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Digital Learning: Differentiated Teaching Models using ICTs in Greek Context - Good Practices: "And familial holds up well...The Gods of Olympus"

Lykou Paraskevi[2], Irene Chaidi [1,2] , Anna Maria Driga[2]

evianalikou@hotmail.com, irhaidi@gmail. com, anna.maria.driga@gmail.com

1. Ph.D., University of Thessaly, Department of Special Education, Volos, Greece
2. NCSR 'Demokritos', Athens

Abstract. .'An open school, a school for all supports today's pedagogy, the pedagogy of inclusion, acceptance of diversity: education of people with special needs in the general classroom. New Technologies are integral key components in the creation and implementation of differentiated teaching, teaching that adapts to the peculiarities, abilities, interests, and experiences of each student, enabling all students to approach knowledge at their own pace and time. This paper presents a scenario of differentiated teaching in the course of History and especially mythology.

Keywords. New Technologies, Differentiated Teaching and Students with special needs, History, and Mythology.

1. Introduction

The purpose of this paper entitled "And the familism holds good....The gods of Olympus" was composed of 4 students of the Special School department: 2 with ASD and accompanying elements of ADHD and 2 with average intelligence Delay. (Of the 1st Special Primary School of Peristeri) aged 9 to 10 years and 16 typically developing 3rd Grade students, 9 years old (of the 11th Primary School of Amaroussi).

The students of the Special School and the students of the General School through the activities of the scenario (differentiated teaching) will collaborate, perceive and know the diversity of the students, but also through a work plan and activities that will come into contact. with the myths of Greek mythology and especially with the PANTHEON of Olympus.

2. Differentiated Teaching and Special Education

2.1 Definition of Differentiated Teaching.

Differentiated teaching is defined as "the teaching that treats the student as an integral entity inside and outside the school structure [1] intending to understand concepts, acquire fundamental skills, as well as the active participation of the student in the learning process by approaching knowledge". The goal will be achieved through differentiation tasks, the use of teaching methods, and strategies of pleasure and creation [2] that modify/shape the content of the academic material. Differentiated instruction teaches all students how to learn and enables them to participate equally, according to their abilities and interests, in a collaborative and high-quality learning environment [3] with equal participation and full access to knowledge.

According to Tomlinson, there are four areas that educators need to focus on and are addressed through differentiated 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'.

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• Learning environment: How the class "feels" and how the class works together

Differentiated instruction based on the three elements - student readiness, interests, and unique learning style - is seen as an inclusive education method that prioritizes meeting the learning needs of all students and each individual according to their diversity, to bring out the value of each student and to join the learning environment that is created so that all students can approach knowledge [4].

In the final assessment, their growth and effort as a student is examined [4] to boost their confidence and self-esteem despite their performance as the assessment is formative, [5], [6] an ongoing process that monitors the progress of students and explores each individual's learning style to create the most effective teaching.

Differentiated teaching seeks to provide each student with effective instruction and learning as they cohabit in certain courses with others who are roughly their age chronologically but have quite varying degrees of language proficiency, abilities, motivations, and requirements.

The most crucial tactics for differentiating instruction are then discussed, along with how to design and organize lessons around a central theme that will focus on teaching the students rather than the course material:

Cubing • Jigsaws • RAFT• KUD • TPRS • Graphic Organizers • Frayer Model • Think – Pair - Share • Find Someone Who • KWL • Graded Courses • Think Tac Toe • Learning Centers [7]

In summary the Distributed Teaching [8] in Figure 2.

DIFFERENTIATED TEACHING The advanced design of instruction meets the different learning needs of children.				
A) GUIDED BY GENERAL PRINCIPLES OF DIFFERENTIATION				
ACCEPTANCE OF STUDENT DIVERSITY The ability for students to choose what and how of their learning	COLLABORATIVE LEARNING PROCESSES Communication and interaction in the target	LINKING NEW KNOWLEDGE TO STUDENTS' EXPERIENCEs I'm learning how to learn	MULTIPLE APPROACHES TO LEARNING Openness/ Investigation Collectivity	CLASSROOM MANAGEMENT WITH FLEXIBLE ROUTINES Variety of evaluation methods
B) TEACHERS MAY DIFFER				
THE CONTENT The information and ideas are provided to students to achieve the learning objectives.	THE PROCEDURE The activities student participates in to understand or master in which the information.	PRODUCTS Tasks of graded difficulty in which the student demonstrates what he knows have understood and can do.	LEARNING ENVIRONMENT Classroom climate and organization.	
C) ACCORDING TO THE STUDENTS				
READINESS The student's knowledge and ability to meet specific learning objectives.	INTERESTS A student's attraction, curiosity, passion, preferences for a particular subject, or fluency in a skill motivates them to learn.	THE LEARNING PROFILE The way a student learns can be shaped by intelligence type, gender, learning style, cultural environment, etc.		
D) THROUGH A VARIETY OF TEACHING STRATEGIES				
• Cubing • Jigsaws • RAFT• KUD • TPRS • Graphic Organizers • Frayer Model • Think – Pair - Share • Find Someone Who • KWL • Graded Courses • Think Tac Toe • Learning Centers				

In summary the Diasporized Teaching

2.3. Digital Differentiated Teaching

The use of ICTs [10] allows teachers to use tools, ways, and means to adapt them to the contents, activities, and learning processes to create the best learning environment and encourage students to approach knowledge in the best way possible [11]. ICTs are tools that can assist in tailoring instruction to the learning style, interests, and readiness of the student. They are regarded as the best way to distinguish instruction because of this. With the help of assistive technology, students with unique needs can keep up with their peers.

