

## **Digital Learning: Differentiated Teaching Models using ICTs In Greek Context - Good Practices: "How Do I Wash My Hands"**

**Lykou Paraskevi**, Nursing Student at The University of Thessaly, Larisa, Greece.

**Chaidi Irene**

Ph.D., University of Thessaly, Department of Special Education, Volos, Greece  
[irhaidi@gmail.com](mailto:irhaidi@gmail.com)

**Agathi Stathopoulou, Zoe Karabatzaki**

**Abstract.** One of the key elements of a person's growth is their social skills, and motivation is a necessary ingredient for both their development and progress, especially for individuals with ASD who show deficits in this area. Social interactions and relationships that emphasize understanding, involvement, and engagement between individuals are driven by motivations. Special Education and Training can achieve the aforementioned objectives by utilizing ICT and a variety of instructional methodologies. The inclusion of students with disabilities in regular classes is encouraged by modern pedagogy. a public, open-door school. New technologies are a tool that helps in this goal by changing conventional training into instruction for everyone. Consistent training that considers the unique traits, abilities, passions, and experiences of each student supports the creation and implementation of differentiated teaching, enabling all students to learn at their own pace and on their schedule. The scenario of personalized instruction in a health education program is presented in this essay.

**Keywords.** New Technologies, Differentiated teaching, Students with special needs, Autism spectrum disorder ( ASD ), and Health Education.

### **1. Introduction**

Self-care and daily living are one of the most important areas of social behavior for everyone, especially for people with special needs. Independence in this area is a key learning goal and priority depending on their age and the severity of their condition. The necessity of teaching self-care skills is linked to the behavioral characteristics as well as the cognitive level of individuals with autism. Many children with autism may have serious problems with personal hygiene, toileting, washing, and dressing. The teacher must identify the student's difficulties and tries to include them in his program so that the child gains greater independence in his hygiene, skills necessary for self-management, and social acceptance.

The structure of the Self-Care Skills Curriculum for children with autism in the field of self-care - daily living includes three axes and one of them is?

In the acquisition of skills that lead to autonomy: (eating, cooking, washing, dressing, toileting, personal hygiene) and is connected to the following Sectors, which concern the education of students:

1. Social Adaptation: a) Autonomy, Self-service
- b) Social communication
2. School Readiness: a) Oral Speech
- b) Psychomobility
- c) Emotional organization

3. Acquisition of Skills: Recognition, Auditory memory, Visual memory, Sequencing, and Time Sequence.

4. Health Education

Differentiated teaching with the personalized program and the use of ICT help to acquire and master self-care skills through Health Education programs. [1]

## **2. Autism Spectrum Disorder ( ASD )**

Autism is one of the major developmental disorders on the autism spectrum and a lifelong developmental disorder, a disability that prevents individuals from properly understanding what they see, hear, and generally feel. This results in them facing serious problems in their social relationships, communication, and behavior.

Children with autism show great heterogeneity in terms of impairment in sociability. Other children show a lack of motivation to interact, which in some cases leads to avoidance of interaction, that is, the child avoids touch and eye contact. Other children actively seek interaction, but either lacks empathy or interact in a repetitive and monotonous manner.

The above serious difficulties in the area of social skills, which is an area of primary importance for the development of the student, dictate the existence of an analytical program with specialized objectives and activities. Teaching people with autism social skills should be based on flexible teaching strategies and individualized programs. The basic condition for the development of social skills is the existence of motivation for social contacts and relationships that are meaningful for the child. For this purpose, the teacher must create conditions in the classroom where the student with autism is interested in participating.

[2] describes her difficulties in the social sector: "I found social contact, understanding or responding to people's intentions and motivations very difficult." "My behavior confused others, but other people's behavior confused me. It was not so much the fact that I was unaware of the rules as the fact that I could not respond to so many rules at once for any given situation" [3], [4].

## **3. Health Education**

### **3.1. HEALTH**

Health is a multidimensional term. The World Health Organization has made definitions that aim to promote the holistic, broad, and positive concept of health. "Health is the state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." [5] "as the extent to which a person or a group of people can both recognize their goals and satisfy his needs and on the other hand change or even deal with his environment. Health is defined as a means of life and not as an objective life goal. It is a positive concept and in this way, emphasis is placed on the personal and social resources of each person as well as on their physical abilities" [5].

The holistic concept of health encompasses all aspects of health (physical, mental, intellectual, spiritual, and social), which are interrelated and includes the importance of both lifestyle and living conditions as determinants affecting health.

### **3. 2. HEALTH EDUCATION AND PROMOTION**

Health Education "is a process based on scientific principles and using planned learning opportunities that enable people, when functioning as individuals or as a group, to decide and act consciously (informed) on matters affecting their health" [6].

"Health promotion is the process that enables people to control and improve their health" emphasizes [7] and institutionalizes with the Ottawa Declaration, the policy of Health Promotion, which aims to upgrade the physical and social environment, in strengthening the wider factors that have a

positive effect on human health, as well as in shaping healthy attitudes and behaviors. The two main goals of Health Promotion are the upgrading of the physical and social environment and the adoption of healthy behaviors. The philosophy of Health Promotion is based on the assumption that no substantial change can occur in behavior if the appropriate environmental conditions do not exist, and no improvement of the environment can be achieved without the active participation of the human factor.

### **3.3. OBJECTIVES OF HEALTH EDUCATION**

The aims of Health Education, according to Touda, are specified in the following basic objectives:

- Awareness: The first goal of a Health Education program concerns public or learner awareness of the existence of a problem.
- Provision of knowledge: This objective concerns the provision of the necessary knowledge, in matters that have been preceded by a first awareness.
- Value hierarchy: The goal of value hierarchy is mainly to clarify, shape, or modify health-related values.
- Changing Attitudes: This goal, like the previous one, is about modifying some core beliefs. The only difference is that the opinions now concern specific issues of everyday life, which of course depend on the more general values that have been adopted.
- Decision-making: This important process is based on both the provision of the necessary knowledge and the formation of appropriate values and opinions.
- Behavior change: Making the right decision does not always lead to its execution. That is why Health Education provides the help that the public or an individual needs to achieve the implementation of a change.
- Environmental change: This last objective aims to upgrade the natural and/or social environment to reduce environmental risks. and facilitate the adoption of healthy behaviors

### **3.4. HEALTH AND SCHOOL**

The school has an essential role in the health of students [8], [9], [10]. This has been recognized by many organizations, such as the World Health Organization, UNESCO, the Council of Europe, and the United Nations, which support the development of health-related programs in the field of education [11], [12].

It is also documented that health education programs in the field of education contribute to the fulfillment of the school's educational and social goals [13]. Specifically, in a recent review of research data, it is found that health education supports participatory and democratic processes, promotes active and experiential learning, and develops new ways of school, family, and community collaboration [12]. Finally, by documenting the relationship between health and school, their two-way relationship should also be emphasized, i.e. the role of education in the health sector and vice versa. An effective school in which students feel connected can have positive effects on their health and the elimination of social inequality related to health [12]. Students who feel positive about their school are less likely to develop health-related risk behaviors and are more likely to have better educational outcomes [14], [15], [13].

The introduction of health promotion in the field of education weakened the exclusive emphasis on the personal responsibility of each citizen to follow a healthy lifestyle as the key to his health, but also to the health of the society in which he lives [16]. The role of the individual in his health is not ignored, but the individual is placed in his wider social context [7]. The balance between individual and society required by the field of health promotion is expressed in the school space with educational

activities, which simultaneously aim at empowering the individual and creating a supportive health promotion environment at school and in the community.

Empowerment of the individual: The empowerment of the individual, as a citizen in a socio-economic context, refers to the educational practice of encouraging reflection, critical thinking, and targeted action to create healthy conditions for all [17]

The four axes and thematic units of Health Education:

1. Self-development and empowerment
2. Developing a safe and healthy lifestyle
3. Creation and improvement of the social self
4. Creating an active citizen

It is now considered a given and necessary as Health Education in school is not limited to the classroom but concerns the whole life of the school to have the best possible results. The School of Health Promotion contributes to the development of a culture of health in school life by combining knowledge and experience, which is a cornerstone for the effective construction of Health Education programs. The Health Promotion School develops and implements an action plan for the health of students and all school staff [18].

"The health promotion school aims to develop a healthy lifestyle for the population of the school unit by creating a supportive environment that enhances health promotion. It offers opportunities, but also undertakes to provide a healthy and safe supportive environment" [17].

The School of Health Promotion contributes to the development of a culture of health in school life by combining knowledge and experience, which is a cornerstone for the effective building of prevention programs.

#### **4. Differentiated Teaching and Special Education**

##### **4.1 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 [19] with the aim of understanding concepts, acquiring fundamental skills, as well as the active participation of the student in the learning process approaching knowledge". The goal is achieved through differentiation tasks, the use of teaching methods, and strategies of pleasure and creation [20] that modify/modify the content of the educational material. Differentiated instruction teaches students to learn how to learn by enabling them to participate equally in a collaborative, high-quality learning environment [3] with full access to knowledge [21]

Tomlinson considers four key areas that educators should focus on in differentiated instruction:

- Content: Information and useful resources for the learner.
- Method: selection of appropriate exercises to fully understand the new teaching content.
- The projects that are the mirror of the knowledge possessed by the students.
- Learning environment: for the smooth cooperation of the class.

