

DETERMINATION OF ALTERNATIVE TYPES IN ROBOT ASSISTED LEARNING ENVIRONMENTS INTERACTION

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Abstract

The using of robotics in education is rapidly increasing with each passing days. In our country and international area, there are robot competitions and robot camps studies for supports students cognitive and social achievements developments. However, the literature examinations show that robot-assisted trainings for students who need special education is very limited. In this study, it is aimed that determination of alternative types in robot assisted learning environments interactions for simplest level mental disabilities students. We use case study design which can be known that one of qualitative research methods. In this research, we take opinions and views about the alternative types in interactions of educational robots from totally 16 people attended; special education authority, adviser teacher, special education teacher, instructional technology expert, computer engineer studying on educational robots, Guidance and Research center managers. In this study, semi-structured observation form is used. Analysis of the data is performed using content analysis method. The research results show that using humanoid robots can be more efficient, it must be have a screen for interaction with students, students be able to touch and interact with robot, it must have physical movements and facial expressions for humanity emotions. In addition, robot must have exercises designs, selection, touching applications for interacting with special education students. At the same time they can learn joyful learning with game based application designs.

Key Words: Robot assisted learning, interaction types, instructional technology, mentally handicapped students.