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The contribution of ICT to six qualities that promote differentiated education is summed up by [12] as follows: • Privacy • Collaborative and communication skills • Organization • Supporting learning styles and sensory learning • Providing choices • Authentic learning.

With the fundamental tenet of their integration in the accomplishment of the goals set by the teachers based on the learning profiles of their students, 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 [11] using the TPACK (Technological Pedagogical Content Knowledge) approach, of the three components: content (material), pedagogy, and technology. [13]

Overview of ICT strategies and tools for differentiating instruction.

Dimensions in Differentiated Teaching	Strategies for differentiating teaching	ICT tools/applications
Content	Program Condensation. Learning contracts. Using a variety of sources. Graded activities. **Conceptual teaching.** Differentiated questions. 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. Learning & Interest Centers. Graded Activities Choice Tables. Daily arrangements. Journals of learning records. **Group investigations.** Independent studies. 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	**End product options.** **Task presentation options.** **Original creations.** **Initial, Formative, and Final assessment.** ✓ **Rubrics** ✓ **Alternative assessment (self-assessment, peer assessment, portfolios)**	**Digital collaborative tools for creating and sharing information (Publisher, Google docs, Paint, Powerpoint, Slideshare, Prezi, Wikis, Blogs, Srorybird, Voicethread, e-book applications, Movie Maker, WebComics, Podcasts, Vodcasts, YouTube). Social networks (Twitter, Facebook). Online social bookmarking services (eg Delicious). General purpose software. Rubric creation tools. Hot Potatoes. Digital Storytelling Applications**

Fig. 3: Overview of ICT strategies and tools for differentiating instruction. [10]

2.3.1 Special Education and differentiated instruction

The application of differences in the following categories is part of the inclusive education methodology, which is currently a philosophy in formal education institutions: A) students with special needs and impairments B) students from national minorities C) students who speak Greek as a second language D) students whose parents are from poor socioeconomic backgrounds [1 4]

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4. Project Description

In the context of the good practices of differentiated teaching, a scenario, and a lesson plan with the use of ICTs are presented.

"And the nepotism good holds….The Gods of Olympus"

4.1. Cognitive areas involved

This didactic learning scenario aims to co-educate mainstream students with SEN students aged 8-11 years Middle Level. 4 students attend the Special School section: 2 students with autism and 2 with moderate Mental Retardation. The students of the general school of formal education are a total of 16.

The scenario is linked to the thematic cognitive area: History. [15],[16],[17], Language, Environmental Studies, and Visual Arts. The script is compatible with APS students [18] in the areas of Social Adjustment (Environmental Studies), Creative Activities (Art), and Basic Academic Skills (Language) in the context of intersubjectivity [19]. The scenario will be carried out with the help of ICT since according to the EEPD of the primary school ICT can be used as an inquiry tool, a communication tool, and an information retrieval tool.

4.2. Pre-requisite knowledge

The students in terms of the teaching subject have heard about the Olympian gods inside from the fairy tales, without this to considered essential for her implementation of the scenario. They have already acquired software skills: Ms. Word, Hot Potatoes, Inspiration, Google Earth, and navigating to the Internet via browser (e.g. Google Chrome). They can work together in groups and have practiced basic use of the features of PC.

4.3. Objectives of the teaching scenario

The basic didactic target of the scenario is for the students to cultivate through the management and investigation of information, the initiative, to develop review thought, to create and to build their knowledge, get in touch with the myths her Greek mythology and their truths where hide, so that to begin to cultivate historical thought and consciousness. (Table 1)

Specifically:

The objectives of the scenario are:

A) Cognitive objectives:	**B) Regarding the use of ICTs**	**C) Regarding the learning process**
➢ To acquire expressive courage and cultivate the skill of	➢ To perceive the students to one degree her value and	➢ To formulate hypotheses, to experiment, and to test the correctness

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expression. ➢ To acquire an interest in Greek mythology and its survivals in art, language, and literature. 1. To exercise an interdisciplinary approach to her knowledge. 2. To meet their gods of Olympus, the symbols there, the anthropomorphic characteristics there, and the properties where they performed thepeople.	possibilities were providing the ICT at study, in processing, and her development actions that could hardly have been implemented in the conventional way of teaching. ➢ To exercise to the ability navigate, actively search, and critical approach and processing of information as and her utilization of the internet as source information and collection data. ➢ To locate and navigate the geographic space which evolves the lesson there, with the software visualization Google Earth. ➢ No become familiar with the basic functions of a copywriter (register opinions/information). ➢ To approach the lesson multisensory and evaluate in a playful way (using Hot Potatoes software) the knowledge that they acquired.	there. ➢ To relate, analyze, compose information data, export conclusions, and interpret. ➢ To develop communication skills. ➢ To be encouraged and to be motivated by their team and the weak students to take part in the procedure of learning. ➢ To cooperate to achieve a common goal developing personal and collective responsibility as members of a team in the production of collective work.