The use of materials with varying degrees of difficulty, teaching in small groups, individualized intervention, and traditional teaching with Gardner's theory of multiple intelligences running through the designed exercises are the components of differentiated education that aim to approach knowledge by giving value to the student as they provide "value" - they take into account the student's readiness, interests, and particular learning style - i.e. they take advantage of the student's learning profile. [22].

Differentiated teaching as a method of co-education is the appropriate teaching method as it prioritizes responding to the learning needs of both all students and each individual according to their

diversity. Assessment of students in a differentiated classroom is formative, [ 23 ], [ 24 ] and examines the student's growth and effort [ 22 ] to boost self-confidence and self-esteem rather than performance.

#### **4.2. DIGITAL DIFFERENTIATED TEACHING**

ICT [ 25 ] as a suitable tool for differentiated teaching allows teachers to modify the educational content and its activities according to the student's learning profile and the goals they have set, creating an effective interactive learning environment, adopting the TPACK strategy ( Technological Pedagogical Content Knowledge), which combines pedagogy, technology and content (material) [ 26], [27] while at the same time students with special needs benefit thanks to assistive technology and personalized teaching that ensure the six characteristics of ICT [ 27 ]: privacy? collaborative and communication skills; organization; support for learning styles and sensory learning; providing choice; and authentic learning. [26] , [27].

Differentiated education aims at the threefold configuration: a) of the project/result, b) of the method and c) of the content.

A) The differentiation of content through ICT in the teaching of the same lesson to students with and without needs is achieved by using a variety of content by expanding or modifying it in such a way that it becomes accessible and understandable to all students with the help of a range of digital material: digital texts, virtual environments, simulations, visualization, films, etc., allowing students to choose that material that suits their learning profile. [ 28]

B) Differentiating the process through ICT gives educators and learners new avenues for research, analysis, and evaluation of curriculum ideas and goals.

1) Students: ICT is used and supported by students of a class to master a new learning object as with the help of virtual manipulations the problems faced by children with motor disabilities are addressed. Also, the use of interactive tools, open software, e-books, podcasts, blogs, social networks, forums, online periodicals and newspapers, YouTube, etc. allow students to study using their learning methods and interests. Accessing educational information using online tools and platforms—shared Google Docs, podcasts, and courses stored in an interactive whiteboard, Moodle—benefits struggling students and those who need more processing time. In addition, educational resources: videos, tutorials, presentations, etc. help students understand the material and offer teachers and parents a useful choice of teaching materials by allowing them to take the lesson as many times as needed at their own pace [ 25 ].

2) Teachers: Teachers differentiate the process of enhancing, extending, and personalizing their teaching [ 2 8] [ 29 ], using tools for blog input instructions, web explorations, simulations, wikis, and LMS or useful tools: word processors, presentations, software creation, and expression, Voice Thread, Movie Maker, Web-Comics, etc.

C) The scientific community agrees that providing students with a variety of recommendations on how to study empowers them, increases their motivation to learn, and improves their participation and learning [ 30 ]. So concerning the result/end product difference, it is argued that students' ways of expressing themselves demonstrate the dual identity of producers and students. Providing students with ways and means through which they can express or capture the achievement of their goals known as product/outcome differentiation using ICT tools that are "provided": presentation software, concept maps for inspiration, software for creating comics, Web 2.0 tools: podcasts, blogs and wikis, online social bookmarking services such as Delicious, digital storytelling tools: Prezi Youtube, social networks, using the Wiki Blog and other such platforms allow students to demonstrate knowledge [ 31 ] their creativity [ 32 ] to organize their thoughts and respond to strenuous activities with the help of multimedia: Voice Thread, digital posters, and DigitalStorytelling, etc. [ 25 ].

#### **4.3. SPECIAL EDUCATION AND DIFFERENTIATED EDUCATION**

The application of differences in the following categories is part of the methodology of inclusive education, which is currently a philosophy in official educational institutions: A) students with special needs and disabilities B) students from national minorities C) students who speak Greek as a second language D) students of whose parents come from a poor socio-economic background [ 33 ]

## 5 . 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.

"Title: "I'm learning to wash my hands."

### 5.1 . COGNITIVE AREAS INVOLVED

This didactic learning scenario is aimed at co-education of students of standard education with students with Special Educational Needs, aged 8-.....years. There are 4 students in the Special School section: 2 students with autism and 2 with moderate Mental Retardation.

The scenario is linked to the thematic cognitive areas: Language, Environmental Studies and Visual Arts. The scenario is compatible with the APS students in the Areas of Social Adjustment (Environmental Studies), Creative Activities (Art), and Basic Academic Skills (Language). The scenario will be carried out with the help of ICTs since according to the primary school's EDPS, ICT can be used as an investigative tool, a communication tool, and as an information search tool.

### 5.2 . Pre-requisite knowledge

The students have acquired skills;

1. They know for her the hygiene of hands.
2. They know the necessary objects where they need for washing and drying of hands (water, soap, towel)
3. They know the reasons why we wash our hands.
4. They have mastered the hand-washing sequence.(theoretically)
5. of use of software YouTube
6. of use interactive table

### 5.3 . OBJECTIVES OF THE TEACHING SCENARIO

THE didactic unity "Wash the hands my, in daily life » constitutes a thematic where he's got a purpose to get to know the students and their hygiene. Mr target is The pupil either with a reminder or alone, to learn to follow a series of steps which are depicted optically: Wash the hands' mine. The student is trained to follow visual instructions with photos, pictures, symbols the words. with the ultimate goal of including students with diversity in the school community and by extension in society. (Table 1)

Specifically:



The objectives of the scenario are:

A) Cognitive objectives:

- To is washing his hands: with aid single of
- To wipe the hands of: with aid single of
- To cooperate in the washing and the drying of hands.

B ) Regarding the use of ICTs

ICT enables students to develop new skills, to acquire a new kind, of more comprehensive knowledge, as well as ICTs can be new learning environments, that

C) Regarding the learning process

Students are expected to:

- to cooperate and interact to achieve the proposed goals
- To activate their

is, environments in which learning can take place in a much more efficient way.

Specifically:

- To practice in the use of computing tools (navigating the network)
- To obtain positive attitude towards the use of ICT in the learning process
- To be addicted to active search and processing of information
  - To become competent the students: 1) seek, 2) to identify, 3) analyze, and 4) process information online.

a propensity for exploratory and collaborative learning.

- to familiarize themselves with
- the investigation and selection of information through the rich material of the internet or the information material provided by the software.

Table 1: The objectives of the scenario

#### 5.4 DURATION

Calculated that the temporal duration of didactic scenario I will is duration 2-3 didactic hours.

#### 5.5. TEACHING MATERIALS - SOFTWARE CATEGORY - COMBINATION OF SOFTWARE AND APPLICATION CATEGORIES

To implement the scenario will be used:

- A) Internet: The Internet will be used with recommended websites for watching videos. *Guided exploration-discovery.*
- B) Microsoft Office software and the Word application. Word will be used to create a worksheet for student assessment.

#### 6. CONTENT ANALYSIS

A primary objective in the education of individuals with special needs, especially those with ASD, is the development of the social and personal life of the individual, the acquisition of social and emotional skills, as well as life skills, as these skills are the foundation for forming social and effective relationships [34], [35], that promote both the individual's well-being and full inclusion in social development. People with ASD have specific socializing challenges that are made worse by their emotional challenges and language development challenges. As a result, they may become socially isolated [36].

However, people with ASD can learn, develop, and perfect social skills with the help of proper methods. Social Stories, created by Carol Gray in 1991, is a cutting-edge educational strategy for teaching social and emotional competence and appropriate behavior to persons with ASD as well as to kids with other communication-related issues or specificities and adults with regular development [37]. One has distinctive qualities, including its structure, the fundamental sorts of sentences it contains, and the proportion of these sentences.

Social stories are short stories with a particular form and structure that objectively and methodically describe a social situation, a person, a skill, an event, or a concept and are accompanied by images that not only convey the text's meaning but also its potential causes. They also provide clear

instructions on how appropriate social reactions are manifested, helping people with ASD develop functional social behaviors, attitudes, and social skills [37].

Also, Social stories can be used to manage or achieve changes in the student's life, teach social behaviors and routines, c) justify other people's actions, d) follow rules, e) manage and solve problems, f) develop empathy, g) gain knowledge, and h) introduce new routines at school, at home, or in the neighborhood to integrate socially and manage or reduce stress as well as potential dysfunctional behaviors. Additionally, they assist manage school programs and teach self-care and communication skills as well as methods to deal with stereotypes and minimize stress. They also help the kid get ready for new experiences like family trips and doctor visits.

## **6.1 ORGANIZATION OF THE DEPARTMENT**

### **TEACHING INSIDE – MATERIALS LEARNING**

This particular scene took place in the computer room of the school with the software used pre-installed. The school room teaching has a PC, and laptop, with access to the internet, an Interactive Table, a video projector, and a printer.

The means used it's the: Internet, YouTube, Sheet work in form doc., and soap, water, towel

## **6.2 TEACHING APPROACHES AND STRATEGIES**

### **THEORETICAL APPROACH**

The New pedagogy wants student-centered teaching, with the student an active member of learning and the teacher a companion, guide, supporter, and animator of the student, in the discovery, investigation, conquest, and construction of knowledge. The use of ICT in the classroom is considered an important tool in collaboration with the conventional way of learning.

According to the above, we are guided to the possibilities given to students by the use of ICT in the learning process and their familiarity with ICT, their use as tools and sources of learning as well as tools for acquiring cooperative and exploratory learning skills.

