



ΔΗΜΟΚΡΕΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ
ΣΧΟΛΗ ΚΛΑΣΙΚΩΝ ΚΑΙ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ
ΤΜΗΜΑ ΕΛΛΗΝΙΚΗΣ ΦΙΛΟΛΟΓΙΑΣ
σε συνεργασία με το
ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΕΡΕΥΝΑΣ ΦΥΣΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
«ΔΗΜΟΚΡΙΤΟΣ»
ΙΝΣΤΙΤΟΥΤΟ ΠΛΗΡΟΦΟΡΙΚΗΣ ΚΑΙ ΤΗΛΕΠΙΚΟΙΝΩΝΙΩΝ

ΔΙΔΡΥΜΑΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ:
ΕΞΕΙΔΙΚΕΥΣΗ ΣΤΙΣ Τ.Π.Ε. ΚΑΙ ΕΙΔΙΚΗ ΑΓΩΓΗ – ΨΥΧΟΠΑΙΔΑΓΩΓΙΚΗ ΤΗΣ ΕΝΤΑΞΗΣ

ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΑΤΡΙΒΗ

ΣΤΑΣΕΙΣ, ΑΝΤΙΛΗΨΕΙΣ ΚΑΙ ΠΡΑΚΤΙΚΕΣ ΚΩΦΩΝ ΚΑΙ ΒΑΡΗΚΩΝ
ΣΠΟΥΔΑΣΤΩΝ ΣΤΗ ΜΕΤΑΔΕΥΤΕΡΟΒΑΘΜΙΑ ΕΚΠΑΙΔΕΥΣΗ

Σαΐνη Μαρίνα, Α.Μ. 649

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 Τηλεπικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της Ένταξης»

Εγκεκριμένο από την τριμελή επιτροπή:

Επιβλέπων Καθηγητής: Δρ. Διονύσιος Λουκέρης, Συνεργαζόμενος Ερευνητής
Ι.Π.Τ. - Ε.Κ.Ε.Φ.Ε. “ΔΗΜΟΚΡΙΤΟΣ”

2^ο Μέλος: Δρ. Αθανάσιος Δρίγκας, Ερευνητής Α΄ βαθμίδας, Ι.Π.Τ -
Ε.Κ.Ε.Φ.Ε. “ΔΗΜΟΚΡΙΤΟΣ”

3^ο Μέλος Δρ. Ζαχαρούλα Ταβουλάρη, Συνεργάτιδα Ερευνήτρια
Ι.Π.Τ.-Ε.Κ.Ε.Φ.Ε. “ΔΗΜΟΚΡΙΤΟΣ”

Κομοτηνή/Αθήνα

2024

ΠΕΡΙΛΗΨΗ

Η παρούσα μεταπτυχιακή διατριβή εξετάζει τις στάσεις, τις αντιλήψεις και τις πρακτικές των κωφών και βαρήκων σπουδαστών στη Μεταδευτεροβάθμια Εκπαίδευση. Σκοπός της έρευνας είναι η εις βάθος κατανόηση των εμπειριών και των προκλήσεων που αντιμετωπίζουν οι σπουδαστές/τριες, καθώς και η αναγνώριση των παραγόντων που προάγουν την ακαδημαϊκή τους επιτυχία και την κοινωνική τους συμπερίληψη. Η έρευνα εστιάζει στην αξιοποίηση της διερμηνείας νοηματικής γλώσσας, την εφαρμογή υποστηρικτικών τεχνολογιών και την ανάπτυξη εκπαιδευτικών πρακτικών που ενθαρρύνουν την πρόσβαση και τη συμπερίληψη. Τα ευρήματα της έρευνας υποδεικνύουν ότι η ύπαρξη κατάλληλα οργανωμένων υπηρεσιών διερμηνείας, η υποστήριξη από εκπαιδευτικούς και συνομηλίκους, καθώς και η χρήση προηγμένων τεχνολογικών εργαλείων, είναι καθοριστικής σημασίας για την ακαδημαϊκή πρόοδο και την κοινωνική συμπερίληψη των κωφών και βαρήκων σπουδαστών/τριών. Επιπλέον, προτείνονται πολιτικές που θα ενισχύουν διαρκώς τις συνθήκες μάθησης και θα αποτρέπουν τον εκπαιδευτικό αποκλεισμό, στο ελληνικό εκπαιδευτικό συγκείμενο.

Λέξεις-κλειδιά: Μεταδευτεροβάθμια Εκπαίδευση, Κωφοί/Βαρήκοι, Συμπερίληψη

BIBΛΙΟΓΡΑΦΙΑ

- Abdel-Maksoud, A. H. (2016). The Role of Universal Design in Virtual Deaf Schools: Case Study Deaf Space. *International Design Journal*, 26(63), 1-16.
- Ahmad, F. K. (2015). Use of assistive technology in inclusive education: making room for diverse learning needs. *Transcience*, 6(2), 62-77.
- Alcalde, J. (2018). Linguistic justice: An interdisciplinary overview of the literature. *Language policy and linguistic justice: Economic, philosophical and sociolinguistic approaches*, 65-149.
- Alhojailan, M. I. (2012). Thematic analysis: a critical review of its process and evaluation. In *WEI international European academic conference proceedings, Zagreb, Croatia*.
- Anagnostopoulou, P., Ntaountaki, P., & Athanasus, D. (2021). ITC in inclusive Education for sensory and physical disabilities. *Journal of Clinical and Experimental Investigations*, 2(1), 1-6.
- Antia, S. D., & Kreimeyer, K. H. (2001). The role of interpreters in inclusive classrooms. *American Annals of the Deaf*, 355-365.
- Atwell, W. R. (2013). *Deaf readers and phrasal verbs: Instructional efficacy of chunking as a visual tool*. Lamar University-Beaumont.
- Balch, G. I., & Mertens, D. M. (1999). Focus group design and group dynamics: Lessons from deaf and hard of hearing participants. *American Journal of Evaluation*, 20(2), 265-277.
- Ball, A. R. (2010). Equal accessibility for sign language under the convention on the rights of persons with disabilities. *Case W. Res. J. Int'l L.*, 43, 759.
- Ball, C. (2017). The History of American Sign Language Interpreting. *Revue Internationale d'Études en Langues Modernes Appliquées*, 10(Special), 115-124.
- Bans-Akutey, A., & Tiimub, B. M. (2021). Triangulation in research. *Academia Letters*, 2, 1-6.
- Batterbury, S. C. (2012). Language justice for sign language peoples: The UN convention on the rights of persons with disabilities. *Language Policy*, 11, 253-272.
- Beatty, S. (2019). *An exploration of Deaf education through the experiences of culturally Deaf adults*. Walden University.
- Berge, S. S. (2018). How sign language interpreters use multimodal actions to coordinate turn-taking in group work between deaf and hearing upper secondary school students. *Interpreting*, 20(1), 96-125.
- Berge, S. S. (2023). A shared responsibility for facilitating inclusion in school settings where sign-language interpreting is provided. In *The Routledge Handbook of Public Service Interpreting* (pp. 242-257). Routledge.
- Berge, S. S., & Ytterhus, B. (2015). Deaf and hearing high-school students' expectations for the role of educational sign-language interpreter. *Society, Health & Vulnerability*, 6(1), 289-69.

