication Technologies (ICT)}.

finally, students acquire the necessary critical and social skills that will ensure their equal access to knowledge and lifelong learning opportunities. [4]

The use of ICTs in education establishes the participatory method in teaching. The essence of the participative way lies in the development of the collectiveness and initiative of
the learners who are treated as autonomous personalities. They actively participate in the learning process and are in constant interaction with the teacher. In this way, the development of creativity, cooperation, and communication skills is sought.

The above presupposes the use of methods that promote, strengthen and encourage: a) the activation of the student and his involvement in processes through which he will acquire knowledge himself, b) creative action and experimentation, c) cooperative and exploratory learning, d) the development of methodological abilities and skills, e) discussion, reflection and the cultivation of critical thinking, f) the cultivation of free thinking and expression, g) learning about how we learn and h) the development of educational skills through the use of ICT to change the learning environment towards innovative pedagogical concepts.

According to many researchers, the computer contributes significantly to a) increasing the student's attention and focus on work, b) facilitating communication and interaction between classmates, c) creating motivation for learning, d) creating opportunities for extra practice and e) increasing self-esteem.

Although the use of ICT in Education is clearly for the benefit of students, it should not be characterized as a panacea for solving all educational problems. As [6] argue, alongside the many possibilities, the computer also has some functional properties that compound the problem of its weaknesses. Students' communication with the computer through verbal messages lacks the human immediacy and contact that characterize human relationships. Computer verbal messages are an "artificial speech", a technical sound without emotion.

Another important problem for the proper functioning of ICT is the selection and use of appropriate software to promote learning as there are software and programs that do anything but promote learning. This implies the need for continuous information and monitoring by the teacher of all new educational software as well as their evaluation by him before use in the educational process.

Also, ICT cannot replace the personality of a traveling teacher, nor can it offer the warmth of a smile of approval on a student’s successful effort, a need that is especially heightened in children with difficulties.

Certainly, a very basic factor affecting the correct use of the computer is the human presence. In the school community, the teacher is the one who designs and selects the software applications from the students on the computer screen, helps to understand the application, explains its educational goal, guides the process, animates the students when necessary, and leads the students in from a new educational environment to the achievement of the goal which is knowledge.

Therefore, computer software applications are appropriate innovative teaching methods and create new learning environments, but they do not answer all the problems presented in the classroom.

Like any other educational activity, work on the computer is required to be structured and designed according to the needs of the student and to have a specific goal, the individualized learning program, par excellence in the field of Special Education.

2.2. Special education and computers

While Computer Science is a new field of education for General Education students, the need to teach knowledge and skills to use the computer as a means of education and entertainment for children with special needs is recognized.

According to [7], ICTs can be placed about people with special needs on three levels: as "mechanisms" of communication, approach and intervention of people with special needs...
towards the physical and social environment and vice versa, as a new environment, technological with communicative and certainly learning components and as a field of basic training and education of persons with special needs with the ultimate goal not only of the necessary experience condition for effective management of the two previous ones and an ever-increasing possibility of professional certification but also for the necessary participation them in every design of applications and more general policy of new technologies".

As [8], especially for people with special needs (PWDs), the knowledge society can radically change the way they communicate, work, entertain themselves, etc., and of course the way they are educated, while at the same time there is a risk of their exclusion from the society of knowledge if it is not ensured that they have equal access to ICT applications and services.

For this reason, in recent years we have observed a growing international interest in ensuring that the knowledge society is accessible to all (knowledge society for all). Especially for students with special educational needs, the use of computers contributes significantly to the learning process by providing rich educational experiences and enabling access to a wide range of programs and options in the learning materials of the curriculum. [9] argues that the curriculum must be enriched and modernized with advanced educational and technological environments as well as with learning and recreational features of daily practice. Also, [1] argue that the use of computers gives many opportunities to people with special abilities, with the result that the benefits are many because students take their learning into their own hands and work with their rhythms. Electronic components and educational software compensate for children's physical weaknesses and help access information and therefore their education.

[10] describes three ways in which electronic computers can facilitate access to learning because they remove "physical" barriers, i.e. mainly barriers related to mobility difficulties (physical access), present lessons in different ways (cognitive access), and support students in particular areas of difficulty (supportive access). Information technology offers additional support to people with physical disabilities, as it has the means and tools for physical, cognitive, and supportive access.

