

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»

**ΟΙ ΣΤΑΣΕΙΣ ΤΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΣΤΗ ΧΡΗΣΗ  
ΤΩΝ ΤΠΕ ΓΙΑ ΤΗΝ ΥΠΟΣΤΗΡΙΞΗ ΜΑΘΗΤΩΝ ΜΕ ΔΥΣΛΕΞΙΑ**

**THE ATTITUDES OF SECONDARY SCHOOL TEACHERS TOWARDS THE USE OF ICT  
FOR SUPPORTING STUDENTS WITH DYSLEXIA**

της

Ζέππου Γεωργίας

Μεταπτυχιακή διατριβή που υποβάλλεται  
στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του  
Προγράμματος Μεταπτυχιακών Σπουδών

Εγκεκριμένο από την τριμελή επιτροπή:

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## Περίληψη

Η παρούσα έρευνα μελέτησε τις στάσεις των εκπαιδευτικών της Δευτεροβάθμιας Εκπαίδευσης στην χρήση των Τεχνολογιών Πληροφοριών και Επικοινωνίας (Τ.Π.Ε.) για την υποστήριξη μαθητών με δυσλεξία. Για τους σκοπούς της έρευνας, συλλέχθηκαν δεδομένα από 45 εκπαιδευτικούς, μέσω της χρήσης προσαρμοσμένου ερωτηματολογίου. Τα αποτελέσματα της έρευνας έδειξαν πως η συνολική στάση των εκπαιδευτικών για τη χρήση των Τ.Π.Ε. στην υποστήριξη των μαθητών με δυσλεξία ήταν σχετικά θετική. Περαιτέρω, προέκυψε πως η χρησιμότητα και η ευκολία χρήσης των Τ.Π.Ε., η αυτοπεποίθηση και η κατάρτιση των εκπαιδευτικών στη χρήση των Τ.Π.Ε., καθώς και η εικόνα και η ικανοποίηση των εκπαιδευτικών από τη χρήση των Τ.Π.Ε. για την υποστήριξη μαθητών με δυσλεξία, είναι όλες μεταβλητές στατιστικά σημαντικές για την ερμηνεία της συνολικής στάσης των εκπαιδευτικών. Τέλος, όσον αφορά την βαρύτητα των δημογραφικών χαρακτηριστικών των εκπαιδευτικών ως προς τη διαμόρφωσή της συνολικής τους στάσης προς τη χρήση Τ.Π.Ε. για την υποστήριξη μαθητών με δυσλεξία, κανένας από τους παράγοντες όπως το φύλο, η ηλικία, η εκπαιδευτική εμπειρία, η διαθεσιμότητα υπολογιστή στο σπίτι των εκπαιδευτικών ή στην τάξη του σχολείου και η εμπειρική ή πιστοποιημένη γνώση υπολογιστή δεν είχε στατιστικά σημαντική επιρροή. Τα αποτελέσματα της εργασίας επιβεβαιώνουν, σε μεγάλο βαθμό, τα αποτελέσματα αντίστοιχων μελετών της διεθνούς βιβλιογραφίας, οι οποίες πραγματοποιήθηκαν σε προγενέστερο χρόνο.

## **Abstract**

This study investigated the attitudes of Secondary Education teachers in the use of Information and Communication Technologies (ICT) to support students with dyslexia. For the purposes of the survey, data from 45 teachers were collected through the use of a questionnaire. The results of the survey showed that the teachers' overall attitude towards the use of ICTs to the support of dyslexic students was relatively positive. Furthermore, variables such as the utility and ease of use of ICTs, the self-confidence and the training of teachers in the use of ICTs, as well as the image and satisfaction of teachers from the use of ICTs to support students with dyslexia, were all statistically significant for interpreting the overall attitude of teachers. Finally, regarding the importance of the demographic characteristics of teachers in shaping their overall attitude toward the use of ICTs to support students with dyslexia, none of the factors such as gender, age, educational experience, computer availability at the home of teachers or in the classroom and empirical or certified computer expertise did not have statistically significant influence. These results confirm to a large extent the results of corresponding studies of international literature, which were carried out at an earlier time.

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