- Bianchini, C. S., Borgia, F., & De Marsico, M. (2018). A Concrete Example of Inclusive Design: Deaf-Oriented Accessibility. *The Wiley Handbook of Human Computer Interaction*, 2, 731-756.
- Birinci, F. G., & Saricoban, A. (2021). The effectiveness of visual materials in teaching vocabulary to deaf students of EFL. *Journal of Language and Linguistic Studies*, 17(1), 628-645.
- Bontempo, K., & Levitzke-Gray, P. (2009). Interpreting down under: sign language interpreter education and training in Australia. *International perspectives on sign language interpreter education*, 149-170.
- Borgia, F., Bianchini, C. S., & De Marsico, M. (2014). Towards improving the e-learning experience for deaf students: e-LUX. In *Universal Access in Human-Computer Interaction. Universal Access to Information and Knowledge: 8th International Conference, UAHCI 2014, Held as Part of HCI International 2014, Heraklion, Crete, Greece, June 22-27, 2014, Proceedings, Part II 8* (pp. 221-232). Springer International Publishing.
- Bower, K. (2015). Stress and burnout in video relay service (VRS) interpreting. *Journal of Interpretation*, 24(1), 2.
- Braffort, A., & Dalle, P. (2008). Sign language applications: preliminary modeling. *Universal access in the information society*, 6, 393-404.
- Braithwaite, B. (2015). Deaf perspectives on deaf education: An ethnographic study from trinidad and tobago. *Caribbean Educational Research Journal*, 3(1), 18-26.
- Brandt, S. E., & Szarkowski, A. (2022). Universal Design for Learning in Deaf Education Contexts. *American Annals of the Deaf*, 167(4), 489-502.
- Braun, V., & Clarke, V. (2012). *Thematic analysis*. American Psychological Association.
- Brett, M. (2010). Challenges in managing disability in higher education, illustrated by support strategies for deaf and hard of hearing students. *The Open Rehabilitation Journal*, 3(1).
- Brewer, J. (2000). *Ethnography*. McGraw-Hill Education (UK).
- Brody, A. (2020). Assistive listening devices: A guide.
- Brooks, B. A. (2011). *It is still a hearing world: A phenomenological case study of deaf college students' experiences of academia*. Ohio University.
- Brunson, J. L. (2011). *Video relay service interpreters: Intricacies of sign language access*. Gallaudet University Press.
- Burgstahler, S. (2009). Universal Design of Instruction (UDI): Definition, Principles, Guidelines, and Examples. *Do-It*.
- Byrne, B. (2022). How inclusive is the right to inclusive education? An assessment of the UN convention on the rights of persons with disabilities' concluding observations. *International Journal of Inclusive Education*, 26(3), 301-318.
- Capitão, S., Almeida, A. M. P., & Vieira, R. M. (2012). Connecting families and schools of students with deafness: describing the ICT and internet use in education. *Procedia Computer Science*, 14, 163-172.

- Capuano, D., De Monte, M. T., Groves, K. M., Roccaforte, M., & Tomasuolo, E. (2011). A Deaf-centred E-Learning Environment (DELE): challenges and considerations. *Journal of Assistive Technologies*, 5(4), 257-263.
- Carmel, S. J., & Monaghan, L. F. (1991). Studying deaf culture: An introduction to ethnographic work in deaf communities. *Sign language studies*, 73(1), 411-420.
- Caselli, N. K., Hall, W. C., & Henner, J. (2020). American Sign Language interpreters in public schools: An illusion of inclusion that perpetuates language deprivation. *Maternal and Child Health Journal*, 24, 1323-1329.
- Cawthon, S. W. (2001). Teaching strategies in inclusive classrooms with deaf students. *Journal of deaf studies and deaf education*, 6(3), 212-225.
- Cawthon, S. W., Garberoglio, C. L., Caemmerer, J. M., Bond, M., & Wendel, E. (2015). Effect of parent involvement and parent expectations on postsecondary outcomes for individuals who are d/Deaf or hard of hearing. *Exceptionality*, 23(2), 73-99.
- Cawthon, S. W., Nichols, S. K., & Collier, M. (2008). Facilitating access: What information do Texas postsecondary institutions provide on accommodations and services for students who are deaf or hard of hearing?. *American Annals of the Deaf*, 153(5), 450-460.
- Chadwick, D., & Wesson, C. (2016). Digital inclusion and disability. In *Applied Cyberpsychology: practical applications of cyberpsychological theory and research* (pp. 1-23). London: Palgrave Macmillan UK.
- Constantinou, V., Ioannou, A., Klironomos, I., Antona, M., & Stephanidis, C. (2020). Technology support for the inclusion of deaf students in mainstream schools: a summary of research from 2007 to 2017. *Universal Access in the Information Society*, 19, 195-200.
- Crain, K. L., & Kluwin, T. N. (2006). The validity of probability samples in research on deafness. *American Annals of the Deaf*, 151(2), 114-120.
- Dachkovsky, S., Stamp, R., & Sandler, W. (2018). Constructing complexity in a young sign language. *Frontiers in Psychology*, 9, 347395.
- David, D., Alamoodi, A. H., Albahri, O. S., Garfan, S., Albahri, A. S., Zaidan, B. B., & Chen, J. (2024). Sign language mobile apps: a systematic review of current app evaluation progress and solution framework. *Evolving Systems*, 15(2), 669-686.
- David, D., Alamoodi, A. H., Albahri, O. S., Zaidan, B. B., Zaidan, A. A., Garfan, S., ... & Malik, R. Q. (2023). Landscape of sign language research based on smartphone apps: coherent literature analysis, motivations, open challenges, recommendations and future directions for app assessment. *Universal Access in the Information Society*, 1-16.
- Dawadi, S. (2021). Thematic analysis approach: A step by step guide for ELT research practitioners. *Journal of NELTA*, 25(1-2), 62-71.
- De Beco, G. (2014). The right to inclusive education according to Article 24 of the UN Convention on the rights of persons with disabilities: background, requirements and (remaining) questions. *Netherlands Quarterly of Human Rights*, 32(3), 263-287.