Physical access refers to children who cannot use their hands but can operate a computer with their head or another part of their body. So are deaf children or children who cannot speak. They are allowed to learn and communicate. By using images within computer-delivered written texts, students with learning disabilities are guided to cognitive learning. Also, students with difficulties have supportive help since the computer covers some of their weaknesses in writing and reading, such as e.g. text editing and automatic spelling correction. Thus, students with physical difficulties, from spectators become participants and then creators.

As [8] argues the main areas of development involved in this direction are learning technologies: concerns the development of ICT applications and services aimed at supporting education, assistive technologies: concerns the development of applications and services (hardware and software) ICT aimed at providing disabled people with access to computer systems and finally human-computer interaction: it concerns the development of user interfaces that have usability, which is one of the most developing areas of computer science, as it can ensure the "acceptability" of ICT applications by all users.

The difficulties that are often encountered in the application of technology in education have to do with how a learning problem can be recognized and with the ineffectiveness of traditional teaching means and the necessary knowledge of computer operation by the teacher, who will recognize the appropriate property of the special technology
that will provide a solution to the student's learning problem. That is why the role of the teacher is important.

According to [11], the teacher must be trained in new technologies. Educators working in Special Education must: identify the problem, identify the medium that solves the particular problem, and find a solution with the problem and the medium in mind. Educators are called to deal with the multidimensional problem of people with disabilities, applying new technologies in Special Education, according to the research results of psychology, pedagogy, medicine, sociology, and other sciences. The computer is a versatile educational resource that can be used in a variety of ways. Programs, software, learning, and entertainment games can be important sources of exploitation and both their handling and utilization by the teacher are considered particularly important.

An interesting educational, as well as recreational activity via computer, is the digital game since the game is the most enjoyable activity for children.

3. Learning and digital game

3.1. Definition of digital game

Play is considered the center of childhood. There is no child without a toy. For the child, every activity is a game, as indicated by the etymological affinity of the two words. The word game has its roots in the ancient Greek language, which had at least three different words for the game. The most common of the three was the word children which means "that which belongs to or refers to the child". [12]. The word children - as well as its derivatives: "play", "paigma", and "paignion" were used to denote not only the games of children but also any kind of play even the highest and holiest, for example, sacred rites. All the above words contained the meaning of carefreeness, cheerfulness, and joy. The element of fun characterizes the essence of the game." [12] The gaiety of "play" reflects, as Huizinga argues, the aesthetic quality of play.

The game is an all-time event. Many scholars, such as [13] and [12], argue that the game from the most ancient times has stimulated people's attention and thought, has been an object of representation in art and an object of description in literature and poetry. as play is older than civilization since the existence of civilization always presupposes the existence of human society, while the existence of play does not require a similar condition, for example, the simplest forms of play in animals.

According to [14], play is considered an act without purpose, which does not intentionally change the material environment like work, to satisfy needs. But it is itself a need, a psychosomatic drive of the organism, which plays an important role in the physical, psycho-spiritual, social development, and adulthood of the individual. "The essence or content of the play is the functional pleasure, the joy of the activity of the perception, the intellect, the muscular system, and indeed the participation of all these faculties and mental functions in this activity." Pleasure is the primary element of the game, without it there is no game. The child wants to enjoy life with the game but also through it to get to know life. [13]

Play is separated from duty and work. It is usually presented as rest, filling time in free hours, as carefree, and recreation, as relaxation. Often adults consider play a waste of time or consider it an activity of secondary importance because they have not understood that for the child it is, on the contrary, the most serious occupation and that this occupation plays a very important role in his development and the formation of his personality. "There are not a few teachers who believe that work and learning cannot go hand in hand with the concept of
pleasure and play, which is why they often resent it when their students move, joke or look happy during class". [13]

These perceptions of parents and teachers do not contribute to the creation of an appropriate environment and have negative final effects on the child's development. The technological revolution and the social conditions of our time have led to a change in living conditions. The technocratic way of modern life, for example living in apartment buildings, without yards, without proper parks or other free space for play, condemns children to passivity and inactivity. Television and mindless use of electronic games overwhelm the child's life. This inactivity, to which the child has been condemned, can only have negative consequences for his overall psychosomatic balance. [15]. It is therefore imperative today more than ever, to realize the important role that plays in the physical, intellectual, emotional, and social development of the child.

