

Πρόγραμμα Μεταπτυχιακών Σπουδών Ειδίκευσης
του Τμήματος Ελληνικής Φιλολογίας του Δημοκρίτειου 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 ΔΙΔΑΣΚΑΛΙΑ ΤΩΝ ΜΑΘΗΤΩΝ ΜΕ ΔΕΠ-Υ ΚΑΤΑ ΤΗ ΔΙΑΡΚΕΙΑ ΤΗΣ
ΠΑΝΔΗΜΙΑΣ ΤΟΥ COVID-19: ΜΙΑ ΠΟΙΟΤΙΚΗ ΕΡΕΥΝΑ ΣΕ
ΕΚΠΑΙΔΕΥΤΙΚΟΥΣ ΠΡΩΤΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ**

**TEACHING STUDENTS WITH ADHD IN THE ERA OF COVID-19: A
QUALITATIVE STUDY WITH THE PARTICIPATION OF TEACHERS OF
ELEMENTARY SCHOOLS**

της

Τρωιάνου Βασιλικής

Μεταπτυχιακή διατριβή που υποβάλλεται

στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του
Προγράμματος Μεταπτυχιακών Σπουδών Ειδίκευσης
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
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Αθήνα
2021

ΠΕΡΙΛΗΨΗ

Υπόβαθρο: Ολιγάριθμες ως τώρα έρευνες έχουν επιχειρήσει να μελετήσουν την επίδραση που έχει η τρέχουσα πανδημία στους μαθητές με ΔΕΠ-Υ. Παρ' όλα αυτά, η μελέτη του σχετικού φαινομένου είναι αναγκαία για τη βέλτιστη δυνατή αναδιαμόρφωση της εκπαιδευτικής πρακτικής προς τους μαθητές αυτούς.

Στόχος: Στόχος της συγκεκριμένης έρευνας είναι η εξέταση των εμπειριών των εκπαιδευτικών Γενικής Αγωγής της Πρωτοβάθμιας Εκπαίδευσης σχετικά με τη διδασκαλία των μαθητών με ΔΕΠ-Υ κατά τη διάρκεια της πανδημίας του COVID-19.

Μεθοδολογία: Η συγκεκριμένη έρευνα πραγματοποιήθηκε σε ένα δείγμα 7 εκπαιδευτικών Γενικής Αγωγής της Πρωτοβάθμιας Εκπαίδευσης με τη χρήση ενός ημιδομημένου οδηγού συνέντευξης. Τα δεδομένα αναλύθηκαν με τη χρήση θεματικής ανάλυσης περιεχομένου.

Αποτελέσματα: Μία πρώτη βασική διαπίστωση της μελέτης αφορά την αποτίμηση των εκπαιδευτικών Γενικής Αγωγής Πρωτοβάθμιας Εκπαίδευσης για την εκπαίδευση των μαθητών με ΔΕΠ-Υ μέσω της τηλεεκπαίδευσης. Οι συμμετέχοντες της έρευνας φάνηκε πως αποτιμούν το συγκεκριμένο εγχείρημα ως ιδιαίτερα δύσκολο. Μία δεύτερη διαπίστωση της μελέτης έχει να κάνει με την αποτίμηση των συμμετεχόντων σχετικά με τις συμπεριφορές των μαθητών με ΔΕΠ-Υ για την πρόληψη διασποράς του κορονοϊού. Στην περίπτωση αυτή, δε φαίνεται να υπάρχει μία κοινή τάση μεταξύ των εκπαιδευτικών της έρευνας, κάτι που υπαγορεύει την αναγκαιότητα περαιτέρω διερεύνησης του ζητήματος αυτού. Σε κάθε περίπτωση, οι εκπαιδευτικοί θεωρούν ότι η ενίσχυση της συμμόρφωσης των μαθητών με ΔΕΠ-Υ στις αναγκαίες για την πρόληψη της διασποράς του κορονοϊού συμπεριφορές μπορεί να πραγματοποιηθεί με μία πληθώρα διαφορετικών τρόπων. Μία τρίτη διαπίστωση της μελέτης έχει να κάνει με τις αρνητικές επιδράσεις που συνεπάγεται η πανδημία για την εκπαιδευτική και ψυχοκοινωνική πρόοδο των μαθητών αυτών. Η τέταρτη διαπίστωση της συγκεκριμένης έρευνας αφορά το ρόλο των γονέων. Στη μελέτη αυτή διαπιστώθηκε μία αναντιστοιχία μεταξύ της πρόθεσης των γονέων να εμπλακούν περαιτέρω στο εκπαιδευτικό έργο και της δυνατότητάς τους να πραγματοποιήσουν κάτι τέτοιο.

Συμπεράσματα: Η διδασκαλία των μαθητών με ΔΕΠ-Υ κατά τη διάρκεια της πανδημίας συναντά σημαντικά εμπόδια, ιδίως, λόγω του ότι είναι αρκετά δύσκολο να ανταποκριθούν στις απαιτήσεις της τηλεεκπαίδευσης. Τόσο οι εκπαιδευτικοί, όσο και όσοι χαράσσουν εκπαιδευτικές πολιτικές οφείλουν να εστιάσουν σε τρόπους βελτίωσης της διδασκαλίας των μαθητών με ΔΕΠ-Υ κατά τη διάρκεια της πανδημίας, όπως η προώθηση της εκπαίδευσης και κατάρτισης των εκπαιδευτικών για τις ανάγκες των συγκεκριμένων μαθητών.

Λέξεις κλειδιά: ΔΕΠ-Υ, εκπαίδευση, κορονοϊός, πανδημία, τηλεεκπαίδευση

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