- De Meulder, M. (2014). The UNCRPD and sign language peoples. *UNCRPD Implementation in Europe—A Deaf Perspective. Article 29: Participation in Political and Public Life*.
- De Meulder, M., & Hauland, H. (2021). Sign language interpreting services: A quick fix for inclusion?. *Translation and Interpreting Studies*, 16(1), 19-40.
- de Wit, M. (2011). A sign language interpreter in inclusive education: The view of deaf persons on their quality of life.
- Dean, R. K., & Pollard Jr, R. Q. (2001). Application of demand-control theory to sign language interpreting: Implications for stress and interpreter training. *Journal of deaf studies and deaf education*, 6(1), 1-14.
- Deb, S., & Bhattacharya, P. (2018). Augmented Sign Language Modeling (ASLM) with interaction design on smartphone-an assistive learning and communication tool for inclusive classroom. *Procedia Computer Science*, 125, 492-500.
- do Nascimento, M. D., de MB Oliveira, F. C., Alves, S. S. A., de Freitas, A. T., Gomes, L. A. C., & de Matos, A. S. (2017, October). A comparative study of deaf and non-deaf students' performance when using a Visual Java Debugger. In *2017 IEEE Frontiers in Education Conference (FIE)* (pp. 1-8). IEEE.
- Domingo, M. C. (2012). An overview of the Internet of Things for people with disabilities. *journal of Network and Computer Applications*, 35(2), 584-596.
- Drigas, A. S., Vrettaros, J., Stavrou, L., & Kouremenos, D. (2004). E-learning Environment for Deaf People in the E-commerce and New Technologies Sector. *WSEAS Transactions on Information Science and Applications*, 1(5), 1189-1196.
- Drigas, A., Kouremenos, D., & Vrettaros, J. (2013). E-Learning, Fuzzy Methods, and Sign Language Video to Enhance Teaching for Hearing Impaired. In *Strategic Role of Tertiary Education and Technologies for Sustainable Competitive Advantage* (pp. 193-203). IGI Global.
- Dutta, S., Srivastava, P., & Kanmani, P. (2024, February). Algorithm Visualizer for Deaf and Hard of Hearing Students: Enhancing Education through Visual Learning. In *2024 IEEE International Conference on Computing, Power and Communication Technologies (IC2PCT)* (Vol. 5, pp. 1975-1979). IEEE.
- Easterbrooks, S. R. (2017). Conceptualization, development, and application of research in deaf education: From phenomenon to implementation. *Research in deaf education: Contexts, challenges, and considerations*, 1-34.
- Edwards, C., & Harold, G. (2014). DeafSpace and the principles of universal design. *Disability and Rehabilitation*, 36(16), 1350-1359.
- Edwards, R. A. (2012). *Words made flesh: Nineteenth-century deaf education and the growth of deaf culture* (Vol. 4). NYU Press.
- Embi, M. A., & Lubis, M. A. (2013). ICT in education for deaf learners: Teachers' perspective. *Research Journal of Applied Sciences*, 8(2), 103-111.
- Engler, K. S., & MacGregor, C. J. (2018). Deaf education teacher preparation: A phenomenological case study of a graduate program with a comprehensive philosophy. *American Annals of the Deaf*, 162(5), 388-418.

- Erbas, E. (2017). *Strategies that teachers use to support the inclusion of students who are deaf and hard of hearing* (Doctoral dissertation, [Bloomington, Ind.]: Indiana University).
- Eurydice. (n.d.). Retrieved from <https://eurydice.eacea.ec.europa.eu/el/>
- Fenlon, J., & Wilkinson, E. (2015). Sign languages in the world. *Sociolinguistics and deaf communities, 1*, 5-28.
- Fernandes, N., Leite Junior, A. J. M., Marçal, E., & Viana, W. (2023). Augmented reality in education for people who are deaf or hard of hearing: a systematic literature review. *Universal Access in the Information Society, 1*-20.
- Fernández Batanero, J. M., Rueda Montenegro, M., Cerero Fernández, J., & García Alonso, S. (2022). Challenges and trends in the use of technology by hearing impaired students in higher education. *Technology and Disability, 34*(2), 101-111.
- Foster, S. B., & Walter, G. G. (Eds.). (2018). *Deaf students in postsecondary education* (Vol. 20). Routledge.
- Friedner, M., & Kusters, A. (2020). Deaf anthropology. *Annual Review of Anthropology, 49*, 31-47.
- Galasso, B. J. B., & Teixeira, D. E. (2019). Developing Educational Videos for Deaf Students in Sign Language.
- Glaser, M., & Van Pletzen, E. (2012). Inclusive education for deaf students: Literacy practices and South African Sign Language. *Southern African Linguistics and Applied Language Studies, 30*(1), 25-37.
- Gobo, G. (2011). Ethnography. In *Qualitative research* (pp. 15-36). Sage.
- Graham, P. J., & Horejes, T. P. (2017). Why positionality matters in deaf education research: An insider ethnographic perspective. *Research in deaf education: Contexts, challenges, and considerations, 55*-74.
- Guardino, C., & Cannon, J. E. (2015). Theory, research, and practice for students who are deaf and hard of hearing with disabilities: Addressing the challenges from birth to postsecondary education. *American Annals of the Deaf, 160*(4), 347-355.
- Hammersley, M. (2006). Ethnography: problems and prospects. *Ethnography and education, 1*(1), 3-14.
- Hartmann, E. (2011). Universal design for learning. *Practice Perspectives: Highlighting Information on Deaf-Blindness, 8*, 1-4.
- Hughes, G., Hudgins, B., & MacDougall, J. (2004, May). Remote sign language interpretation using the Internet. In *Proceedings. Second Annual Conference on Communication Networks and Services Research, 2004*. (pp. 345-350). IEEE.
- Hutchison, I. (2007). Oralism: A sign of the times? The contest for deaf communication in education provision in late nineteenth-century Scotland. *European Review of History—Revue européenne d'Histoire, 14*(4), 481-501.
- Huyck, J. J., Anbuhl, K. L., Buran, B. N., Adler, H. J., Atcherson, S. R., Cakmak, O., ... & Steyger, P. S. (2021, October). Supporting equity and inclusion of deaf and hard-

of-hearing individuals in professional organizations. In *Frontiers in education* (Vol. 6, p. 755457). Frontiers.