3.2. Digital game

Electronic educational games are a form of electronic learning, they are based on the primitive form of learning play and learn, from where they derive their advantages as an educational tool, they are based on modern learning theories and are supported by a modern learning environment immediately accepted by students, that of computers.

Through the appropriate configuration - design of electronic games, following the appropriate learning theory - technique, based on the type of game and depending on the characteristics of the learners, the electronic game can serve a variety of educational goals at the level of management and support of the educational process developing relevant knowledge to transform abilities into skills, not necessarily within a formal teaching environment.

consider play to be a non-obvious form of educational activity that involves competition. Games have goals, rules, scenarios, environments, and outcomes and provide dilemmas, competition, challenges, and contrasts. They allow a large degree of freedom of action that is limited by the rules of the game.

The goal of a successful educational game, according to [17], is not to emerge as a winner but to reinforce certain behaviors and strategies with direct constructive feedback on the student's actions and progress [18] ,[19] enhancing educational implications. [20]

The second element of educational games is intrinsic motivation: the learning activity as it is presented, is the reward for the learner as much as the achievement of the goal [21], [22] not by simply stating facts, and memorizing rules but with a positive attitude towards the process of learning, inquiry, problem solving [21], [23] and a continuous desire to learn supported by curiosity, competition, imitation of a role model[21], [23] and interest in play.

According to [24] electronic games have twelve characteristics that cause players to engage with them which are fun, rules, goals, interactivity, adaptability, providing results, information, winning situations, dilemmas, competition, challenges, contrasts, creating problems to solve, have a script and a work environment, players communicate with each other and are just like analog games.

[17] states that the main characteristics of educational games are: a) learning goals: educational games are designed for a specific purpose and aim to achieve a specific goal, b) a set of clear of rules: which should exist in order to facilitate the interaction of the player with the game c) the interactivity, d) the active role of the player: the achievement of the goal by the players depends solely on their own decisions and actions, e) the feedback ( feedback ) : the game should reward a correct decision and not punish a wrong one, f) the competition : the competition can exist between teammates or between the player and the computer in order to
achieve the goal, g) the challenge element: which has to do with the uncertainty of achieving the goal, hidden information, multiple levels of difficulty commensurate with students’ level and abilities [20], h) the element of fun and motivation [25] the very act of engaging in a game attracts and entertains children as much as the achievement of goal of the game and i) pre-existing knowledge: an educational game presupposes some knowledge in a field. [26]

Every learning activity related to a technological means is defined by three parameters: a) the purpose, b) the action and c) the conditions of realization. The representations that the user forms about the technological medium that he uses depend on the functions and feedback on the actions of the user as well as on the actions that the user implements with this medium [27]. According to [28], an educational game is successful if it manages to hold the interest of students until the achievement of its purpose, i.e. learning. The effectiveness of games, their quality, and their suitability for educational purposes are critical issues before their implementation [29]. Classroom management, too, the time to be allocated and the expertise required to use games create doubts and reservations. The responsibility of the teacher who implements such a system includes, among other things, the selection of appropriate games.

Regarding the attractiveness of games, the main characteristics according to [30] are individual motivations such as curiosity, challenge, imagination, and control exercised by the player, as well as interpersonal motivations such as cooperation, competition, recognition as well as action, dramatic interest, conflict, the uncertainty of continuity, the challenge of achieving the goal, the element of fantasy and magic, variety of performances and renewal, complexity to the appropriate degree, surprise [31], [32], and dynamic imagery [33].

[34] argue that “the educational function of digital games is the subject of an intense and continuous effort of scientific research and technological development, especially after the first steps of using simulation and communication games in professional training environments, with significant success in terms of engagement and interest of the participants in the learning process, learning games are now being tested at more and more initial levels of education, as the accumulated experience shows that they not only do not deconstruct but on the contrary strengthen and sustain the educational process. The introduction of digital learning games in an educational context cannot be done uncritically and unprepared. In any case, however, the fun and playfulness of digital gaming, and gaming in general, combined with the richness and adaptability of digital media, can act as an extremely powerful signal to trigger engagement and retention, of interest, as well as an effective framework for guiding players, under conditions of free choice rather than instructional directive, towards learning fruitful game plots and paths of thought. In this light, after all, the application of digital games for learning purposes in fields such as that special education, where educational theory tends in favor of increased guidance and support of the flow of the learning process, gives positive results under the condition of always being methodical and of educational knowledge that must govern the whole enterprise.”

