

Evaluation of i-learning materials from the Erasmus project ARphymedes Plus

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Nowadays, interactive learning materials play an important role in learning a subject and it is important that they are also suitable for students with special educational needs (SEN), because there are more opportunities for personalization when using interactive learning materials. Most researchers agree that appropriate use of information and communication technology (ICT) can reduce disparities in inclusive education and that students with SEN need to have access to ICT-based programs that are part of the school curriculum [1, 2]. One way to bring subject matter closer to students with SEN is to convert textbooks to interactive textbooks (i-textbooks). In this paper, we present the results of the evaluation of the i-learning materials for physics teaching developed in the framework of the Erasmus project ARphymedes Plus. The materials were tested in the Primary school OŠ Orehek Kranj by a group of 8th grade primary school students with SEN. Some SEN students have identified special learning difficulties and have the status of a special educational needs student, for others this is only stated. We were interested in how students commented on the physics i-learning materials and where they saw opportunities for improving them. In order to collect data, a questionnaire was prepared for the students in electronic form, but regarding the situation in the classroom, the interviews were conducted with the students as well. The results of the evaluation will show how the students accepted these i-learning materials and where there is room for improvement.

Contribution categories - primary focus

Primary and secondary school

Contribution categories - type

Application (shared experience, activity suggestions)

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