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e-Twinning And Activities Of Daily Living In Special Education

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Abstract:
ITCs are considered necessary and positive, but in special education it is necessary to take a step forward that allows students to communicate with other students from different cities, show their work and at the same time learn together with the help of their teachers. This study aims to improve communication between schools and special education students and to know the effect it generates on the learning of life skills through the eTwinning platform. In addition, an initial and final survey of parents and teachers working with the group is conducted. A total of 80 teachers from special education schools in different cities of Turkey and from a Spanish university participate together with their primary education teachers. Working with the Etwinning platform has been found to improve communication between schools and special education students. In this research, students with special educational needs have overcome communication barriers by interacting with others outside of their everyday environments by demonstrating that they can achieve anything, when given the opportunity to create, learn, know and develop digital skills. There is a greater knowledge of web 2.0 tools, such as canva, wordart, ingpss learning, KineMaster, Pixiz, vivavideo, meitu, phinsh to publicize the work done, assuming responsibility for their own learning, in addition, parents of students consider that the activities carried out within the framework of the eTwinning program have had an impact on their children's daily life skills.

Keywords: *Learning, case study, web 2.0, communication, special educational needs.*

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INTRODUCTION

This research is carried out to publicize the importance of the eTwinning platform and the use of web 2.0 tools in the group of students with special educational needs as a means for learning everyday life skills.

In Spain, there are 38,662 students in Special Education, 468 schools in total are involved, 190 public and 278 private schools are dedicated to Special Education and 58.1% of the classrooms of public schools at general level are equipped with interactive digital systems. Spain has 86% compared to 80% of the European Union to have basic digital skills (Ministry of Economy and Enterprise, 2022) according to these data do not refer to the population in special education in the acquisition of digital skills (INE, 2020). The Spanish Committee of Representatives of Persons with Disabilities (CERMI) ensures that "there is a generalized inaccessibility to social networks by the group of people with disabilities" (CERMI, 2019, p.76).

In Turkey, it can be said that the legal, social and cultural norms regarding people with special needs in our country followed a parallel course to that of contemporary countries in the post-republican period (Acar, Kaya & Güneş, 2017). The main legal bases for services for persons with special needs in Turkey are Decree-Law No. 573 on Special Education, which entered into force in 1997, and the Regulations on Special Education Services enacted on the basis of it, and Disabled Persons Act No. 5378, which entered into force in 2005. The regulation, which underwent changes in 2009, 2010 and 2012, took its final form in 2018 (Committee on the Rights of Persons with Disabilities, 2018). Today, special education services in Turkey are provided through public schools and private special education and rehabilitation centres in the official process. Today, special education services in Turkey are provided through public schools and private special education and rehabilitation centres in the official process. It is estimated that approximately 39,000 people, including training personnel and personnel from other fields, work in this service in the special education and rehabilitation center. According to data from the OECD-EU (2022) it is assumed that approximately 15% of the world's population is made up of people with disabilities, and that this figure is around one billion people with special needs worldwide. According to statistics from the European Commission, Turkey and Spain have 36% and 57% of people with a level of digital skills, but do not specify the group that presents it (Eurostat, 2019).

With respect to the above, this research reveals the importance of the use of digital resources and the eTwinning platform allowing knowledge exchange, autonomous, authentic and permanent learning, communication between pupils and institutions at national and international level and joint work between special education institutions in Turkey and a university in Spain. It offers didactic material created by the student or by the teacher, allowing the learning of activities of daily life. Its objectives are as follows:

- Improve communication between schools and pupils through the eTwinning platform and the use of TIC.
- Carry out activities together and fun for learning life skills.
- Raise awareness of special days in students with special educational needs.
- To make students with Special Educational Needs aware that they can do the activities, overcoming communication barriers.
- Develop the integration of technology and special education.

Learning Networks and Digital Skills in Special Education

Technology is imposed in this society, it is a tool that is used every day in our generation, but there is a distance that youth live and the centers responsible for their training (Sánchez-Lopez et al., 2021) If we talk about students with special educational needs, the distance is much greater. In this research, we work through learning networks, we form an online social network where students with special educational needs and teachers share and develop information to create knowledge (Sloep & Berlanga, 2011). To form such a network, the ETwinning platform co-financed by Erasmus+ has been used, offering schools in the participating European countries, to communicate, to collaborate through the development of a project (Gutiérrez-Porlán, 2018) offering a new digital connectivity (Chayko, 2014).

