

# An Evaluation of Using Information Technology in Educating Students with Mild Intellectual Disabilities: From the Teachers' Point of View

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## Abstract

The aim of this study is to explore the use of information technology in the education of students with mild intellectual disabilities in terms of teachers' views. Therefore, this study is a descriptive evaluation of using information technology in the education of students with mild intellectual disabilities. The study was conducted with thirty teachers. In the study, the interview method was used as a qualitative research method, and a semi-structured interview form was developed by the researchers. The data collected from the study were analysed with the descriptive analysis technique. The study found that teachers preferred using computers and projectors in educating students who had mild intellectual disabilities. Further, it was found that teachers did not have adequate knowledge about software. Information technology materials contributed to the educational progress of teachers and students in increasing their interest and motivation towards learning.

**Keywords:** children with special educational needs, information technology, special education, students with mild intellectual disabilities, qualitative research

## 1. Introduction

According to the Special Education Services Legislation in Turkey (2012), Information Technology (IT) deals with computing, including hardware, software, telecommunications and generally anything involved in the transmittal of information or the systems that can facilitate communication. The term is pronounced 'IT' and it refers to anything related to computing technology, such as networking, hardware, software, the Internet, or the people that work with these technologies. The Law for the Handicapped 5378 (2006) in Turkey defines IT as a set of tools, processes, and methodologies (such as coding/programming, data communications, data conversion, storage and retrieval, systems analysis and design, systems control) and associated equipment employed to collect, process, and present information. In broad terms, IT also includes office automation, multimedia, and telecommunications.

According to Ganschow *et al.* (2001), IT includes computer programming, network administration, computer engineering, web development, technical support, and many other related occupations. Since we live in the "information age," information technology has become a part of our everyday lives. Cook & Hussey (2002) state that it includes the management of data, whether it is in the form of text, voice, image, audio or some other form. It can also involve things related to the internet. This gives IT a whole new meaning, since the internet is IT's own realm. IT involves the transfer of data, so it makes sense that the internet could be a part of IT which has become a part of our everyday lives and continues to proliferate into new realms.

When it is considered that most students have different learning styles, the use of technological materials that appeal to multiple senses in learning experiences and class activities becomes crucial in terms of actualising effective learning and providing continuity of what is learned (Sarı 2014). Beginning to use information technologies (IT) in a class environment enables the teacher to create multiple learning environments and to use both visual and auditory tools in learning activities. Usta & Korkmaz (2010) stated that the use of new methods and techniques becomes possible in the process of learning with technological materials.

The necessity of using materials appropriate to students' individual needs and interests demonstrates that one of the most effective tools that would be used in class activities is IT. Students have to be included in this process and the method, tools and materials used for providing efficiency are very important to make educational-instructional activities effective, qualitative and productive (Şimşek 2015). Kılıç (2015) predicated that, while there is an increasing variety of equipment that can be used in educational-instructional processes along with the use of IT in education, there are also important changes in methods and techniques. Information Technologies are becoming more prevalent in class activities because of arousing students' interest, increasing their academic success (Hew & Brush 2007) and changing familiar activities to a productive and lively form for students (Hennessy *et al.* 2005; Yılmaz 2012).

Students with mild intellectual disabilities have difficulties in storing information; therefore, they acquire and use information from memory. Beirne-Smith *et al.* (2006) state that the memory problem of these students results from selective attention deficiencies and deficiencies in rehearsal and generalization. Students with mild intellectual disabilities fall behind their peers in acquiring academic skills. However, this situation leads both to limitations of their understanding and reasoning skills and to their attention deficiencies. Students with mild

intellectual disability have high expectancy of failure; as a consequence of that, their motivation is also low in learning situations (Ataman 2009). Alternative methods and strategies are useful for addressing the specific needs of children with mild intellectual disabilities and information and communication technologies can be effectively used for their education (Manginas & Nikolantonakis 2018). Therefore, when teachers are planning lessons and activities, the use of IT is important to give many opportunities to them for practice frequently. Providing concrete experiences in students' learning processes, providing permanence of information, adapting to the students' level and making learning easier also give importance to the use of IT.

IT has an important role in increasing the academic success of those students who have disabilities, teaching them new skills, providing class activities, giving practice and increasing their motivation (Özgüç & Cavkaytar 2014). In addition, teachers take advantage of IT in the context of making students more aspirational and encouraging their voluntarily participation in activities. It is difficult to ensure the motivation and participation in lessons of students who need special education is difficult and, therefore, by enriching the learning environment, integration of technology into the class activities provides an opportunity to appeal to different learning styles.