- Hyde, M., Nikolaraizi, M., Powell, D., & Stinson, M. (2016). Critical factors toward the inclusion of deaf and hard-of-hearing students in higher education. *Diversity in deaf education*, 441-471.
- Johnson, B., & Richert, T. (2016). A comparison of privileged access interviewing and traditional interviewing methods when studying drug users in treatment. *Addiction Research & Theory*, 24(5), 406-415.
- Jokinen, M. (2018). Inclusive education—A sustainable approach?. *American Annals of the deaf*, 163(1), 70-77.
- Jones, B. E. (1993). *Responsibilities of educational sign language interpreters in K-12 public schools in Kansas, Missouri and Nebraska*. University of Kansas.
- Jones, E. G., Mallinson, R. K., Phillips, L., & Kang, Y. (2006). Challenges in language, culture, and modality: translating English measures into American Sign Language. *Nursing Research*, 55(2), 75-81.
- Jones, M. D., Hamilton, H., & Petmecky, J. (2015, October). Mobile phone access to a sign language dictionary. In *Proceedings of the 17th international ACM SIGACCESS conference on computers & accessibility* (pp. 331-332).
- Kara, N., & Harvey, C. (2017). The social construction of 'deafness': Explored through the experiences of black south African mothers raising a deaf child. *South African Journal of Psychology*, 47(1), 72-83.
- Kassapi, E., Efklides, A., Polatoglou, H. M., Myronidou, M., & Papaioannou, M. T. (2005). Interpreting Between Greek Sign Language and Spoken Greek at the Aristotle University of Thessaloniki. *Meta*, 50(4).
- Kawas, S., Karalis, G., Wen, T., & Ladner, R. E. (2016, October). Improving real-time captioning experiences for deaf and hard of hearing students. In *Proceedings of the 18th International ACM SIGACCESS Conference on Computers and Accessibility* (pp. 15-23).
- Kelly, J. F., McKinney, E. L., & Swift, O. (2022). Strengthening teacher education to support deaf learners. *International Journal of Inclusive Education*, 26(13), 1289-1307.
- Kermit, P. S., & Holiman, S. M. (2018). Inclusion in Norwegian higher education: Deaf students' experiences with lecturers.
- Kim, H. J., Yi, P., & Hong, J. I. (2021). Are schools digitally inclusive for all? Profiles of school digital inclusion using PISA 2018. *Computers & Education*, 170, 104226.
- Kim, H., Cho, S., & Cho, S. C. (2010). A Study on the Usage of Assistive Listening Devices (ALDs) and Counseling Activities for Hearing-Impaired Students. *Audiology*, 6(1), 76-85.
- Kim, J. S., & Kim, C. H. (2014). A review of assistive listening device and digital wireless technology for hearing instruments. *Korean Journal of Audiology*, 18(3), 105.
- Komesaroff, L. R., & McLean, M. A. (2006). Being there is not enough: Inclusion is both deaf and hearing. *Deafness & Education International*, 8(2), 88-100.

- Kourbetis, V., Karipi, S., & Boukouras, K. (2020). Digital Accessibility in the education of the deaf in Greece. In *Universal Access in Human-Computer Interaction. Applications and Practice: 14th International Conference, UAHCI 2020, Held as Part of the 22nd HCI International Conference, HCII 2020, Copenhagen, Denmark, July 19–24, 2020, Proceedings, Part II 22* (pp. 102-119). Springer International Publishing.
- Kučerová, I. (2010). *Sign Language Interpreters in Postsecondary Education* (Doctoral dissertation, Masarykova univerzita, Pedagogická fakulta).
- Kusters, A., De Meulder, M., Friedner, M., & Emery, S. (2015). On "diversity" and "inclusion": Exploring paradigms for achieving Sign Language Peoples' rights.
- Labra, O., Castro, C., Wright, R., & Chamblas, I. (2020). Thematic analysis in social work: A case study. *Global social work-cutting edge issues and critical reflections*, 10(6), 1-20.
- Lampropoulou, V. (1997). Η Έρευνα της Ελληνικής Νοηματικής Γλώσσας: Παρατηρήσεις φωνολογικής ανάλυσης, στο Γλώσσα [The research of Greek Sign Language: Phonological analysis remarks]. *Language*, 43, 50-72.
- Lang, H. G. (2011). *Perspectives on the history of deaf education* (pp. 7-17). Oxford; New York: Oxford University Press.
- Lee, J., & Clery, S. (2004). Key trends in higher education. *American academic*, 1(1), 21-36.
- Leeson, L. (2006). Signed Languages in Education in Europe—a preliminary exploration. *Preliminary Study. Strasbourg, France: Language Policy Unit, Council of Europe*.
- Lissi, M. R., Iturriaga, C., Sebastián, C., Vergara, M., Henríquez, C., & Hofmann, S. (2017). Deaf and hard of hearing students' opportunities for learning in a regular secondary school in Chile: Teacher practices and beliefs. *Journal of Developmental and Physical Disabilities*, 29(1), 55-75.
- Luangrungruang, T., & Kokaew, U. (2018, August). Applying universal design for learning in augmented reality education guidance for hearing impaired student. In *2018 5th International Conference on Advanced Informatics: Concept Theory and Applications (ICAICTA)* (pp. 250-255). IEEE.
- Luckner, J. L., & Muir, S. (2001). Successful students who are deaf in general education settings. *American Annals of the Deaf*, 435-446.
- Luckner, J. L., Sebald, A. M., Cooney, J., Young III, J., & Muir, S. G. (2005). An examination of the evidence-based literacy research in deaf education. *American Annals of the Deaf*, 150(5), 443-456.
- Lyotard, J. F. (1991). *Phenomenology*. SUNY Press.
- Manso-Vázquez, M., Caeiro-Rodríguez, M., & Llamas-Nistal, M. (2016, October). Tracking and visualizing time management for Self-Regulated Learners. In *2016 IEEE frontiers in education conference (FIE)* (pp. 1-5). IEEE.
- Marschark, M. (Ed.). (2005). *Sign language interpreting and interpreter education: Directions for research and practice*. Oxford University Press.

- Marschark, M., & Spencer, P. E. (2009). *Evidence of best practice models and outcomes in the education of deaf and hard-of-hearing children: An international review*. Trim, Ireland: National Council for Special Education.
- Marschark, M., Lang, H. G., & Albertini, J. A. (2001). *Educating deaf students: From research to practice*. Oxford University Press.
- Marschark, M., Leigh, G., Sapere, P., Burnham, D., Convertino, C., Stinson, M., ... & Noble, W. (2006). Benefits of sign language interpreting and text alternatives for deaf students' classroom learning. *Journal of deaf studies and deaf education, 11*(4), 421-437.
- Marschark, M., Sapere, P., Convertino, C. M., Mayer, C., Wauters, L., & Sarchet, T. (2009). Are deaf students' reading challenges really about reading?. *American annals of the deaf, 154*(4), 357-370.
- Marschark, M., Sapere, P., Convertino, C., & Seewagen, R. (2005). Access to postsecondary education through sign language interpreting. *Journal of Deaf Studies and deaf education, 10*(1), 38-50.
- Martin, A., & Cox, J. (2023). Using Technology to Enhance Learning for Students Who Are Deaf/Hard of Hearing. In *Using Technology to Enhance Special Education* (pp. 71-86). Emerald Publishing Limited.
- Martins, M., Borges, J., Justino, E., Rocha, T., Barroso, J., & Reis, A. (2018). A Proposal for a Remote Interactive Class System with Sign Language Interpretation. In *Universal Access in Human-Computer Interaction. Virtual, Augmented, and Intelligent Environments: 12th International Conference, UAHCI 2018, Held as Part of HCI International 2018, Las Vegas, NV, USA, July 15-20, 2018, Proceedings, Part II 12* (pp. 530-540). Springer International Publishing.
- Martins, P., Rodrigues, H., Rocha, T., Francisco, M., & Morgado, L. (2015). Accessible options for deaf people in e-learning platforms: technology solutions for sign language translation. *Procedia Computer Science, 67*, 263-272.
- Massone, M. I. (2008). Ideological signs in deaf education discourse. *Studies in Bilingualism (SiBil)*, 157.
- McCray, C. M. (2013). *A phenomenological study of the relationship between deaf students in higher education and their sign language interpreters* (Doctoral dissertation, University of Missouri--Columbia).
- McIlroy, G., & Storbeck, C. (2011). Development of deaf identity: An ethnographic study. *Journal of deaf studies and deaf education, 16*(4), 494-511.
- Metzger, M. (1999). *Sign language interpreting: Deconstructing the myth of neutrality*. Gallaudet University Press.
- Michaelian, K. (2009). Reliabilism and privileged access.
- Millett, P. (2021). Accuracy of Speech-to-Text Captioning for Students Who are Deaf or Hard of Hearing. *Journal of Educational, Pediatric & (Re) Habilitative Audiology, 25*.
- Millett, P. (2021). Accuracy of Speech-to-Text Captioning for Students Who are Deaf or Hard of Hearing. *Journal of Educational, Pediatric & (Re) Habilitative Audiology, 25*.