3.2.1 Pedagogical use of the digital game

Educational games are a pedagogical "tool" that enhances active participation and facilitates interaction between students, it is a technological tool that can be used in education. Also, educational games are a source of motivation for students, they allow them to test knowledge and consolidate new concepts while having fun [31] and especially educational electronic games as argued by [35] are environments that they support basic principles that favor learning such as active engagement, social participation, constructive activities, strategy development for understanding and solving problems, self-control, reconstruction of pre-
existing knowledge. They are environments that have the potential to support all of the above key learning principles while motivating students to engage with them, offering them an enjoyable virtual world in which to interact either individually or collaboratively with their fellow students, apply them and learn things that they do not know.

[36] report that in an attempt to determine whether a game can be educational, based on Žižek's internet objectivity theory, [37] believes that games can be educational if they relate to social interests. Educational games delight and entertain students who learn by playing [24], while they have the potential to cultivate cognitive skills such as information retrieval, prioritization, and critical thinking.

Games can be categorized by various criteria, according to [38] into action, strategy, sports, adventure, simulation, role-playing, chance games, and as [24] argues, connectivity plays an important role in the design of educational electronic games of the learning objectives with the educational learning techniques and the types of games that can serve this purpose, a view supported by [39] who consider that for the design - implementation of the educational software to satisfy its goals it must too. deciding on the pedagogical approach, defining the actions in an environment model, working out the details, embedding the pedagogical method in the game – support linking learning actions to interface actions, and associating learning concepts with its interface objects game.

[40] considers that there are 2 spaces in which the learning process takes place: the formal learning environment (school, university, seminars, exercises) and the informal learning environment (home, company, free time, entertainment). [41], [42] believe that games are effectively applied in an informal learning environment, non-strict-supervised, allow mistakes, have available time, arouses the interest of the user and the teaching method matches modern learning theories (socio-cultural, exploratory, experimental) and can be part of the overall educational process.

Students who do not actively participate in traditional teaching find it easier to express their questions. Average students question, investigate, and try to understand and clarify the concepts of the subject matter in depth to be able to answer game questions. On the other hand, some completely indifferent students are not activated by this activity either.

Although the game's "feedback" is not able to fully resolve their queries, it nevertheless causes students to formulate questions.

Educators and students find that the experience of cooperation as well as competition through play in the classroom creates positive emotions and helps students learn more easily through play.

[32] emphasizes that learners are asked to evaluate the learning environment based on the characteristics of the game (scenario imagination, curiosity about how the computer will react to the learner's actions, challenge through graded difficulty), the computer, and the nature of the learning object, the form of education and the educational environment. That's why educational games are designed to be attractive in terms of design, cross-surface use, and scenario.

[43] believe that the educational game can be adapted to any level of formal learning: memorization (practice and presentation games), understanding (role-playing, action, adventure games), combining knowledge, realizing their value, applying them at the level of predictions, making judgments, exploiting opportunities, calculating risk, predictability (strategy games) and to be used as a learning tool both in standard general school classes and in Special Education classes.
3.2.3. Digital games and education for people with special educational needs

According to [44] games support learning in and out of school, keeping students interested and leading researchers to demand the creation of highly sophisticated and personalized games. Regarding students with special educational needs, researchers, such as [45],[46],[47] emphasize the importance of technology in facilitating the social and interaction of people with disabilities and the fact that advances in computer and communication technology give these people a great opportunity to have equal access to several activities.

Special Education can benefit from the use of digital games as they offer the possibility of repetition, practice, learning of multiple subject areas, and adaptation to the needs of the user.

They can also be adapted according to the mental and emotional capabilities of the student and offer a separation of information into small sequential steps that can be digested by the user. Through digital games, children with special needs are allowed to gain experience with situations they encounter on a daily level, promote problem-solving skills, and potentially prepare themselves for social integration and safety [2]. Digital games also, in addition to entertainment - people with special learning abilities are no different in the need for digital entertainment - also offer concentration so that students show their skills and knowledge.[48]

The educational value of digital games in Special Education lies in the fact that they offer: economy of attention and learning, an increase in satisfaction, persistence, personal involvement in the educational process, reduction of anxiety, an increase in initiative, the value of participation and sense of inclusion in the society, development of socialization as well as the encouragement of students with reduced interest and motivation to learn .[49]

Digital games as learning environments support new types of learning. The possibility of their utilization opens up an important field in the field of educational means and methods since it implies a certain positive motivation of students and an increase in learning results pleasantly and attractively [50]. Games are characterized as active learning environments because they favor immediate reaction and provide high motivation, because they encourage the active participation of the student, but also provide immediate feedback [51]. One of the most important advantages of digital games is their ability to adapt to the user's capabilities and time frame. The user thus avoids the feelings of anxiety, inadequacy, and boredom.