Teachers, students and schools of special education and higher education (Aguiar et al. 2019) have joined forces to organize activities that promote autonomy, digital skills and the learning of daily life activities. To do this, it was important to train teachers in the use of ICT so that they could transmit knowledge and allow the student with Special Educational Needs to make use of it. To fill this gap, the team offered to guide each of the participants in the learning of the technological resource to use, generating digital skills that would allow students and teachers to acquire search skills, analysis, processing and transmission of information (Pérez-Mateo-Subirà et al. 2014).

One of the tasks of teachers in the acquisition of digital competence in special education, is to facilitate the path for their students when finding resources that allow them to achieve a higher level of success. According to OECD (2022) recommends that to ensure the participation of children in the digital environment calls for a dialogue between education professionals and even among children themselves, allowing lifelong learning, which is "a process of continuous education throughout life, without spatial-temporal limitations" (Sabán, 2009, p. 203)

Learning and special educational needs: According to the European Parliament and the Council of 15 November of the European Union (2006), it is based on a principle of equity, where education must respond to the specific needs of different groups. This indicates that lifelong learning is about lifelong learning. "Technological, economic and social transformations are going at a dizzying speed" (Saban, 2010, p. 219) it is important to form and share knowledge among all (Paredes-Gavilanes et al., 2017), especially within the field of special education to acquire basic skills that allow us to update and adapt to the different situations that are constantly changing, allowing greater autonomy and decision-making (Saban, 2010), in addition, in this article not only allows the above, but also a communication with other people at national and international level, that is, an intercultural dialogue with students with and without special educational needs, social cohesion, equality between men and women and personal performance.

The centers that unite in this research manifest a cultural and technological diversity finding different opportunities and barriers to co-constructe identity, interests and common knowledge" (Stornaiuolo et al., 2017, p. 11) Students both future teachers and students with Special Educational Needs (NEE) work on authentic learning (Herrington et al., 2014) where four criteria are worked: students work on current needs, who are about to work, a solution, motivating them to research and whose mentor is the teacher (Rule, 2006).

Professionals working with students with special educational needs must be in continuous training and more in the field of new technologies (Ahedo & Danvilla, 2014) "to pave the way, offering the student with NEE a series of accessible environments and resources to achieve a higher level of success" (Muñoz & Aguaded, 2012, p. 1258). In this article we work with students with intellectual and physical disabilities, making the different adaptations according to their difficulty either in literacy, in furniture or in color, letter size so that they can have similar access to new technologies and communication between them. With all this, collaborative learning is sought where "the student is autonomous but carrying out activities jointly in groups" (Marín-Juarros et al, 2014).

METHOD

The design of the research is case study, being one of the qualitative research approaches, which are the studies carried out to reveal phenomena and perceptions in a realistic and complete manner in which the interview is used, the observation and analysis of documents based on qualitative methods of data collection (Mazzitelli, 2011). It is an enabling method, given the situation examined in research is the reflection of eTwinning projects in the daily life and communication skills of students (Cresswell, 2012; Woodside, 2010; Yin, 2003). Part of the idea of generating a joint project plan on the eTwinning platform, teachers from different schools view it on that platform and if they are interested in participating, they sign up for that project, others receive invitations to participate, Ten special education schools from different cities of Turkey (Ankara, Bingöl, Muğla, Denizli, Aydın, Erzurum) and a class of future teachers from the University of Zaragoza (Spain) meet.

Participants

A total of 80 people participated, 17 students with Special Educational Needs 80% male and 20% female, aged between 16 and 20 years; 11 teachers, distributed as follows: 10 teachers from special education centres and 1 from the University of Zaragoza teaching the subject of developmental psychology at the Faculty of Education, 36% men and 64% women all with experience from 3 years to 18 years in the education sector and 52 future primary school teachers, 33% are men and 67% are women. To maintain confidentiality, the names of the centres in Turkey and of the participants are anonymous.

Data Collection Tools

The steps taken to start the project are as follows: first, a project idea is raised on the eTwinning platform to search for partners. Once all the members of the group and the proposed activities are known, an introductory video is made to welcome and publicize the project to be carried out in https://youtu.be/QGOSAQiZoY0 specifying the power of communication, overcoming barriers with collaboration, carrying out daily activities, the importance of teaching skills to be autonomous and teaching in a fun way, under the motto "I am also in this life".

