



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

**Η συμβολή της ρομποτικής στην ειδική αγωγή: Στάσεις και
αντιλήψεις των εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης σε σχέση
με την έδρα ελέγχου**

Ευαγγελία Σπυριδούλα Φραντζέσκου, Α.Μ. 742

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»

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ΠΕΡΙΛΗΨΗ

Η παρούσα έρευνα εξετάζει τις στάσεις των εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης για τη χρήση ρομπότ εντός της σχολικής αίθουσας, καθώς και για την αξιοποίηση της ρομποτικής στη διδασκαλία ατόμων με ειδικές εκπαιδευτικές ανάγκες και αναπηρίες. Οι στάσεις αξιολογήθηκαν βάσει παραγόντων όπως το φύλο, η ηλικία, η ειδικότητα των εκπαιδευτικών, ο βαθμός εξειδίκευσης στις Τεχνολογίες Πληροφορίας και Επικοινωνιών (Τ.Π.Ε.) και η αντιλαμβανόμενη έδρα ελέγχου (εσωτερική, εξωτερική). Τα αποτελέσματα της έρευνας ανέδειξαν την ηλικία των εκπαιδευτικών και την αντιλαμβανόμενη έδρα ελέγχου ως βασικούς προβλεπτικούς παράγοντες για τις στάσεις τους. Συγκεκριμένα οι νεότεροι εκπαιδευτικοί φάνηκε να διαθέτουν πιο θετική στάση για την αξιοποίηση της ρομποτικής στην καθημερινή τους πρακτική. Επιπλέον οι εκπαιδευτικοί που αντιλαμβάνονται τον έλεγχο ως εσωτερικό παρουσίασαν θετικότερη στάση απέναντι στη ρομποτική, σε σύγκριση με εκείνους που αντιλαμβάνονται τον έλεγχο ως εξωτερικό. Συμπερασματικά η ηλικία και ορισμένα χαρακτηριστικά της προσωπικότητας, όπως η αντιλαμβανόμενη έδρα ελέγχου, φάνηκε να διαδραματίζουν καθοριστικό ρόλο στη διαμόρφωση των στάσεων των εκπαιδευτικών για τη ρομποτική τεχνολογία.

Λέξεις κλειδιά: Τ.Π.Ε., ρομπότ, εσωτερική έδρα ελέγχου, εξωτερική έδρα ελέγχου

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