

**Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου Πανεπιστημίου Θράκης σε συνεργασία με το ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»**

**Η επίδραση των ΤΠΕ στις γνωστικές και μεταγνωστικές δεξιότητες των χαρισματικών ατόμων**

**The impact of ICT on cognitive and metacognitive skills of charismatic people**

**του**

**Βουγλάνη Ταξιάρχη (Α.Μ. 10)**

Μεταπτυχιακή διατριβή που υποβάλλεται στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης του Τ.Ε.Φ-Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

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## Περίληψη

Η παρούσα έρευνα είχε στόχο να διερευνήσει τις γνωστικές και μεταγνωστικές δεξιότητες των χαρισματικών παιδιών αλλά και τη χρήση των ΤΠΕ στην ανάπτυξη των συγκεκριμένων δεξιοτήτων. Η παρούσα μελέτη χρησιμοποίησε τη συστηματική ανασκόπηση ερευνητικής βιβλιογραφίας. Για τη συλλογή δεδομένων χρησιμοποιήθηκαν ερευνητικά άρθρα και βιβλία. Συγκεκριμένα χρησιμοποιήθηκαν 229 πρωτογενείς και δευτερογενείς πηγές, που αποτελούσαν άρθρα δημοσιευμένα σε επιστημονικά περιοδικά, βιβλία και κεφάλαια βιβλίων, και τέλος διατριβές. Οι ηλεκτρονικές βάσεις δεδομένων οι οποίες χρησιμοποιήθηκαν για την αναζήτηση των πρωτογενών πηγών ήταν το Google Scholar και οι λέξεις – κλειδιά που χρησιμοποιήθηκαν ήταν: " cognitive skills ", " metacognitive skills ", «gifted children », " ICT and metacognitive skills " και " ICT metacognitive skills and gifted children ". Σύμφωνα με τα αποτελέσματα της μελέτης τα χαρισματικά παιδιά προχωρούν στο ίδιο επίπεδο με τα κανονικά παιδιά που είναι μεγαλύτερα, επιδεικνύουν υψηλή ικανότητα συλλογιστικής, δημιουργικότητα, περιέργεια, μεγάλο λεξιλόγιο και εξαιρετική μνήμη, κατανοούν τις έννοιες με λίγες επαναλήψεις και είναι τελειομανείς. Μερικοί μαθητές έχουν πρόβλημα στην επικοινωνία με τους συμμαθητές τους λόγω των διαφορών στο μέγεθος του λεξιλογίου (ειδικά στα πρώτα χρόνια), της προσωπικότητας, των ενδιαφερόντων και των κινήτρων. Η δυνατή σκέψη για επίλυση προβλήματος βοηθά στη μεταγνώση των χαρισματικών μαθητών. Επίσης η ανατροφοδότηση διαδραματίζει πολύ σημαντικό ρόλο, έτσι ώστε οι μαθητές να χρησιμοποιούν τις μεταγνωστικές στρατηγικές. Μακροπρόθεσμα, η δυσκολία που δημιουργεί τον προβληματισμό και την ανάλυση του τι μαθαίνει αυξάνει σημαντικά τη μάθηση. Τέλος οι ΤΠΕ συμβάλλουν στην ανάπτυξη των γνωστικών και μεταγνωστικών δεξιοτήτων των χαρισματικών παιδιών καθώς παρέχουν ευκαιρίες για αυτοκατευθυνόμενη μάθηση, αμοιβαία ανατροφοδότηση, σύγκριση αντιφατικών ερμηνειών. Τέλος η τεχνολογία μπορεί να γεφυρώσει το χάσμα μεταξύ πλούσιων και φτωχών χαρισματικών μαθητών.

Λέξεις Κλειδιά: γνωστικές δεξιότητες, μεταγνώση, χαρισματικά παιδιά, ΤΠΕ

## **Abstract**

The present study aimed to explore the cognitive and metacognitive skills of gifted children as well as the use of ICT in the development of specific skills. The study used the systematic literature research review. Research articles and books were used to collect data. Specifically, 229 primary and secondary sources were used, which included articles published in scientific journals, books and book chapters, and dissertations. The online databases used to search for primary sources included the Google Scholar and the keywords used were: "cognitive skills", "metacognitive skills", "gifted children", "ICT and metacognitive skills" and "ICT and metacognitive skills and gifted children". According to the results of the study, gifted children progress on the same level as regular children who are older, exhibit high capacity of reasoning, creativity, curiosity, extended vocabulary and excellent memory, understand the concepts with few repetitions and are perfectionists. Some students have difficulty in communicating with their classmates because of differences in vocabulary (especially in the early years), personality, interests and motivation. The strong thinking about problem solving helps the metacognition of gifted students. Also, feedback plays a very important role so that students can use metacognitive strategies. In the long term, the difficulty that generates reflection and the analysis of what it learns greatly increases learning. Finally, ICT contributes to the development of the cognitive and metacognitive skills of gifted children as they provide opportunities for self-directed learning, mutual feedback, comparison of contradictory interpretations. Finally, technology can bridge the gap between rich and poor gifted students.

Key words: cognitive skills, metacognition, gifted children, ICT

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