



ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ
ΣΧΟΛΗ ΚΛΑΣΙΚΩΝ ΚΑΙ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ
ΤΜΗΜΑ ΕΛΛΗΝΙΚΗΣ ΦΙΛΟΛΟΓΙΑΣ

σε συνεργασία με το

ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΕΡΕΥΝΑΣ ΦΥΣΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
«ΔΗΜΟΚΡΙΤΟΣ»
ΙΝΣΤΙΤΟΥΤΟ ΠΛΗΡΟΦΟΡΙΚΗΣ ΚΑΙ ΤΗΛΕΠΙΚΟΙΝΩΝΙΩΝ

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

ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΑΤΡΙΒΗ

Τίτλος εργασίας

«Στάσεις και αντιλήψεις εκπαιδευτικών για την συμπεριληπτική εκπαίδευση και αυτοαποτελεσματικότητα εκπαιδευτικού έργου»

Ονοματεπώνυμο: Αναστασία Τελιανίδου
Α.Μ.: 673

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:

[ΔΙΟΝΥΣΙΟΣ ΛΟΥΚΕΡΗΣ, ΣΥΝΕΡΓΑΖΟΜΕΝΟΣ
ΕΡΕΥΝΗΤΗΣ, Ι.Π.Τ. - Ε.Κ.Ε.Φ.Ε. "ΔΗΜΟΚΡΙΤΟΣ"]
[ΖΩΗ ΚΑΡΑΜΠΑΤΖΑΚΗ, ΣΥΝΕΡΓΑΖΟΜΕΝΗ ΕΡΕΥΝΗΤΡΙΑ,
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ΠΕΡΙΛΗΨΗ

Η εργασία εξετάζει τις στάσεις, τις αντιλήψεις και την αυτό-αποτελεσματικότητα των εκπαιδευτικών στο πλαίσιο της συμπερίληψης. Στόχος είναι η διερεύνηση των δύο πεδίων και των παραγόντων που τις διαμορφώνουν, καθώς και η κατανόηση της μεταξύ τους σχέσης. Με τη σύνθεση και ανάλυση των δεδομένων που αφορούν τα παραπάνω, η έρευνα επιδιώκει να αποκτήσει ολοκληρωμένη γνώση της υφιστάμενης κατάστασης και να εξάγει συμπεράσματα που θα συμβάλουν στην ανάπτυξη και τον σχεδιασμό ολοκληρωμένων και εμπεριστατωμένων προγραμμάτων κατάρτισης για τους εκπαιδευτικούς και στη βελτίωση πολιτικών για τη συμπερίληψη.

Η πραγματοποίηση της έρευνας ακολούθησε προσεκτικό και αυστηρό σχεδιασμό για την εφαρμογή βιβλιογραφικής συστηματικής ανασκόπησης που εξυπηρετούσε βέλτιστα τον σκοπό της εργασίας. Η οργάνωση της ανασκόπησης ξεκίνησε με τον σαφή καθορισμό των ερευνητικών στόχων και ερωτημάτων με τη χρήση του βοηθητικού εργαλείου PICO. Ακολούθησε η διαμόρφωση πρωτοκόλλου για τα κριτήρια ένταξης και απόκλισης των στοιχείων που θα συμπεριληφθούν στην έρευνα. Έπειτα, πραγματοποιήθηκε η αναζήτηση των δεδομένων στις ηλεκτρονικές βάσεις «ResearchGate» και «Taylor & Francis Online». Για τη διασφάλιση του μέγιστου βαθμού συνάφειας με το εξεταζόμενο αντικείμενο η αναζήτηση βασίστηκε σε λέξεις – κλειδιά και φίλτρα Boolean. Η επιλογή των τελικών δεδομένων ολοκληρώθηκε σε δύο φάσεις με την βοήθεια του διαγράμματος ροής PRISMA (2020), ενώ η ποιότητα αυτών διαπιστώθηκε με την εφαρμογή εργαλείων ελέγχου (JBI, CASP, MMAT). Οι τελικές έρευνες που συμπεριλήφθηκαν εξετάστηκαν και αναλύθηκαν θεματικά για την εξαγωγή συμπερασμάτων και προτάσεων.

Τα ευρήματα της ανασκόπησης αποκάλυψαν ότι οι εκπαιδευτικοί διαμορφώνουν τις απόψεις τους για το συμπεριληπτικό μοντέλο μάθησης από ένα σύνολο δημογραφικών, βιωματικών και πολιτικών παραγόντων, με την ηλικία, την ποιότητα της εκπαιδευτικής εμπειρίας και τη θεσμική υποστήριξη να συνδέονται άμεσα με τον σχηματισμό θετικών απόψεων. Επιπλέον, αναδείχθηκε ο κρίσιμος ρόλος της εξειδίκευσης και της υποστήριξης των εκπαιδευτικών τόσο για τη διαμόρφωση θετικών απόψεων όσο και για την εφαρμογή της συμπερίληψης. Συνεπώς, η επένδυση στην επαγγελματική ανάπτυξη και στήριξη των υπεύθυνων της εκπαιδευτικής διαδικασίας κρίσιμη για την αποτελεσματικότητα της συμπερίληψης και τη δημιουργία συμπεριληπτικών σχολείων.

Η αυτό-αποτελεσματικότητα των εκπαιδευτικών διαδραματίζει, επίσης, κεντρικό ρόλο στη διαμόρφωση των περιβαλλόντων συμπερίληψης και επηρεάζεται από τα ατομικά χαρακτηριστικά, την σχετική εκπαιδευτική εμπειρία και τις ισχύουσες κοινωνικές και πολιτικές συνθήκες κάθε κοινωνίας. Η συνεργασία με τους συναδέλφους και η ύπαρξη βοηθητικού προσωπικού επιδρούν στην αυτό-αποτελεσματικότητα των εκπαιδευτικών. Παράλληλα, ο βαθμός και τρόπος εφαρμογής της συμπερίληψης εξαρτάται σε μεγάλο βαθμό από το κοινωνικό, πολιτικό και πολιτιστικό πλαίσιο στο οποίο εξετάζεται.

Τέλος, η έρευνα αναδεικνύει τη δυναμική ανάμεσα στις στάσεις και την αυτό-αποτελεσματικότητα των εκπαιδευτικών. Η άμεση συσχέτιση των δύο υποδηλώνει ότι η βελτίωση ενός από τους δύο τομείς μπορεί να ενισχύσει και τον άλλο, προσφέροντας ένα πλαίσιο για την ανάπτυξη στοχευμένων παρεμβάσεων. Επιπλέον, η αλληλεπίδραση μεταξύ στάσεων και αυτό-αποτελεσματικότητας επηρεάζεται από παράγοντες που σχετίζονται με το εκάστοτε εκπαιδευτικό και θεσμικό πλαίσιο, όπως η εξειδίκευση, η θεσμική υποστήριξη και συνεργασία, γεγονός που καθιστά αναγκαία την υλοποίηση στρατηγικών δράσεων σε αυτούς τους τομείς.

Λέξεις-κλειδιά: Συμπερίληψη, Εκπαιδευτικοί, Στάσεις, Αυτό-αποτελεσματικότητα

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