The scenario is theoretically based on:

- In Guided Inquiry (students follow commands and questions and engage in investigative and collaborative activities).
- In Experiential - discovery learning using ICT (with appropriate tours, videos, pictures, and songs, for students to get a kind of experiential learning).
- The worksheet is given to each student individually, worked with the whole group of 2 people, and presented to the whole class.

The objectives set at the beginning of the scenario were achieved during the duration of its implementation. Structured Behavioral was used - Analytic intervention, the teaching one to one once and is considered more effective in children with Dachtys Developmental Disorders in the Spectrum of Autism and ends the experiential learning and implementation of activities in real one's conditions.

### **6.2.1 METHODOLOGICAL APPROACH**

The scenario includes a social story and pedagogical activities related to student self-care. The students realize how important cleanliness in general, and specifically the cleanliness of the hands, is in everyday life in terms of the health of both themselves and those around them, but also the consequences in the development of social bonds and relationships between people.



### **6.2.2 TEACHING APPROACH WITH ICT**




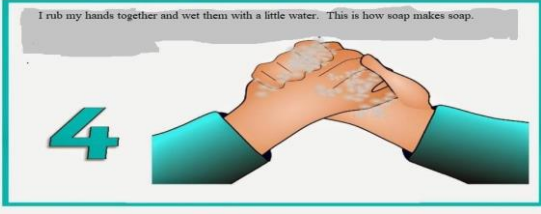
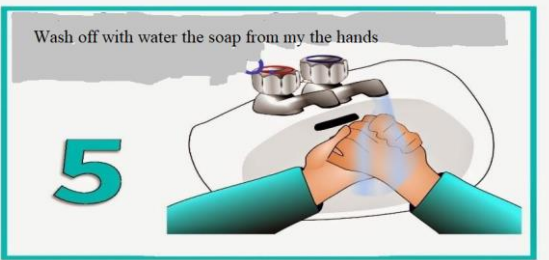


The module includes pedagogical activities utilizing ICT technological tools through which an attempt will be made to inform the students on the subject of teaching, and, above all, to consolidate and acquire everyday skills: hand washing.

## **7. Summary Description and Justification of activities**

The activities that were selected are: *The students recognize her sequence- steps for the washing of hands (experientially and digitally)*

**7.1 PROJECT ANALYSIS \_**

 <p><b>SCRIPT TITLE " <u>How Do I Wash My Hands</u> "</b></p> <p><b>Class – Students:</b> <b>Educational level / Level:</b> Elementary, students from the special elementary school with mental retardation and ADHD. <b>Typical age range:</b> 8-11 years</p>
<p style="text-align: center;"><b>1. SCENARIO DESCRIPTION</b></p> <p style="text-align: center;">The teaching follows the following structure:</p>
<p style="text-align: center;"><b>1ST TEACHING HOUR:</b></p> <p><b>Activity 1<sup>h</sup></b> Discharge: "the dirty hands" one student and discussion for themicrobes. The students they pass on the web page Kia watch the video: <a href="https://www.youtube.com/watch?v=07YNCFIS0iI">https://www.youtube.com/watch?v=07YNCFIS0iI</a></p> 
<p><b>Activity 2: Social History</b></p> <p><b>Time to wash my hands</b> A few times the hands may get dirty Can use water and soap to clean up your hands This is said to wash the hands my (Carol Grey, Abby Leigh White p. 28)</p> <p><b>Why must to wash hands my;</b> Wash the hands my for to is net. Wash hands for to is healthyIs smart to wash my hands. It is healthy to wash my hands (Carol Grey, Abby Leigh White p.28)</p> <p><b>Never do they wash the hands of the people;</b> The people who wash hands their when are dirty Also, people, wash their hands they're before eating and after they go to the toilet A large knows when must wash their hands' mine. When I am playing outside, a post must wash hands my. And other times it can to need if wash my hands' mine. I will try to wash hands my. when my they say the adults. (CarolGrey, Abby Leigh White p.29)</p> <p><b>How they learn the children to wash hands their;</b> Adults learn at children how should to wash their hands.</p>

<b>NOW I WILL LEARN TO WASH MY HANDS</b>	
I will use soap and water (Carol Grey, Abby Leigh White p 30)That's all the steps:	
<p>Step 1 . Turn on the tap.</p> 	<p>Step 2: Wet my hands</p> 
<p>Step 3: I put soap on my palm.</p> 	<p>Step 4: I rub my hands together and wet them with a little water. This is how soap makes soap.</p> 
<p>Step 5. Wash off with water and the soap from my hands</p> 	<p>Step 6: Close the tap</p> 
<p>Step 7: I wipe my hands with a piece of paper or a towel</p> 	
<b>2<sup>nd</sup> TEACHING HOURS:</b>	
<p><b>Activity 3<sup>h</sup> :</b> The students deviate from the video and imitate the washing of hands. <a href="https://www.google.com/search?q=Washy+Washy+Clean&amp;oq=Washy+Washy+Clean&amp;aqs=chrome..69i57j0i4.1474j0j7&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=Washy+Washy+Clean&amp;oq=Washy+Washy+Clean&amp;aqs=chrome..69i57j0i4.1474j0j7&amp;sourceid=chrome&amp;ie=UTF-8</a></p>	



**Activity 4<sup>h</sup> :**

In tulle of school, pasting is done her sequence andexperientially we wash our hands.



**3 rd TEACHING HOUR: WORKSHEETS**

**Evaluation of students.**

**Worksheet 1:**

A) It was requested by their students to cut and "put" their pictures in the right order.



**Name:** \_\_\_\_\_

**How do I wash my hands?**

<b>1</b>	<b>2</b>
<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b>

**Activity 2**

B) Students were asked to go to the website:

<https://www.bbc.co.uk/wales/bobinogs/games/game.shtml?3>

**8 . Results \_Conclusions****8.1 EVALUATION – FEEDBACK****Extras data:**

The objectives set at the beginning of the m-scenario were achieved during its implementation Structured Behavioral - Analytic intervention, the teaching one to one once and are considered more effective in children with Dachtys Developmental Disorders in the Spectrum of autism and end the experiential learning, implementation of activities in real one's conditions.

**8.2 CONCLUSIONS**

Finally, we have to underline the role of digital technologies in the education domain that is very productive and successful, facilitates and improves the assessment, the intervention, and the educational procedures via Mobiles [38 - 55], various ICTs applications [56 – 109, 220], AI & STEM ROBOTICS [110 - 127], and games [128 - 145]. Additionally, the combination of ICTs with theories and models of metacognition, mindfulness, meditation, and emotional intelligence cultivation [146 - 212] as well as with environmental factors and nutrition [213 - 219], accelerates and improves more educational practices and results, especially in the differentiated education procedures.

**9 . References**

- [1] Ministry of Health, (2000). Special Education Analytical Program Framework (P.A.P.E.A.)
- [2] Williams, Donna (1998). Nobody nowhere: the remarkable autobiography of an autistic girl. Jessica Kingsley (published 1999). ISBN 978-1-85302-718-5 . OCLC 56965690. Originally published: London: Doubleday, 1992. Formerly CIP.
- [3] (Analytical Curriculum of Social Skills (Kurtis)) Ministry of National Education and Religious Affairs - Pedagogical Institute, (2004). Mapping-Detailed special education programs. Detailed Study Programs for students with autism.
- [4] Ministry of Education - Pedagogical Institute, (2003). Interdisciplinary Unified Framework of Study Programs and Analytical Study Program of Special Education, Athens: YPEPTH & Pedagogical Institute.
- [5] World Health Organization (1984). Health Promotion: A Discussion Document on the Concept and Principles. Copenhagen: WHO Regional Office for Europe.
- [6] Draijer J. & Williams T. (1991). School Health Education and Promotion in the Member States of the European Community. The Commission of the European Communities.
- [7] World Health Organization (1986). Ottawa Charter for Health Promotion: A discussion document on the concepts and principles: World Health Organisation.
- [8] Stewart-Brown, S. (2001). Evaluating health promotion in schools. In International Union for Health Promotion and Education (Ed.), The evidence of health promotion effectiveness. Shaping public health in Europe (p.110- 122). Brussels: European Commission.