Table 1: The objectives of the scenario

4.4. Class organization – required hardware infrastructure

The activity will Happen in a school class the general school, where exists an interactive panel and required the existence broadband internet connection. Also in each group of students will exist one laptop, which I will do is installed the software Word, inspiration, Google Earth, Hot-Potatoes, and a network printer. It is also necessary to enable safe filters for browsing on the Internet. The teacher's previously time he's got check the functionality of laptops and programs and has stored in relevant folders the necessary archives (file concept mapping, archives evaluation, etc). He's got also to save at favorites websites where I will use the students in their effort to discover and/or enrich their knowledge for the issue of the script.

Due to of particularities of students at activities I will 5 heterogeneous groups of four are created (4) persons, as to gender and cognitive level. Each of the 5 groups will include in its composition a Special Education and Training student, while sometimes there will be auxiliary help from the two teachers. In every group, there will be students with distinct roles

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(secretary, operator, responsible for announcing the group's findings to the plenary, member, etc). The roles will alternate and the distribution will be done by themselves students in groups.

The educational adopt one new role inside at didactic - learningprocedure and act, of facilitator and consultant educator. He has taken care to create a climate of good cooperation between the students.

He finds a room and distributes the activity sheets and his role is more coordinating and accommodative and less that of supplier of knowledge and information. The teacher is not the bearer of knowledge (the authority), but a more experienced "learner" who makes himself a partner in the learning environment, and in building knowledge.

The plus learners students of the department (typical and non) have conquered the skill her of use of PC. And the four (4) students In a special school, have also mastered the mechanism of reading and writing.

4.5 . Teaching Materials - Software Category - Combination of Software and Application Categories

The implementation of the scenario will be used:

- The use of processor text (Ms. Word), software general use,recommends one new method of writing, qualitatively different from the one that takes place with paper and pencil, simplifying corrections, modifications, movements parts, etc. It can help with information. **organization skills where touch her management large part** It can play a big role in organizing ideas and arguments. Is given another dimension in the composition of text as cooperative writing is favored the exchange of thoughts and ideas. The students synthesize one text inside from a progressive and discovery process. They can compare themselves but also with others as they can look at the whole again process of improving their text. Children are basic to write directly on the screen.
- With the internet browser (browser e.g. Google Chrome) students are allowed to come into contact with host information about the theme there. THE teacher as facilitator and mediator of these procedures visits first various websites and chooses to recommend their suitable, ones so that the students to draw information without dangerous disorientation. Follows review processing of information in a club. With the use of processor text, the students record the information there.
- The software Google Earth is one software visualization and simulation that contains concepts of orientation, scale, and maps. The software Provides satellite pictures with large clarity for all of the Earth. The pictures are combined with maps and various other information. The user can navigate around the planet and choose the height from which he will do this navigation. The software Google Earth can be combined with Google Maps software to connect satellite pictures with various species' interactive maps.
- The Hot Potatoes is closed-type software with which we can create assessment exercises for use either over the Internet or via PC. Is attractive and pleasant for their students as they cancorrect the mistake. Also, each learning scenario acquires prosthetic value as the software can touse in all academic subjects. So knowledge can be acquired playfully.
- The software conceptual mapping (Inspiration) is one open-source general-purpose software that leverages the prior knowledge of students and enables them to make associations and comparisons through the creation of concept maps. Conceptual mapping is a special technique visualization of relationships between various Meanings. [20]

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4.6 Estimated Duration

It is estimated that the duration of the teaching scenario will be three (3) teaching hours.

4.7 Content Analysis

The goal of the scenario is of particular interest and importance, since beyond the cognitive content of is related wider to her Greek mythology and constitutes a basic piece of ancient Greek culture. THE foreseen year development of this one scenario (three didactic hours) is understandably not enough to cover this important issue. The activities, however, can push teachers and students to elaborate on one design work where I will exists the ability to be processed the theme more thoroughly and to utilize a lot of possibilities provided by the Internet in the retrieval of information. There are many websites with interesting topics that touch on many different aspects of it subject.

In that concern, co-education is adopted by the basic authorities of Catholic Planning and Differentiated Teaching. Universal Design in education is an approach to curriculum design, of the material and content in such a way that they benefit people with different learning styles, without adaptations and subsequent modifications. Due to the diversity of the school class, the education of students with a single didactic approach turns out ineffective, and the teachers are called to differentiate the teaching there. The approach she gives emphasizes the role of teachers as mentors, in the procedure of learning and, mainly, of participatory learning. Thus, teaching meets the needs of all students and works as a means of social justice.