Once the team is formed, a meeting is held to share duties and plan the project process. Each partner set out the needs they wanted to work with, the number of students who would participate and the informed consents signed by each student and school. The initial parent survey is conducted. Each partner was responsible for advising their student group. Partners kept in touch by whatsaap. Students with special educational needs met in chat rooms at Twinspace is part of the eTwinning platform. A number of common products were created. All the members and their students participated in them and worked collaboratively to complete the tasks between February and April (Table 1).

These tasks consisted initially by the teacher in the presentation of his center, presentation of the teacher, of the city in which he lives, specialty that has, location of the center within the world, All the information worked was recorded in twinspace, to make it known to students.

In this project several teams emerged: in the poster team, students launched ideas to create canva posters of what they had done such as preparing a simple meal, making the bed, brushing their teeth or hands or about safety rules on the internet. The drawing team launched the idea of creating a common e-book. The slogan team launched an idea to make a common video where each student had to say a positive phrase. The security team created a video to teach how to use the Internet wisely and make it known to all students. Once the activities have been carried out, the final survey of parents and teachers is carried out. Such survey consists of 5 questions: knowledge of web 2.0 tools, everyday life skills such as hand washing, brushing teeth, making a bed or making a simple meal, The answers were multiple selection where they pointed out the digital tools they used and in the section on daily life skills, they answered whether or not they did it or with help.

Table 1. Activities carried out by months

Activities Carried Out in The Etwinning Program	
Month	**Activities**
February	internet safety day
	logos and posters
	Word cloud with project logo
	brushing teeth
	letter awareness
March	Hand washing
	Prepare hot drink
	Puzzle
	Down's syndrome day
	room arrangement
April	autism day
	simple meal preparation
	Elaboration book
	Children day

As reported in previous paragraphs, the work of all teachers was shared at Twinspace. Each one was responsible for advising his group of students in the elaboration of the material, was offered a week in the elaboration of each activity, therefore, the total duration of the project has been of 3 months. The means of contact used by teachers has been by WhatsApp to discuss the work to be performed, the form and evaluate the process. Meetings were held with all students nationally and internationally through the eTwinning platform. It was very important for them to get together and see that they worked as a team, creating a series of common products. All teachers and their students participated in the activities and worked collaboratively to complete the tasks, without any loss of participants during the process.

In addition, during the realization of the Project, the Brainstorm has been used: allowing our students to communicate both individually and in groups, express their ideas with the project and develop creative products. Collaborative classes: developing cooperation between classes and socializing our students by creating video meeting and chat environments over the Internet (Bernete, 2010). Technological learning: teach our students the use and benefits of technological opportunities by including computers, the Internet and Web 2.0 tools in their

education, as well as teaching the safe use of the Internet. Learning by doing: students carry out their activities autonomously in the center and in their homes, upon demonstration by the teacher, to achieve lifelong learning. Discovery: Allow our special education students to discover applications that appeal to their respective fields and have the opportunity to develop by focusing on that topic, showing their activities performed in Twinspace.

Data analysis

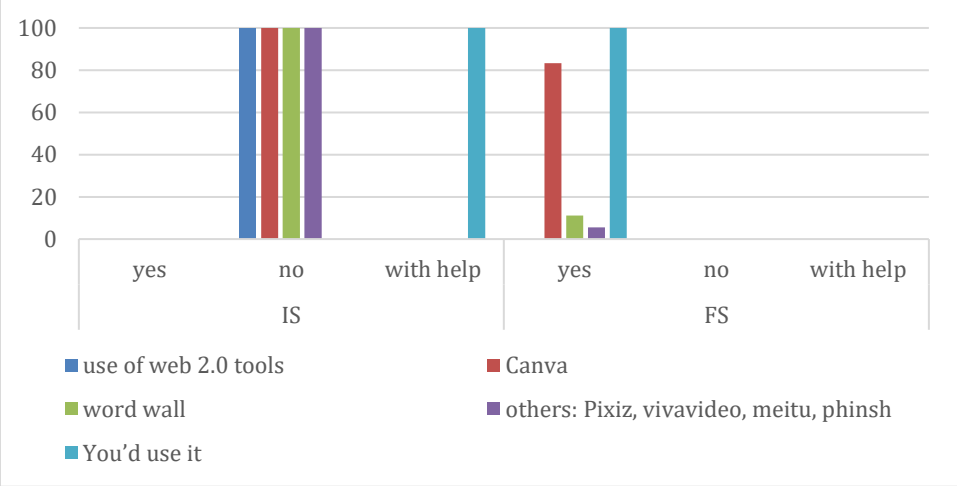
Taking into account the objectives of this research, regarding the first objective that is to improve communication between schools and students through the eTwinning platform and the use of ICT, we note the participation of 11 teachers from two countries (Turkey and Spain) 90% are devoted to teaching in special education institutions and 10% to teaching at university level, the latter involving 52 future teachers in primary education. Teachers at the end of the process say 100% that working together nationally and internationally allows the exchange of knowledge of web 2.0 tools and motivation for learning since such knowledge is put into practice and observed the result of the same.