- [9] Stewart-Brown, S. (2006). What is the evidence on school health promotion in improving health or preventing disease and, specifically, what is the effectiveness of the health-promoting school approach? Copenhagen: WHO.
- [10] Leger, St.L. & Nutbeam, D. (2000). Health promotion in schools. In International Union for Health Promotion and Education (Ed.), *The evidence of health promotion effectiveness. Shaping public health in Europe* (p.110- 122). Brussels: European Commission.
- [11] International Union of Health Promotion Education, (2008). *Achieving health promoting schools: Guidelines for promoting health in schools*.
- [12] International Union Health Promotion Education (2009). *Promoting Health in Schools: From evidence to action*.
- [13] Paulus, P. (2009). Alliance for Sustainable School Health and Education. In Whitman CV & Aldinger. CE (eds.), *Case Studies in Global School Health Promotion*. Springer, Newton.
- [14] McNeely, C. Nonnemaker, J., and Blum, R. (2002). Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health, *Journal School Health*, 72 (4), pp. 138-146.
- [15] Patton, G. Bond, L., Carlin, J., Thomas, L. Butler, H., Glover, S., Catalano, R. & Bowes, G. (2006). Promoting social inclusion in schools: A group randomized trial on student health risk behavior and well-being. *American Journal of Public Health*, 96 (9), pp. 1582-1587.
- [16] Tasker, G (1992). For Whose Benefit? The Politics of Developing A Health Education Curriculum Delta. *Policy and Practice in Education*, 48 (2), 49 (1), pp.187-202.
- [17] World Health Organization (1997). *The Health Promoting School – an investment in education, health, and democracy. Case study book from the First Conference of the European Network of Health Promoting Schools*. Copenhagen: Regional Office for Europe.
- [18] ENHPS (1997). *The Health Promoting School. Proceedings of the First Conference of the European Network of Health Promoting Schools*. Copenhagen: WHO Regional Office for Europe.
- [19] Tomlinson, CA (2001). *How to differentiate instruction in mixed-ability classrooms*. Upper Saddle River, NJ: Pearson Education.
- [20] Tomlinson, CA, & Imbeau, MB (2010). *Leading and managing a diverse classroom*. Alexandria, VA: ASCD.
- [21] Argyropoulos, B. (2013). Differentiation and differentiated teaching: theoretical background and basic principles in Panteliadou, S. & Filippatou D. (editors) *Collaborative work (2013). Differentiated Teaching: theoretical approaches & educational practices*. Athens: Pedio Publications.
- [22] Karageorgou, X. (2013). Differentiation of the learning environment and the teaching of Language in the first grades of Primary School. In S. Panteliadou & D. Filippatou (Eds.), *Differentiated Teaching Theoretical Approaches & Educational Practices* (pp. 185-224). Athens: Pedio.
- [ 23 ] Moon, TR (2005). The role of assessment in differentiation. *Theory Into Practice*, 4(3), 226-233.
- [24] Tomlinson, C. (2005). *How to differentiate instruction in mixed-ability classrooms (2nd ed.)*. NJ: Pearson, Merrill Prentice Hall
- [ 25 ] Koutsouraki, St., Berkoutis, A., (2014) Differentiation of teaching with the support of Information and Communication Technologies 3rd Panhellenic Educational Conference Imathia, Conference Proceedings 2014
- [26] Hobgood, B. & Ormsby, L. (n.d.). Joining the 21st-century classroom: Differentiating with technology. In "Learn NC: Reaching every Learner: Differentiating "Use of Information and Communication Technologies in teaching practice" [64] teaching in theory and practice". Retrieved January 2, 2014, from: <http://www.learnnc.org/lp/editions/every-learner/6776>
- [27] Mishra, P. & Koehler, M. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge, *Teachers College Record* 108(6), pp. 1017–1054
- [ 2 8 ] Chaidi, I., & Drigas, A. (2022). Digital Learning: Differentiated Teaching Models using e-Twinning - I Communicate With My Neighbor Through Culture And Tradition: e - Twinning Project. *Technium Education and Humanities*, 2 (3), 59–77. <https://doi.org/10.47577/teh.v2i3.7392>

- [ 29 ] Ward, C. (2010). Using online learning environments to support advanced learners. In J. Sanchez & K. Zhang (Eds.), *Proceedings of the 2010 World Conference on e-learning in Corporate, Government, Health and Higher Education* (pp. 377-381). Chesapeake, VA: AACE
- [ 30 ] Lim, CP, Pek, MS, & Chai CS (2005). "Classroom Management Issues in Information and Communication Technology (ICT)-Mediated Learning Environments: Back to Basics", *Journal of Educational Multimedia and Hypermedia*, 14(4), pp. 391-414
- [ 31 ] Eckstein, M. (2009). *Enrichment 2.0: Gifted and Talented Education for the 21st Century*, *Gifted Child Today*, 32(1), pp. 59-63 ,
- [ 32 ] Kieler, L. (2010). Experiments in the effective use of digital storytelling with the gifted. *Gifted Child Today*, 33(3), pp. 48-52
- [ 33 ] Johnson, PM( 1998b) Children's understanding of state involving the gas state, Part 2. Evaporation and condensation below boiling point. *International Journal of Science Education*, 20, 695-709
- [34] Gresham, FM (1997). Social competence and students with behavior disorders: Where we've been, where we are, and where we should go. *Education and Treatment of Children*, 20, 233–249.
- [35] Gumpel, T. (1994). Social competence and social skills training for persons with mental retardation: An expansion of a behavioral paradigm. *Education and Training in Mental Retardation and Developmental Disabilities*, 29(3), 194–201
- [36] Smith, C. (2016). *Social Stories. From design to writing. Intervention practices in autism* (ed. Karantanos, G., Rev. Galifianakis, B.) Athens: Kostandaras.
- [37] Gray, C. (2010). *The new social storybook*. USA: Future Horizons
- [ 38 ] AS Drigas, MA Pappas 2015 A review of mobile learning applications for mathematics. *International Journal of Interactive Mobile Technologies* 9 (3)
- [ 39 ] Vlachou J. and Drigas, AS, "Mobile technology for students and adults with Autistic Spectrum Disorders (ASD)," *International Journal of Interactive Mobile Technologies*, vol. 11(1), pp. 4-17, 2017
- [ 40 ] Papoutsis C., Drigas, AS, and C. Skianis, "Mobile Applications to Improve Emotional Intelligence in Autism – A Review," *Int. J. Interact. Mob. Technol. (iJIM)*; Vol 12, No 6, 2018
- [ 41 ] Karabatzaki, Z., Stathopoulou, A., Kokkalia, G., Dimitriou, E., Loukeri, P., Economou A., & Drigas, A. (2018). Mobile Application Tools for Students in Secondary Education. An Evaluation Study. *International Journal of Interactive Mobile Technologies (iJIM)*, 12(2), 142-161
- [ 42 ] Drigas, AS, and Angelidakis P., 'Mobile Applications within Education: An Overview of Application Paradigms in Specific Categories', *International Journal of Interactive Mobile Technologies (iJIM)*, vol. 11, no. 4, p. 17, May 2017. <https://doi.org/10.3991/ijim.v11i4.6589>
- [ 43 ] Stathopoulou A., Loukeris D., Karabatzaki Z., Politi E., Salapata Y., and Drigas, AS, "Evaluation of Mobile Apps Effectiveness in Children with Autism Social Training via Digital Social Stories," *Int. J. Interact. Mob. Technol. (iJIM)*; Vol 14, No 03, 2020
- [ 44 ] Stathopoulou, et all Mobile assessment procedures for mental health and literacy skills in education. *International Journal of Interactive Mobile Technologies*, 12(3), 21-37, 2018,
- [ 45 ] Drigas, A., Kokkalia, G. & Lytras, MD (2015). Mobile and Multimedia Learning in Preschool Education. *J. Mobile Multimedia*, 11(1/2), 119–133.
- [ 46 ] Stathopoulou, A., Karabatzaki, Z., Kokkalia, G., Dimitriou, E., Loukeri, PI, Economou, A., and Drigas, A. (2018). Mobile assessment procedures for mental health and literacy skills in education. *International Journal of Interactive Mobile Technologies (iJIM)*, 12(3):21-37. <https://doi.org/10.3991/ijim.v12i3.8038>
- [ 47 ] Drigas, AS, Ioannidou, RE, Kokkalia, G. and Lytras, M. (2014), "ICTs, mobile learning and social media to enhance learning for attention difficulties", *Journal of Universal Computer Science*, Vol. 20 No. 10, pp. 1499-1510.
- [ 48 ] Kokkalia GK and Drigas, AS, "Mobile learning for special preschool education," *International Journal of Interactive Mobile Technologies*, vol. 10 (1), pp. 60-67, 2016
- [ 49 ] G Kokkalia, AS Drigas, A Economou 2016 Mobile learning for preschool education. *International Journal of Interactive Mobile Technologies* 10 (4)