In a class, that is studying students with different educational styles, interests, incentives, and cultural origins, the multisensory approach, supported by her technology, looks to serve them as authorities in her differentiated teaching. Many of the obstacles to the implementation of differentiated teaching can be overcome with the use of her technology.

THE utilization of Technologies Information technology and Communications (ICT) and digital teacher material in learning procedure constitutes the central issue of her policy her co-education in Hellas. Digital multimedia in an interactive learning environment incorporate words, images, animations, videos, and other innovative digital aids teaching at learning and teaching and so are made ideally for the co-education.

The scenario developed at frames of that all the children learn better when is all together. At the same time, the creation of favorable conditions of learning for students with disability is formed as the conditions for improving the learning conditions of all students. Students with low grades benefit from the practices of co-education performances. Special techniques, such as repetition, experiential methods of teaching, and learning that are provided in class assist students who do not succeed in such a good.

5. Methods-Tools

5.1 Organization of the Department

The present scenario is a continuation of the first in terms of its organization department. The two teachers of the first scenario switch roles and he who was an observer in the previous, now takes active action and the reverse.

The lesson takes place in the classroom. The desks are arranged in pairs, like this so that four students sit opposite each other. 5 are created groups of four students and at four from they sit and a special school student. The placement of the desks and the students with this distribution helps the smooth circulation of students but also of the teacher inside the space as well as the easy access to an interactive table. Above at desks each group exists and one Laptop.

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With her Introduction to ICT in Education, The educational can differentiate the teaching of all cognitive objects. In this scenario, we will take advantage of working in groups. The students work together in pairs with the composition of the team to have it selected appropriately from the teacher.

The basic purpose is for all students to participate in the groups with cooperation and acceptance of their otherness.

The teacher has the role of coordinator and animator of the groups. Operates guiding, whenever necessary, intervenes as their assistant groups, when requested, and operates boosters orchestrating discreetly the procedure. He's got to take care of studying the websites where I will be investigated, he's got to prepare theleaves work of groups, he's got to predict by any chance unexpected and unexpected developments during the course (difficulty in the use of software from the children, disagreements at groups, etc.)

The present scenario coexists and the second is educational with participatory, dialectical, and equally auxiliary character, where the first scenario organized the teaching. The role is recorded as follows:

✓ Cooperates and points out the highlights of and continuously them is discussed with him the educational where applies scenario.

✓ Focuses at points those who make it difficult for their students of both schools as well as the ways of obtaining new knowledge and skills alongside the improvement of the existing ones**.**

✓ Practices philological criticism with high expectations. She has a sense of its shipment of for readjustment her teaching where he needs at frames her cooperative professional development where improves teacher practices and then learning _ results of students.

5.2 Teaching Approaches and Strategies

5.2.1. Theoretical approach

New pedagogy wants student-centered teaching, with the student active member of learning and the teacher companion, mentor, helper, and animator of the student, in the discovery, investigation, conquest, and construction of her knowledge. The use of ICT in the class is considered an important tool in cooperation with him conventional way of learning.

According to the above, we are driving at possibilities that are given to students with the use of ICT in the learning process and are: h their familiarity with ICT, their use as tools and resources of learning as and as tools acquisition skills cooperative and discovery of learning.

The scenario is based on the theoretical

:

The development of the scenario supported by theories of structuralism (constructivism) and in the sociocultural considerations of Vygotsky and of his offspring, where special emphasis is placed on the learning process,in the cognitive tools that mediate it, in the interaction between the parties involved, as well as in the socio-cultural environment that takes place.

Supports collaborative inquiry / learning in all forms, a fact essential for the design and implementation of teaching situations where ICT is harmoniously integrated and enables the student to express himself, explore, and interact with the environment to build knowledge.

With this, the scenario of learning is sought to done the teaching interesting with the active participation of students so that students can discover, investigate, and learn (discovery learning). During the duration of her teamwork teaching and learning, the guys talked analyze, formulate doubts, and resolve problems (problem-solving).

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5.2.2. Methodological approach

The scenario includes pedagogical activities collection and recording elements where they have a relationship with their Gods of Olympus, selecting relevant images and searching for articles. As a teaching method followed the traditional — teacher-centered teaching against her preparation and information of the students at the beginning for a didactic time and the teamwork teaching for the application of activities and her final presentation of s.

THE role of teachers as much as the students are working in groups is supportive, (guiding) offering clear pointers where is necessary, and reminding the students of the time they have at their disposal to finish their work.

5.2.3. Teaching approach with ICT

THE unity includes pedagogical activities utilizingtechnological tools and ICT inside them which I will do an effort to inform students about teaching. The use of New Technologies in the course of History – mythology is provenparticularly interesting because the PC provides easy access to historical datasources (texts, pictures, sounds). So the students can to they approach the recorded material, formulate affairs, pose historical questions, and record their opinions. This way arouses the interest of students and promotes their critical thinking since it involves them in authentic research processes. Appropriately planned activities can help students develop historical skills. For example, students can become familiar with observation images and the decoding of visual messages, to investigate, classify and evaluate historical-archaeological information, supported by textual and audio-visual material.