According to the needs and interests of students with intellectual disabilities, the use of technology has an important role in acquiring and exploring basic skills and developing communication skills. Getting immediate answers to questions, recognizing their rights and wrongs and getting immediate reinforcement for their right answers are incentive situations for learning (Metin & Işıtan 2015). The use of computers, software, web and multimedia tools in the education of these students provide actualization of permanent learning. Including applications such as sound, video, film, animation and picture, increases their interest in lessons.

IT used in educating students with intellectual disabilities contributes to the development of academic, linguistic, motor, integration, daily life and communication areas (Yankova & Yanina 2010). IT is an important tool in the development of students with intellectual disabilities and, when it is used in the education of these students, it increases the students' performance significantly; however, it is seen that these tools cannot be used properly in an educational sense (Sarı 2014). This situation can result from teachers having insufficient information about the use of IT, seeing the use of technology as a waste of time or having problems in accessing IT. Ignoring the devices and tools that would be helpful for these students in facilitating academic and educational acquirement and maximizing their level of success may prevent them from reaching their maximum level of performance (Alnahdi 2014). Teachers need to have the ability to use technology that supports student-centred strategies (The Ministry of National Education 2006), considering individual differences (Avcıoğlu 2012) and different needs of students. Kışla (2008) states that computer, software and web technologies have potential importance in facilitating the learning of individuals who are in special education and added that the use of these technologies by effective teachers should be one of the important goals.

During recent years, in consequence of evaluating education and IT as a whole, establishing technology-supported learning environments has been valued. The reflection of new technologies in the educational environment allows students to take quality education. It is important to determine teachers' views about the use of IT in educating students with mild intellectual disabilities in order to increase their potential. Nevertheless, studies in Turkey, as previously mentioned, intended to research the effectiveness of education using IT that is given to students who have mild intellectual disabilities. Therefore, the purpose of this study is to evaluate using IT in educating students with mild intellectual disabilities from their teachers' points of view.

### *1.1 Purpose of Study*

The purpose of this study is the evaluation of using IT in the education of students with mild intellectual disabilities from their teachers' points of view. In other words, this study aims to evaluate teachers' views about IT tools and software used in the education of students with mild intellectual disabilities, the benefit of using IT and difficulties confronted when using IT. In accordance with the purpose of this study, answers are sought to the following questions:

1. Which IT tools do teachers use in educating students with mild intellectual disabilities?
2. Which software do teachers use in educating students with mild intellectual disabilities?
3. What are the views of teachers about the benefit of using IT in educating students with mild intellectual disabilities?
4. What are the difficulties confronted by teachers when using IT in educating students with mild intellectual disabilities?

## **2. Methodology**

Information about the research model, the study group, the data collection tool, the data collection process and the data analysis are included in the methodology section.

### *2.1 Research Model*

This research is a descriptive study about the evaluation of using IT in the education of students with mild

intellectual disabilities from their teachers' points of view. In this study, a qualitative research method was used for the purpose of investigating, deeply and profoundly, the teachers' views about the use of IT in the education of students with mild intellectual disabilities. In qualitative research, while the study is conducted about a specific topic, the aim is to acquire much more extensive view than learning "how good" the topic is (Büyükoztürk *et al.* 2015).

In the study, the interview method, as a qualitative research method, was used. Further, the semi-structured interview method was adopted as an interview method. Türnüklü (2000) states that, in semi-structured interviews, the researcher should make an effort to encourage the participants to answer in as much detail as possible, using different questions or sub-questions depending upon the flow of the interview. Furthermore, while the respondent does not have an influence on the questions in the structured interview method, the researcher and respondents should reorganize some questions together in the semi-structured interview method (Sönmez & Alacapınar 2014). This demonstrates that the semi-structured interview method is more flexible. In this study, this method was preferred to reveal IT tools and software used in the education of students with mild intellectual disabilities, the benefit of using IT and difficulties confronted when using IT.

## 2.2 Study Group

In the selection of the study group, the criterion sampling method, as a purposive sampling method, was adapted to select the participants' group. Main idea of preferring this sampling method is because of working with all situations which meet a predetermined series of criterion (Yıldırım & Şimşek 2016). The criterion preferred to select the participants for this study is that teachers should be working with students with mild intellectual disabilities. Demographic information about teachers participating in the study are presented in Table 1.