With regard to the second objective and third objective of this research, joint and fun activities have been carried out to learn life skills and work has been done on awareness of special days in students with special educational needs. Below, we highlight some work done jointly, as posters for each activity, where each center hangs it on the eTwinning platform to teach the other members what can be done, in addition, joint activities have been carried out as an ebook: https://www.storyjumper.com/book/read/130259202/6257e49c4a609#page/14, celebration of the day of the child https://youtu.be/Daz2RDo19Cc, autism, slogan that invite success https://youtu.be/9SW4b7A9JNU, celebration of the day of Down syndrome and the awareness of letters where each center is responsible for performing two letters, for this purpose a list of distribution of letters for each center is made and a final collage is made (Figure 1).

Figure 1. Posters Of Activities Highlighted by Students E-twinning Programme

With regard to the fourth and fifth objectives, which are to make students with special educational needs aware that they can carry out activities, overcoming communication barriers and integrating technology and special education, we can observe, according to a survey aimed at students about the tools used, the students at the beginning of the research (IS) did not have 100% knowledge about the web 2.0 tools, as they are advancing in the accomplishment of the tasks, use web 2.0 tools adapted to their level effectively according to the Final Survey (FS).

According to the students, Canva has become the most preferred web tool 2.0 by 83.3% and is preferred mainly to make photo collages or as a mural of words by 11.1% and 5.6% would use the other tools such as pixiz, vivavideo, Meitu or Phinsh. Students, who believe that web 2.0 tools contribute to the educational process and facilitate their work in this process, would continue to use these tools in the future (figure 2).

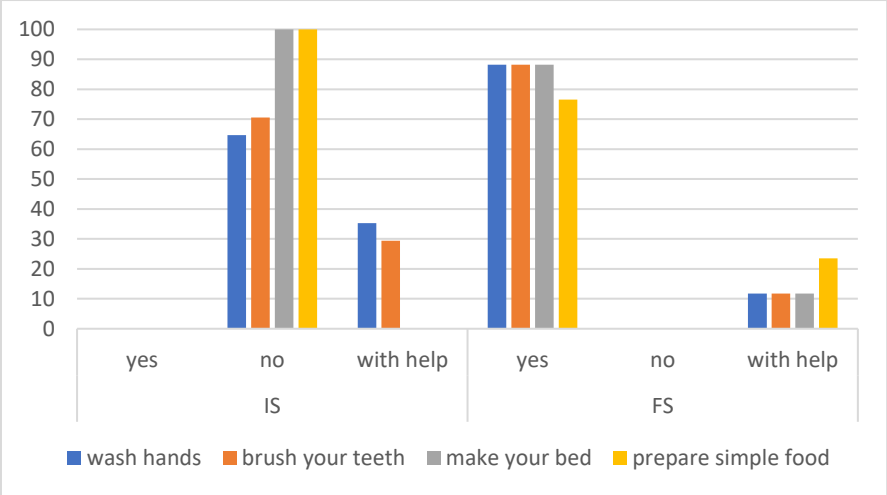


Graph 1. Initial (IS) and final (FS) survey using tools 2.0

To make an analysis of the results a comparison of the results is made according to initial and final surveys to parents, teachers and the observation in the products made by the students. According to the initial survey of fathers, 88.2 per cent are women and 11.8 per cent are men.

Regarding the questions asked to parents, we find that in the initial survey (IS) 64% of their children do not know how to wash their hands and 36.3% need help for this. The results of the final survey (FS), once prepared the educational material https://youtu.be/TrPREZtYAaY and worked with students by making posters or videos where the student is observed in the performance of these steps, we found that 88,2% know how to wash their hands and 11.8% still need help, indicating an increase in the number of students who can wash their hands independently after the project.

Regarding the brushing of teeth, parents reply that they do not do it 71% and with help 29.4, when making the material using kineMaster https://youtu.be/DJ3Xmk31APs and that students visualize it and then put it into practice, it is observed according to final survey (FS) 88.2% do so and 11.8% with help (Graph 1).