- [ 50 ] A Stathopoulou, Z Karabatzaki, D Tsiros, S Katsantoni, A Drigas 2022 Mobile apps the educational solution for autistic students in secondary education *International Association of Online Engineering*
- [ 51 ] P Leliopoulos, A Drigas 2022 The evolution of wireless mobile networks and the future 5G mobile technology for sustainability. *Technium Sustainability*, 2(4), 28–43. 2 (4), 28-43
- [ 52 ] A Doulou, A Drigas, C Skianis 2022 Mobile applications as intervention tools for children with ADHD for sustainable education. *Technium Sustainability*, 2(4), 44–62. 2 (4), 44-62
- [ 53 ] V Tsakou, A Drigas 2022 Early Detection of Preschool Children with ADHD and the role of mobile Apps and AI *Technium Social Sciences Journal* 30, 127-137
- [ 54 ] E Karagianni, A Drigas 2022 Language Development and Mobile Apps for Down Syndrome Children *Technium Social Sciences Journal* 34, 193-213
- [ 55 ] M Anagnostou, A Drigas 2022 Mobile Applications for stress management *Scientific Electronic Archives* 15 (2)
- [ 56 ] Pappas, MA; Papoutsis, C.; Drigas, AS Policies, Practices, and Attitudes toward Inclusive Education: The Case of Greece. *Soc. Sci.* 2018, 7, 90.
- [ 57 ] Drigas, AS, & Ioannidou, RE (2011, September). ICTs in special education: A review. In *World Summit on Knowledge Society* (pp. 357-364). Springer, Berlin, Heidelberg.
- [ 58 ] Drigas, AS, J.Vrettaros, L.Stavrou, D.Kouremenos, E-learning Environment for Deaf people in the E-Commerce and New Technologies Sector, *WSEAS Transactions on Information Science and Applications*, Issue 5, Volume 1, November 2004.
- [ 59 ] Drigas, AS, Vrettaros, J. and Kouremenos, D. (2004a) 'Tele-education and e-learning services for teaching English as a second language to deaf people, whose first language is the sign language, *WSEAS Transactions on Information Science and Applications*, Vol. 1, No. 3, pp.834–842.
- [ 60 ] Drigas, A., Koukianakis, L., Papagerasimou, Y., Towards ICT-based psychology: Psychology, *Computers in Human Behavior*, 2011, 27:1416–1423. <https://doi.org/10.1016/j.chb.2010.07.045>
- [ 61 ] Charami, F., & Drigas, A. (2014). ICTs in English Learning and Teaching. *International Journal of Engineering and Science*. Vol. 2(4):4-10. DOI: 10.3991/ijes.v2i4.4016
- [ 62 ] Drigas AS, Kouremenos D (2005) An e-learning system for deaf people. In: *WSEAS transaction on advances in engineering education*, vol 2, issue 1, pp 20–24
- [ 63 ] Drigas A., Pappas M, and Lytras M., "Emerging technologies for ICT based education for dyscalculia: Implications for computer engineering education," *International Journal of Engineering Education*, vol. 32, no. 4, pp. 1604–1610, 2016.
- [ 64 ] Drigas, A. & Kokkalia, G. 2017. ICTs and Special Education in Kindergarten. *International Journal of Emerging Technologies in Learning* 9 (4), 35–42.
- [ 65 ] Drigas A., and Koukianakis L., A Modular Environment for E-learning and E-psychology Applications, *WSEAS Transactions on Information Science and Application*, Vol. 3, 2004, pp. 2062-2067.
- [ 66 ] Drigas, A., Leliopoulos, P.: Business to consumer (B2C) e-commerce decade evolution. *Int. J. Knowl. Soc. Res. (IJKSR)* 4(4), 1–10 (2013)
- [ 67 ] Pappas M, Drigas A, Papagerasimou Y, Dimitriou H, Katsanou N, Papakonstantinou S, et al. Female Entrepreneurship and Employability in the Digital Era: The Case of Greece. *Journal of Open Innovation: Technology, Market, and Complexity*. 2018? 4(2): 1.
- [ 68 ] Papanastasiou G., Drigas, AS, Skianis Ch., M. Lytras & E. Papanastasiou, "Patient-Centric ICTs based Healthcare for students with learning, physical and/or sensory disabilities," *Telemat Inform*, vol. 35, no. 4, pp. 654–664, 2018. <https://doi.org/10.1016/j.tele.2017.09.002>
- [ 69 ] Drigas, A., & Kontopoulou, MTL (2016). ICTs-based Physics Learning. *International Journal of Engineering Pedagogy (iJEP)*, 6(3), 53-59. <https://doi.org/10.3991/ijep.v6i3.5899>
- [ 70 ] Papanastasiou, G., Drigas, A., Skianis, C., and Lytras, M. (2020). Brain-computer interface-based applications for training and rehabilitation of students with neurodevelopmental disorders. A literature review. *Heliyon* 6:e04250. doi: 10.1016/j.heliyon.2020.e04250

- [ 71 ] Drigas, AS, John Vrettaros, and Dimitris Kouremenos, 2005. "An e-learning management system for the deaf people," AIKED '05: Proceedings of the Fourth WSEAS International Conference on Artificial Intelligence, Knowledge Engineering Data Bases, article number 28.
- [ 72 ] Pappas, M., Demertzi, E., Papagerasimou, Y., Koukianakis, L., Kouremenos, D., Loukidis, I. and Drigas, A. 2018. E-Learning for deaf adults from a user-centered perspective. *Education Sciences* 8(206): 3-15.
- [ 73 ] Marios A. Pappas, Eleftheria Demertzi, Yannis Papagerasimou, Lefteris Koukianakis, Nikitas Voukelatos, and Drigas, AS, 2019. Cognitive-Based E-Learning Design for Older Adults. *Social Sciences* 8, 1 (Jan. 2019), 6. <https://doi.org/10.3390/socsci801000>
- [ 74 ] Drigas, AS, Leyteris Koukianakis: Government online: An e-government platform to improve public administration operations and services delivery to the citizen. *WSKS* (1), volume 5736 of Lecture Notes in Computer Science, 523–532. Springer, 2009.
- [ 75 ] Theodorou, P.; Drigas, A. ICTs, and Music in Generic Learning Disabilities. *Int. J. Emerg. Technol. Learn.* 2017, 12, 101–110
- [ 76 ] Drigas, A., Kokkalia, G., & Lytras, MD (2015). ICT and collaborative co-learning in preschool children who face memory difficulties. *Computers in Human Behavior*, 51, 645–651. <https://doi.org/10.1016/j.chb.2015.01.019>
- [ 77 ] Pappas, MA, & Drigas, AS (2015). ICT-based screening tools and etiology of dyscalculia. *International Journal of Engineering Pedagogy*, 3, 61-66.
- [ 78 ] Drigas, A., & Kostas, I. (2014). Line and other ICTs Applications for teaching math in Special Education. *International Journal of Recent Contributions from Engineering, Science & IT (iJES)*, 2(4), pp-46. <http://dx.doi.org/10.3991/ijes.v2i4.4204>
- [ 79 ] Alexopoulou, A, Batsou, A, Drigas, A. (2019). Resilience and academic underachievement in gifted students: causes, consequences and strategic methods of prevention and intervention. *International Journal of Online and Biomedical Engineering (iJOE)*, vol. 15, no. 14, pp. 78.
- [ 80 ] Pappas, MA, & Drigas, AS (2015). ICT Based Screening Tools and Etiology of Dyscalculia. *International Journal of Engineering Pedagogy*, 5(3)
- [ 81 ] Drigas, A. & Ioannidou, RE (2013). Special education and ICT's. *International Journal of Emerging Technologies in Learning* 8(2), 41– 47.
- [ 82 ] Drigas, A., & Papanastasiou, G. (2014). Interactive White Boards in Preschool and Primary Education. *International Journal of Online and Biomedical Engineering (iJOE)*, 10(4), 46–51. <https://doi.org/10.3991/ijoe.v10i4.3754>
- [ 83 ] Drigas, AS and Politi-Georgousi, S. (2019). Icts as a distinct detection approach for dyslexia screening: A contemporary view. *International Journal of Online and Biomedical Engineering (iJOE)*, 15(13):46–60.
- [ 84 ] Lizeta N. Bakola, Nikolaos D. Rizos, Drigas, AS, "ICTs for Emotional and Social Skills Development for Children with ADHD and ASD Co-existence" *International Journal of Emerging Technologies in Learning (iJET)*, <https://doi.org/10.3991/ijet.v14i05.9430>
- [ 85 ] Kontostavlou, EZ, & Drigas, AS (2019). The Use of Information and Communications Technology (ICT) in Gifted Students. *International Journal of Recent Contributions from Engineering, Science and IT*, 7(2), 60-67. doi:10.3991/ijes.v7i2.10815
- [ 86 ] Drigas, AS, and Vlachou JA, "Information and communication technologies (ICTs) and autistic spectrum disorders (ASD)," *Int. J. Recent Contrib. Eng. Sci. IT (iJES)*, vol. 4, no. 1, p. 4, 2016. <https://doi.org/10.3991/ijes.v4i1.5352>
- [ 87 ] Drigas, AS, Koukianakis, L, Papagerasimou, Y. (2006) "An elearning environment for non-traditional students with sight disabilities.", *Frontiers in Education Conference*, 36th Annual. IEEE, p. 23-27.
- [ 88 ] Drigas A., and Koukianakis L. An open distance learning e-system to support SMEs e-enterprising. In proceedings of 5th WSEAS International conference on Artificial intelligence, knowledge engineering, data bases (AIKED 2006). Spain

