

**‘Specialization in ICTs and Special Education: Psychopedagogy
of Integration’ Postgraduate Program**
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**OPINIONS OF SECONDARY EDUCATION TEACHERS ON THE
ROLE OF EDUCATIONAL MATERIAL IN TEACHING SCIENCES
TO STUDENTS WITH LEARNING DISABILITIES**

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ABSTRACT

As the integration of students with Learning Disabilities is increasing in general education classes, it is considered necessary to apply teaching methods that will make the learning and teaching process easier for these students. One such method is the application and use of educational material which functions as a tool that facilitates the active participation of students in the educational process. The purpose of this paper is to investigate the views of secondary school teachers on the role of educational materials in teaching science to students with learning disabilities. For the conduct of the research, an electronic questionnaire was distributed to fifty secondary school teachers who have a basic degree in Sciences and work in schools in Attica.

64% of the participants stated that they use educational material and in total they reported that they apply most of the materials available to them with men making more use of video and laboratory experiment than women. Teachers claim to use the material to introduce new concepts, implement extension activities, enrich their teaching and offer collaborative learning opportunities. On the other hand, they do not use it either because it is not available from the school or because the lesson time is not enough, while the difficulty they encounter mainly concerns the fact that students need extra time. The didactic goals that are realized are the cultivation of the mutual cooperation, the individualized teaching is served, the students are actively involved with activities, they use the knowledge more practically in their daily life, they assimilate the material to a better degree and their interest increases. The criterion for selecting the material is initially the interest of the students, its duration and ease of use. Finally, attractive textbooks, appropriate materials and spaces as well as the teaching method, communication with classmates and the teacher, as well as feedback processes are factors that may mobilize students' interest.

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