- Miranda, E. S., & Brazorotto, J. S. (2018). Facilitators and barriers for the use of the FM System in school-age children with hearing loss. *Revista CEFAC*, 20, 583-594.
- Moloney Figliola, P. (2016). Video Relay Service: Program Funding and Reform. *Journal of Current Issues in Media & Telecommunications*, 8(1).
- Moran, D. (2002). *Introduction to phenomenology*. Routledge.
- Muñoz, L. J. E., Noguera Zúñiga, E. Y., Flórez Aristizábal, L., Collazos, C. A., Daza, G., Cano, S., ... & Fardoun, H. M. (2018). Graphical user interface design guide for mobile applications aimed at deaf children. In *Learning and Collaboration Technologies. Design, Development and Technological Innovation: 5th International Conference, LCT 2018, Held as Part of HCI International 2018, Las Vegas, NV, USA, July 15-20, 2018, Proceedings, Part I 5* (pp. 58-72). Springer International Publishing.
- Murray, J. B., Klinger, L., & McKinnon, C. C. (2007). The deaf: An exploration of their participation in community life. *OTJR: Occupation, Participation and Health*, 27(3), 113-120.
- Murray, J. J., De Meulder, M., & Le Maire, D. (2018). An education in sign language as a human right?: The sensory exception in the legislative history and ongoing interpretation of article 24 of the UN convention on the rights of persons with disabilities. *Hum. Rts. Q.*, 40, 37.
- Murray, J. J., Snoddon, K., De Meulder, M., & Underwood, K. (2020). Intersectional inclusion for deaf learners: moving beyond General Comment no. 4 on Article 24 of the United Nations Convention on the Rights of Persons with Disabilities. *International Journal of Inclusive Education*, 24(7), 691-705.
- Musyoka, M. M., Gentry, M. A., & Bartlett, J. J. (2016). Voices from the classroom: Experiences of teachers of deaf students with additional disabilities. *Journal of Education and Training Studies*, 4(2), 85-96.
- Napier, J. (2004). Sign language interpreter training, testing, and accreditation: An international comparison. *American Annals of the Deaf*, 149(4), 350-359.
- Napier, J. (2012). Here or there? An assessment of video remote signed language interpreter-mediated interaction in court. *Videoconference and remote interpreting in criminal proceedings*, 167-214.
- Napier, J. (2016). *Linguistic Coping Strategies in Sign Language Interpreting*. Washington D.C.: Gallaudet University Press.
- Neild, N. R., Taylor, K., & Crecelius, A. (2022). Universal Design for Learning and Technology in Deaf Education. In *Deaf Education and Challenges for Bilingual/Multilingual Students* (pp. 281-301). IGI Global.
- Nikolarazi, M., & Hadjikakou, K. (2006). The role of educational experiences in the development of deaf identity. *Journal of deaf studies and deaf education*, 11(4), 477-492.
- Noble, H. (2010). Improving the experience of deaf students in higher education. *British Journal of Nursing*, 19(13), 851-854.

- O'Connell, N. P. (2013). A critical (auto) ethnographic study of deaf people's experience of education and culture in Ireland.
- O'Connell, N. P., & Deegan, J. (2014). 'Behind the teacher's back': an ethnographic study of deaf people's schooling experiences in the Republic of Ireland. *Irish Educational Studies*, 33(3), 229-247.
- Omugur, J. P. (2007). *Sign language interpretation services for children with hearing impairment in inclusive secondary high schools: a case study on the challenges faced by sign language interpreters in one secondary high school-Uganda* (Master's thesis).
- Pagliaro, C. M., & Ansell, E. (2002). Story problems in the deaf education classroom: Frequency and mode of presentation. *Journal of Deaf Studies and Deaf Education*, 7(2), 107-119.
- Pappas, M. A., Demertzi, E., Papagerasimou, Y., Koukianakis, L., Kouremenos, D., Loukidis, I., & Drigas, A. S. (2018). E-Learning for deaf adults from a user-centered perspective. *Education Sciences*, 8(4), 206.
- Peruzzo, F., & Allan, J. (2022). Rethinking inclusive (digital) education: Lessons from the pandemic to reconceptualise inclusion through convivial technologies. *Learning, Media and Technology*, 1-15.
- Pfau, R., & Steinbach, M. (2016). Complex sentences in sign languages: Modality–typology–discourse. *A matter of complexity: Subordination in sign languages*, 1-35.
- Pöchhacker, F. (2013). Teaching interpreting/Training interpreters. *Handbook of translation studies*, 4, 174-180.
- Polanco Jr, A., & Liu, T. (2023). Uncovering an Inclusion Gap in the Design of Digital Assessments for Middle School-Aged Deaf and Hard of Hearing Students in the United States.
- Portugal, C., Guimarães, M., Moura, M., & Junior, J. C. M. (2023). Exploring Inclusive Design and Digital Humanities: Enabling Bilingual Digital Narratives for Deaf Children. *Design and Technology Education: An International Journal*, 28(2), 122-135.
- Potter, G. (2023). The Importance of Disability Support: Empowering Individuals to Thrive.
- Powell, D., Hyde, M., & Punch, R. (2014). Inclusion in postsecondary institutions with small numbers of deaf and hard-of-hearing students: Highlights and challenges. *Journal of deaf Studies and deaf Education*, 19(1), 126-140.
- Powers, S. (2002). From concepts to practice in deaf education: A United Kingdom perspective on inclusion. *Journal of deaf Studies and deaf Education*, 7(3), 230-243.
- Pramono, B. A., & Setiaji, G. G. (2020). Pelatihan Editing Video Guru SMK Walisongo Dengan Adobe Premier. *TEMATIK*, 2(2).
- Prietch, S. S., de Souza, N. S., & Filgueiras, L. V. L. (2015, November). Application requirements for deaf students to use in inclusive classrooms. In *Proceedings of the Latin American Conference on Human Computer Interaction* (pp. 1-8).

