

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»

**ΘΕΤΙΚΕΣ ΕΠΙΣΤΗΜΕΣ ΜΕΣΩ ΤΗΣ ΕΝΟΠΟΙΗΜΕΝΗΣ
ΠΡΟΣΕΓΓΙΣΗΣ STEM ΣΤΗΝ ΕΙΔΙΚΗ ΑΓΩΓΗ**

**THE ROLE OF SCIENCE AND S.T.E.M. EDUCATION
IN SPECIAL EDUCATION**

του

Κεφαλή Χρυσοβαλάντη

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»

Εγκεκριμένο από την τριμελή επιτροπή:

1: Αθανάσιος Δρίγκας, Ερευνητής Α΄ βαθμίδας Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. «ΔΗΜΟΚΡΙΤΟΣ»

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Περίληψη

Οι μαθητές/τριες με μαθησιακές δυσκολίες έχουν δικαίωμα να απολαμβάνουν ίσες ευκαιρίες σε όλους τους τομείς της ζωής τους και στην εκπαίδευση. Η ενοποιημένη διδακτική προσέγγιση S.T.E.M. διδάσκει στους μαθητές τις Φυσικές Επιστήμες και την τεχνολογία μέσω διερευνητικών δραστηριοτήτων. Με αυτόν τον τρόπο αναδεικνύεται η διαθεματικότητα των τομέων αυτών και οι μαθητές αποκτούν δεξιότητες οι οποίες θα τους είναι ιδιαίτερα χρήσιμες στην σύγχρονη ζωή. Τέτοιου είδους δραστηριότητες μπορούν να παίξουν πολύ σημαντικό ρόλο στην εκπαίδευση παιδιών με μαθησιακές δυσκολίες μιας και μέσω αυτών μπορούν να αποκτήσουν τις κατάλληλες γνώσεις και δεξιότητες και με αυτόν τον τρόπο να εξασφαλιστεί η παροχή ίσων ευκαιριών τόσο στην ακαδημαϊκή όσο και στην κοινωνική ζωή. Με αυτόν τον τρόπο πέραν των γνωστικών έχουμε και ψυχολογικά οφέλη για τους μαθητές ευνοώντας και την κοινωνική τους ενσωμάτωση. Η παρούσα έρευνα είναι μια βιβλιογραφική ανασκόπηση στην οποία διερευνώνται οι απαραίτητες προσαρμογές που είναι απαραίτητες ώστε να έχουμε τα μέγιστα δυνατά οφέλη από μαθητές με μαθησιακές δυσκολίες. Ακόμα διερευνάται η σχέση μεταξύ τέτοιων δραστηριοτήτων με τις γνωστικές και μεταγνωστικές δεξιότητες. Τα αποτελέσματα έδειξαν ότι η εκπαίδευση στους τομείς S.T.E.M. έχει γνωστικά αλλά και ψυχολογικά οφέλη σε μαθητές με μαθησιακές δυσκολίες ενώ ταυτόχρονα μπορεί να ωφελήσει στην ανάπτυξη δεξιοτήτων απαραίτητων για την κοινωνική ενσωμάτωση των παιδιών αυτών.

Λέξεις κλειδιά- science education, technology, S.T.E.M. , learning disabilities, ADHD, intellectual disabilities, physics, autism, ICTs, biology, engineering, metacognition, learning theories, social robotics

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