6. Implementation of scripts

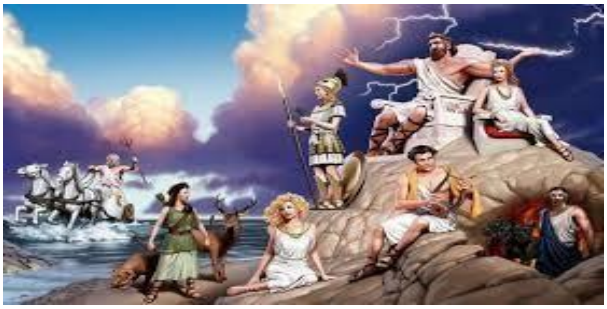
The teaching follows her below structure:

Preparation:

Before she applies scenario The educational I will explain to the studentswhat they will do, and how they will work. He answers their questions and makes the whole process easier. The students as mentioned above are divided into 5 groups of four people and each group will deal with two or three gods after drawing lots. On the desktop pre-existing (from the teacher) 5 folders one for each club. The students open the surface and work the envelope where corresponds at trial their club. There they find such the public affairs leaves of work, as well as the separate ones for each group, referred to in gods of their group. The exercises of the separate sheets have the same degree of difficulty for all groups. It is obvious that in their folder they save the information and data they draw from it Internet.

6.1 Project Analysis _

SCRIPT TITLE



And _ *the nepotism good holds….The Gods of Olympus* »

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Class – Students:
Educational Level / Level: Elementary, cooperation of students from the formal education department with students from the special elementary school with mental retardation and ADHD.
Typical age range: 8-11 years
Student Characteristics: Regular students and students with Pervasive Developmental Disorders and Mental Retardation

1. SCENARIO DESCRIPTION

The teaching follows the following structure:

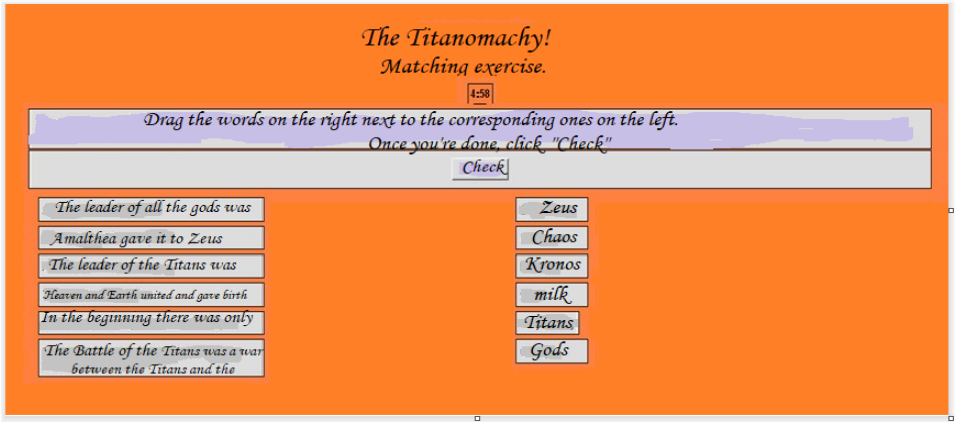
1st TEACHING HOUR: stimulating and engaging activities

1. Watch the video: The students at a phase of orientation watch, in plenary, on Youtube and the nth website: https://www.youtube.com/watch?v=wGMfyfvgDGY , the relevant educationalvideo with the theme **Theogony** with targets a first acquaintance of students with thetheme.

2. Discussion: for him way creation of the world.
The students ingroups discuss, and express their opinions, and in plenary the teacher records without comments on them.

3. Worksheet is given

Then you are given 1 worksheet on the theme of the Battle of the Titans and an objective to get to know the students and their myths with their whom the people they tried to interpret the creation of the world. Inside thesoftware Hot Potatoes 6 is given relevant exercise matching the who it looks in image 1.



2nd TEACHING HOUR: Investigation and representations in relationship with the geographic frame.

1. Find the geographical location of Olympus.
Students locate with the help of Google Earth **the geographical location of Olympus,** the abode of the gods of antiquity to form relevant to the geographical context of the region representations. They are also measured with the help of the relevant tool measuring the distance in a straight line from Olympus to Peristeri where they live. Indicatively, the result of the search can be seen in below **image 2:**