- [ 89 ] AS Drigas, LG Koukianakis, YV Papagerasimou 2005 A system for e-inclusion for individuals with sight disabilities *Wseas transactions on circuits and systems* 4 (11), 1776-1780
- [ 90 ] MT Kontopoulou, V Papageorgiou, E Malli, L Mertsioti, A Drigas 2022 Special education in science teaching *Technium Education and Humanities* 2 (4), 19-33
- [ 91 ] E Karagianni, A Drigas 2022 The contribution of ICTs to the Down Syndrome Children's Language and Cognitive Development *Technium Education and Humanities* 2 (3), 19-40
- [ 92 ] M Karyotaki, A Drigas 2022 The impact of digital technologies and social networks in young women and young mother's entrepreneurship and employability *Technium Sustainability* 2 (5), 79-91
- [ 93 ] C Dimitropoulos, C Katsigera-Svoronou, A Rizou, SM Hantziara, A Hasioti, ... 2022 The Use of ICTs by Children and Young People with Mental Retardation and Down Syndrome in Domains of their Daily Life *Sustainability* 2 (5) , 16-38
- [ 94 ] M Tsakiridou, A drigas 2022 A review of stress on students with adhd. the role of icts & mental interventions to improve productivity *Technium Sustainability* 2 (5), 39-57
- [ 95 ] M Tsakiridou, A drigas 2022 causes of stress on children with adhd and the role of icts *Technium BioChemMed* 3 (3), 12-20
- [ 96 ] T Vouglanis, AM Driga, A Drigas 2022 Physical and mental exercise to create new congenial neurons, to increase intelligence and the role of ICTs. *Technium BioChemMed* 3 (3), 21-36
- [ 97 ] T Vouglanis, A Drigas 2022 The internet addiction and the impact on the cognitive, psychological and social side of people's personality with disabilities *Technium Social Sciences Journal* 35 (1), 93–110
- [ 98 ] TM Hasioti, A Drigas, D Loukeris, Z Gavriilidou 2022 Asperger Syndrome and Assistive Technologies *Technium Social Sciences Journal* 35 (1), 285–295
- [ 99 ] P Vasilakou, S Mineiko, TM Hasioti, Z Gavriilidou, A Drigas 2022 The accessibility of visually impaired people to museums and art through ICTs *Technium Social Sciences Journal* 35 (1), 263–284
- [ 100 ] T Vouglanis, A Drigas 2022 The positive impact of Internet on the cognitive, psychological and social side of people's personality with disabilities *Technium Social Sciences Journal* 35 (1), 29–42.
- [ 101 ] T Vouglanis, A Drigas 2022 The positive impact of Internet on the cognitive, psychological and social side of people's personality with disabilities *Technium Social Sciences Journal* 35 (1), 29–42.
- [ 102 ] I Chaidi, A Drigas 2022 Key to Behavioral Observation of Developmental Disorders by teachers in Greek School and the role of ICTs. *Technium Social Sciences Journal* 34, 110-125
- [ 103 ] I Moraiti, A Fotoglou, K Dona, A Katsimperi, K Tsionakas, Z Karampatzaki, ... 2022 Assistive Technology and Internet of Things for people with ADHD *Technium Social Sciences Journal* 32, 204-222
- [ 104 ] E Gkeka, A Drigas 2022 Ict's and Dysgraphia *Technium Social Sciences Journal* 31, 228-240
- [ 105 ] A Fotoglou, I Moraiti, K Dona, A Katsimperi, K Tsionakas, Z Karabatzaki, ... 2022 IoT Applications help people with Autism *Technium Social Sciences Journal*, 115-130
- [ 106 ] A Doulou, A Drigas 2022 Behavioral Problems and ICTs: Research and analysis in schools in Athens *Technium Social Sciences Journal* 29, 181-197
- [ 107 ] I Chaidi, A Drigas, C Karagiannidis 2021 ICT in special education *Technium Soc. Sci. J.* 23, 187
- [ 108 ] L Bakola, I Chaidi, A Drigas, C Skianis, C Karagiannidis 2022 Women with Special Educational Needs. Policies & ICT for Integration & Equality *Technium Social Sciences Journal*
- [ 109 ] M Karyotaki, L Bakola, A Drigas, C Skianis 2022 Womens Leadership via Digital Technology and Entrepreneurship in business and society *Technium Social Sciences Journal*
- [ 110 ] Kefalis C and Drigas A. (2019) Web Based and Online Applications in STEM Education. *International Journal of Engineering Pedagogy (iJEP)* 9, 4 (2019), 76– 85. <https://doi.org/10.3991/ijep.v9i4.10691>
- [ 111 ] Drigas, AS, Rodi-Eleni Ioannidou, A Review on Artificial Intelligence in Special Education, Information Systems, Elearning, and Knowledge Management *Research Communications in Computer and Information Science* Volume 278, pp 385-391, 2013 [http:// dx .doi.org/10.1007/978-3-642-35879-1\\_46](http://dx.doi.org/10.1007/978-3-642-35879-1_46)

- [ 112] Drigas, A., Vrettaros, J.: An Intelligent Tool for Building e-Learning Content-Material Using Natural Language in Digital Libraries. *WSEAS Transactions on Information Science and Applications* 5(1) (2004) 1197–1205
- [ 113] Drigas, AS, Vrettaros, J., Koukianakis, LG and Glentzes, JG (2005). A Virtual Lab and e-learning system for renewable energy sources. *Int. Conf. on Educational Tech.*
- [ 114] Drigas AS, Argyri K, Vrettaros J (2009) Decade review (1999-2009): artificial intelligence techniques in student modeling. In: *World Summit on Knowledge Society*. Springer, pp 552–564
- [ 115] Vrettaros, J., Tagoulis, A., Giannopoulou, N., & Drigas, A. (2009). An empirical study on the use of Web 2.0 by Greek adult instructors in educational procedures. *World Summit on Knowledge Systems (WSKS)*, 49, 164-170. [http://dx.doi.org/10.1007/978-3-642-04757-2\\_18](http://dx.doi.org/10.1007/978-3-642-04757-2_18)
- [ 116] Drigas, A., Dourou, A. (2013). A Review on ICTs, E-Learning and Artificial Intelligence for Dyslexic's Assistance. *iJet*, 8(4), 63-67.
- [ 117] Drigas, AS, Ioannidou, ER, (2012), Artificial intelligence in special education: A decade review, *International Journal of Engineering Education*, vol. 28, no. 6.
- [ 118] Drigas, AS, and Leliopoulos, Panagiotis, The Use of Big Data in Education, *International Journal of Computer Science Issues*, Vol. 11, Issue 5, 2014, 58-63
- [ 119] Anagnostopoulou, P., Alexandropoulou, V., Lorentzou, G., Lykothanasi, A., Ntaountaki, P., & Drigas, A. (2020). Artificial intelligence in autism assessment. *International Journal of Emerging Technologies in Learning*, 15(6), 95-107. <https://doi.org/10.3991/ijet.v15i06.11231>
- [ 120 ] Pappas, M., & Drigas, A. (2016). Incorporation of artificial intelligence tutoring techniques in mathematics. *International Journal of Engineering Pedagogy*, 6(4), 12–16. <https://doi.org/10.3991/ijep.v6i4.6063>
- [ 121 ] N Lytra, A Drigas 2021 STEAM education-metacognition–Specific Learning Disabilities *Scientific Electronic Archives* 14 (10)
- [ 122 ] E Mitsea, N Lytra, A Akrivopoulou, A Drigas 2020 Metacognition, Mindfulness and Robots for Autism Inclusion. *Int. J. Recent Contributions Eng. Sci. IT* 8 (2), 4-20
- [ 123 ] E Karagianni, A Drigas 2022 The STEM Education of Down Syndrome Children in Algorithmic and Computation Thinking for a sustainable life *Technium Sustainability* 2 (5), 58-78
- [ 124 ] S Kouloumenta, A Drigas 2022 The use of Robotics for the Development of Social Skills for Children with ASD *Technium Education and Humanities* 2 (4), 51-62
- [ 125 ] M Karyotaki, A Drigas, C Skianis 2022 Chatbots as Cognitive, Educational, Advisory & Coaching Systems *Technium Social Sciences Journal* 30, 109-126
- [ 126 ] A Sideraki, A Drigas Artificial Intelligence (AI) in Autism *Technium Social Sciences Journal* 26, 262-277
- [ 127 ] Chaidi E, Kefalis C, Papagerasimou Y, Drigas (2021) A Educational robotics in Primary Education. A case in Greece. *Research, Society and Development* 10 (9)
- [ 128 ] Papanastasiou, GP, Drigas, AS, & Skianis, C. (2017). Serious games in preschool and primary education: Benefits and impacts on curriculum course syllabus. *International Journal of Emerging Technologies in Learning*, 12(1), 44–56. <https://doi.org/10.3991/ijet.v12i01.6065>
- [ 129 ] Kokkalia, G., Drigas, A., Economou, A., Roussos, P., & Choli, S. (2017). The use of serious games in preschool education. *International Journal of Emerging Technologies in Learning*, 12(11), 15-27. <https://doi.org/10.3991/ijet.v12i11.6991>
- [130 ] Drigas, AS, and Pappas MA "On line and other Game-Based Learning for Mathematics." *International Journal of Online Engineering (iJOE)* 11.4, 62-67, 2015 <https://doi.org/10.3991/ijoe.v11i4.4742>
- [131 ] Papanastasiou, G., Drigas, A., Skianis, C., & Lytras, MD (2017). Serious games in K-12 education: Benefits and impacts on students with attention, memory and developmental disabilities. *Program*, 51(4), 424-440. <https://doi.org/10.1108/prog-02-2016-0020>
- [132 ] Drigas, AS, & Kokkalia, GK (2014). ICTs in Kindergarten. *International Journal of Emerging Technologies in Learning*, 9(2). <https://doi.org/10.3991/ijet.v9i2.3278>