Table 1. Information about Teachers who participated in This Study

Characteristics		n
Gender	Female	18
	Male	12
	Total	30
Educational Background	Undergraduate	28
	Postgraduate	2
	Total	30
Work Experience	1-5 Years	15
	5-10 Years	11
	10-15 Years	4
	Total	30

It can be seen that approximately two-thirds of the teachers who participated in the study (18, or 60%) are females; approximately one-third (12, or 40%) are males. Further, it can also be seen that almost all of the teachers who participated in the study (28, or 93%) have an undergraduate diploma and only two teachers (2, or 7%) have a postgraduate diploma. The work experience of half of the teachers (15, or 50%) is 1-5 years; more than one-third (11, or 37%) of teachers have 5-10 years and the remainder (4, or 13%) have 10-15 years.

## 2.3 The Data Collection Tool

In this study, the data were collected by using a semi-structured interview form. The form developed by the researchers was used with thirty teachers who agreed to participate in this study. Before preparation of interview forms, resources that were obtained through related literature were examined. In accordance with the interview-related literature review, a semi-structured interview form of four questions was prepared for use during the interviews. Each of the questions prepared for this study was presented to three professionals for their opinion. In the light of feedback that was taken from professionals, the questions were revised and a draft form was prepared for the pilot study. A pilot study was conducted with three teachers with the aim of checking questions that would be used in data collection and revising unclear questions. Teachers who participated in the pilot study were not included in the main research. After these stages, the last touches were put on the form and the form was used as the basis of interviews with the teachers who agreed to participate into the study.

When conducting interviews with the participants, the following questions were addressed:

1. Which IT tools are used in the education of students with mild intellectual disabilities?
2. Which software is used in educating students with mild intellectual disabilities?
3. What are the benefits of using IT in educating students with mild intellectual disabilities?
4. What difficulties are confronted by teachers when using IT in educating students with mild intellectual disabilities?

## 2.4 The Data Collection Process

In the process of data collection, each question in the interview form aimed to reveal deeply and profoundly the

thoughts of the teachers about the topic; the researcher asked follow-up questions and prompted further reflection. Interviews were carried out on specific days and times determined by teachers with the aim of providing interviews in comfort and preventing teachers' anxiety about time. All of the interviews were conducted face to face. It was stated before the study began that a tape recorder would be used to record the complete data given to and by the teachers and to evaluate the data in detail. It was stated that the real names of teachers would not be used during the research and the interview would be recorded with the numbers given to them. Each of the four questions in the interview form was asked to teachers in the same sequence. Some questions that were considered necessary were explained in detail and further questions were asked to the teachers. Each interview lasted 26-35 minutes.

### 2.5 The Data Analysis

After the data collection, the data were analysed with the descriptive analysis technique. Using this descriptive analysis technique, the data are summarized according to predefined themes. In this analysis, a direct citation is given in order to reflect the views of the interviewees in a striking way (Yıldırım & Şimşek 2016). After completing the interviews with participants, no changes were made in the transcripts and the data acquired from the research were itemised. The answers from the tape recorders were transferred into the written form for each question, and then "Master Keys" were used for the interview analysis. This resulted in the generation of categories consisting of answers to each question. For the calculation of reliability, the formula of  $[(\text{Consensus} / (\text{Consensus} + \text{Unconsensus}) \times 100)]$  was used. Thus, the experts and researchers reached a consensus on the whole of the questions. Then, it was counted to calculate frequency and percentage values in terms of views of the teachers, which were cited directly in the 'findings' sections.

## 3. The Findings

In this section, in accordance with the answers of the teachers as participants in the survey about the use of IT in the education of students with mild intellectual disabilities, the findings raised from this study are presented.