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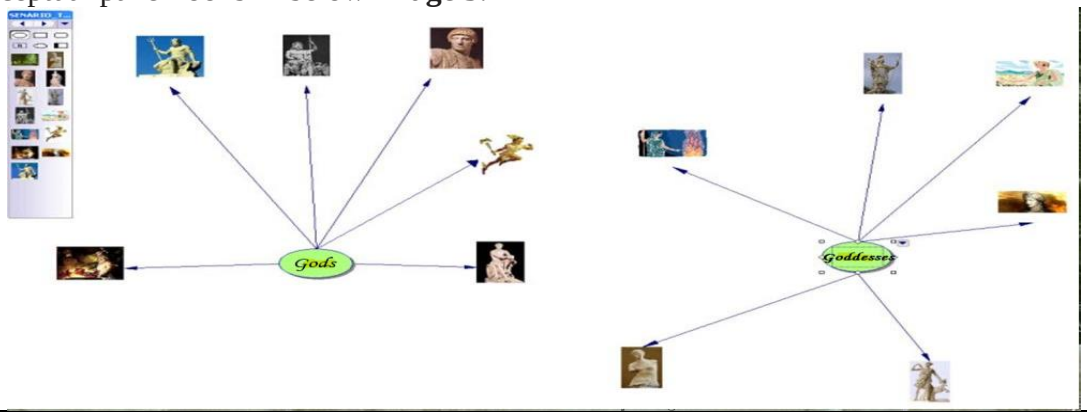
2. The students with the aid of her machine search Google and specifically the 'images' section browse and view images fromtheir Gods and Goddesses of twelfth spotting and the symbols there.They save some of the ones they like in their folder on their PCtheir group.

3. At Continuity The teacher pushes their students to open one semi-structured conceptual table (Inspiration) in which the Gods and the Goddesses of Olympus in characteristic images recognize/name the students their Gods and Goddesses of Olympus. Indicative The conceptual panel looks in below **image 3**.



3TH TEACHING HOUR: Creative Activities: The 5 groupstake over from 2-3 gods.

1. They are divided into groups:
1st Team _: Hera - Jupiter - Venus
2nd Team: Hephaistos – Athena –
3 h Club : Demeter – Hermes
4 h Club: Apollo – Focus – Mars
5 h Club: Poseidon – Artemis

2. Each club with the aid of a browser is visiting relevantelectronics address (indicative) where draws informational material and pictures. "Downloads" to a relevant Word document of the material and from group discussion shape the final text of information that will announce to the plenary. She saves her material in her envelope which is located on the surface work of computer her.

3. At this point after the information the students have gathered they are called to solve a crossword puzzle (Hot potatoes) that concerns at characteristics of the Gods to highlight the *anthropomorphic characteristics*. For example, the crossword puzzle solved by the students looks in image 4.

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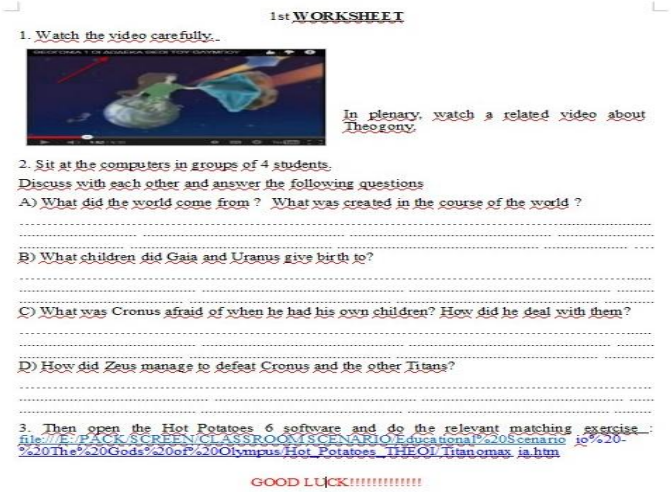
2. WORKSHEETS

WORKSHEET 1

✓ Students are asked to watch on Youtube one related educational video on the subject of Theogony and to discuss its way of creating it world.

✓ At Continuity, wanted their students with the aid of the softwareHot Potatoes to match words and sentences.



1st WORKSHEET

1. Watch the video carefully.

In plenary, watch a related video about Theogony.

2. Sit at the computers in groups of 4 students.
Discuss with each other and answer the following questions
A) What did the world come from ? What was created in the course of the world ?
B) What children did Gaia and Uranus give birth to?
C) What was Cronus afraid of when he had his own children? How did he deal with them?
D) How did Zeus manage to defeat Cronus and the other Titans?
3. Then open the Hot Potatoes 6 software and do the relevant matching exercise : file:///E:/PACK SCREEN/CLASSROOM/SCENARIO/Educational%20Scenario_jo%20-%20The%20Gods%20of%20Olympus/Hot_Potatoes_THEOI_titanomax_ja.htm

GOOD LUCK!!!!!!!!!!!!

WORKSHEET 2.

✓ Required their students to detect with the aid of the program Google Earth the geographical position of Olympus, her residenceof gods her antiquity.

✓ In addition, is given a semi-structured conceptual panel to which

the Gods and Goddesses of Olympus are presented in characteristic images and the students must to they recognize /name each God / View.