- Qin, J., Marshall, M., Mozrall, J., & Marschark, M. (2008). Effects of pace and stress on upper extremity kinematic responses in sign language interpreters. *Ergonomics*, 51(3), 274-289.
- Reagan, T. (1995). A sociocultural understanding of deafness: American sign language and the culture of deaf people. *International Journal of Intercultural Relations*, 19(2), 239-251.
- Reisdorf, B., & Rhinesmith, C. (2020). Digital inclusion as a core component of social inclusion. *Social inclusion*, 8(2), 132-137.
- Richardson, J. T., Marschark, M., Sarchet, T., & Sapere, P. (2010). Deaf and hard-of-hearing students' experiences in mainstream and separate postsecondary education. *Journal of deaf studies and deaf education*, 15(4), 358-382.
- Riger, S., & Sigurvinsdottir, R. (2016). Thematic analysis. *Handbook of methodological approaches to community-based research: Qualitative, quantitative, and mixed methods*, 33-41.
- Roberts, R. L. (2021). *d/Deaf Disabled Experiences with the Deaf Community: A Focus Group Study*. Gallaudet University.
- Rohatyn-Martin, N. K., & Hayward, D. V. (2022). Examining Fatigue for Students Who Are Deaf or Hard of Hearing Through Universal Design for Learning. In *Deaf Education and Challenges for Bilingual/Multilingual Students* (pp. 302-320). IGI Global.
- Rusli, M. S., & Ibrahim, Z. (2022). Augmented Reality (AR) for Deaf and Hard of Hearing (DHH) for animation. *e-Academia Journal*, 11(2), 175-186.
- Rusňák, V., Troubil, P., Daxnerová, D., Kajaba, P., Minárik, M., Ondra, S., ... & Hladká, E. (2016, September). CoUnSiL: A video conferencing environment for interpretation of sign language in higher education. In *2016 15th International Conference on Information Technology Based Higher Education and Training (ITHET)* (pp. 1-8). IEEE.
- Sanchez-Gordon, S., Estevez, J., & Luján-Mora, S. (2016, April). Editor for accessible images in e-Learning platforms. In *Proceedings of the 13th International Web for All Conference* (pp. 1-2).
- Sapp, W. (2009). Universal design: Online educational media for students with disabilities. *Journal of visual impairment & blindness*, 103(8), 495-500.
- Schafer, E. C., & Thibodeau, L. M. (2004). Speech recognition abilities of adults using cochlear implants with FM systems. *Journal of the American Academy of Audiology*, 15(10), 678-691.
- Schafer, E. C., & Thibodeau, L. M. (2006). Speech recognition in noise in children with cochlear implants while listening in bilateral, bimodal, and FM-system arrangements.
- Schick, B., Williams, K., & Bolster, L. (1999). Skill levels of educational interpreters working in public schools. *Journal of deaf studies and deaf education*, 4(2), 144-155.

- Schick, B., Williams, K., & Kupermintz, H. (2006). Look who's being left behind: Educational interpreters and access to education for deaf and hard-of-hearing students. *Journal of deaf studies and deaf education*, 11(1), 3-20.
- Schwenke, T. J. (2012). *The relationships between perfectionism, stress, coping resources, and burnout among sign language interpreters*. Georgia State University.
- Setianingsih, D. (2018, November). Sign Language as Accommodation for Deaf Students in Accessing Education at Universities. In *2nd INDOEDUC4ALL-Indonesian Education for All (INDOEDUC 2018)* (pp. 219-221). Atlantis Press.
- Shi, B., Brentari, D., Shakhnarovich, G., & Livescu, K. (2021). Fingerspelling detection in american sign language. In *Proceedings of the IEEE/CVF Conference on Computer Vision and Pattern Recognition* (pp. 4166-4175).
- Shivaun Quinlivan: The United Nations Convention on the Rights of Persons with Disabilities: an introduction, ERA Forum, Volume 13, Issue 1 (June 2012)
- Smith, D. W. (2003). Phenomenology.
- Stewart, D. A., & Kluwin, T. N. (1996). The gap between guidelines, practice, and knowledge in interpreting services for deaf students. *The Journal of Deaf Studies and Deaf Education*, 1(1), 29-39.
- Stinson, M. (2010). Current and future technologies in the education of deaf students. *The Oxford handbook of deaf studies, language, and education*, 2, 93-100.
- Stokoe, W. (1966). Linguistic description of sign language. *Monograph Series on Language and Linguistics*, 19, 243-250.
- Stone, C., & Russell, D. (2011). Interpreting in International Sign: Decisions of Deaf and non-deaf interpreters.
- Tanure Alves, M. L., de Souza, J. V., Grenier, M., & Lieberman, L. (2024). The invisible student in physical education classes: voices from Deaf and hard of hearing students on inclusion. *International Journal of Inclusive Education*, 28(3), 231-246.
- Taylor, K. (2020). One-Stop Lesson Planning: How Universal Design for Learning Can Help Students Who Are Deaf or Hard of Hearing. *Odyssey: New Directions in Deaf Education*, 21, 48-51.
- Taylor, K., Neild, R., & Fitzpatrick, M. (2023). Universal Design for Learning: Promoting Access in Early Childhood Education for Deaf and Hard of Hearing Children. *Perspectives on Early Childhood Psychology and Education*, 5(2), 4.
- Tedla, T., & Negassa, D. (2019). The Inclusive education for deaf children in primary, secondary and preparatory schools in gondar, Ethiopia. *Humaniora*, 31(2), 177.
- Thompson, K. M., Jaeger, P. T., Taylor, N. G., Subramaniam, M., & Bertot, J. C. (2014). *Digital literacy and digital inclusion: Information policy and the public library*. Rowman & Littlefield.
- Thoutenhoofd, E. D. (2005). The sign language interpreter in inclusive education: Power of authority and limits of objectivism. *The Translator*, 11(2), 237-258.

- Toe, D. (1999, August). Impact of FM aid use on the classroom behavior of profoundly deaf secondary students. In *Seminars in Hearing* (Vol. 20, No. 03, pp. 223-235). Copyright© 1999 by Thieme Medical Publishers, Inc..
- Tomczyk, Ł., Mróz, A., Potyrała, K., & Wnęk-Gozdek, J. (2022). Digital inclusion from the perspective of teachers of older adults—expectations, experiences, challenges and supporting measures. *Gerontology & geriatrics education*, *43*(1), 132-147.
- United Nations Regional Information Centre. (n.d.). Retrieved from <http://www.unric.org/>
- United Nations. (2006). Convention on the Rights of Persons with Disabilities and Optional Protocol. Retrieved from <https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
- Vaismoradi, M., Jones, J., Turunen, H., & Snelgrove, S. (2016). Theme development in qualitative content analysis and thematic analysis.
- Voltz, D. L., Brazil, N., & Ford, A. (2001). What matters most in inclusive education: A practical guide for moving forward. *Intervention in school and clinic*, *37*(1), 23-30.
- Wald, M. (2006, July). Captioning for deaf and hard of hearing people by editing automatic speech recognition in real time. In *International Conference on Computers for Handicapped Persons* (pp. 683-690). Berlin, Heidelberg: Springer Berlin Heidelberg.
- Washabaugh, W. (1981). Sign language in its social context. *Annual Review of Anthropology*, *10*(1), 237-252.
- Watkins, F., Webb, S., Stone, C., & Thompson, R. L. (2022). Language aptitude in the visuospatial modality: L2 British Sign Language acquisition and cognitive skills in British Sign Language-English interpreting students. *Frontiers in Psychology*, *13*, 932370.
- WFD, W. (2017). Complementary or diametrically opposed: Situating Deaf Communities within "disability" vs "cultural and linguistic minority" constructs: Position Paper.
- Wooten, P. (2014). A phenomenological study of online learning for deaf students in postsecondary education: A deaf perspective.
- Wu, Y., & Liao, P. (2018). Re-conceptualising interpreting strategies for teaching interpretation into a B language. *The Interpreter and Translator Trainer*, *12*(2), 188-206.
- Wurdinger, S., & Qureshi, M. (2015). Enhancing college students' life skills through project based learning. *Innovative Higher Education*, *40*, 279-286.
- Yamamoto, K., Suzuki, I., Shitara, A., & Ochiai, Y. (2021, October). See-through captions: real-time captioning on transparent display for deaf and hard-of-hearing people. In *Proceedings of the 23rd International ACM SIGACCESS Conference on Computers and Accessibility* (pp. 1-4).