### 3.1 IT Tools Used in the Education of Students with Mild Intellectual Disabilities

All of the teachers who participated in the interviews (30, or 100%) say that they use computers and projectors in the education of students with mild intellectual disabilities. According to these teachers, the availability of computers and projectors in classes increases the usage rate of these technological tools. Again, these teachers state that they are familiar with IT tools and they have no difficulties about using them because they have also used computers and projectors in their own educational lives. Further, teachers say that, when they use computers, they believe that they can enrich the lessons with visuals, such as video, animation, slides and they can arouse students' interest. They add that they can display the visuals with the help of projectors and students are motivated easily with audio and graphic techniques, such as videos or slides. Therefore, it is thought that teachers emphasize appealing to multiple senses in the education of students with mild intellectual disabilities. The views of teachers are presented in the following sequences:

*"I have been a teacher for 15 years. When I was a student, we were using computers, projectors in lessons. When we were making a presentation, we became familiar with these tools. Because of that, I know how to use them. Besides, it is used frequently in the education of our children too. Every classes have one. It makes lessons easier. It attracts students' attention" (T13).*

*"In my opinion, computers and projectors are mostly being used. It becomes possible to attract students' attention with visuals, such as video, slide, animation. When we show videos or slides from the projector, we provide both sound and visuality. As I said before, we both attract their attention and motivate them. For instance, if I teach a letter to students, there are specific web sites. Almost every teacher knows that and uses them. I am downloading videos from there, it demonstrates the visual letter and how it is read. Then, I am just show it. I think, it is much more effective than learning the letter in a straight way" (T27).*

### 3.2 Software Used in the Education of the Students

More than two thirds of teachers participating in the study (24, or 80%) stated that they have used game software in the education of students with mild intellectual disabilities. Teachers say that when they use game software, they observe the increasing rate of attention of students to the lessons. In further, they state that learning experiences of students often result in success through their interest in learning. Some quotations of teachers' perspectives are presented in the following:

*"I think that game software is beneficial for students with mild intellectual disability. Anyway, students always want to play games. It is good both for me and the children to present subjects with games that I am going to teach. They learn much more easily" (T1).*

*"In my opinion, it provides persistency for students. They learn subjects while playing games. For instance, they wonder about them. There is always activity. An interest in learning develops. They learn much more easily*

*because of not getting bored" (T16).*

Approximately one fifth of teachers (6, or 20%) say that they use practice and repetition software. According to these teachers, this software allows students to achieve permanent learning in lessons. Further, teachers state that the learning process occurs much more efficiently, due to giving students immediate feedback. Teachers think that practice and repetition software has important functions for revealing students' present potential because of providing opportunity to do practice which is appropriate to each student's level and speed of academic development. Quotations from the views of teachers are presented below:

*"It is the software that is necessary to use for our students. Permanent learning occurs because it provides practice to reinforce their learning" (T8).*

*"When you use practice and repetition software, the need for giving feedback to students has been met, because the program warns about wrong answers automatically; it enables them to move on with the right answers. Therefore, students' mistakes are corrected. Anyway, children need to practice frequently, so that need is also met" (T30).*

### 3.3 Benefits of Using IT in the Education of the Students

Approximately half of the teachers (13, or 43%) say that the use of IT in the education of students with mild intellectual disabilities increases the efficiency and productivity of educational process. According to these teachers, using technological tools has an important role in making information permanent for students who easily forget. Further, teachers indicate that the use of IT provides disembarassment of verbal lessons. It is thought IT gives an opportunity to achieve visuals and expressions appropriate to the development of students and appeal to multiple senses; therefore, it increases the productivity of education. According to these teachers, giving an opportunity to develop the communication, motor, concept and social skills of students with mild intellectual disabilities is an indicator of positive effect of IT in the education process. It is thought that it is related to making much more concrete illustration of complex subjects for students through technology. Quotations from the views of teachers are presented in the following:

*"Firstly, lessons are kept from being routinized. For instance, you can materialize concepts through pictures and visuals that you are going to teach. Therefore, it becomes more permanent" (T25).*

*"When you include videos, visuals, pictures, you attract students' attention. Sometimes, there would be some materials that are impossible to bring to the classroom. We can find these materials from the web and we can show them" (T12).*

More than one-third of the teachers (11, or 37%) indicate that IT increases the interest and motivation of students with mild intellectual disabilities towards lessons. Teachers state that they have some problems within the educational process because of attention deficiencies and behaving uninterested of students, however progress in the process become more positive through these tools. In addition, teachers say that these students are interested in technological tools and even seeing these tools arouses their interests. According to these teachers, using IT tools is necessary for encouraging students to focus on subjects. It is understood that lessons become more enjoyable with the help of IT tools. Some quotations from the views of teachers are presented below:

*"It is true that technological tools attract the attention of students. They become curious. When we open video or slides, they immediately begin to watch. Students' attention is already focused. At least, we can make their attention span longer through these tools" (T28).*

*"Lessons become entertaining with the IT tools. Both students and we have a good time. As a result, we do not have to tell something only verbally. Colourful, audio presentations and videos attract their attentions much more. Therefore, their motivation increases, and their interests too" (T19).*

Some of the teachers (6, or 20%) say that using IT allows saving time. According to these teachers, prepared slides or videos from educational websites that are related to the teaching subject allow the teacher to reach all students. Teachers indicate that, when they want to support their instructions with visual materials, they benefit from technological tools. They also say that, when they show visuals by using a projector, students can learn more easily and have an opportunity to repeat constantly; therefore they thought that time could be saved. These views demonstrate that it is possible to provide time savings, from the teachers' point of view. Quotations from the views of teachers are presented below:

*"I think that saving of time is very important. For instance, when I am teaching letters, first I get them to watch a video. They see the spelling and pronunciation of letters this way. Therefore, I am making a preliminary preparation for all of them, rather than taking care of them individually" (T23).*

*"First of all, I project visuals related to the topic I want to teach. That attracts attention. It comes differently to the student. Their learning becomes easier because they can adapt much more easily. When it is necessary, we can go back to the beginning several times or we do some follow-ups as repetitions at another time" (T5).*

### 3.4 Difficulties Faced When Using IT in Education of the Students

Half of the teachers participating in the study (15, or 50%) state that they have some problems because they do

not know how to use the software. These teachers have indicated that they can use a limited number of applications and their class environments do not have sufficient equipment. Further, teachers who can use game software, or prefer to use games, say that they are sometimes misunderstood by parents. According to these teachers' views, people from outside may have an idea of "no teaching here, just playing games". Quotations from the teachers are presented below:

*"Obviously I don't have so much information about software. I am always obliged to ask for help and it becomes boring. Besides, you cannot find all technological equipment in classes. Some of them have computers, some of them have smart boards. Teachers should have training about that" (T3).*

*"Generally I prefer game software, but people say, "Are you playing games in every lesson?". It is enjoyable for both children and me. If this perception changes, I think it will be much better" (T8).*

The rest of the teachers (15, or 50%) state that there are some limitations because of educational environments. According to these teachers' perceptions, slow internet speed and disconnection of internet causes some problems. Further, it is indicated that difficulties about resources in schools are important issues. Teachers also said that programmes are sometimes changing and it becomes an important issue. The two quotations raised from the views of teachers are presented below:

*"Working too slow and disconnecting are important problems about the web. For example, you are going to do something on the web ... Connection is lost or too slow. It is a waste of time" (T21).*

*"Programmes are frequently changing. Technological developments should be followed. We are remaining a little incapable about this issue. And also it is difficult to get programmes" (T19).*

#### 4. Discussion

Technology use relevant to students with intellectual disabilities will go beyond the way technology is used in the classroom, because the educational programs of such students involve both core academic content areas and functional, life skills areas offered in school and in the community (Wehmeyer *et al.* 2004). According to the research findings, teachers mostly use computers and projectors in the education of students with mild intellectual disabilities. Teachers state that they are comfortable with using these tools because of being familiar with them from their own educational lives. They also report that computers and projectors are generally available in classrooms, so it is convenient for teachers to use these tools. Özdamar (2016), in his research, found that teachers use mostly smart phones, iPads, smart boards and laptops in special education classes and find them useful. Therefore, it can be seen that other study findings partially support this study's findings because Özdamar reported that teachers use new technology to teach students with intellectual disabilities. It is related to attitudes and beliefs of teachers that affect integration of technology use and instructional decisions.

The view of technology as playing a role for the student with disabilities includes a focus on the teacher's integration of technology into the learning environment and on technology's impact on student outcomes and related benefits (Ahmad *et al.* 2012). According to another finding acquired from the study, teachers use primarily game software and secondly use practice and repetition software. In fact, teachers stated that the reasons for using these applications are to increase attention to the lessons, provide successful learning experiences, actualise permanent learning, provide feedback and give an opportunity to practice appropriate to the students' level. It is possible to explain teachers' orientation mostly toward these two types of software with their insufficient information about other software. Karal *et al.* (2010) in their study concluded that using game software in the education of students with mild intellectual disabilities had a positive effect on the psychomotor development of these students. While this result shows similar results with the research findings of Mechling *et al.* (2002), they revealed that using simulation software in the learning experiences of such individuals increased students' successes. Therefore, this finding demonstrates that teachers can use some limited software but they do not prefer to use other software, such as simulation or they do not know how to use it.