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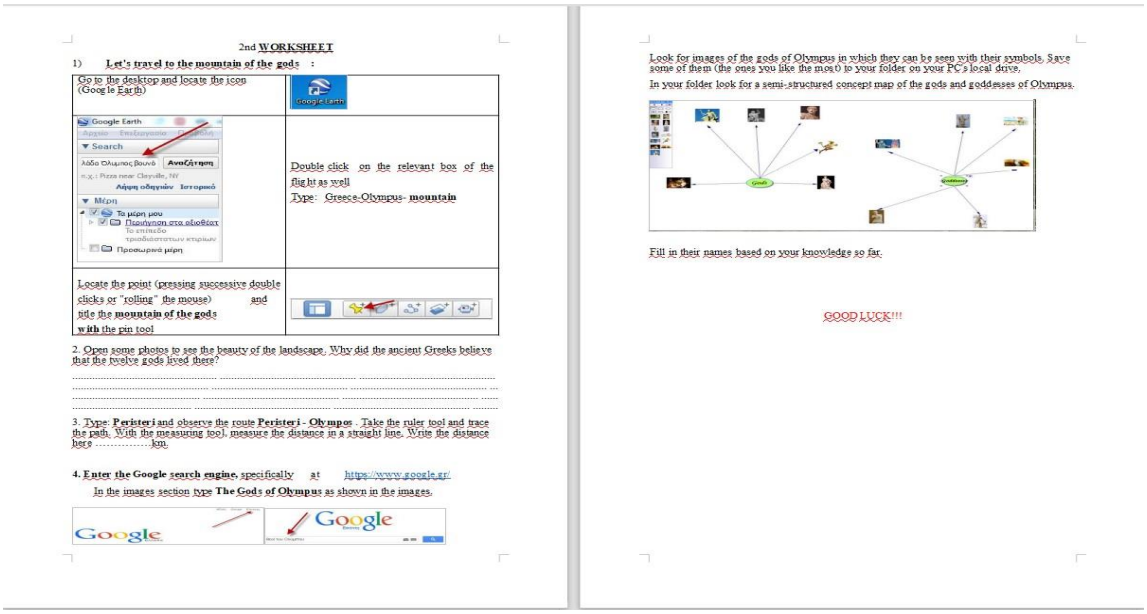


2nd WORKSHEET

1) Let's travel to the mountain of the gods :

Go to the desktop and locate the icon (Google Earth)

Double click on the relevant box of the flight as well
Type: Greece-Olympus- mountain

Locate the point (pressing successive double clicks or "rolling" the mouse) and title the mountain of the gods with the pin tool

2. Open some photos to see the beauty of the landscape. Why did the ancient Greeks believe that the twelve gods lived there?

3. Type: Peristeri and observe the route Peristeri - Olympos . Take the ruler tool and trace the path. With the measuring tool, measure the distance in a straight line. Write the distance here ..... km.

4. Enter the Google search engine, specifically at https://www.google.gr/
In the images section type The Gods of Olympus as shown in the images.

Look for images of the gods of Olympus in which they can be seen with their symbols. Save some of them (the ones you like the most) to your folder on your PC's local drive.
In your folder look for a semi-structured concept map of the gods and goddesses of Olympus.

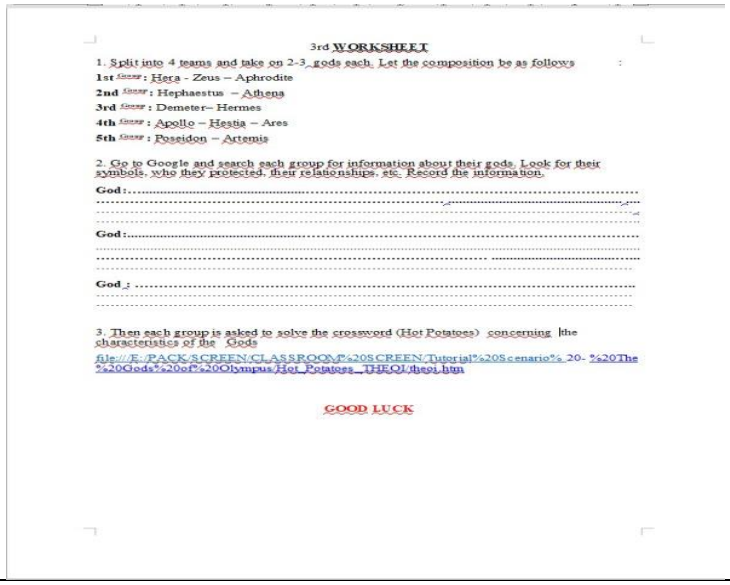
Fill in their names based on your knowledge so far.

GOOD LUCK!!!

WORKSHEET 3

✓ Students are asked to find information about the Gods perteam and to their records.

✓ Additionally, the students solve a crossword puzzle (Hot potatoes) and were concerned about the characteristics of Gods.



3rd WORKSHEET

1. Split into 4 teams and take on 2-3 gods each. Let the composition be as follows :
1st team: Hera - Zeus – Aphrodite
2nd team: Hephaestus – Athena
3rd team: Demeter– Hermes
4th team: Apollo – Hestia – Ares
5th team: Poseidon – Artemis

2. Go to Google and search each group for information about their gods. Look for their symbols, who they protected, their relationships, etc. Record the information.
God :.....
God :.....
God :.....