Graph 2. Initial (IS) and final (FS) survey of activities carried out

Regarding the time to collect the bed independently, in the initial survey (IS) there is an absence on the part of the students, after explanation and practice with the students, it was observed as final (FS) that 88.2% make their bed and 11,8% need help.

The same happens with the preparation of a simple meal, students present a generalized absence in the preparation of a meal, but when working on the program eTwining and show it to peers, according to final survey (FS) it is observed that 76,5% have learned to prepare it autonomously and 23.5% need help (Figure 1).

CONCLUSIONS AND RECOMMENDATIONS

We can say that working with the eTwinning platform allows to improve communication between schools and special education students. In this research, students with Special Educational Needs have overcome communication barriers by interacting with others outside their everyday environments (Kajamma & Kumpulainen, 2019) demonstrating that they can achieve anything, when given the opportunity to create, learn, know and develop digital skills.

Our students have had a greater motivation to learn and improve, allowing the expansion of their horizons, gaining confidence, developing their social skills, as well as the ability to work as a team (Portalés, 2019). In this research we walk from a "reactive model to a prospective model" and from "creative action and feedback with the community" (Sánchez-López et al., 2021, p. 113).

There is even a greater knowledge of web 2.0 tools, such as canva, wordart, learning ingpss, KineMaster, Pixiz, vivavideo, meitu, phinsh to publicize the work done, assuming responsibility for their own learning, in addition, future teachers with these tools have been able to use according to Bastida-Bastida (2019) the model 5E: engage, explore, explain, elaborate and evaluate the didactic material to obtain visible results in the learning of students with special educational needs, according to Prendes & Gutiérrez (2013) is a step that must be taken among them "the promotion of the implementation of methodological strategies with ICT, beyond making known, should be taught with practical examples" (p. 218).

In addition, taking into account Johnson et al. (1999) and Rule (2006), cooperative, autonomous

and authentic learning has been generated through the use of a wide range of significant pedagogical methods and techniques, where students/as assume the role of researcher and mentor through joint and fun activities not only for learning life skills.

There was a change in the actions and attitudes of the participants, where the activities were mainly based on the active participation of students and teachers who have been facilitators of knowledge (Vygotski, 2004), although some teachers needed support as they were new to the eTwinning platform and the use of the tools.

Leaving as evidence in this research the creation of a book, the celebration of special days such as Down syndrome or the day of autism. According to Cabero-Almenara & Marín -Díaz (2014) these real-life situations allow socialization, the search for information and achievement.

It is important to work on these aspects, but in some schools, they resist the use of digital tools in their classrooms, being necessary according to Cipollone et al., (2014) linking learning with play allows participation, interaction and collaboration. If we talk about centers aimed at students with Special Educational Needs sometimes is not considered such use (CERMI, 2019) and is not fully integrated in teaching-learning processes (Ferrero-de-Lucas et al., 2021).

All families of students with special educational needs who participated in the research consider that the activities carried out under the eTwinning program have had an impact on their children's everyday life skills, The teaching-learning process is more efficient with the use of Web 2.0 digital tools (Matthews, 2020).

According to Garcia (2013) advocates the collaboration of European educational centers, this research addresses collaborative work with students from different provinces of Turkey and a course of the University of Zaragoza in Spain. The eTwinning portal is considered beneficial in terms of improving communication skills, as it allows an active participation of students, gaining confidence in themselves (Stetsenko, 2019).

According to García-Valcárcel-Muñoz-Repiso et al. (2014) educational environments are enriched with innovative applied activities, contribute to the development of students' creativity, thanks to the tools of Web 2.0, provides lifelong learning, where students/s are involved in the process (Miño-Puigcercós et al., 2019). They also develop their sensory intelligence through collaborative work with group and team activities, so this process has a positive impact on their academic success.

According to the limitations that have been found, it is the small sample of this research, but it can be the beginning to make known to professionals of the sector and their students that a joint work can be done, cooperation and exchange of knowledge at social, personal and emotional levels, increasing the strength of the collective, Therefore, it would be necessary to continue promoting and carrying out research of this type where the student with Special Educational Needs is involved in the knowledge of other people, learning activities that are necessary to gain some strength in their autonomy. In turn, it would be important to keep track of digital and everyday skills to know if learning is sustained over time.

Ethical Text

In this article, research and publication ethics rules are followed. The responsibility of any violation regarding the article belongs to the author(s).

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