- Yau, S. C. (2008). The role of visual space in sign language development. *Space in languages of China: Cross-linguistic, synchronic and diachronic perspectives*, 143-174.
- Yuknis, C. (2015). Attitudes of pre-service teachers toward inclusion for students who are deaf. *Deafness & Education International*, 17(4), 183-193.
- Zahavi, D. (2018). *Phenomenology: the basics*. Routledge.
- Zanin, J., & Rance, G. (2016). Functional hearing in the classroom: assistive listening devices for students with hearing impairment in a mainstream school setting. *International journal of audiology*, 55(12), 723-729.
- Δημόσια Υπηρεσία Απασχόλησης. (2024). Retrieved from <https://dypa.gov.gr/>
- Εθνική Συνομοσπονδία Ατόμων με Αναπηρία. (2024). Retrieved from <https://www.esamea.gr/>
- Εθνικός Οργανισμός Πιστοποίησης Προσόντων και Επαγγελματικού Προσανατολισμού. (2023). Retrieved from <https://e-stadiodromia.eoppep.gr/>
- Ελληνική Δημοκρατία. (2008). Σύνταγμα της Ελλάδας. Retrieved from <http://www.hellenicparliament.gr/UserFiles/f3c70a23-7696-49db-9148-f24dce6a27c8/SYNTAGMA.pdf>
- Ζώνιου-Σιδέρη, Α. (2004). Σύγχρονες ενταξιακές προσεγγίσεις.
- Ζώνιου-Σιδέρη, Α. (2009). Οι ανάπηροι και η εκπαίδευσή τους: μια ψυχοπαιδαγωγική προσέγγιση της ένταξης.
- Ζώνιου-Σιδέρη, Α. (2011). Οι ανάπηροι και η εκπαίδευσή τους: μια ψυχοπαιδαγωγική προσέγγιση της ένταξης.
- Κέντρο Διά Βίου Μάθησης. (n.d.). Retrieved from <https://kentradiaviou.gr/>
- Κοινή Υπουργική Απόφαση Κ1/148649/2015. *Ειδικότητες Δημοσίων ΙΕΚ Ειδικής Αγωγής εξαμήνου 2015B*. ΦΕΚ 2015/τ.Β'/23-09-2015.
- Κοινή Υπουργική Απόφαση Κ1/5082/2015. *Ίδρυση Δημοσίων Ινστιτούτων Επαγγελματικής Κατάρτισης (ΔΙΕΚ) Ειδικής Αγωγής*. ΦΕΚ 89/τ.Β'/19-01-2015.
- Κοινή Υπουργική Απόφαση Φ.151/17897/Β6/2014. *Καθορισμός οργάνων, τρόπου και διαδικασίας διαπίστωσης σοβαρών παθήσεων για εισαγωγή στην Τριτοβάθμια Εκπαίδευση*. ΦΕΚ 358/τ.Β'/2014.
- Κουρμπέτης, Β., Χατζοπούλου, Μ., Σαββαλίδου, Φ., & Ζωγράφου, Ε. (2007). Προσεγγίζοντας την κώφωση. *Διαναπηρικός οδηγός επιμόρφωσης*.
- Λαμπροπούλου, Β. (1999). *Η Κοινωνία και οι Κωφοί. Κοινότητα και κουλτούρα Κωφών*. Πρώτο εκπαιδευτικό Πακέτο Επιμόρφωσης. Πάτρα: Μονάδα Αγωγής Κωφών. Πανεπιστήμιο Πατρών.
- Μαντζίκος, Ν.Κ., & Κατσάρη, Α. (2015). Η ένταξη των κωφών/βαρήκων στην Ελλάδα. *Ψηφιακή Πύλη Ειδικής Αγωγής*
- Νόμος 2009/1992. *Εθνικό Σύστημα Επαγγελματικής Εκπαίδευσης και Κατάρτισης και άλλες διατάξεις*. ΦΕΚ 18/τ.Α'/14-02-1992.
- Νόμος 2817/2000. *Εκπαίδευση των ατόμων με ειδικές εκπαιδευτικές ανάγκες και άλλες διατάξεις*. ΦΕΚ 78/τ.Α'/14-03-2000.
- Νόμος 3106/2003. *Αναδιοργάνωση του Εθνικού Συστήματος Κοινωνικής Φροντίδας και άλλες διατάξεις*. ΦΕΚ 30/τ.Α'/10-02-2003.