- [133 ] A Doulou, A Drigas 2022 Electronic, VR & Augmented Reality Games for Intervention in ADHD Technium Social Sciences Journal
- [134 ] Kokkalia, G., Drigas, A., & Economou, A. (2016). The role of games in special preschool education. *International Journal of Emerging Technologies in Learning (iJET)*, 11(12), 30-35.
- [135 ] V Bravou, A Drigas 2021 BCI-based games and ADHD Research, *Society and Development* 10 (4), e52410413942-e52410413942
- [136 ] I Chaidi, A Drigas 2022 Questionnaire of parents' opinions on digital games in the education of children with autism spectrum disorder in a Greek context *Technium Social Sciences Journal* 34, 248-270
- [137 ] E Karagianni, A Drigas 2022 Digital Games for Down Syndrome Children's Language and Cognitive Development *Technium Social Sciences Journal* 35 (1), 162–185
- [138 ] C Gatsakou, N Bardis, A Drigas 2022 The usage of RPGS as an interdisciplinary method of teaching dyslexic students *Technium Social Sciences Journal* 27, 207-216
- [139 ] C Gatsakou, N Bardis, A Drigas 2021 Role playing vs RPGs as teaching strategies in educational procedure *Technium Social Sciences Journal* 26, 186-193
- [140 ] N Doukas, N Bardis, A Drigas 2022 A Strategy Game Using Adaptive Agents and Reinforcement Learning *Technium Education and Humanities* 2 (2), 33-46
- [141 ] G Papanastasiou, A Drigas, C Skianis 2022 Serious Games: How do they impact special education needs children *Technium Education and Humanities* 2 (3), 41-58
- [142 ] G Papanastasiou, A Drigas, C Skianis 2022 Serious Games in pre-K and K-6 education. *Technium Education and Humanities* 2 (3), 1-18
- [143 ] V Bravou, D Oikonomidou, A Drigas 2022 Applications of Virtual Reality for Autism Inclusion. A review *Rhetos* 45, 779-785
- [144 ] I Chaidi, A Drigas 2022 Digital games & special education *Technium Social Sciences Journal* 34, 214-236
- [145 ] Drigas, A., & Mitsea, E. (2020). The 8 Pillars of Metacognition. *International Journal of Emerging Technologies in Learning (iJET)*, 15(21), 162-178. <https://doi.org/10.3991/ijet.V15i21.14907>
- [146 ] Drigas, A., & Papoutsi, C. (2019). Emotional intelligence as an important asset for HR in organizations: Leaders and employees. *International Journal of Advanced Corporate Learning*, 12(1). <https://doi.org/10.3991/ijac.v12i1.9637>
- [147 ] Drigas, AS, and M. Pappas, “The Consciousness-Intelligence-Knowledge Pyramid: An 8x8 Layer Model,” *International Journal of Recent Contributions from Engineering, Science & IT (iJES)*, vol. 5, no.3, pp 14-25, 2017. <https://doi.org/10.3991/ijes.v5i3.7680>
- [148 ] Mitsea, E., & Drigas, A. (2019). A journey into the metacognitive learning strategies. *International Journal of Online & Biomedical Engineering*, 15(14). <https://doi.org/10.3991/ijoe.v15i14.11379>
- [149 ] Drigas A, Karyotaki M (2017) Attentional control and other executive functions. *Int J Emerg Technol Learn iJET* 12(03):219–233
- [150 ] Drigas A, Karyotaki M 2014. Learning Tools and Applications for Cognitive Improvement. *International Journal of Engineering Pedagogy*, 4(3): 71-77. From (Retrieved on 13 May 2016)
- [151 ] Drigas, A., & Mitsea, E. (2021). 8 Pillars X 8 Layers Model of Metacognition: Educational Strategies, Exercises & Trainings. *International Journal of Online & Biomedical Engineering*, 17(8). <https://doi.org/10.3991/ijoe.v17i08.23563>
- [152 ] Drigas A., Papoutsi C. (2020). The Need for Emotional Intelligence Training Education in Critical and Stressful Situations: The Case of COVID-19. *Int. J. Recent Contrib. Eng. Sci. IT* 8 (3), 20–35. [10.3991/ijes.v8i3.17235](https://doi.org/10.3991/ijes.v8i3.17235)
- [153 ] Drigas, A., & Mitsea, E. (2020). The Triangle of Spiritual Intelligence, Metacognition and Consciousness. *International Journal of Recent Contributions from Engineering, Science & IT (iJES)*, 8(1), 4-23. <https://doi.org/10.3991/ijes.v8i1.12503>

- [154 ] Kokkalia, G., Drigas, A. Economou, A., & Roussos, P. (2019). School readiness from kindergarten to primary school. *International Journal of Emerging Technologies in Learning*, 14(11), 4-18.
- [155 ] Drigas, A., & Mitsea, E. (2021). Metacognition, stress-relaxation balance & related hormones. *International Journal of Recent Contributions from Engineering, Science & IT (iJES)*, 9(1), 4–16. <https://doi.org/10.3991/ijes.v9i1.19623>
- [156 ] Pappas M, Drigas A. Computerized Training for Neuroplasticity and Cognitive Improvement. *International Journal of Engineering Pedagogy*. 2019;.(4):50-62
- [157 ] Papoutsi, C. and Drigas, A. (2017) Empathy and Mobile Applications. *International Journal of Interactive Mobile Technologies* 11. 57. <https://doi.org/10.3991/ijim.v11i3.6385>
- [158 ] Papoutsi, C. & Drigas, A. (2016). Games for Empathy for Social Impact. *International Journal of Engineering Pedagogy* 6(4), 36-40.
- [159 ] Karyotaki, M., & Drigas, A. (2015). Online and other ICT Applications for Cognitive Training and Assessment. *International Journal of Online and Biomedical Engineering*. 11(2), 36-42.
- [160 ] Papoutsi, C., Drigas, A., & Skianis, C. (2019). Emotional intelligence as an important asset for HR in organizations: Attitudes and working variables. *International Journal of Advanced Corporate Learning*, 12(2), 21–35. <https://doi.org/10.3991/ijac.v12i2.9620>
- [161 ] Chaidi I. and Drigas, AS, “Autism, Expression, and Understanding of Emotions: Literature Review,” *Int. J. Online Biomed. Eng.*, vol. 16, no. 02, pp. 94–111, 2020. <https://doi.org/10.3991/ijoe.v16i02.11991>
- [162 ] Drigas, AS, & Karyotaki, M. (2019). A Layered Model of Human Consciousness. *International Journal of Recent Contributions from Engineering, Science & IT (iJES)*, 7(3), 41-50. <https://doi.org/10.3991/ijes.v7i3.11117>
- [163 ] Drigas, AS, Karyotaki, M., & Skianis, C. (2018). An Integrated Approach to Neuro-development, Neuroplasticity and Cognitive Improvement. *International Journal of Recent Contributions from Engineering, Science & IT (iJES)*, 6(3), 4-18.
- [164 ] Karyotaki M. and Drigas, AS, “Latest trends in problem solving assessment,” *International Journal of Recent contributions from Engineering, Science & IT (iJES)*, vol. 4, no. 2, 2016. [Online serial]. Available: <https://online-journals.org/index.php/i-jes/article/view/5800/>. [Accessed Aug. 21, 2019]. <https://doi.org/10.3991/ijes.v4i2.5800>
- [165 ] Mitsea E., Drigas, AS, and Mantas P., “Soft Skills & Metacognition as Inclusion Amplifiers in the 21st Century,” *Int. J. Online Biomed. Eng. IJOE*, vol. 17, no. 04, Art. no. 04, Apr. 2021. <https://doi.org/10.3991/ijoe.v17i04.20567>
- [166 ] Angelopoulou, E. Drigas, A. (2021). Working Memory, Attention and their Relationship: A theoretical Overview. *Research. Society and Development*, 10(5), 1-8. <https://doi.org/10.33448/rsd-v10i5.15288>
- [167 ] Tourimpampa, A., Drigas, A., Economou, A., & Roussos, P. (2018). Perception and text comprehension. It's a matter of perception! *International Journal of Emerging Technologies in Learning (iJET)*. Retrieved from <https://online-journals.org/index.php/ijet/article/view/7909/5051>
- [168 ] A Drigas, E Mitsea 2020 A metacognition based 8 pillars mindfulness model and training strategies. *International Journal of Recent Contributions from Engineering, Science & IT...*
- [169 ] C Papoutsi, A Drigas, C Skianis 2021 Virtual and augmented reality for developing emotional intelligence skills *Int. J. Recent Contrib. Eng. Sci. IT (IJES)* 9 (3), 35-53
- [170 ] S Kapsi, S Katsantoni, A Drigas 2020 The Role of Sleep and Impact on Brain and Learning. *Int. J. Recent Contributions Eng. Sci. IT* 8 (3), 59-68
- [171 ] A Drigas, E Mitsea, C Skianis 2021 The Role of Clinical Hypnosis and VR in Special Education *International Journal of Recent Contributions from Engineering Science & IT ...*
- [172 ] V Galitskaya, A Drigas 2021 The importance of working memory in children with Dyscalculia and Ageometria *Scientific Electronic Archives* 14 (10)

