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Voices from the Classroom

Editors

Vana Chiou
Lotte Geunis
Oliver Holz
Nesrin Oruç Ertürk
Fiona Shelton

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identify the attitudes of secondary school pupils and teachers to use humor in teaching.

**Emmanuel FOKIDES &
Maria-Ioanna CHRONOPOULOU**

*A 3D VIRTUAL ENVIRONMENT FOR EASING
THE CHALLENGING BEHAVIORS OF
STUDENTS WITH ADHD. A COMPARATIVE
CASE STUDY*

In the context of special education, students with less severe problems, such as attention-deficit/hyperactivity disorder, receive much less attention. Yet, these students often present challenging behaviors at school, rendering their adjustment to this environment problematic. Video-modeling is often used in the teaching of students with special educational needs. It has been proven successful in adjusting their behavior and fostering their social skills. Another commonly used tool, is 3D virtual environments. Alas, they are used for helping students with severe problems rather than students with milder impairments. Taking into account the above, a project was designed and implemented, that sought to answer whether VEs are more effective than videos in modifying school-related behaviors of students diagnosed with attention-deficit/hyperactivity disorder. An A-B research design was selected, as it allows small sample sizes while, at the same time, safe conclusions can be drawn. Twelve ten-to-eleven years old students with attention-deficit/hyperactivity disorder were selected, presenting rather severe behavioral problems. During the A-phase, data regarding their challenging behaviors were collected during four observation sessions. The observations focused on four conditions: (i) in-classroom behaviors, (ii) behaviors during breaks, (iii)

behaviors during a school event, and (iv) behaviors when socializing with teachers and peers. Next, half of the students were treated using videos, while to the other half a virtual environment was used. In both cases, a school environment was presented and students observed how they were expected to behave in the above four conditions. Following that, they had to demonstrate what they have learned. Each student attended a total of four two-hour sessions, followed by another set of observations (B-phase). The subsequent data analysis revealed that students in both groups significantly reduced the number of undesired behaviors they displayed in real school conditions. On the other hand, the results of students who used the virtual environment were about 59% better, meaning that they retained and manifested more acceptable behaviors. The results can be attributed to both the affordances of virtual environments and the teaching framework. In the context of special education, virtual environments provide controlled, realistic, and secure environments. By allowing the above, they foster the learning of skills/behaviors and their transfer to real-life conditions. It is also suggested that the skills/behaviors learned through virtual environments, when practiced relatively promptly and regularly, individuals are able to generalize them in similar circumstances. The results can also be attributed to a chain of knowledge-behavior transformations. As the virtual environment allowed a better understanding of concepts, this positive influenced students' self-esteem and confidence, which, in turn, encouraged them to manifest more acceptable behaviors. The study's results indicate that virtual environments are a promising tool for the behavioral adjustment of students with attention-deficit/hyperactivity disorder. In this respect, it expands the literature regarding the effects of virtual

environments on students with special educational needs. Given that the virtual environment was not developed by professionals, it is also advised that the software industry should provide educators with tools that make the process of developing such applications more efficient and appealing.

Ewa GAWLIK

*“MY OWN WOMAN'S WORLD” –
(UN)SATISFIED WOMANHOOD” OF
WOMEN WITH MODERATE INTELLECTUAL
DISABILITY – PRELIMINARY
CONSIDERATIONS*

The presentation is an attempt at showing the “world” of women with moderate intellectual disability in the social reality. Due to the tendency towards educational and social inclusivity in Poland, as well as countering discrimination and social inequalities, the author decided to conduct research on the womanhood of women with intellectual disability. The issue is in line with the conference program.

The aim of the presentation is to determine how women with moderate intellectual disability construct “their own world as women” through ascribing meanings. The studies were conducted in the interpretative paradigm, using qualitative research. Data was collected using problem-focused interviews. Initial analysis results will be shown during the presentation.

Maria GIANNA

*“THE MARVELOUS WORLD OF CAVES” A
DIDACTIC SCENARIO FOR JUNIOR HIGH
SCHOOL STUDENTS USING STORY MAP*

The aim of this paper is to present the valuable contribution the new Information and Communication Technologies (ICT) and

particularly Geospatial Technologies such as Global Positioning Systems (GPS), Geographical Information Systems (GIS) and Digital Storytelling (Story Map) can offer to teaching Geography, and how they can be combined with the Project Method and a Field Trip to enhance the students’ learning process. After a brief analysis of the integration of Information and Communication Technologies to Education in teaching and learning Geography, an analytical organization and programming of a didactic scenario for Junior High School students in Greece is presented. The didactic scenario titled “The Marvelous World of Caves” is implemented in three-stages (Classroom – Field Trip – Lab) and is intended to raise children’s awareness of environmental issues, motivate them to discover – on their own – knowledge concerning geological phenomena which create caves, help them understand the direct relationship between the natural environment with life and culture of Greece, while familiarizing them with mainly geospatial Information Communication Technologies by using mobile phone applications and free software in their personal computers. Since this didactic scenario is a part of the lesson of Geography, it can be implemented worldwide in all countries that have caves.

Berna GURYAY

*THE EFFECT OF DRAMA ON CREATIVITY: A
STUDY ON PROSPECTIVE ENGLISH
TEACHERS*

Throughout the history, creativity has been a significant feature for the mankind. However, in this era creativity has gained much more importance because we need innovations and imagination in all areas of life. Education can enhance the potential creativity which all human beings have to some extent. To achieve this goal creative