- Νόμος 3699/2008. *Ειδική Αγωγή και Εκπαίδευση ατόμων με αναπηρία ή με ειδικές ανάγκες*. ΦΕΚ 199/τ.Α'/02-10-2008.
- Νόμος 3879/2010. *Ανάπτυξη της Δια Βίου Μάθησης και λοιπές διατάξεις*. ΦΕΚ 163/τ.Α'/21-09-2010.
- Νόμος 3896/2010. *Εφαρμογή της αρχής των ίσων ευκαιριών και της ίσης μεταχείρισης ανδρών και γυναικών σε θέματα εργασίας και απασχόλησης - Εναρμόνιση της κείμενης νομοθεσίας με την Οδηγία 2006/54/ΕΚ του Ευρωπαϊκού Κοινοβουλίου και του Συμβουλίου, της 5ης Ιουλίου 2006 και άλλες συναφείς διατάξεις*. ΦΕΚ 207/τ.Α'/08-12-2010.
- Νόμος 4186/2013. *Αναδιάρθρωση Δευτεροβάθμιας Εκπαίδευσης και λοιπές διατάξεις*. ΦΕΚ 193/τ.Α'/17-09-2013.
- Νόμος 4485/2017. *Οργάνωση και λειτουργία της ανώτατης εκπαίδευσης, ρυθμίσεις για την έρευνα και άλλες διατάξεις*. ΦΕΚ 114/τ.Α'/04-08-2017.
- Νόμος 4488/2017. *Συνταξιοδοτικές ρυθμίσεις Δημοσίου και λοιπές ασφαλιστικές διατάξεις, ενίσχυση της προστασίας των εργαζομένων, δικαιώματα ατόμων με αναπηρίες και άλλες διατάξεις*. ΦΕΚ 137/τ.Α'/13-09-2017.
- Νόμος 4692/2020. *Διευκρινιστικές οδηγίες του ν. 3699/2008 (Α'199) σχετικά με την παράλληλη στήριξη συνεκπαίδευση*. ΦΕΚ 111/τ.Α'/12-06-2020.
- Ομοσπονδία Κωφών Ελλάδος. (n.d.). Retrieved from <https://www.omke.gr/>
- Ομοσπονδία Κωφών Ελλάδος. (n.d.). Διακήρυξη της Ελληνικής Νοηματικής Γλώσσας. Retrieved from <https://www.omke.gr/diakhyxh-sign-language-eud/>
- Στασινός, Δ. (2016). *Η ειδική εκπαίδευση 2020. Για μια συμπερίληψη ή ολική Εκπαίδευση στο Νέο - ψηφιακό σχολείο με Ψηφιακούς Πρωταθλητές*. Αθήνα: Παπαζήση
- Συνήγορος του Πολίτη (2021): *Ειδική Έκθεση των Δικαιωμάτων των ατόμων με αναπηρίες*.
- Συνήγορος του Πολίτη. (2024). Retrieved from <https://www.synigoros.gr/el>
- Υπουργείο Παιδείας και Θρησκευμάτων. (n.d.). *Σχετικά με τα κολέγια*. Retrieved from <https://www.minedu.gov.gr/sxetika-me-ta-kollegia?id=43269>
- Υπουργική Απόφαση Φ.151/17104/Β6/2006. *Πρόσβαση των κατόχων απολυτηρίου Ενιαίου Λυκείου ή άλλου τύπου Λυκείου στην τριτοβάθμια εκπαίδευση*. ΦΕΚ 259/τ.Β'/01-03-2006.

ΠΑΡΑΡΤΗΜΑ

Οδηγός Ημι-δομημένης Συνέντευξης

1. Μπορείτε να περιγράψετε την προσωπική σας εμπειρία ως κωφός/η σπουδαστής/τρια;
2. Πώς αισθάνεστε και πώς αξιολογείτε το επίπεδο προσβασιμότητας και συμπερίληψης στο εκπαιδευτικό σας περιβάλλον;
3. Έχετε αντιμετωπίσει συγκεκριμένα εμπόδια ή προκλήσεις στην εκπαίδευσή σας λόγω της κώφωσής σας; Μπορείτε να δώσετε κάποια παραδείγματα;
4. Πώς αξιολογείτε την παράλληλη στήριξη και την αποτελεσματικότητα που θα μπορούσε να έχει στην πρόσβασή σας στο πανεπιστήμιο/ΙΕΚ/κλπ;
5. Έχετε βιώσει κάποια θετική ή αρνητική στάση από εκπαιδευτικούς ή συν-σπουδαστές/τριες σχετικά με την κώφωσή/βαρηκοΐα σας; Μπορείτε να μοιραστείτε κάποιες εμπειρίες;
6. Πώς αισθάνεστε για την κοινωνική σας ένταξη και αλληλεπίδραση μέσα στο εκπαιδευτικό περιβάλλον;
7. Έχετε νιώσει ποτέ αποκλεισμένος/η από κάποιες εκπαιδευτικές δραστηριότητες ή πόρους λόγω της κώφωσης/βαρηκοΐας; Μπορείτε να δώσετε παραδείγματα;
8. Έχετε αναπτύξει συγκεκριμένες στρατηγικές ή τεχνικές για να υπερβείτε τυχόν προκλήσεις στην εκπαίδευση λόγω της κώφωσης/βαρηκοΐας;
9. Ποιοι παράγοντες θεωρείτε ότι συμβάλλουν περισσότερο στην υποστήριξη και επιτυχία των κωφών σπουδαστών στη Μεταδευτεροβάθμια Εκπαίδευση;
10. Υπάρχουν συγκεκριμένες παράλληλες υπηρεσίες ή πόροι που θεωρείτε ότι λείπουν από το εκπαιδευτικό σύστημα για την υποστήριξη κωφών/βαρήκων σπουδαστών/τριών;
11. Ποιες αλλαγές θα προτείνατε για να γίνει βελτιωθεί το εκπαιδευτικό περιβάλλον και να είναι πιο συμπεριληπτικό για κωφούς/βαρήκους σπουδαστές/τριες;
12. Πώς η πρόσβαση σε εξειδικευμένες υπηρεσίες, όπως η διερμηνεία της ελληνικής νοηματικής γλώσσας, έχει επηρεάσει την ακαδημαϊκή και κοινωνική σας ζωή;
13. Πώς η παρουσία του/ης διερμηνέα στο εκπαιδευτικό περιβάλλον επηρεάζει την αλληλεπίδρασή σας με καθηγητές και συν-σπουδαστές/τριες;
14. Σε ποιο βαθμό η διερμηνεία συμβάλλει στην εκπαιδευτική σας συμπερίληψη και στην ολοκλήρωση των σπουδών σας;

15. Ποιες προκλήσεις έχετε αντιμετωπίσει κατά την παροχή διερμηνείας σε εκπαιδευτικά πλαίσια; Τι θα προτείνατε για την υπέρβαση των δυσκολιών;
16. Σε ποιο βαθμό οι νέες τεχνολογίες έχουν βελτιώσει την προσβασιμότητα και την εκπαιδευτική διαδικασία για εσάς;
17. Υπάρχουν συγκεκριμένες εφαρμογές ή λογισμικά που έχετε χρησιμοποιήσει και βρίσκετε ιδιαίτερα χρήσιμα στην υποστήριξη των εκπαιδευτικών σας αναγκών;
18. Έχετε αντιμετωπίσει προκλήσεις ή εμπόδια σχετικά με τη χρήση νέων τεχνολογιών στην εκπαίδευσή σας; Ποιες είναι αυτές;
19. Πώς οι νέες τεχνολογίες έχουν επηρεάσει την αλληλεπίδραση και την επικοινωνία σας με εκπαιδευτικούς και συνσπουδαστές/τριες; Έχετε παρατηρήσει κάποια συγκεκριμένη τεχνολογία που συμβάλλει στη βελτίωση της επικοινωνίας;
20. Έχετε προτάσεις για την εισαγωγή ή τη βελτίωση τεχνολογικών λύσεων ή υποστηρικτικών υπηρεσιών που θα μπορούσαν να κάνουν την εκπαίδευση πιο προσβάσιμη και αποτελεσματική για κωφούς/βαρήκοους σπουδαστές/τριες;
21. Πώς η ψηφιακή εκπαιδευτική πλατφόρμα έχει ανταποκριθεί στις ανάγκες σας ως κωφού/βαρήκοου σπουδαστή/τρια;
22. Πώς η εμπειρία σας ως κωφός/βαρήκοος σπουδαστής/τρια έχει διαμορφώσει τους μελλοντικούς σας στόχους και φιλοδοξίες;