- [173 ] I Chaidi, A Drigas 2020 Parents' Involvement in the Education of their Children with Autism: Related Research and its Results *International Journal Of Emerging Technologies In Learning (Ijet)* 15 (14 ...
- [174 ] A Drigas, E Mitsea 2021 Neuro-Linguistic Programming & VR via the 8 Pillars of Metacognition X 8 Layers of Consciousness X 8 Intelligences *Technium Soc. Sci. J.* 26, 159
- [175 ] A Drigas, E Mitsea 2022 Conscious Breathing: a Powerful Tool for Physical & Neuropsychological Regulation. The role of Mobile Apps *Technium Social Sciences Journal*
- [176 ] A Drigas, E Mitsea, C Skianis 2022 Clinical Hypnosis & VR, Subconscious Restructuring-Brain Rewiring & the Entanglement with the 8 Pillars of Metacognition X 8 Layers of Consciousness X 8 Intelligences. *International Journal of Online & Biomedical Engineering* 18 (1)
- [177 ] I Chaidi, A Drigas 2022 Emotional intelligence and autism spectrum disorder . *Technium Social Sciences Journal* 35 (1), 126–151
- [178 ] I Chaidi, A Drigas 2022 Emotional intelligence and learning, and the role of ICTs . *Technium Social Sciences Journal* 35 (1), 56–78
- [179 ] C Papoutsis, A Drigas, C Skianis 2022 Serious Games for Emotional Intelligence's Skills Development for Inner Balance and Quality of Life-A Literature Review . *Retos: nuevas tendencias en educación física, deporte y recreación* 46, 199-208
- [180 ] V Bamicha, A Drigas 2022 The Evolutionary Course of Theory of Mind - Factors that facilitate or inhibit its operation & the role of ICTs . *Technium Social Sciences Journal* 30, 138-158
- [181 ] I Chaidi, A Drigas 2022 Social and Emotional Skills of children with ASD: Assessment with Emotional Comprehension Test (TEC) in a Greek context and the role of ICTs . *Technium Social Sciences Journal* 33, 146-163
- [182 ] I Chaidi, A Drigas 2022 "Parents' views Questionnaire for the education of emotions in Autism Spectrum Disorder" in a Greek context and the role of ICTs . *Technium Social Sciences Journal* 33, 73-91
- [183 ] A Drigas, A Sideraki 2021 Emotional Intelligence in Autism . *Technium Soc. Sci. J.* 26, 80
- [184 ] E Mitsea, A Drigas, C Skianis 2022 Metacognition in Autism Spectrum Disorder: Digital Technologies in Metacognitive Skills Training . *Technium Social Sciences Journal*, 153-173
- [185 ] A Drigas, E Mitsea, C Skianis 2022 Virtual Reality and Metacognition Training Techniques for Learning Disabilities *SUSTAINABILITY Special Issue Digital Technologies for Sustainable Education ...*
- [186 ] E Mitsea, A Drigas, C Skianis 2022 Breathing, Attention & Consciousness in Sync: The role of Breathing Training, Metacognition & Virtual Reality *Technium Social Sciences Journal* 29, 79-97
- [187 ] A Drigas, M Karyotaki Online and other ICT-based Assessment Tools for Problem-solving Skills *International Journal of Emerging Technologies in Learning (Online)* 11 (4), 56
- [188 ] A Drigas, E Mitsea, C Skianis Intermittent Oxygen Fasting and Digital Technologies: from Antistress and Hormones Regulation to Wellbeing, Bliss and Higher Mental States *BioChemMed* 3 (2), 55-73
- [189 ] A Sideraki, A Drigas Artificial Intelligence (AI) in Autism *Technium Social Sciences Journal* 26, 262-277
- [190 ] E Mitsea, A Drigas, C Skianis Cutting-Edge Technologies in Breathwork for Learning Disabilities in Special Education *Technium Social Sciences Journal* 34, 136-157
- [191 ] A Drigas, E Mitsea, C Skianis Subliminal Training Techniques for Cognitive, Emotional and Behavioral Balance. The role of Emerging Technologies *Technium Social Sciences Journal* 33, 164-186
- [192 ] A Stathopoulou, M Liouni, Y Salapata, A Drigas 2022 Emotional difficulties and post-traumatic stress disorder symptoms in child refugees & the role of ICTs: A case study in northern Greece borders *Technium Social Sciences Journal* 31, 213-227
- [193 ] C Gatsakou, N Bardis, A Drigas 2022 The Theater of Mind: An educational tool of teaching Emotional Intelligence via ICTs and distant learning *Technium Social Sciences Journal* 31, 241-255

- [194 ] I Chaidi, C Papoutsis, A Drigas, C Skianis 2022 Women: E-Entrepreneurship and Emotional Intelligence *Technium Social Sciences Journal* 30, 214-237
- [195 ] V Bravou, AM Driga, A Drigas 2022 Emotion Regulation, the Function of Stress Hormones & Digital Technologies *BioChemMed* 3 (2), 27-34
- [196 ] E Angelopoulou, A Drigas 2022 Working memory interventions via physical activity and ICTs: A strategic issue for the improvement of school students' learning performance *Technium Social Sciences Journal* 30, 200-213
- [197 ] M Zografou, A Drigas 2022 The role of executive functions and ICTs in anxiety management of children with learning disabilities *Scientific Electronic Archives* 15 (8), 22-28
- [198 ] E Angelopoulou, Z Karabatzaki, A Drigas 2021 Assessing working memory in general education students for ADHD detection *Research, Society and Development* 10 (10), e138101018766-e138101018766
- [199 ] T Vouglanis, AM Driga, A Drigas 2022 Charismatic Children: Heredity, Environment and ICTs *Technium Sustainability* 2 (5), 1-15
- [200 ] A Drigas, MT Kontopoulou, A Gougoudi, K Kantzavelou, L Mertzioti 2022 The education of Gifted in Special Education domain and the role of ICTs *Technium Education and Humanities Drigas* 2 (4), 1-18
- [201 ] A Drigas, MT Kontopoulou, A Gougoudi, K Kantzavelou, L Mertzioti 2022 Assessing and Recognizing Gifted Children using ICTs *Technium Education and Humanities* 2 (4), 78-96
- [202 ] E Batziaka, D Galanopoulou, I Papadogiannis, M Papapetrou, A Drigas 2022 ADHD and Giftedness and the role of ICTs *Technium Education and Humanities* 2 (4), 34-50
- [203 ] A Drigas, MT Kontopoulou, A Gougoudi, K Kantzavelou, L Mertzioti 2022 Educating Gifted Students and the role of ICTs and STEM *Technium Sustainability* 2 (4), 63-79
- [204 ] V Galitskaya, M Batzaka, E Kasapoglou, A Drigas 2022 Giftedness: A Three Way Approach and the role of ICTs *Technium Social Sciences Journal* 30, 238-251
- [205 ] E Mitsea, A Drigas, C Skianis 2022 Mindfulness for Anxiety Management and Happiness: The Role of VR, Metacognition, and Hormones *Technium BioChemMed* 3 (3), 37-52
- [206 ] A Drigas, E Mitsea, C Skianis 2022 Virtual Reality and Metacognition for Learning Disabilities *Encyclopedia: Where Brilliant Minds Gather*
- [207 ] E Mitsea, A Drigas, C Skianis 2022 Mindfulness Strategies for Metacognitive Skills Training in Special Education: The Role of Virtual Reality *Technium Social Sciences Journal* 35 (1), 232–262
- [208 ] A Sideraki, A Drigas 2022 Comparative analysis on: Metacognition and Mindfulness in twins with Attachment and children with ASD through ICT *Technium Social Sciences Journal* 34, 90-109
- [209 ] A Sideraki, A Drigas 2022 Comparative analysis on: Metacognition and Mindfulness in twins with Attachment and children with ASD through ICT *Technium Social Sciences Journal* 34, 90-109
- [210 ] P Chatzivasileiou, A Drigas 2022 ICTs for the Cognitive and Metacognitive abilities of the students with Specific Learning Disorder in Mathematics *Technium Social Sciences Journal* 31, 256-279
- [211 ] P Chatzivasileiou, A Drigas 2022 ICTs for the Development of the Cognitive and Metacognitive abilities of the students with Specific Learning Disorder in Mathematics *Technium Social Sciences Journal*, 256-279
- [212 ] P Chatzivasileiou, A Drigas 2022 ICTs for the Assessment of the Cognitive and Metacognitive abilities of the students with Specific Learning Disorder in Mathematics *Technium Social Sciences Journal* 31, 131-152
- [213 ] B Victoria, A Drigas 2022 ToM & ASD: The Interconnection of Theory of Mind with the Social-Emotional, Cognitive Development of Children with Autism Spectrum Disorder. The Use of ICTs as an Alternative ... *Technium Soc. Sci. J.* 33, 42
- [214 ] Stavridou Th., Driga, AM, Drigas, AS, Blood Markers in Detection of Autism, *International Journal of Recent Contributions from Engineering Science & IT (iJES)* 9(2):79-86. 2021.
- [215 ] Zavitsanou, A., & Drigas, A. (2021). Nutrition in mental and physical health. *Technium Soc. Sci. J.*, 23, 67.

- [216] Driga, AM, Drigas, AS “Climate Change 101: How Everyday Activities Contribute to the Ever-Growing Issue”, International Journal of Recent Contributions from Engineering, Science & IT, vol. 7(1), pp. 22-31, 2019. <https://doi.org/10.3991/ijes.v7i1.10031>
- [217] Driga, AM, and Drigas, AS “ADHD in the Early Years: Pre- Natal and Early Causes and Alternative Ways of Dealing.” International Journal of Online and Biomedical Engineering (IJOE), vol. 15, no. 13, 2019, p. 95., doi:10.3991/ijoe.v15i13.11203
- [218] A Fotoglou, I Moraiti, A Diamantis, V Stergios, Z Gavriilidou, A Drigas 2022 Nutritious Diet, Physical Activity and Mobiles. The Game Changers of ADHD BioChemMed 3 (2), 87-106
- [219] V Tsopanidou, A Drigas 2022 environmental factors and their effect on the occurrence of autism BioChemMed 3 (1)
- [220] H Koutsonika, A Drigas 2022 High functioning ASD profile adult employees in global labor markets. ICT supported employment Technium Sustainability 2 (4), 17-27

### **Networking**

<https://www.youtube.com/watch?v=07YNCFIS0iI>  
<https://www.bbc.co.uk/wales/bobinogs/games/game.shtml?3>  
<http://kday.xan.sch.gr/autosch/joomla15/images/aps-aytismos.1-102.pdf>  
<https://www.google.com/search?q=Washy+Washy+Clean&oq=Washy+Washy+Clean&aqs=chrome..69j57j0l4.1474j0j7&sourceid=chrome&ie=UTF-8>  
<http://do2learn.com/picturecards/printcards/index.htm>