3. Then each group is asked to solve the crossword (Hot Potatoes) concerning the characteristics of the Gods
file://E:/PACK/SCREEN/CLASSROOM%20SCREEN/Tutorial%20Scenario%20-%20The%20Gods%20of%20Olympus/Hot_Potatoes_THEOI/theoi.htm

GOOD LUCK

7. Results _Conclusions

7.1 Evaluation - Feedback

The assessment of student's work is a) exploratory throughout the program, where is evaluated the existing knowledge of students, the interest they show in the subject, but also the use of the tools, and any difficulties that arise, b) formative for feedback and goal reformulation and c) final by the students and their teachers.

Thus, mainly through dialogue and observation, as well as from Results of activities such as are presented at leaves work of groups we conclude that:

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- The student's interest in the specific topic was intense. The use of technological tools did not give added value to the investigation of knowledge and skills there.
- All students had active participation, while those who had some familiarity with their PC helped with the integration of the rest. If there was a laptop for each group, students such as students with Mental Retardation, and students with standard development with moderate performance, it seemed that they were more activated when tasks were viewed using the projector in the interactive table and they participated actively.
- Groups generally worked well, others more flexible with fewer conflicts and quick problem solving, and others more productive, with impressive and quick Results, accordingly with the object of her work.
- The students as a whole enjoyed the activities, despite all of the difficulties faced by some of them in using the tools, and of course, they felt satisfaction from the group's final result.
- Students with special needs struggled with some activities but they felt useful and creative with the discreet aid of classmates them. The students with Special Needs, returning to the school presented them with activities in their at-school community, reaping very positive comments.

7.1.1 Additional Information

The present scenario could be extended in the context of the agile zone so that the students have more time at their disposal order to carry out educational visits to Pi. h. Museum Acropolis (Olympia riddles: Searching their gods of Olympus).

The expansion of the script, of course, and its differentiation depends on the cognitive level of the class, the dynamics of the participating groups, and the logistical infrastructure that supplies the school.

7.1.2 Disturbance

1. Implemented the scenario according to the design and objectives;

We consider that the scenario implemented at the end of May 2019 was consistent with its original design and objectives as received because of the particularities which would present the Department.

2. Provoked the interest of trainees?

The students showed enough interest in the theme of the scenario and they exchanged views and experiences, as the teaching referred to Olympians Gods. This interest was expressed with the questions and comments during and at the end of the process as well as with dynamic participation in activities.

3. They participated the learners actively in the didactic procedure;

The students have not stayed simple audience, but they participated actively in activities where they were assigned. They expressed the disposal to apply what they have learned in carrying out various tasks such as using the internet to recruit information as well as educational software, if and some they struggled enough with the use of Laptops and the content of tasks.

4. Which difficulties were introduced?

At co-education two schools with children standard and non-education that is, with students who were not at the same level it is not possible not to there are difficulties. So some they brought in the end with comfort their activities, while some others took a lot of time and

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help, to them complete. The 3 of their 4 students with special needs struggled at tasks (e.g. conceptual Map). THE educational I willcreate one educational framework, which must to it is based on the universal design since in the section there are no students only with special educational needs the opposite and this requirestime and specialized knowledge.

5. If you planned again the scenario I will that you were changing all the on-partdata of and which; Give reasons and write the analytically.

In one possible redesign of the scenario, I will we were given more emphasis on the activities where I will we were assigned to the students.

Specifically, I will I had more time for children to experiment with the capabilities of the tools and perform more activities. Furthermore, due to particularities where presented by the Department I will, we were devoting more time to discussing each phase of the script so that it is more understandable by the whole of the students.

Also, I will be cared to there are tasks very "simply" designed and differentiated to be facilitated and approach knowledge more easily and students with difficulties. End, will we be implementing the specific scenario in a temporal duration of 4hours?

We hope so how the specific teaching will constitute the motivation for further employment of children with the specific tools.

6. How did the planning, implementation, etc. benefit you as an educator? reflection in the script?

All procedures resulted from one motivation, as we were called to build and implement a script that was addressed to students who need diversified teaching that is in typical students but also to students with special educational needs. In an inclusion framework the teacher must take into account the design, of the educational needs of all of the students, but and tomodifies the educational environment and methodology so that it can to takes part in the total of students.

Finally, through the second teacher with the role of observer, who was holding notes against the duration of her teaching it was easier to be established some data who it can to they need change.

7.2 Conclusions

Concluding, we emphasize the significance of all digital technologies in the field of education and specifically in differentiated education domain, which is highly effective and productive and facilitates and improves assessment, intervention, and educational procedures via mobile devices that bring educational activities everywhere [25-34], various ICTs applications that are the main supporters of education [35-71], and AI, STEM, and ROBOTICS that raise educational procedures to new performance levers [72-92] and inspiring games [93-96]. Additionally, the development and integration of ICTs with theories and models of metacognition, mindfulness, meditation, and the cultivation of emotional intelligence [97-143], as well as with environmental factors and nutrition [21-24], accelerates and improves more than educational practices and results, especially in differentiated education practices.

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