Children in the game environment go at their own pace and control the outcome. For this group, digital games support independence but also the development of social skills (when students work in groups or groups), the development of language skills, the understanding of cause-effect relationships, the improvement of visual-perceptual skills, and motor development. Immediate reinforcement and lack of criticism make it easier for students to accept their mistakes and try harder next time.

The games are directly related to the areas of education of people with special educational needs by [52] and [53] and are summarized in the table below.

<table>
<thead>
<tr>
<th>Areas of education for disabled people</th>
<th>Digital games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing skills for Language and Mathematics</td>
<td>fun games that contain similar knowledge</td>
</tr>
<tr>
<td>Communication / cooperation</td>
<td>games for social behavior shopping</td>
</tr>
</tbody>
</table>
Table 1: Relationship of digital games with the education of disabled people

<table>
<thead>
<tr>
<th>Personal hygiene /safety</th>
<th>getting to know the body and health issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and mental health</td>
<td>Expression of feelings</td>
</tr>
<tr>
<td>Professional training</td>
<td>games that promote responsibility/sense of duty</td>
</tr>
</tbody>
</table>

Observing the table we see that digital games not only offer fun and entertainment but also have an educational purpose as they involve activities aimed at developing learning skills (in Language and Mathematics courses), personal skills (expression of emotions, personal hygiene, and care), as well as social skills (social behavior, cooperation). The use of digital games, therefore, in the educational process promotes interactivity and de-escalation of tensions, promotes active educational models, and offers new possibilities for communication/collaboration, as you can see in appendix one where fun and learning games are suggested for people with special needs.

Students with special educational needs must be assessed using the same criteria and principles as for all students. Among the purposes of the evaluation, in the case of SEN, special attention must be paid to the skills acquired and utilized by the student in his daily life.

Among the basic principles of assessment, in the case of SEN, special emphasis must be placed on the principle of a comprehensive assessment of the student’s characteristics (profile) so that the assessment result is not focused only on his weaknesses and the pedagogical principle of encouragement (encouraging effort).

4. Conclusions

The incorporation of digital technologies in education domain is very productive, successful and facilitates and improves the educational procedures via Mobiles [58-68], various ICTs applications [69-112], AI & STEM [113-129], and games [130-135]. Additionally the combination of ICTs with theories and models of metacognition, mindfulness, meditation and emotional intelligence cultivation [136-163] as well as with environmental factors and nutrition [54-57], accelerates and improves more over the educational practices and results.

Moreover Special Education includes many categories of people with disabilities such as: people with hearing or vision problems, people with mental retardation, people with learning difficulties, people with pervasive developmental disorders and it is accepted that the use of digital games is a useful tool in the hands of those involved in the education of people with special educational needs by turning learning into "fun".

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APPENDIX 1
PRESENTATION OF DIGITAL GAME WEBSITES

<table>
<thead>
<tr>
<th>FUN GAMES</th>
<th>WEBSITE</th>
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<tr>
<td><img src="http://www.poissonrouge.com" alt="Image" /></td>
<td><a href="http://www.poissonrouge.com">http://www.poissonrouge.com</a></td>
</tr>
<tr>
<td><img src="http://www.bbc.co.uk/cbeebies/games/" alt="Image" /></td>
<td><a href="http://www.bbc.co.uk/cbeebies/games/">http://www.bbc.co.uk/cbeebies/games/</a></td>
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<tr>
<td><img src="http://www.donpixel.com/" alt="Image" /></td>
<td><a href="http://www.donpixel.com/">http://www.donpixel.com/</a></td>
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<tr>
<td><img src="http://www.ferryhalim.com/orisinal/" alt="Image" /></td>
<td><a href="http://www.ferryhalim.com/orisinal/">http://www.ferryhalim.com/orisinal/</a></td>
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