In addition to the use of technology for traditional instructional purposes, such as computer assisted instruction, to promote academic progress and achievement, students with disabilities can benefit from technology to support learning in a wide array of life skills areas, such as communication, education and daily living (Wehmeyer *et al.* 2004; Freedman *et al.* 2006; Ahmad *et al.* 2012). According to the findings from this study, teachers think that using IT increases the self-efficacy and productivity of students with mild intellectual disabilities. Further, it reveals that the experience of permanent learning occurs and attention to lessons increases in parallel with the previous findings. Teachers' efforts to appeal to multiple senses by including visual and auditory components demonstrate that they consider individual differences and learning styles of students. In this sense, it is thought that teachers are trying to enrich their lessons without preferring a standard way of expression. Balliel (2014) in her study indicated that teaching subjects through animations and films facilitated the learning of students with mild intellectual disabilities and made their lessons enjoyable; Tezcan & Uçar (2012) stated that IT tools increased the academic success of students and provided permanent learning; Avcığlu (2012) stated that IT served to make subjects concrete for students with intellectual disabilities who could not understand the subjects and he concluded that IT appealed to multiple senses. Therefore, this finding demonstrates that the use

of IT provides positive results in the education of students with mild intellectual disabilities.

ICT plays a major role in educating children with diverse needs and it becomes essential for every teacher to equip themselves with sufficient knowledge and necessary training in ICT for handling children with special needs (Ahmad *et al.* 2012). Alcalde *et al.* (1998) stated that computer assisted learning can be efficient learning-teaching procedures for intellectual disabilities and statistically significant differences were found between groups taught with and without the software. According to the findings of this research, teachers thought that, when they are using IT in education of students with mild intellectual disabilities, difficulties can arise from not knowing software, using known software which develops the perception of "taking the easy way out", or having insufficient technological equipment in the class environment. This situation demonstrates that teachers do not have adequate information about using IT. In relation to previous findings, it is thought that using only computers, projectors, game software and practice and repetition software, result from both insufficient information and deficiencies in the educational environments. Özdamar (2016), by achieving a similar result in his study, revealed that teachers do not see themselves as qualified in the use of technology. Therefore, this finding indicates that teachers should have sufficient equipment for technology so that the lessons are effective and productive for those who have intellectual disabilities.

## 5. Results and Implications for Practice

In this section, results from the study and suggestions developed through results are presented.

### 5.1 The Results

In this section, results acquired from the study are presented.

1. It appears that preferring using computers and projectors in lessons is related to the teachers' habits and IT tools that are available in every class environment.
2. It appears that teachers do not have adequate information about software and they find asking for help about this issue boring.
3. The teachers think that the use of IT in the education of students with mild intellectual disabilities increases the productivity of the educational process, arouses interest and motivation towards lessons, appeals to multiple senses and saves time.
4. Teachers include visual and auditory components in the education of students with mild intellectual disabilities for the purpose of increasing efficiency and productivity. Further, it can be concluded that teachers' efforts to appeal to multiple senses is an indication of considering individual differences and learning styles of students in education.
5. It appears that teachers may not have adequate information because they use a limited number of technological tools and software applications.

### 5.2 Implications for Practice

In this section, implications for practice developed through the results are given.

1. Internet access should be improved and a greater number of technological tools should be provided for teachers in order to use IT in the education of students with mild intellectual disabilities.
2. In-service training should be organised regularly for teachers about how to use IT and software.
3. The resources such as new software programmes and IT should be available for teachers to be able to use them in training activities.
4. Parents should be informed through in-service training and informal meetings about the benefits of IT when it is necessary.
5. Teachers should be given detailed information about how they can select appropriate videos and IT tools for classroom activities which are appropriate to goals of contents or subjects to be able to teach students with intellectual disabilities as planned.

### 5.3 Suggestions for Future Studies

In this section, suggestions for future studies are presented.

1. A future study could assess the influence of parents' attitudes on the effectiveness of IT use in the classroom. For example, does the parents' view that "It's only games, not learning" affect their children's performance?
2. The effectiveness of a developed software application for students and teachers can be analysed.

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