

**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»**

ΕΠΙΤΕΛΙΚΕΣ ΛΕΙΤΟΥΡΓΙΕΣ ΚΑΙ ΝΕΕΣ ΤΕΧΝΟΛΟΓΙΕΣ

EXECUTIVE FUNCTIONS AND NEW TECHNOLOGIES

της
Κόλλια Αναστασίας

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
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Περίληψη

Οι Επιτελικές Λειτουργίες (εφεξής ΕΛ) αποτελούν ανώτερες γνωστικές λειτουργίες. Οι πιο βασικές ΕΛ είναι η μνήμη εργασίας, η γνωστική ευελιξία και η αναστολή, οι οποίες μας δίνουν τη δυνατότητα σε ένα άτομο να σκέφτεται, να προσαρμόζεται σε διαφορετικά περιβάλλοντα, αντιστέκεται σε πειρασμούς ή παρορμητικές αντιδράσεις, να παραμένει συγκεντρωμένο, να επιλύει προβλήματα και γενικότερα να σκέφτεται «έξω από το κουτί». Οι ΕΛ διαδραματίζουν σημαντικό ρόλο στην ανάπτυξη του ατόμου και ιδιαίτερα κατά τη διάρκεια της προσχολικής ηλικίας, αλλά και γενικότερα και σε όλες τις υπόλοιπες στιγμές της ζωής του. Η ανάπτυξή τους εξαρτάται από διάφορους παράγοντες. Πιο συγκεκριμένα, το επίπεδο των ΕΛ στην προσχολική και παιδική ηλικία μπορεί να αποτελέσει προγνωστικό δείκτη για την μετέπειτα πορεία του ατόμου σε ακαδημαϊκό, επαγγελματικό, κοινωνικό επίπεδο, αλλά και για την ποιότητα ζωής του γενικότερα. Το επίπεδο των ΕΛ στην προσχολική ηλικία θεωρείται σημαντικός παράγοντας, εξαιτίας της ανάπτυξης του εγκεφάλου σε αυτή την ηλικία. Οποιαδήποτε ελλείμματα στις ΕΛ μπορούν να αποβούν μοιραία για την ζωή ενός ατόμου και μπορούμε να τα εντοπίσουμε τόσο σε **επίκτητες**, όσο και σε νευροαναπτυξιακές διαταραχές. Για να επιτευχθεί μείωση των συμπτωμάτων που προκαλούν τα ελλείμματα στις ΕΛ, κρίνεται απαραίτητη η αξιολόγηση και η εκπαίδευση των ΕΛ. Η συμβολή των Νέων Τεχνολογιών μπορεί να διαδραματίσει σημαντικό ρόλο σε αυτόν τον τομέα. Πολλές μελέτες έχουν επισημάνει τα οφέλη της αξιολόγησης και εκπαίδευσης των ΕΛ μέσω ηλεκτρονικών προγραμμάτων και λογισμικών, ιδιαίτερα κατά τη προσχολική ηλικία. Η αξιολόγηση των ΕΛ κρίνεται σημαντική τόσο για την πρόγνωση, όσο και για την ανάγκη εκπαίδευσης όταν η πρόγνωση δεν είναι θετική, λαμβάνοντας υπόψιν ότι κατά την προσχολική ηλικία μπορούν να ενδυναμωθούν οι γνωστικές αυτές λειτουργίες λόγω της νευροπλαστικότητας του εγκεφάλου. Συμπερασματικά, κρίνουμε ότι η αξιολόγηση των ΕΛ είναι καθοριστική για την ανάγκη έναρξης παρέμβασης και εκπαίδευσης αυτών. Συγχρόνως, η αξιολόγηση των ΕΛ θα μπορούσε να συμβάλλει στην αναγνώριση τυχών εγκεφαλικών βλαβών σε συγκεκριμένες περιοχές του εγκεφάλου, αφού οι ΕΛ ελέγχουν τις εγκεφαλικές λειτουργίες, ενώ η εκπαίδευση των ΕΛ θα βοηθήσει το άτομο να αναπτύξει στρατηγικές και να εξασκήσει τις δεξιότητες του, βελτιώνοντας με αυτόν τον τρόπο την ποιότητα ζωής του.

μνήμης εργασίας, της αναστολής και της γνωστικής ευελιξίας. Ο δεύτερος περιορισμός είχε να κάνει με την ηλικία, καθώς προτιμήθηκαν περισσότερο άρθρα τα οποία αφορούσαν παιδιά προσχολικής ηλικίας, πέρα από κάποια που αφορούσαν παιδιά σχολικής ηλικίας και εφήβους, ενώ απορρίφθηκαν πολλά τα οποία αναφέρονταν ενήλικες και υπερήλικες. Ο τρίτος περιορισμός αφορούσε τα εργαλεία τα οποία αναζητήθηκαν, καθώς και πάλι έπρεπε να βρεθούν εργαλεία τα οποία είναι κατάλληλα και στοχεύουν σε παιδιά προσχολικής ηλικίας. Εκτός από την ηλικία, τα εργαλεία αυτά έπρεπε να είναι σε ηλεκτρονική μορφή (λογισμικά, ηλεκτρονικά παιχνίδια, εφαρμογές). Τα ηλεκτρονικά εργαλεία αξιολόγησης και παρέμβασης που αφορούν την προσχολική ηλικία, όπως φάνηκε, δεν είναι αρκετά. Αντιθέτως, τα περισσότερα εργαλεία που αξιολογούν και εκπαιδεύουν τις ΕΛ αναφέρονται σε παιδιά σχολικής ηλικίας και άτομα μεγαλύτερων ηλικιών. Αυτό είχε ως αποτέλεσμα πολλά ηλεκτρονικά εργαλεία να απορριφθούν. Τέλος, ένας ακόμη περιορισμός είναι το ότι χρησιμοποιήθηκαν κυρίως αγγλικά άρθρα και βιβλία, ενώ ήταν πολύ λίγα τα ελληνικά, αλλά και το ότι πολλά άρθρα τα οποία ήταν χρήσιμα απορρίφθηκαν, διότι απαιτούσαν οικονομική αμοιβή για την πρόσβαση σε αυτά.

Προτάσεις για μελλοντική έρευνα

Με βάση τους παραπάνω περιορισμούς της έρευνας θα ήταν σκόπιμο να διεξαχθούν κι άλλες μελέτες που αφορούν παιδιά προσχολικής ηλικίας, οι οποίες θα μελετούν τη σημαντικότητα της γνωστικής αξιολόγησης και εκπαίδευσης σε αυτήν την ηλικία. Επιπλέον, απαιτείται περαιτέρω διερεύνηση ώστε να διευκρινιστεί αν η εκπαίδευση μιας γνωστικής λειτουργίας επιφέρει βελτιώσεις και σε άλλες δεξιότητες, αλλά και το κατά πόσο αυτές οι βελτιώσεις παραμένουν με την πάροδο του χρόνου. Τέλος, είναι πολύ σημαντικό να αναζητηθούν εργαλεία και εφαρμογές αξιολόγησης και παρέμβασης που αφορούν αυτήν την ηλικιακή ομάδα ή να σχεδιαστούν νέα. Εξίσου σημαντικό είναι να ερευνηθεί κατά πόσο υπάρχουν κι άλλα έγκυρα και αξιόπιστα λογισμικά τα οποία μπορούν να χρησιμοποιηθούν για αυτό το σκοπό, αλλά και το αν τα λογισμικά είναι μεταφρασμένα στα ελληνικά ή δεν απαιτούν γλωσσικές δεξιότητες.

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Διαδικτυακές Πηγές

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